The Shelter Compendium

INFORMATION EDUCATION AND COMMUNICATION MATERIALS
FOR SHELTER AND SETTLEMENTS PROGRAMMING

Global Shelter Cluster
ShelterCluster.org
Coordinating Humanitarian Shelter

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IOM
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Foreword

The importance of information, education and communication (IEC) has long been known as an essential part of programming that seeks to change practices or behaviors. Public information campaigns have used media such as posters, pamphlets, songs and theatre for centuries to promote essential messages. More recently radio, film, text messaging and social media have also been used.

Although information, education and communication, messaging and campaigns are not used as consistently in shelter and settlements responses as they are in public health, there is growing recognition of the importance of their role. IEC materials have been used to promote shelter messages for decades. Some of the illustrations in this booklet can be traced as being produced over 40 years ago.

This publication is a compilation of 23 IEC materials developed for shelter programmes. It forms part of a larger project to document materials developed to date and build a comprehensive database of IEC materials. For the first time lessons can be drawn and comparisons made between the vast range of materials developed within responses.

In building this database we recognize the generous time put in by many people to catalogue and review the materials. Building on the contributions of many people (see acknowledgments) we were able to intelligently crowd-source the enormous task of sifting through many materials. The full database of materials will be freely accessible at **iec.sheltercluster.org**

Along the way, in collating the materials, we unearthed many opinions and were able to improve our understanding of how the materials were developed. We have tried to document some of these findings in the following pages.

We would also like to state that the purpose of this document is to not be critical of the programmes to which the IEC materials are related nor discredit any of the materials or accompanying work. Most were developed in challenging circumstances and we do not necessarily have a full grasp of the context or factors that lay behind the development of the materials. The reviews reflect the opinions of the individual reviewers and not the Global Shelter Cluster nor any agencies. We acknowledge the wide range of views and experiences exist with regard to IEC work and cannot claim this document to be all-inclusive.

This document is intended as a starting point to initiate further discussion and exploration. We hope that you will be able to use this document and the accompanying database to help develop better responses for crisis-affected people in the future.

Acknowledgments

iec.sheltercluster.org

Table of contents

Information, Education and Communication Materials

What are Information, Education and Communication Materials?

It has long been known that public information and training is an essential component of any humanitarian response. It links broader discussions on Accountability to Affected Populations to questions of how to support crisis-affected people to make the most informed decisions on how to respond in crises. Clear messaging is a proven way of increasing the impacts of humanitarian assistance, ensuring durability of materials distributed, and supporting longer-term resilience and recovery.

Even though information, education and communication (IEC) materials are being used widely in shelter and settlements responses, there is no clear definition of an "IEC material" in the Shelter sector. This is however, more clearly defined among Health and WASH practitioners. A document by WHO defines IECs as: "an approach which attempts to change or reinforce a set of behaviors in a "target audience" regarding a specific problem in a predefined period of time. It is multidisciplinary and client-centred in its approach, drawing from the fields of diffusion theory, social marketing, behavior analysis, anthropology, and instructive design. IEC strategies involve planning, implementation, monitoring and evaluation...."[1]

In this document we are focusing on materials that support this approach for shelter. IEC materials have the objectives of raising awareness and attempting to change, reinforce or promote a clear message to a targeted audience through different channels. These channels vary from printed media, such as posters, flyers, leaflets, brochures and booklets, to broadcasted media, such as radio messages, animations, or text messages.

All evidence points to the position that IEC materials are not a solution on their own, but rather they need to be part of a wider strategy for assistance. IEC materials are usually developed within operations through a process which can also serve to put humanitarian organizations on the same page and can also define policies. At times it can become a political process. As such, it is not uncommon for them to go through multiple iterations. This process is often an important part of the development of IECs, and can have a larger impact than the materials themselves as they consolidate thinking of different actors in the response.

In this document we try to use the term "IEC Materials" to denote that they should be part of a process. However, many reviewers refer to them simply as "IECs".

For Effective Information, Education and Communication Materials, Remember that:

- Communication is a 2-way street. IEC materials should usually be a part of larger social engagement programme to create behavior change – or they need to impart specific information backed up by a supporting programme. In order to be accurate and productive components of a public information programme, IEC materials should be created in consultation with their target audience.

- The process to develop Shelter IEC materials is a collaborative effort and can be as important as the content of the materials themselves. Shelter IEC materials are developed with many objectives including to distill the issues and clarify policy, technical and social knowledge in the simplest of terms. When well-managed, this process of bringing people together and forming consensus consolidates learning, shares knowledge and promotes consistency in response.

- Access to information is a right for all. IEC materials need to be not just technically clear, but also should consider how accessible and inclusive that information is to as many people as possible.

- IEC materials evolve during a response. As crises and responses evolve, messaging also needs to change. Throughout a response, new resources should be developed as necessary, existing resources should be modified, and the dialogue should be continued.

- IEC materials within the shelter sector can generally benefit from more evaluation and review of their impacts. Without feedback, evaluation, and testing of IEC materials, it is not possible to effectively identify areas of improvements, nor to produce more effective material. In the course of compiling this compendium, it was only possible to find a few examples of impact assessment and adoption of the messaging. In most cases feedback appeared to be limited to post-distribution monitoring activities which are conducted soon after the response.

- Some messages never change. Materials that are currently being used are often created using information and illustrations from existing IEC materials. Throughout the process of compiling the Shelter Compendium, certain messages were found to be recurrent. It became clearer that the technical messages are not very different, but (in some cases) the message was contextualized.

- IEC materials are not a solution, and they should be contextualized and have a roll out strategy. The intended objectives of an IEC material cannot be achieved by simply disseminating the flyers and posters. To increase the impact of IEC resources, they should be part of a programme, and be accompanied by technical trainings, demonstrations etc. This will not only improve the impact of the assistance, but will also build capacities and facilitate self-recovery of communities in the long-term.

[1] 'Information, Education and Communication: Lessons from the Past; Perspectives for the Future', World Health Organization, 2001. https://apps.who.int/iris/bitstream/handle/10665/67127/WHO_RHR_01.22.pdf;jsessionid=CE8DD5D3907DF91B1A8BCB657AECD151?sequence=1

The Shelter Compendium

The Shelter Compendium is a database of reviewed Information, Education and Communication (IEC) materials to support faster development of common technical messaging in crisis responses. It focuses on messages in shelter and settlements and non-food items operations.

Construction   Settlements   Material Production and Use   Access to assistance   Debris Management   Indoor living environment   Safety   NFIs   Cross-cutting

About the Shelter Compendium

Whilst there is a wealth of experience, messages and tools developed for humanitarian response, agreeing on messages can take weeks or months of inter-agency discussion. Using pre-identified and existing messaging can serve as an emergency stopgap. It can also form a solid starting point to accelerate the development of contextualized and coordinated messaging. Overall, it makes sense not to reinvent the wheel, when we can start with pre-existing materials.

The Shelter Compendium is a global open-source database under the Promoting Safe Building (PSB) Working Group of the Global Shelter Cluster to compile and assess existing IEC materials related to Shelter and Settlements responses through a consultative process. The key material in the Shelter Compendium database has been reviewed by technical experts. The Shelter Compendium documents existing materials rather than creating new ones.

The Scope of the Shelter Compendium prioritizes materials that are relevant to the emergency phase of shelter and settlements responses. It prioritizes messages that communicate with the affected populations as a primary audience, and local builders as a secondary audience. The Shelter Compendium also contains tools that are more technical and are created for shelter practitioners, but their content can be easily retrieved, modified, and made into contextualized material for the affected populations.

At the time of writing, the Shelter Compendium has compiled over 700 IEC resources in its database and around 150 of the selected key IECs have been reviewed by experts.

The Shelter Compendium provides some examples to encourage learning from good practices and improving the quality, effectiveness, and impact of messaging. These examples were collected by directly reaching out to practitioners who were involved in the responses, as well as following up on comments and anecdotal information that were highlighted in reviewers' inputs.

About this Document

This Publication is an overview to the Shelter Compendium. It provides an understanding of the methodology and an analysis of the database, and presents a selected number of reviewed IEC materials with different themes as a sample. Different articles on the development, testing and rolling out of the IEC materials are reflected in this publication to highlight that IEC materials should not be approached as a product, but rather as a process.

This publication presents a selection of 23 IEC materials, and the complete database is accessible at the Shelter Compendium website: iec.sheltercluster.org

Methodology

The vision and direction of the Shelter Compendium was defined through a series of consultations at different shelter fora, and was developed with the Shelter Compendium steering committee, consisting of Shelter and Settlements practitioners, engineers, as well as non-shelter professionals such as a visual communication experts.

1- Data Collection

The initial collection phase culminated in around 30,000 IEC files collected from the GSC database, personal archives of shelter practitioners, and country sectors/clusters. This number was reduced to 7,000 files after the first round of data cleaning, removing the duplicates and irrelevant files.

Though IEC materials are being widely used by shelter practitioners, there is no clear consensus in the sector on what should be considered as an IEC material. To define the scope of the Shelter Compendium, a selection of materials was briefly reviewed by the steering committee against inclusion criteria. After sifting through the files, taking into consideration the inclusion criteria and the scope of the project, the initial database held just over 700 IEC files.

Throughout the process, documents on the development and roll-out processes and the impacts of IEC materials were actively looked for. However, it quickly became evident that impact and effectiveness studies are only available for a very limited number of IEC materials.

2- Data entry

A taxonomy was designed to facilitate search and analysis of the database. Materials are classified under 3 main categories: file data, context, and content. Within the Shelter sector, IEC materials have a broad range: from basic radio messages on NFIs such as "distributions should be free of charge", to how to use distributed materials, to how to prepare for hazards, to how to "build back safer".

Based on the taxonomy, materials were indexed through intelligent targeted crowd-sourcing and the accuracy of the entries was continuously validated and checked throughout the process. Monitoring the disaggregated data helped to understand the gaps in the database and led to the second round of data collection, reaching out directly to countries and practitioners who might have the extra material and relevant messages.

3- Review

In developing the Shelter Compendium, review criteria were established through a collective process to provide an understanding of the strengths and weaknesses of an IEC material according to different criteria, including technical clarity, text clarity and potential to cause harm. Questions on the communication effectiveness of the materials included: Is the message well understood? Can the written text and images be 'back translated' by audience? Could the message in this IEC material be misunderstood and potentially cause harm?

The peer-review process covered the Technical non-country specific and country specific scopes. Key IEC materials were assigned to over 45 experts for the peer-review process based on their area of expertise and knowledge of the context.

The communication effectiveness scope of review could not be tested during the time-frame of this work but the review criteria and questionnaire is part of the designed review collection process and will be available at the Shelter Compendium website: iec.sheltercluster.org

Work-flow process
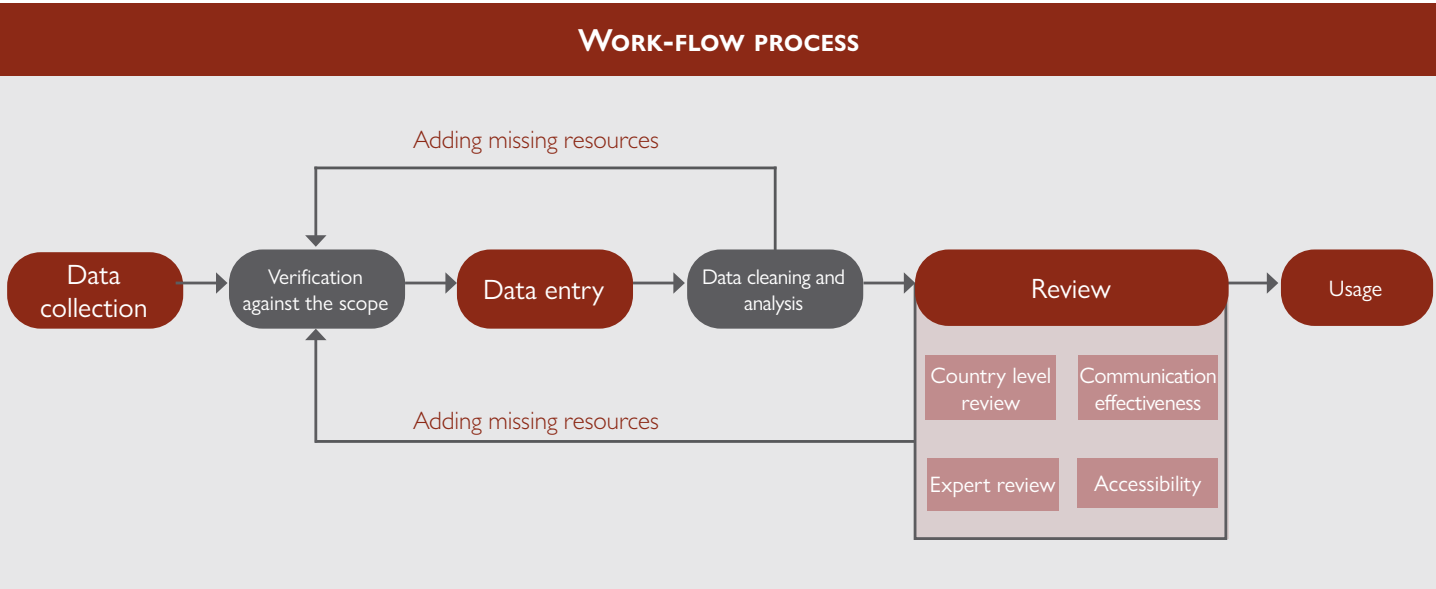
This graphic shows the work-flow that was used to compile and create the Shelter Compendium.

Scoring System

Each IEC material has been reviewed by different experts and their individual feedback has been compiled under each criteria. The green, yellow and red marks show the average score under each criteria.

✅ Good (0.7-1)

❓ Needs adjustment (0.4-0.6)

❌ Not recommended (0-0.3)

The overall grade is calculated as the average of the overall evaluation of the IEC by different reviewers (and not accounting for individual review criteria).

★★★ Good (0.7-1)

★★☆ Needs adjustment (0.4-0.6)

★☆☆ Not recommended (0-0.3)

Scope of the Shelter Compendium
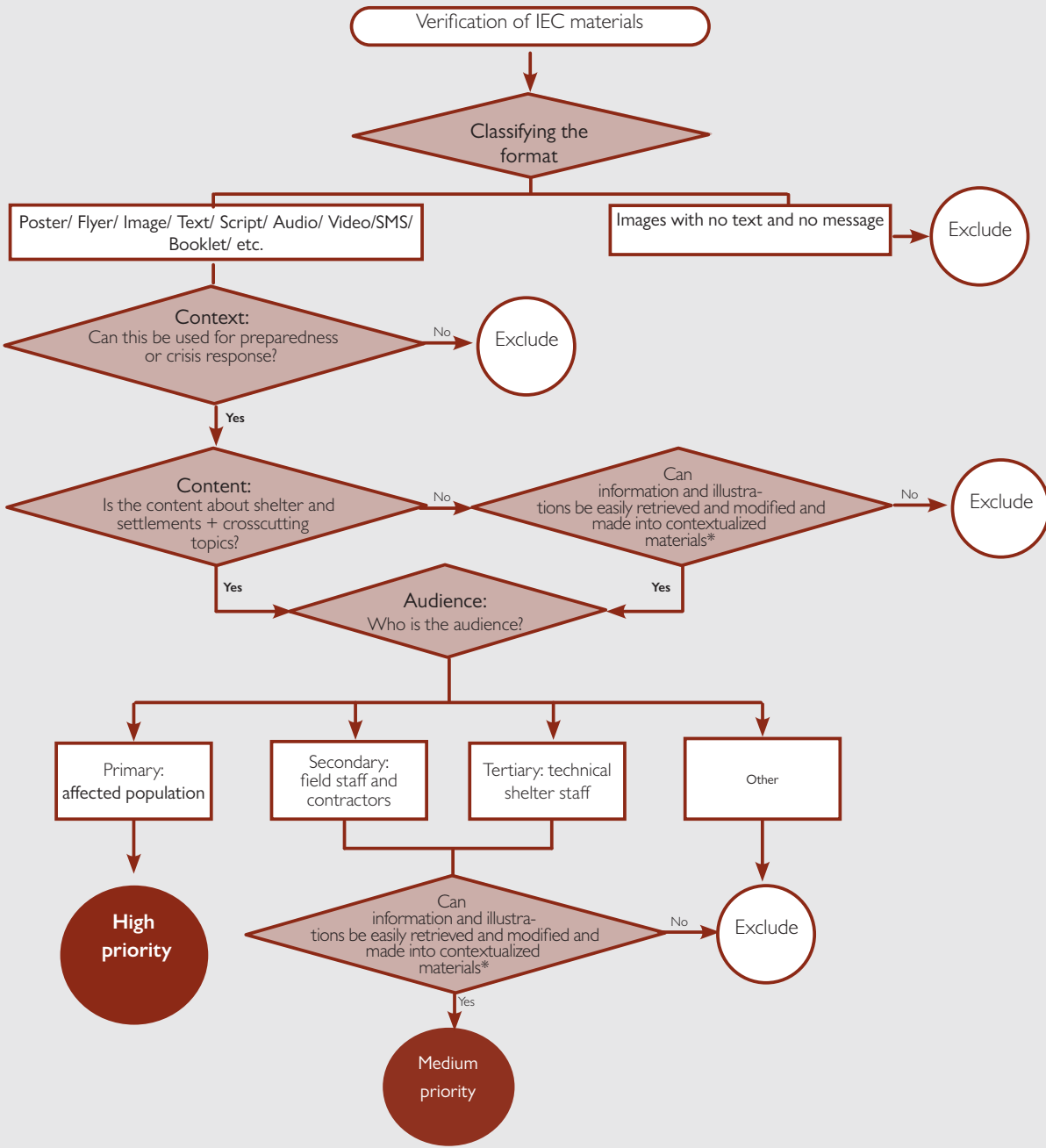
* Quality of the material was not considered as a criteria to determine if material can be modified or not.

This graphic shows the file prioritization process that was used whilst building the database of the Shelter Compendium.

Information Education and Communication Materials

FILE DATA

Title | **Location** | **Type of crisis** | **Year** | **Producer** | **Source** | **Audience** | **Language** | **Format**

Location
- Region
- Sub-region
- Country
- Subnational location or ethnic group

Type of crisis
- Disaster
- Conflict
- Complex / Multiple
- Unknown / NA

Producer
- Host government
- Shelter Cluster
- International NGO
- National / Local NGO
- UN agency
- Red Cross Red Crescent movement
- Academia
- Donor agency
- Research / Technical organization
- Individual author
- Unknown
- Other / unsure

Source
- Affected people and other local population
- Field staff and contractors
- Non-specialist humanitarian staff
- Technical shelter staff
- Unclear / not specified
- Other

Format
- Poster /Flyer /Image
- Text / Script
- Audio
- Video
- SMS
- Booklet
- Other

CONTEXT

Type of context | **Settlement type** | **Type of hazard / risks** | **Objective**
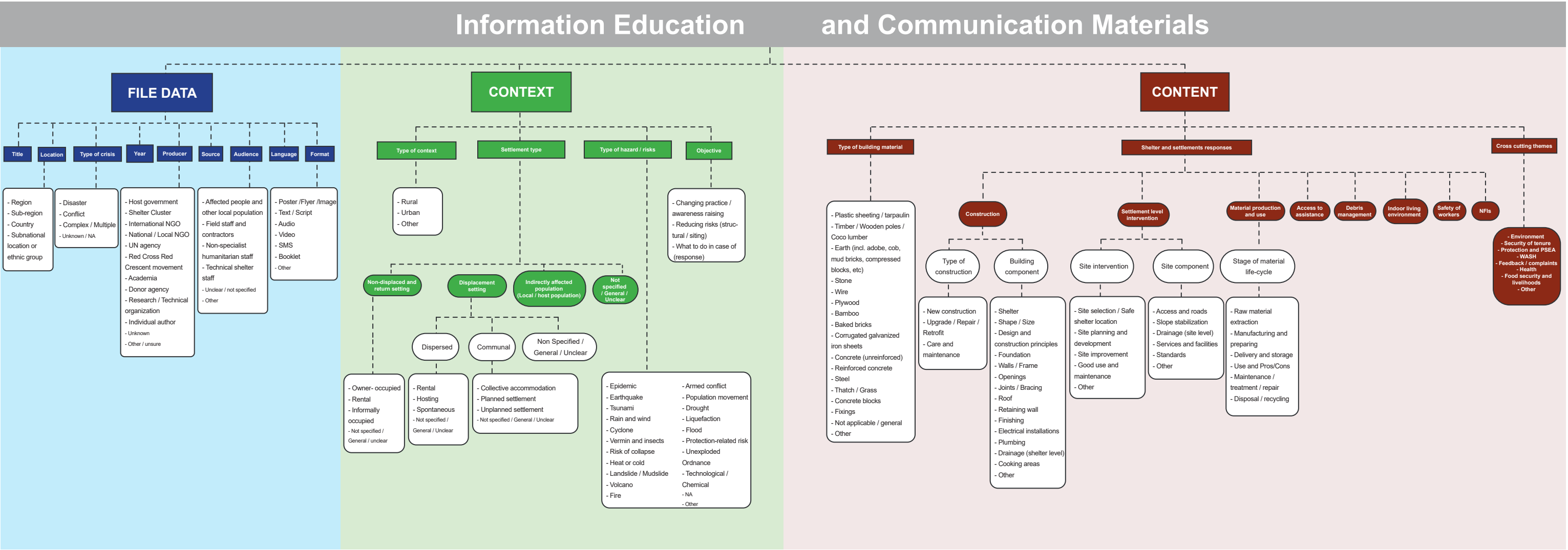
Type of context
- Rural
- Urban
- Other

Objective
- Changing practice / awareness raising
- Reducing risks (structural / siting)
- What to do in case of (response)

Settlement type:
- Non-displaced and return setting
- Displacement setting
- Indirectly affected population (Local / host population)
- Not specified / General / Unclear

Displacement setting:
- Dispersed
- Communal
- Non Specified / General / Unclear

Non-displaced and return setting
- Owner- occupied
- Rental
- Informally occupied
- Not specified / General / unclear

Dispersed
- Rental
- Hosting
- Spontaneous
- Not specified / General / Unclear

Communal
- Collective accommodation
- Planned settlement
- Unplanned settlement
- Not specified / General / Unclear

Type of hazard / risks
- Epidemic
- Earthquake
- Tsunami
- Rain and wind
- Cyclone
- Vermin and insects
- Risk of collapse
- Heat or cold
- Landslide / Mudslide
- Volcano
- Fire
- Armed conflict
- Population movement
- Drought
- Liquefaction
- Flood
- Protection-related risk
- Unexploded Ordnance
- Technological / Chemical
- NA
- Other

CONTENT

Type of building material | **Shelter and settlements responses** | **Cross cutting themes**

Type of building material
- Plastic sheeting / tarpaulin
- Timber / Wooden poles / Coco lumber
- Earth (incl. adobe, cob, mud bricks, compressed blocks, etc)
- Stone
- Wire
- Plywood
- Bamboo
- Baked bricks
- Corrugated galvanized iron sheets
- Concrete (unreinforced)
- Reinforced concrete
- Steel
- Thatch / Grass
- Concrete blocks
- Fixings
- Not applicable / general
- Other

Shelter and settlements responses:
- Construction
- Settlement level intervention
- Material production and use
- Access to assistance
- Debris management
- Indoor living environment
- Safety of workers
- NFIs

Construction:
- Type of construction
- Building component

Settlement level intervention:
- Site intervention
- Site component

Material production and use:
- Stage of material life-cycle

Type of construction
- New construction
- Upgrade / Repair / Retrofit
- Care and maintenance

Building component
- Shelter
- Shape / Size
- Design and construction principles
- Foundation
- Walls / Frame
- Openings
- Joints / Bracing
- Roof
- Retaining wall
- Finishing
- Electrical installations
- Plumbing
- Drainage (shelter level)
- Cooking areas
- Other

Site intervention
- Site selection / Safe shelter location
- Site planning and development
- Site improvement
- Good use and maintenance
- Other

Site component
- Access and roads
- Slope stabilization
- Drainage (site level)
- Services and facilities
- Standards
- Other

Stage of material life-cycle
- Raw material extraction
- Manufacturing and preparing
- Delivery and storage
- Use and Pros/Cons
- Maintenance / treatment / repair
- Disposal / recycling

Cross cutting themes
- Environment
- Security of tenure
- Protection and PSEA
- WASH
- Feedback / complaints
- Health
- Food security and livelihoods
- Other

This graphic shows how IEC materials were classified whilst building the database of the Shelter Compendium.

Learnings from the Shelter Compendium

The growing database of the Shelter Compendium classified by various subjects —such as type of response, location, type of hazard and construction materials—provides a holistic and global understanding of what material have already been produced, for which responses, and where. Analysis of the database shows that:

- Most of the IEC materials are created with the objective of reducing the risks of natural hazards. Earthquake, cyclone and flood are the top three hazards that the messages respond to.

  As expected, the disaggregated data per region follows the pattern of disaster frequency and occurrence. Most materials related to earthquake are made in Asia and Americas, whereas the IEC materials from the Pacific regions focus primarily on the risk of cyclones. Most of the messages in Africa are created with the objective of reducing the risk of flood, even though they are often created in contexts of conflict.

- Most of the IEC materials are from the Asia Pacific region. This could be due to higher capacity of initiatives and resources to create IEC messages in this region, as well as relating to the frequency of disasters, where access is improved and recovery begins (which for many happens the day after a disaster). However, this analysis is subject to the availability of data.

- The focus of most of the IEC materials are on 'construction' and 'material production' as types of responses, however, there is a significant gap in material addressing Housing Land and Property (HLP), indoor living conditions, inclusion and Prevention of Sexual Exploitation and Abuse (PSEA). Material on disability inclusion and accessibility specifically was found to be extremely limited.

This graphic shows the relation between the context in which the IEC material was created and the risk reduction they aim to achieve.

- English is the most commonly used language of collected IEC materials, often because IECs are developed in English before being translated into local languages. There are notable concentrations of IECs in languages such as Bahasa, Bangla, Nepali, and Haitian Creole, which are spoken in countries that have faced recent large-scale and/or recurring crises. There are also concentrations of IECs in languages spoken across multiple countries such as Arabic, French and Spanish. IEC materials were mostly collected by contacting country level Clusters/ Sectors, as the materials are otherwise not easily accessible.

Conclusion

Shelter and settlement related IEC Materials are not a programme in themselves. However, with this in mind, this document is part of the first attempt to consolidate the existing materials in one place, with the goal of improving the coherence of messaging, understanding where the gaps are, and facilitating the development of messaging in the future.

In the course of compiling the existing IEC materials, it has been clear that context is essential to understand materials; however, there is very limited documentation available surrounding the actual development and use of materials themselves. We have also found diversity of technical opinions on each material – partly colored by different understandings of where each material came from and its context.
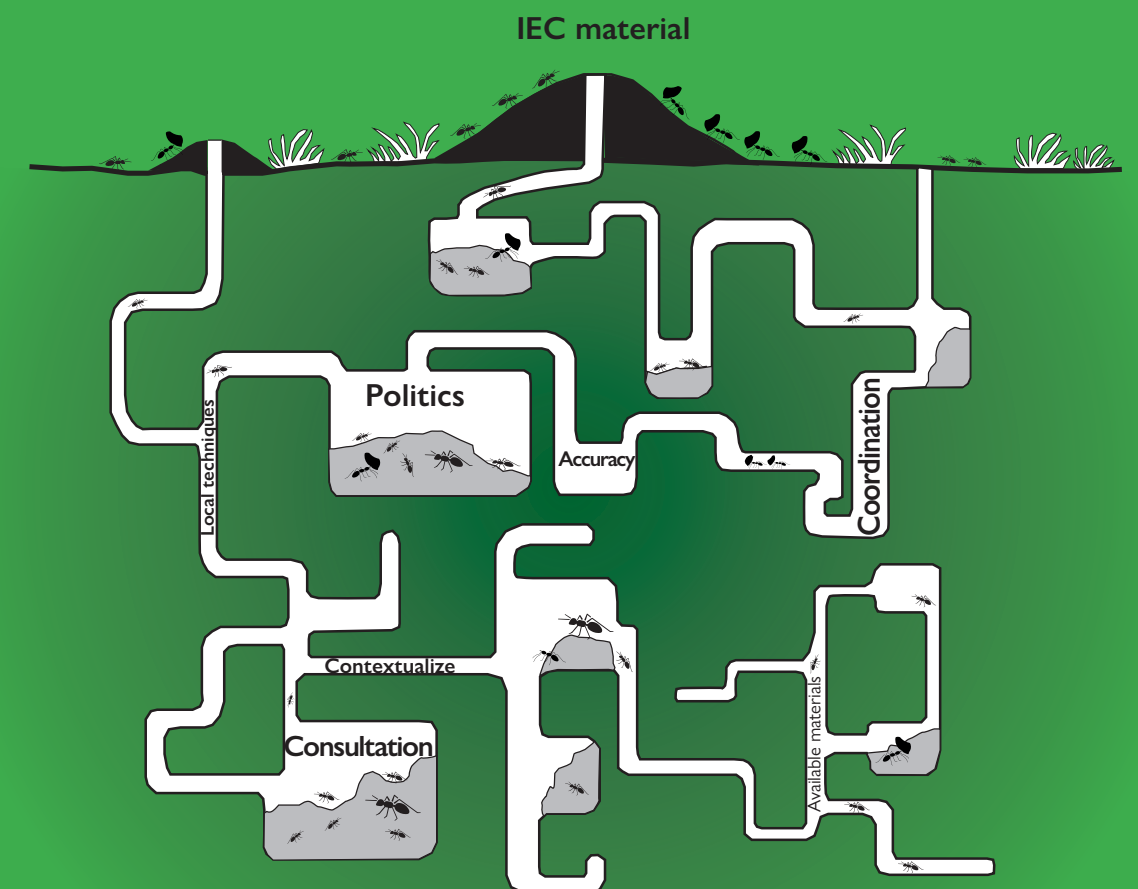
We hope that the following opinion pieces in section A and the sample of the materials and their reviews in section B, will shed a stronger light on the use of materials and support rapid development and review of materials developed for future responses.

This graphic shows the languages used in IEC materials. The size of the words reflects the number of IEC materials in each language.

This graphic shows the breakdown of IEC materials according to type of response. The proportions of the circles reflect the number of IEC materials among different regions.

This graphic shows the breakdown of IEC materials according to type of hazard. The proportions of the circles reflect the number of IEC materials among different regions.

Section A

CASE STUDIES AND OPINION PIECES

IEC material

Local techniques

Politics

Accuracy

Coordination

Contextualize

Consultation

Available materials

Anthills are some of the most impressive structures in nature. Even if an anthill seems small, the mound is just the tip of a much larger structure. There are thousands of ants just below the surface, doing different works.
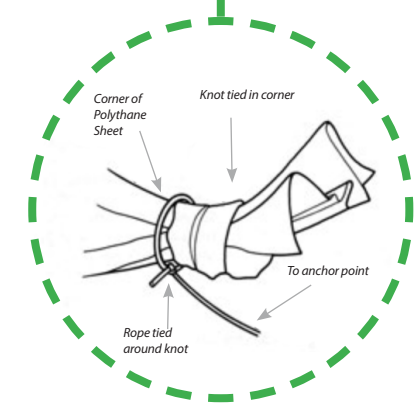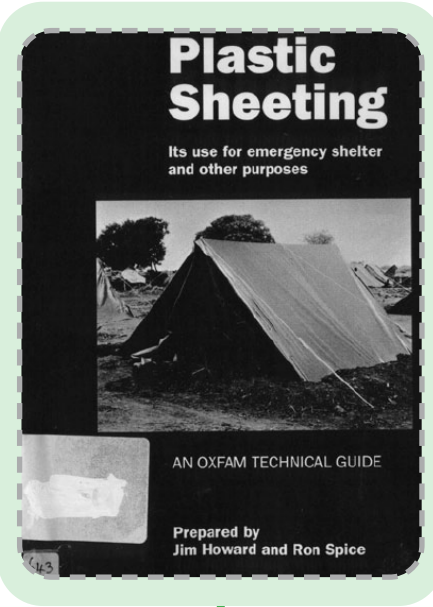
The process to develop IEC materials is often overlooked while, usually is as important as the content of the materials themselves. It requires coordinating with different actors, engaging with the communities, understanding the context and knowledge gaps, etc. It can serve to ensure consistency of approaches between humanitarian organizations and can also define policies. At times, it can involve politics.

A.1 Plastic Sheeting IEC Material Overtime

Messaging on plastic sheeting is one of the most used in the shelter sector. The illustrations are recurrently being used to create different material and can be traced back to *"Plastic sheeting: A guide to the use of plastic sheeting in humanitarian relief: Oxfam, IFRC 2007"*. This inter-agency booklet itself was an update and drew heavily on the content and illustrations of Jim Howard and Ron Spice's original book on plastic sheeting in 1973.

This tree chart demonstrates the development and use of one of the illustrations depicted in the booklet, and its uses over time for different shelter and settlements responses. The timeline shows how various guidance material adapted this illustration in different ways, which allowed it to be adapted in other contexts as well as in other IEC material. The graphic also captures the various contexts, illustration styles and IEC materials that include this message.

Different iterations

Tarp Installation, Haiti
(CARE, 2010)

Fixing Plastic Sheeting, Pakistan
(Shelter Cluster Pakistan, 2010)
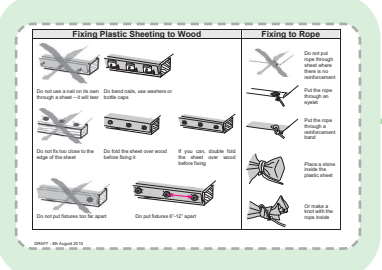
IFRC Shelter Kit and Manual
(IFRC, 2010)

Plastic Sheeting
ITS USE FOR EMERGENCY SHELTER AND OTHER PURPOSES
(Howard, J., Spice, R., Oxfam, 1973)

A Guide to the Use of Logistics of Family Tents in Humanitarian Relief
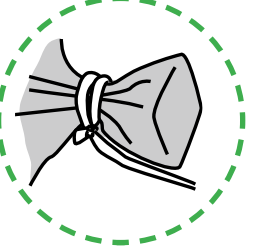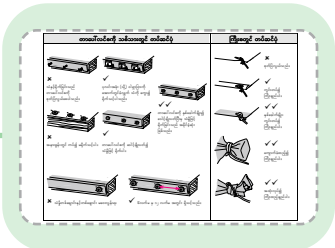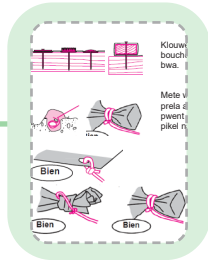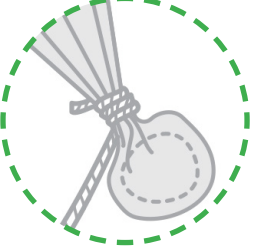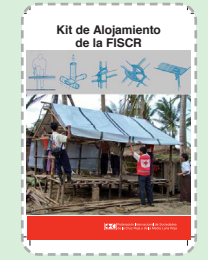(OCHA, 2004)

Plastic Sheeting
(IFRC, Oxfam, 2007)
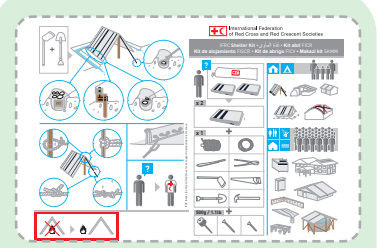
Fixing Plastic Sheeting, Myanmar
(Ashmore, J., 2008)

Technical Guidelines for Winterization Strategy
(Shelter Cluster Pakistan, 2005)

Burkina Faso · Bangladesh · Syria · Nepal · Pakistan · Mozambique · Central African republic · Bangladesh · Bangladesh · Global · Haiti · Ecuador · Bangladesh · Bangladesh

1973 · 2005 · 2007 · 2010 · 2020

A.2 — Considering and Using Pre-Existing IEC Materials

All of the humanitarian organizations, civil protection agencies and local municipal authorities working on preparedness and disaster response have a communication outreach which supports their emergency programmes. The image of a front-line field worker sitting talking with a mother or a family in a camp is often synonymous with the publicity that circulates to raise funds. The quality of that conversation and the information materials used to help people understand essential information is crucial. As important as the quality of the 'material goods' used in these situations is, so is the quality of the materials used to explain the situation and give instruction. A good communications toolkit for front line workers can make the difference between successful communication and public participation, or lack of interest and failure.

"One of the biggest threats to the accuracy of all IEC materials is the confusion caused by the volume of out of date materials that already exist and are still in circulation; on the World Wide Web all messages last forever."

IEC materials give front line workers some credibility and help to convey an instructive message to their audience. However, if they are poorly designed and badly illustrated, they can be misinterpreted and cause harm. Still, too often visual aids do not go through the same rigorous process of testing. When visual literacy research and quality graphics are used in the creation of visual aids, there is plenty of evidence that this leads to better rates of success. If visual aids are created simply as an advert for the programme funder and partners, their value as an instructional tool is often reduced. Do not assume that because something is colorful and illustrated in pamphlets, it will carry the same message or indeed the proper message to all those in the audience.

Consider one end in the spectrum of messages; IEC materials dealing with messages that last forever and do not change (i.e. fire precautions in camps.) At the other end of the spectrum are those messages that have a short, time bound life-span due to changing science or circumstance (i.e. Cash-based interventions or emergency construction techniques). One of the biggest threats to the accuracy of all IEC materials is the confusion caused by the volume of out of date materials that already exist and are still in circulation; on the World Wide Web all messages last forever.

In dealing with the specific theme of shelter and settlements, it makes sense not to reinvent the wheel, when we can choose from pre-existing materials. If materials have worked well in one situation with proper evaluation, they can easily be adapted and used in another. The convenience and economy of this approach is obvious.

This effort to set a higher standard of review for pre-existing materials should be applauded and expanded. It is a fast-growing information world where instructions are fished out by their labels rather than their quality or relevance. Unsuspecting seekers of information can fall victim to out of date materials.

Whether it's an IEC video, a comic book, an illustration, or on-line visuals, holding graphic artists to the same high standards that builders and project architects already have can produce a higher yield of understanding.

A.3 — Using Pre-Existing Messaging - Haiti 1982 and 2010

Following the 2010 earthquake in Haiti, the Shelter Cluster technical coordination team reviewed past documents. A 1982 document entitled "Improvement of rural housing in Haiti to withstand Hurricanes" written by Fred Cuny / Intertect proved to be highly relevant to the needs of those residing in camps or who were living in timber houses.[*] Although the disaster had been an earthquake, the pressing shelter needs were to provide protection from storms and hurricanes. The illustrations from this document were the perfect starting point and were shared with the illustrators who created posters on preparing for storms. The comparison of the original drawings and the updated poster can be seen below.
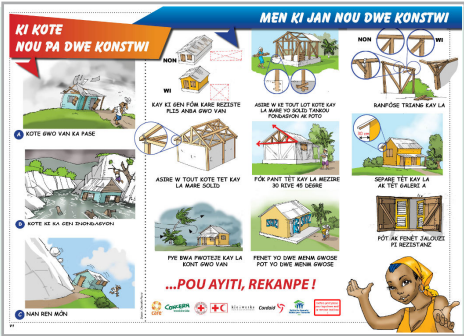
Illustrations by A. James Viet. and Juliana Marek, 1982

"Risk of roof damage"

"Natural windbreaks can help shield the house from wind damage"

"Diagonal bracing can reinforce structures but should be correctly attached"

"Different foundation details"

Illustration by Shelter Cluster Haiti, technical guidance, 2010

"Do not build where high winds come through"

"Trees protect the house from high winds"

"Reinforce the house's triangles"

"Ensure all sides of the house are solid, such as foundation and pillars"
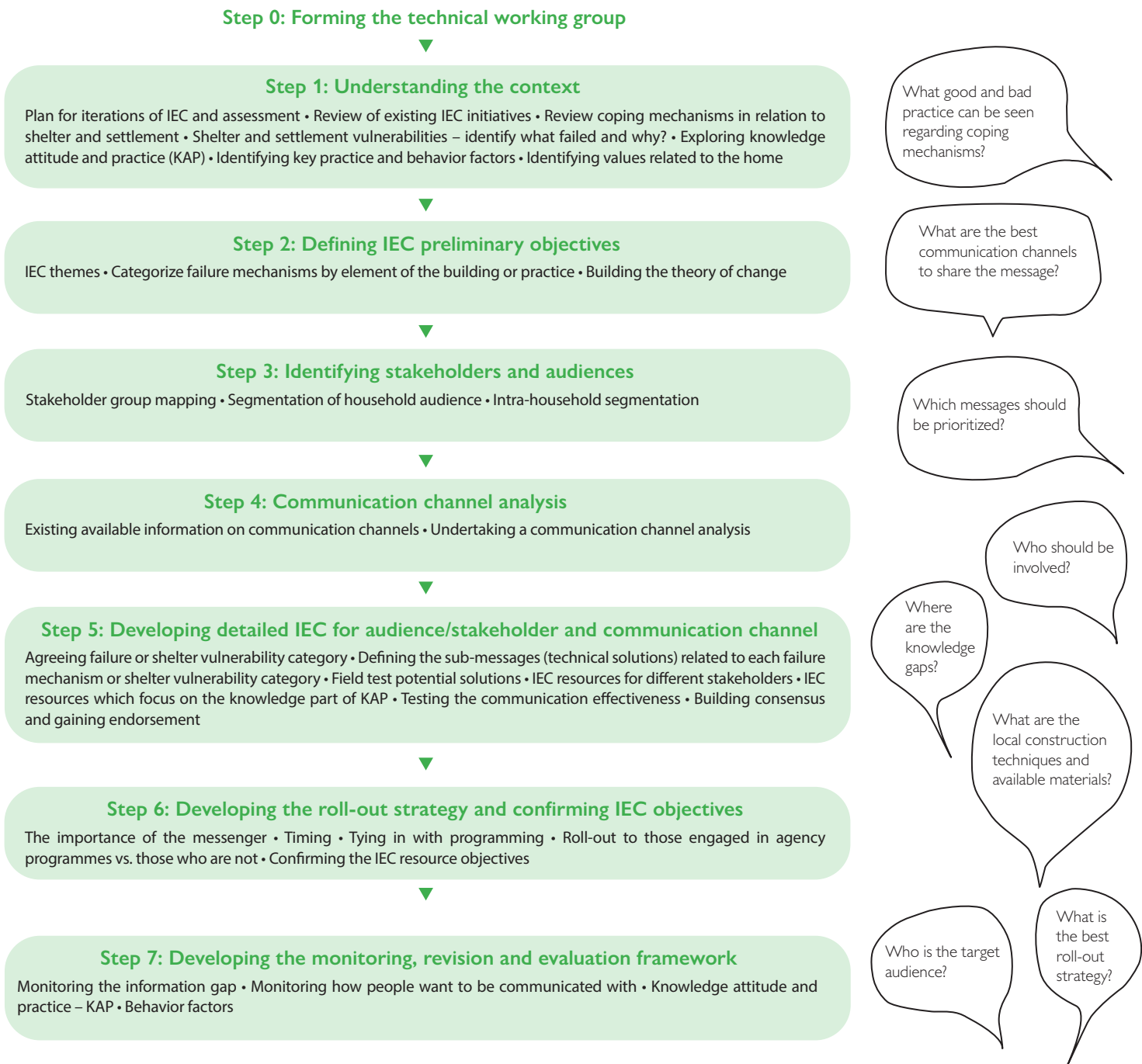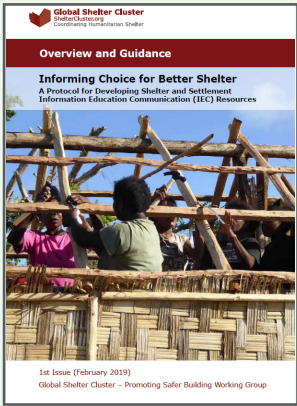
[*] Read more about this at 'Shelter Projects 2009 (C6)' - http://shelterprojects.org/shelterprojects2009/ref/C.6-Haiti-1982-Shelter-report.pdf

A.4   Developing New IEC Materials

What would be the ideal steps to take, if there simply were no pre-existing IEC materials to fall back on as a short-cut? The *'Informing Choice for Better Shelter - IEC development protocol'[1]* by the Promoting Safer Building Working Group of the Global Shelter Cluster suggests steps for creating new IEC materials and provides links to supporting tools and resources. This protocol was published in 2018 to be a reference for the process that needs to be undertaken for the review of existing materials, the understanding of the information gap, and the subsequent development of quality, appropriate, evidence-based, effective and timely IEC, and its dissemination.

The 7 steps and sub-steps that are explained in the guidance are summarized below. Based on the context and resources, some steps and sub-steps can be skipped or undertaken in parallel, and there will be varying emphasis on each step. Some steps and sub-steps will need to be revisited as the context, response, recovery, or nature of the crisis develops.

Step 0: Forming the technical working group

▼

Step 1: Understanding the context
Plan for iterations of IEC and assessment • Review of existing IEC initiatives • Review coping mechanisms in relation to shelter and settlement • Shelter and settlement vulnerabilities – identify what failed and why? • Exploring knowledge attitude and practice (KAP) • Identifying key practice and behavior factors • Identifying values related to the home

▼

Step 2: Defining IEC preliminary objectives
IEC themes • Categorize failure mechanisms by element of the building or practice • Building the theory of change

▼

Step 3: Identifying stakeholders and audiences
Stakeholder group mapping • Segmentation of household audience • Intra-household segmentation

▼

Step 4: Communication channel analysis
Existing available information on communication channels • Undertaking a communication channel analysis

▼

Step 5: Developing detailed IEC for audience/stakeholder and communication channel
Agreeing failure or shelter vulnerability category • Defining the sub-messages (technical solutions) related to each failure mechanism or shelter vulnerability category • Field test potential solutions • IEC resources for different stakeholders • IEC resources which focus on the knowledge part of KAP • Testing the communication effectiveness • Building consensus and gaining endorsement

▼

Step 6: Developing the roll-out strategy and confirming IEC objectives
The importance of the messenger • Timing • Tying in with programming • Roll-out to those engaged in agency programmes vs. those who are not • Confirming the IEC resource objectives

▼

Step 7: Developing the monitoring, revision and evaluation framework
Monitoring the information gap • Monitoring how people want to be communicated with • Knowledge attitude and practice – KAP • Behavior factors

What good and bad practice can be seen regarding coping mechanisms?

What are the best communication channels to share the message?

Which messages should be prioritized?

Who should be involved?

Where are the knowledge gaps?

What are the local construction techniques and available materials?

Who is the target audience?

What is the best roll-out strategy?

[1] The *'Informing Choice for Better Shelter - IEC development Protocol'* is hosted on the Global Shelter Cluster website: https://www.sheltercluster.org/promoting-safer-building-working-group/protocol-informing-choice-better-shelter

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A.5   Coordinating Messaging - Nepal 2015

Following the 2015 earthquake in Nepal there was a need to get common messaging to make sure that the response was coordinated, to ensure quality and consistency in approach and to provide guidance to many partners who were new to emergency shelter response. As many affected people started recovery and rebuilding immediately, it was also clear that effective messaging could help people to build in a way that would not risk people's lives.

The first messages

The very first technical messages used in the response were recycled from previously developed materials from Nepal. However, as issues arose and policies were developed, it rapidly became clear that new materials would be needed.

Coordinating a new set of messages

It was more challenging, however, to provide agreed messaging relating to safe demolition, repair and construction using low-cost stone masonry. In part this was due to official reconstruction policies and compensation schemes not being clear for many months. It was also due to very different opinions on what constituted an acceptable risk and good design principles, combined with considerations of which technologies were realistic or affordable. In order to avoid the risks of building rapidly with heavy materials in seismic zones, much of the initial response focused on distribution of lightweight materials. These include corrugated iron sheeting and tarpaulin. Discussions among engineers (in both technical discussion and editing/illustration of the messages) took many months and numerous working group meetings.

Engineers from the Nepal Shelter Clusters, and the Ministry of Urban Development's Department of Urban Development and Building Construction (DUDBC) were consulted periodically throughout the development of the IEC materials and approved materials prior to release. However, staff from DUDBC were not able to attend the technical working group (TWG) meetings, and many of the meetings were held in English. The Nepal Society of Earthquake Technology (NSET), was able to engage regularly with the TWGs that developed the posters.

A number of IEC materials were developed by the Nepal Shelter Cluster, including messages related to: safe demolition, debris reuse, temporary shelter, corrugated galvanized iron (CGI) and 10 key messages for building back safer for low-cost stone housing. Materials were used alongside training programmes, and explained during cash distributions for compensation. Despite this common approach many organizations went ahead and developed their own materials, and at one stage there were at least 20 different types of temporary shelter poster.

Beyond Nepal, some of these materials were adapted the following year for an earthquake in Northwest Pakistan.

What are the best practices to promote?

The shelter information posters developed following the Nepal earthquake response closely aligned with government policy. As a result, some of the first shelter information posters developed were on the use of CGI.

There was a debate in the technical working group regarding whether encouraging lighter roofs out of CGI was appropriate. Some argued that although the reduced weight of the roof would attract less forces in a future earthquake, the benefits were offset by reduced weight to hold the walls. Therefore, if households did not construct with concrete ring beams (which was not traditional) then switching to a CGI roof may leave the structure weaker. There was also recognition that better shelter is more than safer shelter and that stone roofs with significant thermal mass are important in cold climates.

From a practical perspective, if poorly constructed, shelters and houses built with light weight materials would be less likely to harm occupants. CGI distribution also proved to be a rapidly scalable response and transferred a capital asset with longer term value to those who received it. For various reasons it also proved quicker to scale up than cash distributions. Following the earthquake many households switched to CGI roofs because this was quicker and cheaper to construct with and from informal discussions with builders and households it was understood that CGI was seen as more "modern".
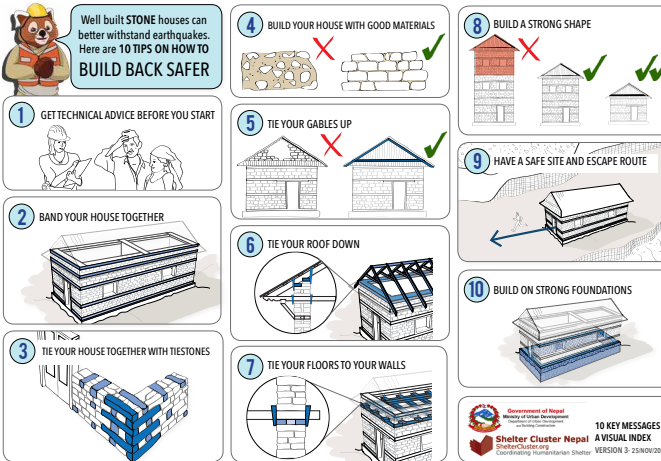
10 Key Messages IEC poster cover page

A.6   Politics of Developing IEC Materials - Philippines 2013

Typhoon Haiyan (locally known as Yolanda) was one of the largest typhoons ever to make landfall, affecting more than 10 per cent of the population of the Philippines. The '8 Build Back Safer key messages' poster was developed through this response as a comprehensive set of shelter technical guidelines. It was used extensively throughout the recovery phase and has so far been reused in several other responses in the Philippines and the broader Asia-Pacific regions.

The need to create the key messages started with one particular agency reviewing its shelter strategy. It became clear during the review that to ensure safer reconstruction, a greater emphasis was needed on training and capacity strengthening rather than just product supply. Extensive field visits were undertaken to better understand the key reasons why some buildings fell down while others remained standing. This identified the first half-dozen key technical issues, which were then shared with the broader Cluster. The staff from that agency then joined the Cluster's technical coordination team, where the full set of key messages was developed through extensive technical working groups with a broad range of Cluster partners.

Overall, the 'process' of developing the messages was seen as equally as important as the messages themselves. The highly participatory process created a strong sense of ownership amongst agencies of the end product, ensuring that all Cluster partners were then 'singing from the same song sheet'. Uniformity of Build Back Safer messaging aimed to reduce the risk of confusion amongst the broader population and increase Cluster reach beyond those immediately assisted thereby better supporting self-recovery. The message development process recognized that whilst agencies may not reach full consensus on every single detail, they could reach a point where there was nothing major that they disagreed upon. This meant that: *"The final product prioritized ensuring consensus and what was realistic over engineering perfection."* This also meant the messages were suitable to support a diverse range of shelter designs and program implementation modalities.

It was clear that most of the housing in the region was constructed from a very limited range of materials with very limited budgets. It was also clear that the sheer scale of the disaster meant that the majority of households would be reconstructing with very little, if any, technical advice at household level and that most reconstruction was therefore unlikely to reach an engineering standard sufficient to resist another storm of such magnitude. The messages therefore focused on providing a range of realistic and affordable options for improvement to support households to build the safest house they could realistically achieve within their individual budget and capacity and with their available resources. The messages were intended to guide agencies on how to better inform households to make smart reconstruction decisions through self-recovery. To ensure that the messages were applicable to a broad range of households, the messages focused on explaining the risks, sharing principles and explaining the functions of key building components, rather than on prescriptive designs.

It was seen as important that the IEC materials explain not just the 'how' but also the 'why', to ensure applicability in a diverse range of circumstances, and ensure ease of adoption and maximize permanent behavior change.

The 8 key messages were never intended as material ready to share directly with the affected population. Instead, they were intended as generic messages designed to ensure consensus amongst humanitarian actors, who would then work with affected people to share those messages in the most relevant ways to suit the needs of their targeted beneficiaries. Safe reconstruction involves a broad range of actors, from hardware shop owners, to government officials, homeowners, landlords, tenants, tradespeople, and architects etc. Each plays a unique role, and while the key messages should remain common to all, the process of delivery and the detail each requires will differ greatly. It was expected that some agencies would use the messages as the basis for detailed carpentry trainings, whilst others would use them to design basic trainings for householders or yet others may use them to guide the design of public broadcasting across a range of mediums.

The sequence of the messages involved some debate over whether they should be listed a) by importance, or b) by what people most needed to remember, or c) what they were most or least likely to adopt or d) by sequence of construction. As an example, if focusing on construction sequence, the first message would have been on choosing a safe location, something which many beneficiaries may have had no choice about. As a result, this could mean the first message was ignored, diminishing trust in the rest of the document. The final decision was to start with messages on the most important and easily implemented risk mitigation measures, foundation and tie down as the first messages, and ending with the message on preparedness for future events. Later assessments appear to have validated this assumption: that the message on siting was rarely applied while the message on foundation and tie-down were the most adopted.

Following the creation of the message the Shelter Cluster hired a training coordinator to assist agencies to incorporate the messages into any trainings or public outreach. The role of the Cluster was to ensure a common technical approach for the response through the key messages. It was up to each NGO to then incorporate these messages into their program design and roll-out strategy. To incorporate the messages into trainings, several organizations developed their own IEC materials based on the messages. Media used included songs, dances, music videos and even a shelter jingle (https://youtu.be/6BQByDoJfOs).

Do not forget policies and politics...

Developing IEC materials takes more than technical discussions. For messages to be effective at scale they need government support. When properly supported they will have far larger outreach and last far longer than individual humanitarian programming.

In the Philippines, teams working on the 8 key messages worked closely with the government both at local and at national level to ensure that at the very least the messages did not contradict government policy or construction law. Ultimately the success of these relationships meant that the final messages were published as a government endorsed document and technically became a part of governmental recovery policy and thinking. Fundamentally the 8 key messages represented a visual endorsement of the policy of supporting self-recovery.

As an example, the National Government initially had a policy not to provide or promote hurricane straps. This was based on an advice that although straps may enable structures to resist stronger winds, when roofs did eventually fail the failure could be more catastrophic with potentially higher consequences. However, the technical advisors within some NGOs felt they were an essential component of their program. As a result of discussions, hurricane straps were depicted as a potential good solution for improved tie-down in the drawings of the 8 key messages, but were not deemed as essential in the narrative or guidance note. Ultimately, most households had very limited budgets and generally did not purchase hurricane straps unless they were provided and a range of other options were adopted.

Seven years on, the 8 key messages are still in use in the Philippines and have been adopted into many other languages and contexts around the world. The open-source nature of the messages has meant that the simple diagrams developed by the Philippine Shelter Cluster can be found in a wide range of risk reduction and reconstruction literature across the globe.

Read more about the outcome assessment of these 8 key messenger in the next piece.
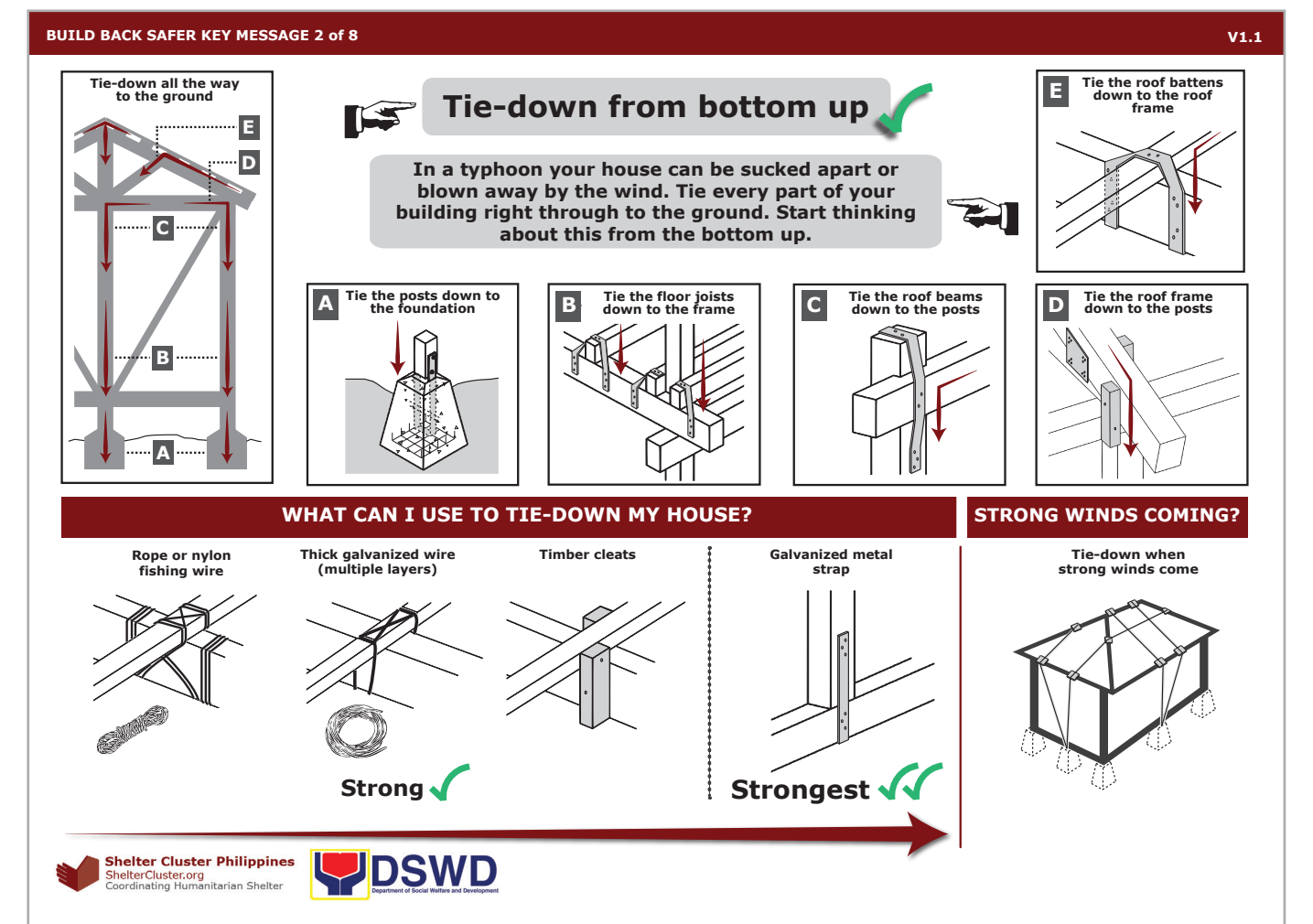
Message 2 - Tie-down . As a result of discussions, hurricane straps were eventually depicted as a potential good solution for improved tie-down, but were not deemed as essential in the narrative or guidance note.

This case study has been developed thanks to the inputs from Dave Hodgkin and James Shepherd-Barron.

## A.7   Different Impact of Communication Channels - Ecuador 2016

On April 16, 2016, a magnitude 7.8 earthquake struck Ecuador, 27 kilometers south of the coastal city of Muisne. This affected an estimated 400,000 people and damaged or destroyed 45,000 houses. "Key messages" outlining key ideas for safer construction were developed through an incremental process in the Technical Working Group (TWG) of the Ecuador Shelter Cluster.

The messages drew on multiple field visits to the affected areas to understand how people built and importantly how buildings had failed during the earthquake, as well as consultation with local academics, engineers and construction professionals.

A series of radio messages were also created to be broadcast in order to share main ideas from the Key Messages. Seven messages, ranging from 30-45 seconds in length were created and played via radio in the morning and afternoon for two months in four communities.

The messages targeted both community builders as well as affected people who were rebuilding themselves. They were used both as a tool to inform communities (through information campaigns as described above) and as training materials in the field. The draft messages were tested over some months with members of the TWG, government counterparts, academics and construction professionals and in the field before they were finalized and disseminated in early September 2016.

In 2017, a study analyzed how the Key Messages were adopted and communicated by shelter cluster partners and how they were used and understood by the affected population.[1]

Radio messages   Calendars   Posters   TV messages   Trainings   Peer learning
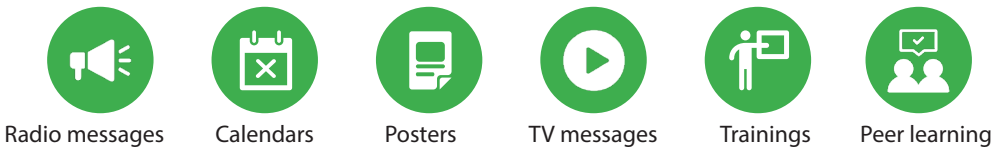
Among the methods of sharing and communicating the Key Messages identified in this study (training and training materials, person-to-person learnings, Radio and TV messages, distributed calendars, posters), broadcasting the messages through TV was revealed to be the most preferred communication method.

A key factor in participants' message retention, was repeated engagement through activities such as training sessions that promoted and discussed the Key Messages. However, the common perception on peer-to-peer learning did not happen; more often than not, people that had not attended a training were unfamiliar with the messages.

Calendars with the key messages were distributed. An evaluation showed that people who could point to the messages had often been the household member to attend training, while those that did not recognize the messages had not received the training.

Communicating the messages through radio seemed to be largely ineffective. Most households either did not have a radio or did not listen to the radio. Those that did hear the radio messages had a mid-level understanding of what the messages were trying to convey. Affected populations did find the TV messages created by the government and other clusters very helpful, easier to understand, and more memorable than purely audio (radio) messages.

It emerged from the responses to questions on the community's understanding and applying the messages that there were too many messages for community members to remember. The messages that respondents indicated remembering most often were those relating to location and shape as they had fewer construction details. Moreover, prior construction experience was important for understanding the messages.

Many of the respondents who indicated that they understood the messages very well and knew how to use them during construction were those with prior construction experience.

Lately, households often lacked the ability to use the message during construction either because their houses were built by an outside organization or they did not have the funds to fully comply with the messages.

The study into the adoption, use and communication of the messages took place when a good deal of reconstruction had either taken place or was underway.

[1] Read more about this at 'Assessing the Adoption, Use, and Communication of the Ecuador Shelter Cluster's Key Messages' Ecuador Shelter Cluster, IFRC, 2017.
https://www.sheltercluster.org/sites/default/files/docs/shelter_cluster_ecuador_keymessages.pdf

A.8   Monitoring the Gaps and Continuing the Dialogue - Cox's Bazar

In Cox's Bazar refugee camp for nearly one million people, lightweight shelters were built on complex terrains. Prior to and during the monsoon season, they are exposed to strong wind, severe rain, and water logging.

The information gap needed to be regularly monitored to assess whether existing IEC resources were able to communicate the intended messages. Resources that were previously developed may have failed to address new challenges as the response evolved.

8 Key Messages on Shelter Improvement and Maintenance

In the first months, the shelter assistance was through distribution of emergency shelter kits. This was followed by distribution of shelter upgrade kits and localized site improvements in preparation for the upcoming monsoon and cyclone seasons. Together with the kit, an IEC material on 8 key messages was disseminated, including messages for tying down shelter, constructing drainage, and building stronger connections.

However, assessments showed that not all of the intended impacts were achieved. Most shelters were lacking tie down and drainage. While the training and the IEC material were appreciated by affected people, only some messages were really taken into consideration. Messages were usually not remembered. The feedback also highlighted the gaps in IEC material provided in the initial shelter (upgrade) kit.

Shelter Tie-down

To improve the response and the impact as the monsoon season was approaching, along with the provisioning of additional materials (tie down kit), new IEC material was developed focusing only on 3 key messages:
1) Tying down (expanded to look at the different options on how to tie down shelter without obstructing pathways) 2) Strengthening connections 3) Digging and maintaining drainage.

Hands-on training sessions with affected people were also conducted during distribution.

Upgrade Your Shelter for Bad Weather - Version 1

Before the next monsoon season, the IEC material was revised in the technical working group. It has been observed that 3D images used may be too confusing as they included many elements and it was not clear which ones need to be prioritized. The revised IEC material was included to the tie down kits distribution in 2019. This year distribution was also supported with messages on the radio.

Following the distributions of tie-down kits, the impact of the assistance was evaluated. It was observed that due to the congested situation in the settlements, the tie downs were removed, let loose or cut after the end of monsoon season, as ropes were obstructing the pathways. The feedback from beneficiaries highlighted that the space between shelters was mostly insufficient to implement the suggested tie down. Other observed gaps included sandbags not being buried and being placed on the top of the soil, metal pegs missing, and the majority of shelters not having drainage.

Upgrade Your Shelter for Bad Weather - Version 2

New tie-down techniques were suggested, and the IEC materials were modified accordingly. In these new materials additional options on how to tie down shelter were included. Those options also included 'use of footing' that were provided since the last year tie down kit. Later it emerged that the simplified 3D image of shelter still may have too many details. However, this was considered the limitation of a printed material that would be overcome when combined by methods of sharing the message such as hand-on training. This updated IEC material was disseminated in April 2020, accompanied by audio messages in the Rohingya language that were broadcasted on the dedicated radio channel and during community radio listening groups organized by Communication with Community partners.

This case study has been developed thanks to the inputs from Tonja Klanšek.

IEC materials are integral components of shelter and settlements interventions. When used in distributions, they are required to support affected communities in how to safely and most effectively use the items they are receiving. However, IEC resources must be easily understood by the intended audience. Field testing enables changes to be made to the IEC materials (i.e. layout, imagery, text) so they can have the most impact and be targeted at their audience. Field testing also enables IEC materials to be tailored to a specific context.

In 2018, ShelterBox formed an internal working group to coordinate the design and development of IEC materials for shelter and household items. The working group aims to promote consistent use of IEC materialss across each intervention and, where possible, coordinate the evaluation of IEC materials through community and partner feedback.

The following piece is based on a review conducted by ShelterBox in 2019 to determine the functionality of the solar light and mosquito net IEC materials for affected communities in Paraguay as part of the programme in response to the floods. The overall aim of the review was to identify improvements that would increase the usefulness and appropriateness of these specific IECs relevant to both the context of the project, but also to support their wider use and development.

Methodology

Data was collected through both quantitative surveys and qualitative focus groups looking at a range of issues. The surveys included focused questions on the use of the IEC materials and how understandable they were. Survey results were largely positive and provided little in terms of areas for improvement. Focus groups provided the space for participants to look more in-depth at the IEC materials and share what impact the materials had on the use of their items. This qualitative information was combined with survey data, and enabled areas of improvement to be identified for both IEC materials.
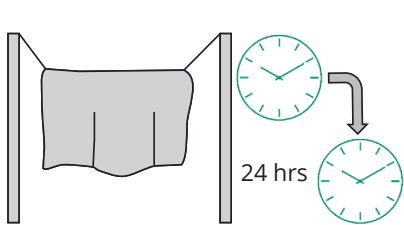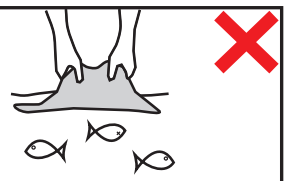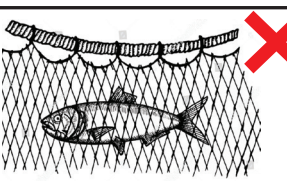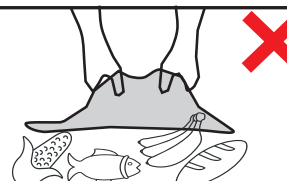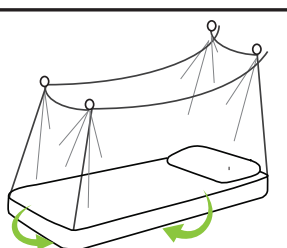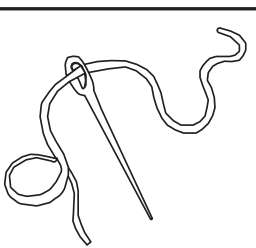
Learning Points

A key learning point from this review confirms that IEC materials should not be used in isolation, but should continue to be used in conjunction with other training approaches (such as face-to-face training demonstrations).

During training, participants can be introduced to the IEC materials whilst following live demonstrations of the aid items, enhancing their understanding. The review also emphasized the importance of ensuring that local dialects are used where written instructions are necessary. In some instances, the national language of the country did not translate well to affected communities who speak in a local dialect, causing confusion and misinterpretation of the materials. The review also confirmed the need to use different mediums to communicate IEC materials, to be more inclusive and accessible to those with disabilities. Accessibility of the IEC materials could also be improved by sharing materials through existing communication platforms frequently used by affected communities, such as social media or online messaging applications.
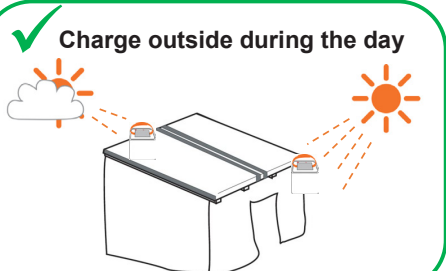
Overall, this review has allowed more relevant IEC materials to be created for the future. Co-designing IEC materials with the end user will ensure the items provided are used safely, effectively, and ultimately will improve the overall quality of the intervention. Acknowledging the limitations of this review, the agency continues to develop and review IEC materials across its projects to build on the existing data collected.

Mosquito Net
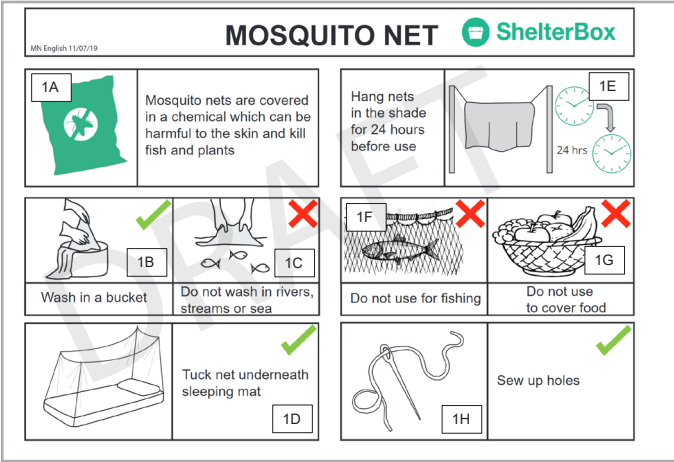
Draft version of the IEC material.

Distribution exit survey and post-distribution monitoring bought attention to some concerns from the community with regards to the Spanish translation in box 1A. A small percentage of people claimed they were 'scared' to use the mosquito nets as they felt the chemical on the nets would be extremely harmful to humans and were particularly worried about their children using this item. On further investigation the main issue was the translation and particularly how the Spanish words translated to the local language of the beneficiary community Guarani. These concerns were echoed within the focus groups where 3/6 groups found the wording to be extreme.

When identified as an obstacle to the use of mosquito nets the response team made appropriate changes to the household items training at distributions which was critical for beneficiaries to understand that although a chemical is used if aired or washed it would be safe to use. The adaption to the training showed a decrease in responses regarding harmful substances.

In addition to the writing 2/6 of the focus groups were confused by the graphic used in this box. One person stated, 'The image looks as though it is a fly, I think it is confusing and don't think it's necessary'. However, 3/6 groups did understand what was meant by box 1A and felt that they were not put off or confused by the graphic.

Recommendations
• IEC materials in their current state are a strong foundation on which to start discussions with partners, beneficiary communities and community leaders about what language is relevant for the IEC materials. Although the response team did send the IEC materials for the partner to check over, a full discussion was not had. The partner was the lead in community engagement and should have had more contribution on the final IEC materials.

• Consider re-wording the Spanish translation of box 1A to say something more like '.... Are covered in an insecticide which can be harmful ...... if not aired or washed prior to use'. Beneficiaries felt the translated word for insecticide would be less harsh.

Overall this diagram made sense to focus group attendees who were able to read, and the translation was understood. Those who were unable to read however did not always understand what the diagram was trying to explain, and on several occasions, it was thought that this diagram was trying to explain that sticks should be used in the four corners of the mosquito net.

During monitoring visits to recipients homes it was apparent that those who were using the nets were not using them in the way suggested on the IEC materials. Further investigation discovered that the affected community were not used to the box type mosquito nets and were therefore hanging them in the same way as a circular mosquito net would be hung. This meant that the material did not hang properly and made the area the net covered a lot smaller. Based on this information, the training demonstrations at distributions changed so the mosquito net was hung up for beneficiaries to see how it should be tied. The Monitoring, Evaluation, Accountability and Learning teams did see a slight improvement of mosquito net use after this.

Recommendations
• To support people who are unable to read, it could help to have an arrow indicating that the net should be tucked under the bed.

• Emphasis on where to tie the edges of the box mosquito net would help to encourage the correct installation of the mosquito net.

The majority of people understood the meaning of both images and the wording. Initially when answering 2/6 group thought that box 1G referred to not covering fruit only, but further discussions within the group allowed them to realize that this image referred to all food. There were also 3 beneficiaries that stated they did not understand.

Solar Light Instructions
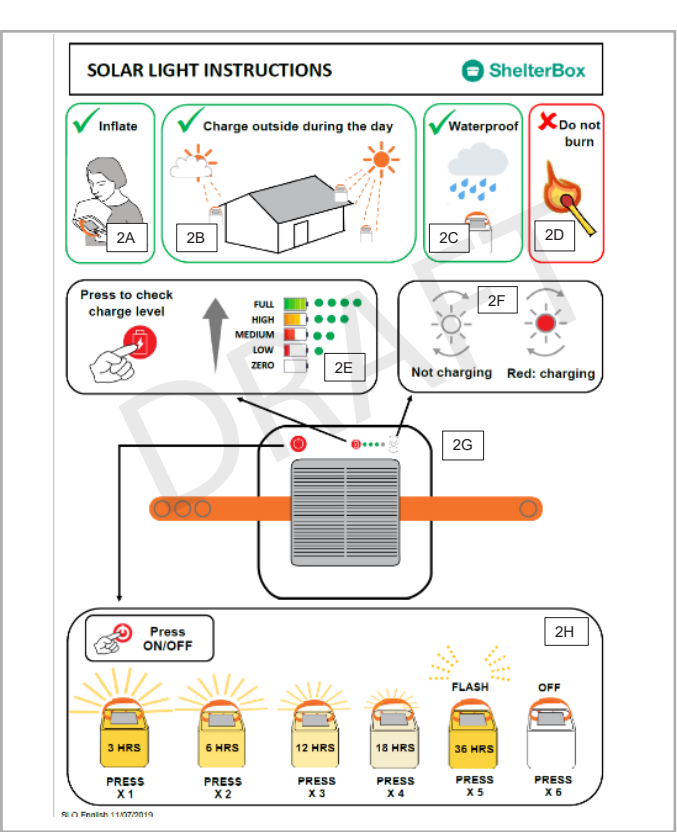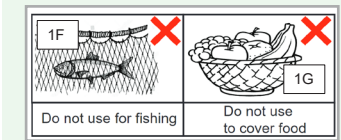
Draft version of the IEC material.

It was understood that this box referred to charging the solar lamp, 5/6 groups understood that the solar light could still be charged during overcast weather. One group thought that the picture was showing that when the sun is strong, they could put out both of the solar lights they received and when it's cloudy just one should be put out.

All the groups commented that this picture also indicates the best places to charge the lamps.

Observations of solar lamp use within the communities was positive and reflected the advice. Many people were placing solar lamps on roofs, washing lines and off the ground where they could easily be damaged.

Recommendations
• Consider having the same number of solar lamps under both the overcast and sunny weather.

4/6 focus groups identified that this image meant solar lamps are waterproof and could be used in the rain. The remaining 2 groups struggled with the translation of the word 'impermeable' and despite understanding the image the wording made them believe that they should actually keep the solar light away from water and rain. When asked these particular groups were unable to come up with an alternative translation for this word.

During one monitoring visit it did rain briefly and the majority of households left their solar lights outside in the rain. There were a few families who brought their solar lamps inside and when asked why they stated they understood the lamps would be OK in the rain, but they were worried about theft of the item as they would not be outside to guard them. The majority of beneficiaries understood the meaning of this image.

Recommendations
• Highlights the importance of making sure the translated version also works and supports the local language and important to consult with partners and beneficiaries prior to IEC materials being finalized.

The majority of focus groups understood the meaning of this box through the image alone. However, alike box 2C beneficiaries strongly felt that the translation did not support the image. 2 out of 4 focus groups thought that the wording meant that the solar light does not have to be incinerated and that it would not charge with fire. When asked how the wording could be improved people stated the word 'incinerar' was too technical and that a simpler word should be used.

Recommendations
• Consider a different Spanish translation for this box.

This box did cause some confusion amongst the focus groups. All but one of the focus groups understood that the red light indicated the lamp was charging, one group thought that the red light meant that the lamp needed to be charged. It was the 'Not charging' image that caused the most confusion, many thought that if no light showed then this meant that the solar light was not working or empty of charge. In this instance they understood the translation of 'not charging' but thought it was not charging because it had no charge or was broken.

A.10   Accessible and Inclusive IEC Materials

When developing or using IEC materials, information or messages need to be not just technically clear but also accessible and inclusive to as many people as possible. This means that as many people as possible should be able to access it irrespective of ethnicity, gender, age or disability.

Accessible information will mean different things to different people. For some, it is information in large print or read-out format. For others, it might be information translated into their first language or accessibility of the location where the information is being disseminated or height of the information board. It will mean also using relevant channels so that the greatest number can access the information.

According to the World Health Organization, 15% of the world's population experience some form of disability and/or can experience difficulty in accessing important information especially in time of crisis or disaster. 10 to 20% of women are likely to experience disability during their life. 5% to 10% of children as well are estimated to have a disability. Among older persons, those aged 60 and beyond, over 45% have a disability.[1] The Convention on the Rights of Persons with Disabilities (CRPD)[2] highlights accessibility as a commitment to enable people with disabilities "to live independently and participate fully in all aspects of life". This includes taking necessary measures to ensure equal access to information and communication.

Beyond disability, a considerable proportion of crisis affected people may experience heightened vulnerability due to age or gender: In some contexts, up to 50% of women and girls are illiterate. Overall women and girls constitute 2/3 of the global illiterate population.[3] As women are frequently both the primary homebuilders and occupants, materials must be developed with their specific communications needs in mind.

In order to include people with differing communication needs, information programmes need to be designed, planned and implemented in a way that is also inclusive. This is of course broader than the simple distribution of materials. Below we focus on specific considerations of the materials themselves, however, it is necessary to recognize as a first point that the overall programme design is far more critical to success of a project than the design and layout of a poster. Whilst access to IEC materials can be improved by using different formats, (such as Easy Read, Braille, video, or read-out aloud), it is the collaborative process of developing and testing IEC content and format that ensures acceptability.

Research on making IEC materials accessible to all in the humanitarian sector is extremely limited. Further work is required to ensure that materials are accessible to some of the most vulnerable people, including those living with disabilities. However, when adapted formats are available, they can benefit not just people with disabilities, but also others who may not speak the majority language or have lower literacy.

Aim to make IEC materials accessible for everybody:

Designing materials that are accessible to everyone is more efficient than creating separate versions of the same messages for different groups in the same population. Universal design of IEC materials makes them accessible to all people.

Using a range of communication channels is required for inclusive and accessible messaging. Choosing the communication channel should not be based on assumptions, rather context-based assessments, and consultations with different groups in the community. Multiple factors can impact accessibility to communication channels including:

- access to hardware;
- gender;
- age group;
- disabilities;
- socio-economic situation; and
- cultural background.

The most effective channels for communicating messages might vary depending on the target audience. Different groups in the population, such as women, the elderly and people with disabilities may have restrictions or less access to some communication channels. They may also have less available time to understand the materials, or have safety concerns to access where information is being disseminated or displayed.

Complementary and equitable versions of the message might need to be produced for **addressing specific needs with tailored materials.** Persons with disabilities are not a homogenous group and there is no single medium that can be accessed by every person. Examples may include:

- simplified messaging using clear language;
- diagrams and pictures;
- home visits and digital media;
- construction of demonstration models and physical walkthroughs;
- working with support persons or representatives;
- audio-description and audio-narration for video content;
- open captioning (on-screen text descriptions that display a video's content); and
- emerging technology including real time texts, screen readers and applications.

Consult with different groups:

Consult with different groups in the community including women and girls, older persons, persons with disabilities, and other groups of persons with different gender identities.

Many persons with disabilities may have had their support systems disrupted during a crisis and may be more reliant on support persons and networks for access to information during and after a crisis. Any support provided to persons with disabilities must support the right of persons with disabilities to make their own choices. Seek the advice and input of persons with disabilities themselves or Organizations of Persons with Disabilities about what information or communication barriers may exist and how to make IEC approaches accessible by the widest possible range of people.

Norms and beliefs around gender, age, and disability often differ. An understanding of context specific approaches is required ensure that IEC materials do not create further barriers in accessing information and services, or reinforcing negative stereotypes. Consultation is required to get a clear understanding of existing beliefs, practices and systems, to help create effective messages and communication strategies.

Promote inclusion through messaging:

Raise awareness surrounding common challenges and solutions. This should include specific messages on support mechanisms for persons with disability. For example:

- specify whom can be contacted to provide support for shelter construction;
- raise awareness of inclusion and accessible communication not only among the community but also among staff, volunteers and contractors involved in the response;
- specify accessibility and inclusion requirements in contracts with third parties, including those developing IEC materials;
- use inclusive and respectful language, terminology and imageries;
- avoid negative or stigmatizing portrayals of people with disabilities and use language and images that are preferred by the local disability community. In images and photos, show people with disabilities in active and positive roles alongside people without disabilities; and
- show persons with different gender identities. Consider how gender roles are portrayed and be careful to not reinforce gender roles or potentially harmful practices.

> Developing materials that are targeted at specific needs can come with a cost. Allocate additional budget and resourcing for preparing and disseminating accessible IEC methods from the beginning. This could include consultation and different communication channels, translations, and different information formats and other reasonable accommodation to include persons with disabilities in the process.

1 *IASC Guidelines, Inclusion of Persons with Disabilities in Humanitarian Action*, 2019. https://interagencystandingcommittee.org/iasc-task-team-inclusion-persons-disabilities-humanitarian-action/documents/iasc-guidelines

2 *Convention on the Rights of Persons with Disabilities.* https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html

3 *The World's Women 2010, Trends and Statistics*, United Nations, 2010. https://unstats.un.org/unsd/demographic/products/worldswomen/WW_full%20report_color.pdf

4 Read more about producing easy read documents at: *"How to Make Information Accessible, A guide to Producing Easy Read Documents"*, CHANGE, 2021. https://www.changepeople.org/Change/media/Change-Media-Library/Free%20Resources/How-to-Make-Information-Accessible-WEB-31-03-21.pdf

5 Read more about producing accessible documents at: *"Digital Accessibility Toolkit"*, CBM Global, 2019. https://www.cbm.org/fileadmin/user_upload/Publications/CBM-Digital-Accessibility-Toolkit.pdf

Easy read format

Easy read[4] is a method of presenting written information to make it easier to understand for people with difficulty reading. It involves:

- Conveying one advice in each sentence;
- Using no more than ten to fifteen words in a sentence;
- Using only one verb; and
- Using active sentences instead of passive.

Colours

Carefully choose colours and colour combinations for the text, graphics, and the background. This is especially important when viewed by someone with colour-blindness or when viewed in a black and white format.

✅ **Easier to read**   Ensure there is sufficient contrast.

❌ Hard to read

Never rely on colours alone to make things clear.

Accessible fonts with appropriate size

Use a clear, easy to read font and make it at least 14pt in size.

A font is considered more accessible if it is easy to distinguish between similar characters such as:

     Z and 2
     S and 5
     I, l and 1 (I, L and One)

A font is considered accessible if there is sufficient spacing between letters in a word, such as:

     m and rn
     oa and oo
     cl and d

This is important when viewed by persons with difficulty seeing, persons with intellectual disabilities, but also everyone else including people who find reading and writing hard or do not have English as a first language, as well as children.[5]

✅ Shelter   Use clear and easy to read fonts. It should
❌ Shelter   not have any serifs or complicated letter shapes.

✅ Shelter   Fonts that are made to look like hand
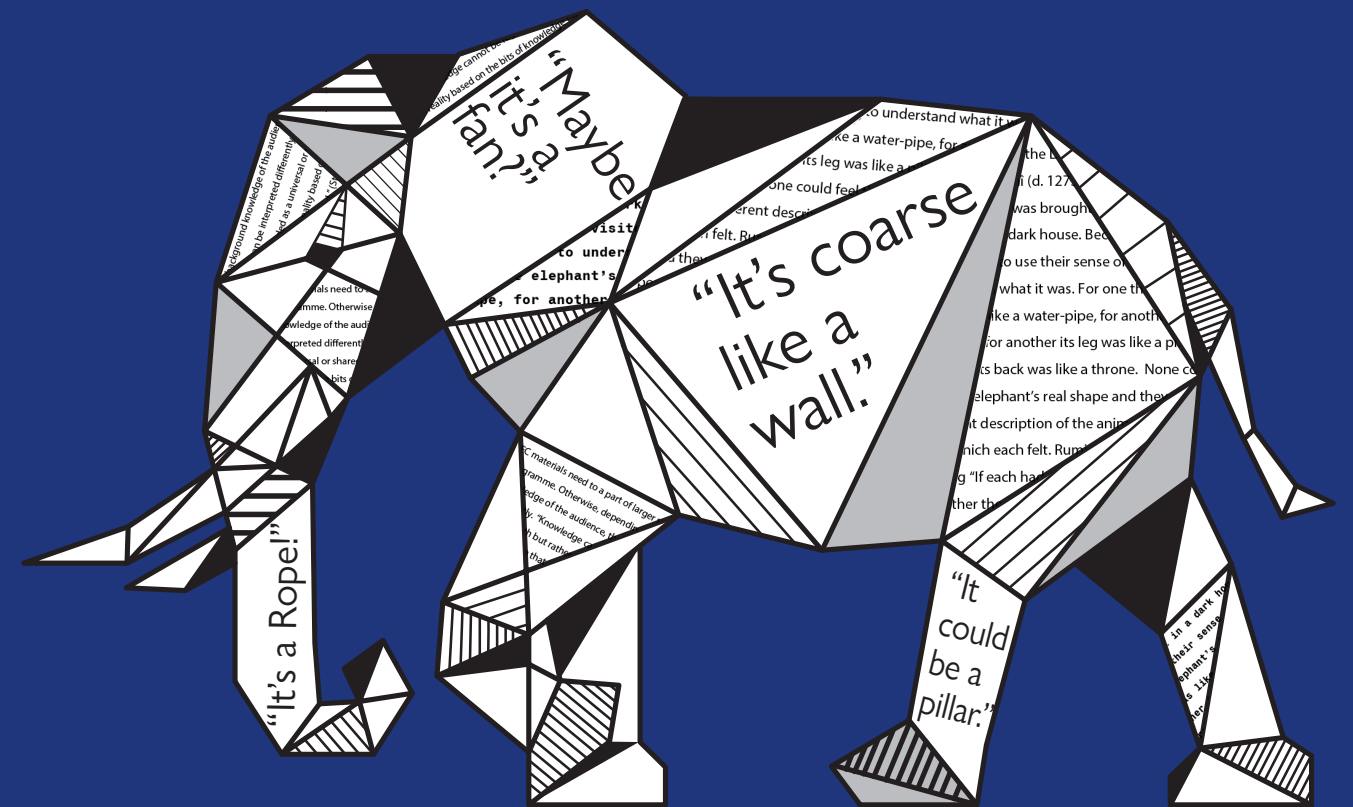❌ *Shelter*   writing are harder to read than printed fonts for most people.

✅ Shelter   Anything that interferes with the
❌ Shelter   shape of the letters, shadows, outlines, strikethroughs, gradients or colours on text, will make the words harder to read.

Section B
REVIEWS

"The Elephant in the Dark Room" is a well-known story from Rûmî (d. 1273). The story tells of an elephant that was brought to be exhibited and was kept in a dark house. Because of the darkness, visitors had to use their sense of touch to understand what it was. For one, the elephant's trunk was like a rope, for another its ear was like a fan, for another its leg was like a pillar, for another its back was like a wall. None could feel the elephant's real shape and they gave a different description of the animal based on the part which each felt. Rumi ends his poem by stating "If each had a candle and they went in together the differences would disappear."

IEC materials need to a part of larger social engagement programme. Otherwise, depending on the background knowledge of the audience, the message can be interpreted differently; "Knowledge cannot be regarded as a universal or shared truth but rather as a model for reality based on the bits of knowledge that are revealed." *(Stehr, N. (2009) 'What is socially relevant science?', Social Science and Public Policy)*

B.1 IFRC Shelter Kit - Global, 2010 ★★☆

Type of Response

Construction

Type of Hazard/Risk

Fire   **Flooding**

Building Material:
Plastic Sheeting; Timber; Bamboo; Rope

Building Component:
Shelter; Foundation; Roof; Bracing; Shelter Drainage

The shelter kit flyer was developed by the French Red Cross and IFRC after the finalization of the shelter kit guidelines in 2010. This kit has been developed to be suitable as a global product, to be suitable for all contexts and available stock, and can be used when needed. Contextualized kits can be made if needed and if the market is able to provide the items. The images were largely taken from previous documents including *"Plastic sheeting: A guide to the use of plastic sheeting in humanitarian relief: Oxfam, IFRC 2007".*

The flyer was designed to be a very simple poster / leaflet which describes the contents of the shelter toolkit, basic information on how to use it in combination with tarpaulins and additional framing materials such as timber and bamboo, and some tips on fire safety and safe construction techniques.

This guidance was 'preprepared' so that whenever a shelter tool kit is provided to affected people, they could also receive basic information on how to use it in the most effective way. As such, it was added to the shelter toolkit which is prepositioned by many organizations around the globe. The intention was to share more technical information depending on the context during the distribution. The thinking was to ensure that volunteers have access to tools and other resources, e.g. the shelter kit training, the shelter kit guideline to assist beneficiaries, among other resources.

This IEC material was intentionally developed as an illustrated guidance note without any text, so that it might be more widely understood in a large range of contexts where humanitarian shelter agencies operate. It was designed to contain only a minimal amount of information which could be complemented by more contextualized IEC materials, awareness campaigns, and trainings developed for each specific response. It is based on typical damages, construction techniques used, types of hazards encountered, etc. As it can take time to develop contextualized IEC materials, the shelter kit flyer ensures provision of basic, generic guidance to the affected populations in the very early days of a response.

IFRC is in the process of revising the shelter kit flyer.

IFRC Shelter Kit Training

The shelter kit training is a practical training with a focus on designing and building shelters with a standardized set of tools (the IFRC Shelter Kit) and local materials.

The primary target of the trainings are volunteers and professionals from National Societies in areas with high shelter risks where the provision of non-tent rapidly deployable shelter solutions such as Shelter Kits is the preferred option.

+

IFRC Shelter Kit IEC Material

+

IFRC Shelter Kit Guidelines
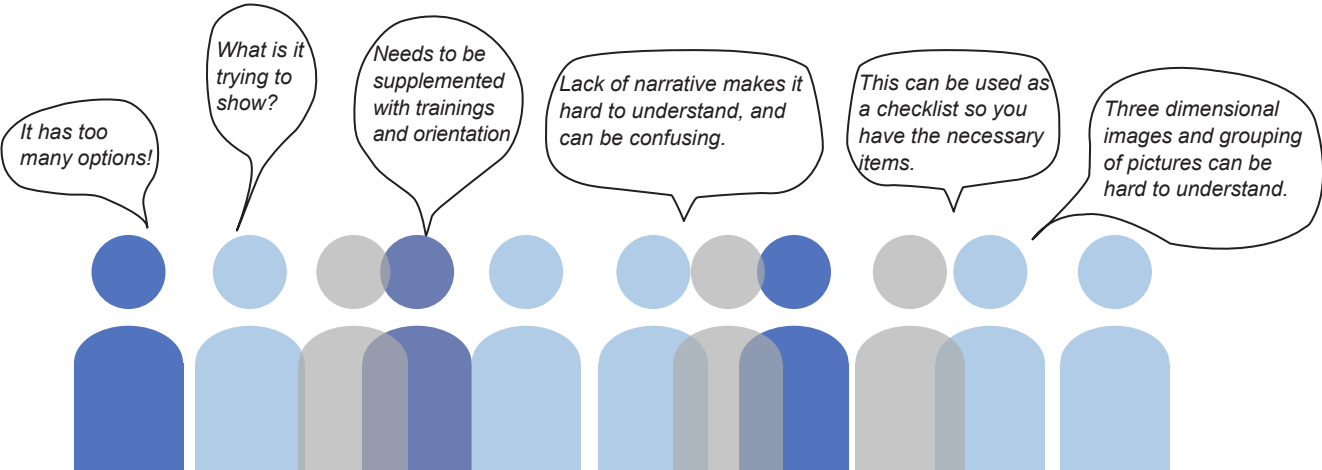

IFRC shelter kit guidelines

IFRC Shelter Kit - Global, 2010

The IFRC Shelter Kit IEC was peer-reviewed by *thirty experts* according to various criteria regarding the technical as well as the graphical aspects of the material. The received data was quantitatively and qualitatively analyzed in order to present findings that are representative, but also relevant.
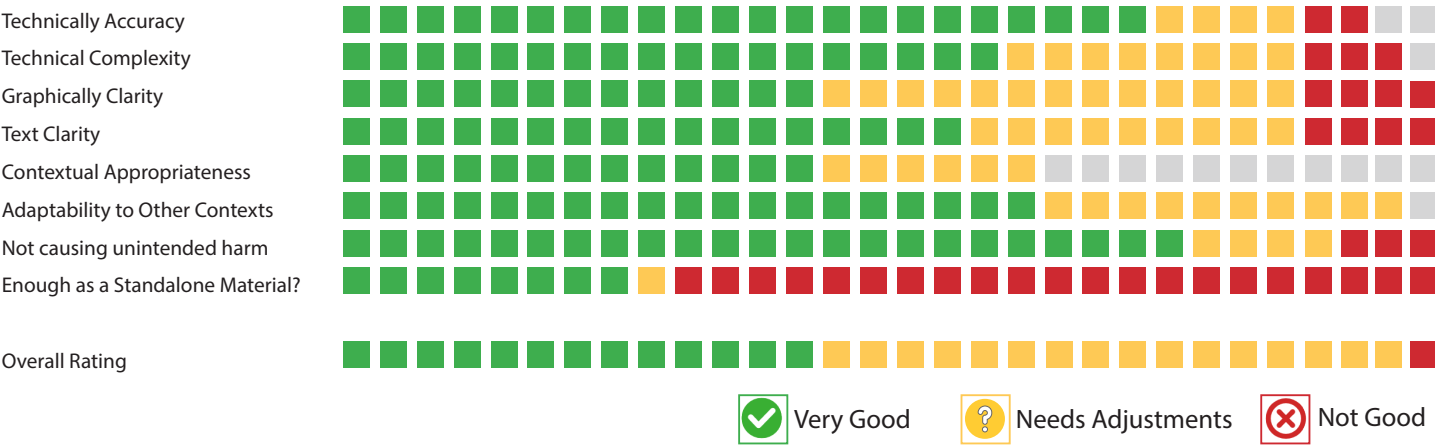
✅ Comments on technicality

"The actual kit needs additional materials to fulfill any of the suggested uses."

"The IEC material does not demonstrate any solution completely. It could be used elsewhere but the impact is limited."

"The illustration with bamboo could be added with a tip to avoid directly nailing into the bamboo."

"The machete is not included in the shelter kit anymore so should be removed."

"The information about the depth of shelter foundation is missing."

"Toolkit and 2 tarps drawings might not have any meaning where it is not distributed as a kit, i.e. where it is distributed based on needs, only 1 tarp might be needed with no tools, etc."

"Kit contents are now different to those pictured, so this should be updated to reflect current contents."

"It could include also an illustration of partitioning in an evacuation center, separation of spaces to create privacy in communal situations etc."

"Bracing illustration could be clearer – it is not apparent if this is a wall. Should show bracing of all building elements: sub-floor, wall and roof."

"Gather feedback from the affected communities to improve the IEC material. This would also enable the production of more contextualized IEC materials."

❓ Comments on Imagery

"Good graphics that look too cluttered in the layout."

"This looks more as a checklist of what is in the Shelter Kit. But as an instructional IEC material, the first box seems to contradict some of the other materials on the same issue with regards to the depth one needs to fix ropes with stones or wood. The whole leaflet is crowded with visual information and would take someone familiar with this sort of graphic density to interpret this."

"Not clear what the question mark means next to a person. It is not clear what is the message of the image of wearing clothes with the logo etc. The meaning behind the images of people is not immediately obvious and could be confusing."

"Being in color, the difference between rocks, earth, and sand could have been explained better."

"The tarpaulin wrapped around rocks or anchored in the top left images is a faint grey line, which could be confused for rope or something else. Perhaps color-coding between the tarpaulin, shelter isometric and the sectional view of the tarpaulin detail could help."

"Some images are so simplified that they are almost abstract and may not be understood by the audience."

"The graphic can be misunderstood as if different kits and packages are proposed."

"The three + signs use an abstract graphic that has been introduced here. An understanding of graphic images is required to make sense of this. Ticks, questionmarks, 'X's, and plus signs must all be familiar to the audience and understood for what they represent."

"Including a reference to PSEA could help to mitigate potential harm to affected families receiving the items."

Most Repeated Feedback

It has too many options!

What is it trying to show?

Needs to be supplemented with trainings and orientation

Lack of narrative makes it hard to understand, and can be confusing.

This can be used as a checklist so you have the necessary items.

Three dimensional images and grouping of pictures can be hard to understand.

Feedback against the reviewing criteria

This graph shows the feedback received from *thirty experts* reviewing the IFRC Shelter Kit IEC material on different criteria.

- Technically Accuracy
- Technical Complexity
- Graphically Clarity
- Text Clarity
- Contextual Appropriateness
- Adaptability to Other Contexts
- Not causing unintended harm
- Enough as a Standalone Material?

- Overall Rating

✅ Very Good   ❓ Needs Adjustments   ❌ Not Good

IEC Materials May Not be Used as Expected…

The majority of the images in this IEC material show ways to fix plastic sheeting. Shelter grade plastic sheeting is one of the most essential shelter items distributed in humanitarian crises. It provides basic protection from the elements and cover for shelters as well as having multiple other uses. When well installed, plastic sheeting that meets international specifications can last for two or more years. However, it is well documented that if plastic sheeting is poorly used it lasts for a much shorter amount of time. A few key principles can make it last longer. These are 1) to stop it flapping in the wind 2) to prevent it from rubbing against sharp objects, and 3) fix it with multiple points.

This poster responded to a global and very broad brief–to be written without words, to be applicable globally to accompany all distributions of shelter kits and to be printable with black and white only if needed. The content had to explain key concepts on kit contents, illustrate a broad diversity of potential uses and provide principles on how to use the materials in the kit so that they would last for as long as possible. It was made with the assumption that all kit distributions would be accompanied by trainings so that this would be as much of a training aid as a standalone information material. The poster was compiled from multiple existing sources.

However, as with many IEC materials, this document has been shared widely without background information. As a result, it has been used in many ways–from simply being handed out to affected people as a leaflet to being part of a coherent training campaign. The comments on the previous page show the confusion of technical evaluators looking at a document without context and background of the anticipated purpose and means of use. However, this is the reality – often IEC materials are developed for one purpose, and then used with limited adaptation in another context.

Is a Picture Worth a Thousand Words?

Although both words and pictures have the purpose of communicating, they have their advantages and limitations and when used together, they each serve a completely different purpose. Words can explain things in great detail; however, when the literacy rate is low and different populations with different languages come into play, words may not be effective. Pictures can be understood by most people, regardless of the language they speak or how well they read.

Pictures and images are more likely to be remembered than words. They can also show a specific material or object, as well as simple actions or spatial relation. Messaging with pictures alone is also prone to ambiguity and can be limited at showing complicated actions or explaining complicated ideas. Sometimes pictures can be interpreted in different ways, depending on who looks at them. If words and pictures are used together, pictures can support and explain the words without trying to replace them and words can limit misunderstandings and leave little room for different interpretations.

There is a balance to be found on the level of detail that is required in illustration or poster; too many details may reduce the attention of the audience to key messages, whilst insufficient detail will render the material less useful.

B.2 — Fire Safety - Pakistan, 2005   ★★☆

Type of Response

Settlement   Indoor Environment

Type of Hazard/Risk

Fire

This IEC material was developed following the 2005 Pakistan earthquake in coordination with shelter and health actors. The poster was created quickly after a reported child fatality in a tent under political pressure on humanitarians. Since then, it has been widely adapted and used in multiple other contexts.

✅ Technical Accuracy

"The various messages in the IEC material are simple, well-accepted and non-controversial."

"The IEC material is missing information on first aid/call for health personal support. On second drawing, the text should mention that not knocking the tent before making sure nobody is inside will save lives and not on only stopping the fire from spreading. Not sure of the accuracy of the third frame on burns as it depends on type of burning. 'People burns' can be the title for this part."

✅ Technical Complexity

"Messages are not complex. In the case of the messages which are more about advocacy, such as 'Set up community fire committees'; the complexity would not be in the advocacy message, but in any guidance which might come afterwards and how to effectively set up those committees."

"Messages need more details to be properly communicated."

❓ Graphical Clarity

"The message about 'cooking must be done inside common kitchen': there seems to be part of an image missing on the left side of the drawing (smoke symbols, but nothing cooking or burning underneath)."

"The message about 'Electric light bulbs': The image of the light bulb is difficult to make out, and there is no symbol indicating that the image is about a minimum distance."

"Image 1: Unclear that this is inside a tent, and can be misunderstood as just a fire."

"Image 3: Unclear, consider an image with candle on and another with the candle off."

"Image 4: Confusing, should indicate the distance. Unclear why it also includes drainage? "

"Image 6: Are you not supposed to smoke at all or only inside the tent?"

"Overall, graphics are confusing and can be vastly improved. Suggest to at least put colors for the Dos and Don'ts."

"One can only understand that the drawings in the third row refer to cooking from the text."

"Put the advices in the same order, 'do not' should always come before 'do.'"

"The message about 'cooking must be done inside a common kitchen' would be hard for many to know what the 'X' is indicating in this box. The two recommended illustrations with ticks look far too much like tents. (They should show brickwork or wood to avoid confusion with tent and that first box instruction 'not to have bare flames inside tents.')"

✅ Text Clarity

"Sometimes the text is not telling the same message as the image."

✅ Contextual Appropriateness

✅ Adaptability to Other Contexts

"This IEC material was developed for camps/sites with people living in tents or self-built shelters, and is appropriate for that context. Messages are standard and non-controversial and could easily be adapted (e.g. local variants of the shelters, or clothing)."

"A generic and appropriate IEC material for any camp setting."

❓ Potential to Cause Unintended Harm

"After all these years of facing the same issue, it is amazing that we cannot get this basic message illustrated properly. This should be standard awareness-raising practice."

Overall Comments

"Several IEC materials bundled into one: on site planning, individual behavior to prevent and respond to a fire, and advocacy for camp management. The points about site planning or camp management would need to be explained in much more detail to be truly effective."

"Can benefit from stronger field validation, and prioritization of the messages based on context."

"Can include more detailed information on: What to do if you cannot separate tent walls by at least 16ft? How to set up fire safety committees? How to install fire stations? How to quickly and safely knock down a tent which is already on fire?"

FIRE SAFETY

International Organization for Migration (IOM)
The UN Migration Agency

PREVENTION

- NO open fires or bare flames inside tents
- Candles must be placed in lamps or in jars
- Never leave a candle lit while sleeping or when leaving the tent.
- Tents walls must be a minimum of 16 feet apart.
- Cooking must be done inside common kitchen
- Do not smoke inside tents.
- Electric light bulbs must be at least 6 inches from the tent canvas.

PREPAREDNESS

- Set up community fire commitees, for training and fire fighting.
- Make fire stations with buckets, sand, fire beaters and fire extinguishers.

IN CASE OF FIRE

clothes on fire
STOP, DROP AND ROLL.
If your clothes are on fire,
STOP where you are,
DROP to the ground and
ROLL to extinguish the flames

tent on fire
- Check that no-one is inside THEN knock down the tent. This will help stop the fire from spreading.

burns
- Cool the burn area with cold water or a wet cloth immediately.

B.3 Fire Prevention - Central African Republic ★★☆

Type of Response

Settlement **Indoor Environment**

Type of Hazard/Risk

Fire

✅ Technically Accuracy

"Clear messaging on fire safety."

"It is technically accurate. Comments on the distance between tents to prevent the spread of flames could be included."

✅ Technical Complexity

"Fire safety advice in French and local dialect targeted at Central African Republic."

"The message is clear and easy to understand."

✅ Graphical Clarity

"Clear messaging with images from different sources. Content can be adjusted, and hierarchy of messages could be clearer to make it visually more coherent."

"Images linked to prevention on the first page are too small and unclear. Suggest removing it and keeping it only on the second page. Message is clear for the 'foreign eye' but unsure about the impact locally."

✅ Text clarity

"French language version is clear."

"The phrase 'do not cook inside your tent and keep flames in a covered area' can be confusing. Typo: 'éteindre les flammes!'"

✅ Contextual Appropriateness

❓ Adaptability to Other Contexts

"Sensible messaging for context with tents, and where the clothing is culturally appropriate."

"It can be used in any camp for displaced persons, with minimal changes to adapt it to particular contexts."

"This message is very appropriate and deserves more expansion, better illustration and clearer instructions.... especially to include the dangers of open fires to young children in resettlement camps. Also worth including would be suggestions on stopping fires spreading and where to go for assistance in times of fire."

❓ Potential to Cause Unintended Harm

"Appears to be locally adapted fire risk issues - needs review for other contexts as primary risks change."

"Including information regarding optimal tent installation (distances between), and emergency exits or Fire Assembly Points.

"The text 'Don't cook inside your tent and keep flames in a covered area' could lead the people to think that the risk only concerns suffocation due to smoke, and then lead them to build an easily flammable covered space. Important note: Make sure the covered area is distant from the tents and not easily flammable to reduce risks."

"Needs to be accompanied by camp coordination and camp management and on-site activities to ensure it is adapted."

"Would like to see other additional materials which focus on children and open fires and burns. Burns and later infections among children in camps is the highest cause of family trauma."[1]

Overall Comments

"Overall provides clear messaging on fire safety. Graphically a bit confusing, but seems to be adapted to a specific context."

"Even though I would recommend adjustments to maximize its potential, it is still a useful document. I would, however, recommend pairing with community training."

Communication Effectiveness

The communication effectiveness of this IEC material was tested in Chad in 2020. The message on "what to do in case of fire" shows a sequence of actions to follow, and it was difficult for the affected community to understand without further explanation, especially the second last message with an arrow that says, "turn around". It was raised by beneficiaries that they will not remember all these steps when there is an emergency. It was suggested by women to add another option about putting the fire out with a blanket.

On the second page, the message is "do not burn trash". The feedback was that it is not clear from the image that what is on fire is trash and not wood.

The message about not blocking the space between the tents needs further explanation. Though the image and the text were clearly communicating the idea, the reasoning was not clear, and it led to discussions.

This message may not have the intended effect if it is not combined with awareness raising sessions / focus group discussions, where the audience is allowed to discuss and ask questions.

[1] UNICEF, WHO, 2008, *'World Report on Child Injury Prevention'* - https://unicef.org/media/files/PDF.pdf

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B.4 | Prepare Your Shelter for Bad Weather - Cox's Bazar, 2020 ★★☆

Type of Response

Construction | Settlement | Assistance | Crosscutting (PSEA)

Type of Hazard/Risk

Rain & Wind | Flooding

Building Material:
Bamboo; Rope; Sandbags; Pegs

Building Component:
Roof; Joints; Shelter Drainage

This IEC material was shared with the distributed kits along with conducting hands-on training for the affected populations. Additionally, posters were placed around the community and a radio message was broadcasted. Read more about this at Section A - Case Studies and Opinion Pieces.

✅ Technical Accuracy

"Messages are technically accurate."

"All the techniques were tested and assessed."

"Messages are accurate, however some parts are a bit generic. The message on drainage could be developed; it is vague to just suggest digging drainage. There are additional ways to reinforce this aspect such as larger roof overhang or temporary sandbags at the base, depending on the context. However, it is a large topic for limited space, and though generic, it can be well-received by its audience."

"More information should be provided on the materials used to hold the tie-down to the ground (brick, sandbag, etc.)"

"The message on PSEA is ok; however, it is unclear how beneficiaries can complain to said 'complaint desk.'"

✅ Technical Complexity

"It mixes a lot of details which makes it a bit complex."

"Some of the details related to tying down are complex and very context specific."

"It is simple and a bit generic."

❌ Graphically Clarity

"The graphics are fine; however, it could be better organized to be clearer, and some details could be marked better to make it easier to understand."

"Imagery on tying down can be difficult to interpret. Needs an image on why tie-down is needed. Other imagery clear connections and drainage."

"Imagery for the second and third message is simple and intuitive, but the first message is confusing: it is not clear that the arrows will show the zoomed detail and the details themselves are also very hard to understand. It takes some time to catch the differences between the second and third way of fixing the ropes to the ground."

"The sandbag detail is small and needs a closer zoom. It is hard to determine where the sandbag/stick, and other methods of fixing the rope that are pictured in the left corner, are related to."

"The fourth image that shows the foundation is complex and very small to see."

✅ Text clarity

"Text is not needed to understand the imagery. It is mostly used to link the images to the messages that were distributed over radio."

✅ Contextual appropriateness

"This material is based on assessment of weaknesses observed in construction in Cox's Bazar and the identified gaps."

❓ Adaptability to other contexts

"The first and the third part could be adapted to many places. The second part about the connections could be adapted to contexts that use bamboo, and probably mostly rural / peri-urban areas."

"Tie down using metal pegs or sandbags as well as strengthening connections and drainage can be easily reused in another context. Tying down to the footing is very specific to the context."

❓ Potential to Cause Unintended Harm

"No risk of being misunderstood. However, you can misunderstand the right and wrong if you look quickly at the two middle drawings in the 'strengthen your shelter' section."

"One of the difficulties when developing this IEC material was how to clearly present in 3D a tie down of a shelter, as there are several important structural elements that needed to be omitted from the image (bracing, wall cladding, wall structure)."

"It can include a picture of a shelter that was not properly prepared and got damaged."

Communication Tips

Explaining Consequences

The perceived risk is a significant determinant of affected households' adoption of the recommended hazard-resistant construction practices. If these materials are used along with supporting evidence of the consequences of poor building it would add to the impact on the viewer.

Read more about factors influencing households to adopt hazard-resistant Construction practices in post-disaster settings in this report: '*Extending Impact*', CRS, 2015 https://crs.org/our-work-overseas/research-publications/extending-impact

PREPARE YOUR SHELTER FOR BAD WEATHER (NOT FOR CYCLONE)
খারাপ আবহাওয়া থেকে রক্ষার জন্য আপনার ঘর প্রস্তুত করুন (ঘূর্ণিঝড় এর জন্য নয়)

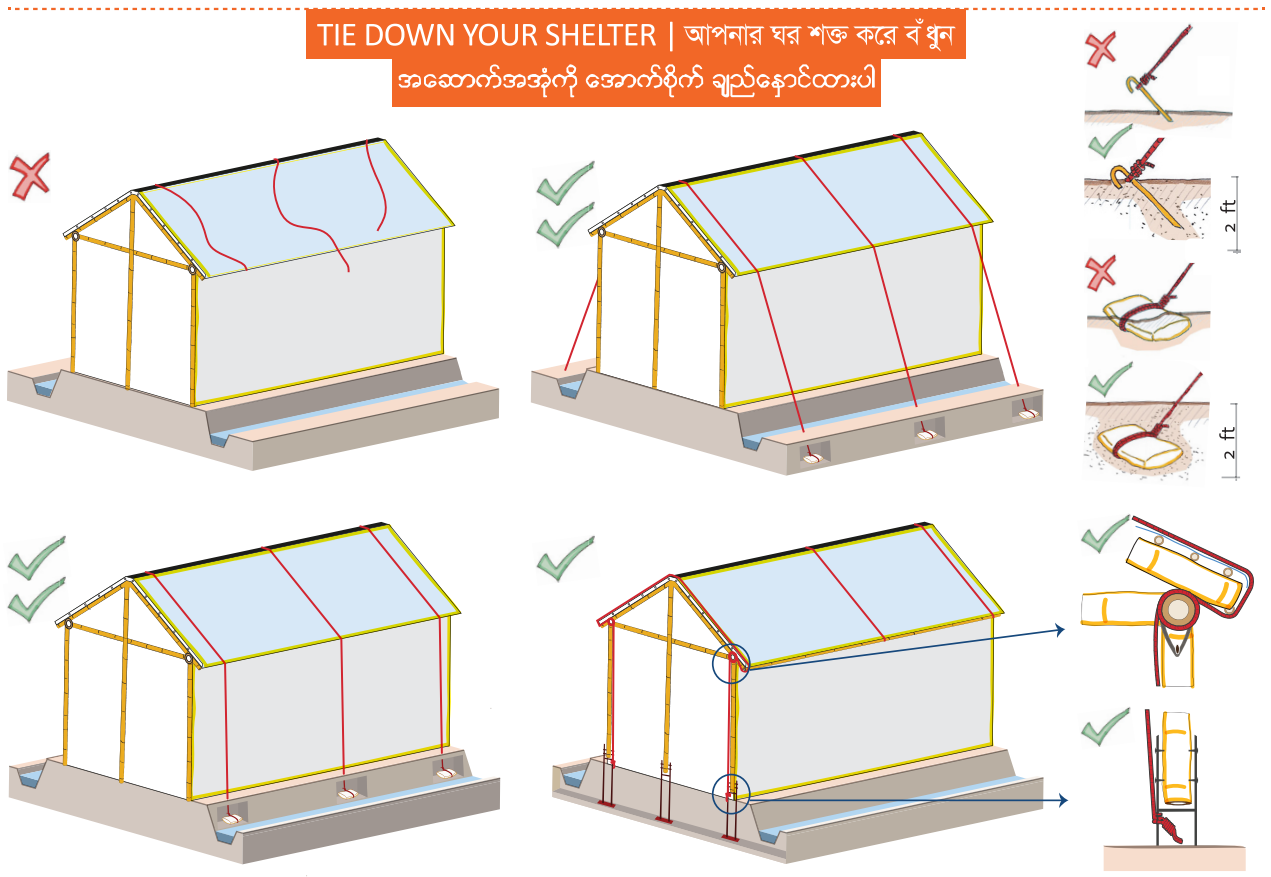SHELTER/NFI SECTOR COX'S BAZAR

TIE DOWN YOUR SHELTER | আপনার ঘর শক্ত করে বাঁধুন

STRENGTHEN YOUR CONNECTIONS | বাঁধনগুলো মজবুত করুন

CREATE, CLEAN AND MAINTAIN YOUR DRAINAGE | পানি নিষ্কাশন নালা তৈরী, পরিষ্কার ও দেখাশুনা করুন

All kind of humanitarian aid is free. No sexual or other favor can be requested in exchange of humanitarian assistance. Any case or suspicion of sexual exploitation and abuse by UN or humanitarian workers can be reported to the complaint desk.

সকল প্রকারের মানবিক সহায়তা বিনামূল্যে প্রদান করা হয়। মানবিক সহায়তার বিনিময়ে কোন ধরণের যৌন বা অন্য সুবিধা চাওয়া যাবে না। জাতিসংঘ কর্মী অথবা মানবিক সহায়তাকারীদের দ্বারা সংগঠিত যৌন শোষণ ও নির্যাতনের কোন ঘটনা বা এমন কোন কিছু সন্দেহ হলে তা অভিযোগ ডেস্কে রিপোর্ট করুন।

B.5 — Preparedness Messages - Cox's Bazar, 2020

★ ★ ⯨

Type of Response

🏠 Construction
🏘 Settlement
🧍 Assistance
🧭 Crosscutting (Inclusion; PSEA)

Type of Hazard/Risk

🌧 Rain & Wind
🌊 Flooding

Building Material: Bamboo; Rope; Sandbags; Pegs

Building Component: Roof; Joints; Shelter Drainage

This radio message was broadcasted in Rohingya language on a dedicated radio channel and during community radio listening groups organized by Communication with Community partners. Radio messages were used to disseminate the messages along with other means such as posters, flyers and hands-on training. Read more about this at Section A - Case Studies and Opinion Pieces.

❓ Technical Accuracy

"Messages are technically sound for preparedness."

"Messages are simple but the most important message is strengthening shelters with limited materials. This radio message is linked with another illustrated IEC material and reiterates the importance of roof tie down."

"Under the Section 'Tie down your shelter' it could highlight that the rope has to be tied to the metal peg, sand bag or any other appropriate material, buried 2 feet underground and the earth compacted, regularly cleaned, and drained."

✅ Technical Complexity

"Messages are easy to understand and implement."

✅ Text Clarity

"Uses plain language and common words."

"This sentence is not clear: 'There will be no distribution only to provide you rope.'"

"Avoid using Acronyms - 'CwC.'"

✅ Contextual Appropriateness

"It is ok for the location and context."

"With limited materials available, this message is simple and effective to strengthen the roof and shelter, as well as clearing drainage, which is one of the most important shelter maintenances for monsoon season."

"Whenever this intervention is being done, agencies should simultaneously make sure that it is aligned with the transitional shelter assistance and the evolving response and context in the camp."

❓ Adaptability to Other Contexts

"This can be used for other parts of Bangladesh, but also globally with adaptation to context specific issues."

"This simple message could be adapted to other countries and areas and should be adjusted to the context. Note that this IEC material clearly mentions that the message is 'not for cyclone' and more specific messages should be used for cyclone warning."

"This IEC material talks largely of tarpaulin roof in camp settings, which needs to be contextualized for other contexts."

✅ No Potential to Cause Unintended Harm

Overall Comments

"It is simple and effective."

"Simple and good message to disseminate repeatedly. In particular, the sentence 'Remember, a loose rope will not make your shelter safer!' can be reiterated."

"The IEC material can reference to the other distributed visual IEC materials."

Communication Tips

Media Platforms

Broadcast media has proven to be an effective channel to communicate life-saving and risk-mitigating information rapidly and on a large scale to crisis-affected populations. In the longer term, broadcast media can improve accountability and two-way communications with the affected populations and help communities address issues related to recovery. Media platforms such as radio are known to be accessible and easy to be listened to in private. However, it is also evident that in some contexts, certain groups of the population, such as women, the marginalized and the elderly, may have less access to these communication channels or available time to listen or watch.

Choosing the communication channel should not be based on assumptions. Media consumption depends on multiple factors including access to hardware, age group, socio-economic situation and cultural background, and each location has a unique media landscape.

Read more about challenges to communication at '*Are You Listening Now?*', CDAC, 2016 http://www.cdacnetwork.org/i/20160506105500-lcmu2

Read more about Humanitarian Broadcasting at: '101 Seminar Series: Humanitarian Broadcasting', CDAC, 2013 http://www.cdacnetwork.org/contentAsset/raw-data/3785e3e7-8e48-42e0-a012-026a78fea6d5/attachedFile

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🔊 **SHELTER/NFI SECTOR** Cox's Bazar, Bangladesh

Preparedness messages (NOT FOR CYCLONE)
Draft version 3 - (last revised 12th April 2020)

The following are basic messages to be disseminated by teams providing assistance to tie down shelters as well as for radio dissemination. They can be used as preparedness messages for the monsoon season. They are not applicable when cyclone warning (flags) is issued. The messages below can be used by CWC to be further developed for radio.

Tie Down Kits (organization specific):
_____ (Name of organization) is distributing 'tie down kits' to strengthen your shelters in preparation for the monsoon and strong winds. The kit consists of the following items: _____ (items should be rope, sand bags or metal pegs – list items that will be provided by your organization, including printed instructions on how to prepare your shelter for bad weather). You will receive this kit together with _____ (Other distribution that your organization is going to provide tie down with).

Tie Down Kits (generic):
The monsoon season is approaching and it is important that you make your shelter safe. This will help you to protect your family. Each household will receive rope to tie down shelter. This rope will be provided to you together with other distributions. There will be no distribution only to provide you rope. Use the rope as soon as you receive it and make sure your shelter is tied down and connections in your shelter are strong. Follow the printed instructions provided with the tie down kit.

Tie down your shelter:
When wind will come your tarpaulin roof may fly away. If the wind is strong your whole roof or shelter might be blown away by wind. To prevent this tie your shelter to the ground. You can do this by putting rope over your shelter and tie that rope to a metal peg, sand bag or any other appropriate material buried at least 2ft under the ground on both sides of your shelter. It is very important that the rope is tight. Tie your shelter down!
If you have no space and you already have metal footings (angelin) you can also tie the rope over the roof then circle it around the beam (pair) on top of bamboo columns and from there tie it down to the metal footing (angelin). Make sure that your beam (pair) is strongly tied to the columns (khuti).
Check the rope regularly to ensure it is tight. If the rope becomes loose, tighten it up again. Remember, a loose rope will not make your shelter safer!

Strengthen the connections in your shelter
Make sure that all bamboo connections in your shelter are tied tightly and securely with rope and dowel through the bamboo, or through the bamboo with a hole. If any dowel is thin or broken replace it and strongly tie it with rope. Check ropes at least once a week so they are always tight.
It is especially important that roof structure is well tied together. All purlins (batti) and rafters (rua) are tied to one another. Then the roof structure needs to be tied to the beam (pair) on top of bamboo columns and the beam (pair) to the bamboo columns (khuti). If you have footings (angelin) in your shelter, bamboo columns should be connected tightly to them. If any of those ties is missing your shelter is vulnerable to the wind.

Create, clean and maintain your drainage
Make sure that your shelter has drainage all around it so your shelter will not get flooded during rains. If you have no drainage you should dig it. Make sure drainage is slopped properly so water flows into bigger existing drainage and does not stay around your shelter. Connect your drainage to the larger drain, taking water away from your shelter. Avoid throwing garbage or waste in the drainage. Regularly clear the garbage from the drainage and maintain its sides and bottom so it doesn't get blocked.

Support for those who are unable to tie down and maintain their shelters
If you are unable to maintain or tie down your shelter for any reason, or need help with drainage around your shelter, please reach out to other members in your community who can support you.
If you have questions or need further assistance, you can also approach the nearest Information Service Centre or Site Management Support Office, or reach out to a community volunteer.

Humanitarian Services are Free of Charge and Prevention of Sexual Violence and Abuse
All Humanitarian Services, including the delivery of goods to persons with specific needs, are free of charge. Goods and services are not exchangeable for sex and other favours. If you have been requested to pay to receive humanitarian assistance, or perform other favours to receive services, or if you have seen or heard of such incidents, report this to a humanitarian aid worker (UN or NGO staff), approach the Information Service Centre, Complaint and Feedback Desk or Site Management Support Office.

B.6 — Right to Shelter Radio Messages - Global

★★☆

Type of Response

Assistance

Type of Hazard/Risk

Protection

This message is part of the CDAC Message Library developed by BBC Media Action and Internews' Infoasaid project as a reference for multi-sector central generic messages for the humanitarian sector.

Right to shelter

CDAC NETWORK

"Shelter assistance is provided to families and individuals based on need. Those most in need will receive assistance first. No one should be denied shelter according to their sex/gender, status, age, religion or ethnic group.

Contact XXX if you are being denied assistance."

At risk group: All affected populations	source 1: The Sphere Handbook 2011
information type: Service	source 2: Handbook for the Protection of IDPs (Global Protection Cluster working group)
guidance: No guidance required	

✅ Technical Accuracy

"The message is accurate but based on outdated versions of Sphere (2011 edition)."

"Clear radio messaging that shelter assistance is free."

"The line: 'Those most in need will receive assistance first.' may not actually be the case, depending on the structure of operations. It is important not to make commitments such as this unless they can be guaranteed. Also need to be careful with messaging such as this that expectations are not unduly raised."

✅ Technical Complexity

"Simple message."

"Clear messaging lines, though they may not all be correct for all situations."

✅ Text Clarity

"Short and to the point and sticks to the key message."

"The messaging is clear but can raise undue expectations of assistance."

✅ Contextual Appropriateness

❓ Adaptability to Other Contexts

"It is a generic message on shelter rights, so can be used in different contexts."

"Yes, if accompanied with further messaging around shelter programs and contextualized information."

"This is intended to be global messaging but is not realistic. This needs to be adjusted according to assistance strategy developed in the country. Not all communities may be assisted in which case it is flawed messaging, but focus on 'aid is free' is an important message. The last line is useful i.e. 'Contact XXX if you are being denied assistance', this assumes that complaints lines have been set up with effective feedback loops."

❓ Potential to Cause Unintended Harm

"This can raise undue expectations."

"There are real risks and potentially life-threatening consequences in promoting messages that can be perceived as entitlements if they cannot be fulfilled!"

Overall Comments

"The radio message includes a helpdesk number. Maybe the message could clarify if calls can be made anonymously."

"This is a short radio or text message and is fine in its current state, but is just one message about the right to shelter. Would be useful in radio or text as highlighted, but it would likely need additional messaging to support."

"It is important to inform affected people of their rights, but extreme care needs to be taken not to raise expectations, which can be more dangerous."

What Information to Communicate on Prevention of Sexual Exploitation and Abuse?

IEC materials can be used to raise awareness of affected population on their rights, unaccepted behaviours and should include information on how beneficiaries can complain. Information on how to make a complaint should be clear and simple, offered in the local language(s) and shared through different channels.

The example language can be:

> **"All assistance provided by humanitarian organizations is based on need and is free. Humanitarian organizations and their staff work on principles of humanity, impartiality and respect.**
>
> **You have the right to assistance and the right to report any inappropriate behaviour, exploitation, or abuse by a humanitarian worker.**
>
> **A complaints system has been set up at [insert name of cluster/organization/location]. Contact [insert contact details] for further support and advice about this. All complaints are kept confidential."**

'Best Practice Guide - Inter-Agency Community-Based Complaint Mechanisms', IASC, 2016 - https://interagencystandingcommittee.org/system/files/2020-09/Best%20Practice%20Guide%20Inter%20Agency%20Community%20Based%20Complaint%20Mechanisms.pdf

B.7   Safe Demolition - Nepal, 2015   ★★☆

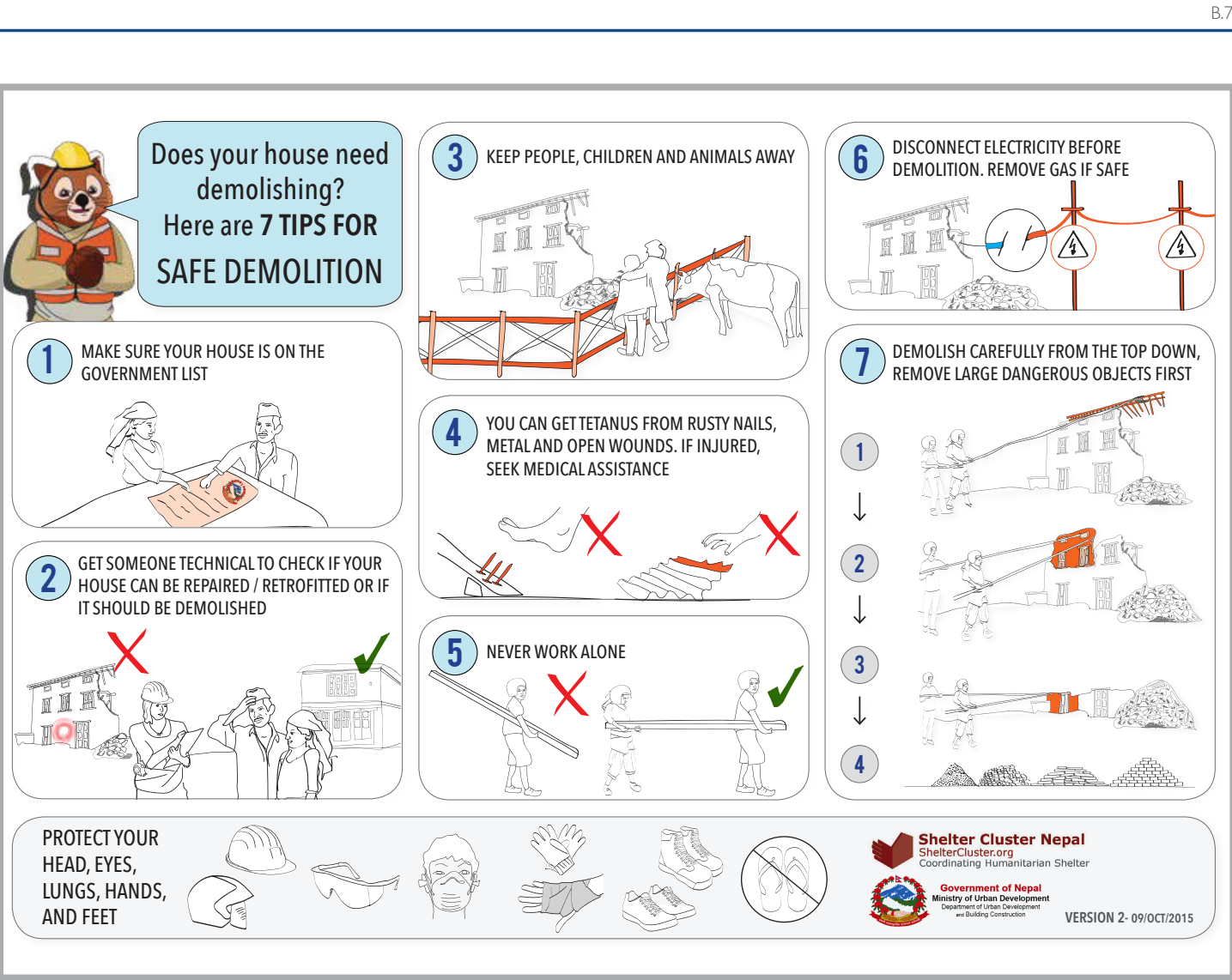## Type of Response

Debris   Safety of Workers

Type of Hazard/Risk

Earthquake   Collapse

A number of IEC materials were developed by the Nepal Shelter Cluster following the 2015 earthquake and were used by some agencies at field level during community visits, trainings and distributions. For the messages related to safe demolition and debris reuse, coordination occurred with the operational part of UNDP which was involved in demolition and debris clearance on a small scale in Nepal and was the main partner of the Early Recovery Cluster. Read more about this at Section A - Case Studies and Opinion Pieces.

✅ Technical Accuracy

"Could include danger of overhead falling objects."

"Message is technically accurate. May need to be clarified what government list the house should be on."

✅ Technical Complexity

"Message is not technically complex. It is rather basic."

✅ Graphical Clarity

"Message 3 'keep people, children and animals away' may be misunderstood as stay away, not as enclosing the site."

"Message 4 can be understood as 'do not step on nails or touch CGI' and not 'seek medical assistance if injured.'"

"Message 5 may be misunderstood for 'carry wood together' rather than 'do not work alone.'"

"Message 7 is possibly the most important message and deserves a larger illustration. There is an opportunity to explain better that demolition can be dangerous if more than two people are working on site. People tend to help each other in larger groups to get work done."

"Colour is not used to benefit the message in this IEC material (aside from the multi-coloured animal giving advice). The drawings are so small they are hard to see if anyone is wearing the protective clothing required. Yellow helmets and motor cycle helmets on the bottom line could have been colour coded in the illustration to help pass on that message."

✅ Text Clarity

"Retrofitting could be something that confuses - could be expanded upon."

"Text is clear, no technical language is used but sometimes image does not clearly convey the message."

✅ Contextual Appropriateness

"Contextualized in terms of building typology and government process."

❌ Adaptability to other contexts

"Revise typology in relation to the context. Demolition rules will vary regarding government regulations, etc., so an adjustment will always be required."

"Messaging is applicable to multiple contexts with adaptation to building typologies in different places. Also, the first message regarding the government list is Nepal specific."

❓ Potential to Cause Unintended Harm

"Additional safety info could be included about minimizing time spent inside/next to structures are unsafe, risk of collapse, etc."

"Proper care should be taken when illustrating 'do's' and 'don'ts', and using 'tick' and 'cross' signs.
These symbols might cause confusion; in some isolated communities, political voting in elections has encouraged non-literate people to use the 'X' as a positive choice (something to vote for).
Ensure that people understand which is which, and conduct field testing including non-literate and marginalized groups."

Overall Comments

"Retrofitting could be developed / promoted more as a cheaper option through the IEC material, and could take a more central role with perhaps the IEC material being more of a decision tree for retrofitting."

"Images do not clearly convey the message; additional images may be useful so text would not be needed. It may also be good to clarify what technical profile is needed to check the house for structural safety like structural engineers, etc., and if there was some list authorized by government including where people can find that list."

"Needs information to clarify the use of long poles when demolishing, how far to stay away from the house when demolishing, and a warning not to enter a compromised house."

Does your house need demolishing? Here are **7 TIPS FOR SAFE DEMOLITION**

1. MAKE SURE YOUR HOUSE IS ON THE GOVERNMENT LIST
2. GET SOMEONE TECHNICAL TO CHECK IF YOUR HOUSE CAN BE REPAIRED / RETROFITTED OR IF IT SHOULD BE DEMOLISHED
3. KEEP PEOPLE, CHILDREN AND ANIMALS AWAY
4. YOU CAN GET TETANUS FROM RUSTY NAILS, METAL AND OPEN WOUNDS. IF INJURED, SEEK MEDICAL ASSISTANCE
5. NEVER WORK ALONE
6. DISCONNECT ELECTRICITY BEFORE DEMOLITION. REMOVE GAS IF SAFE
7. DEMOLISH CAREFULLY FROM THE TOP DOWN, REMOVE LARGE DANGEROUS OBJECTS FIRST

PROTECT YOUR HEAD, EYES, LUNGS, HANDS, AND FEET

Shelter Cluster Nepal
ShelterCluster.org
Coordinating Humanitarian Shelter

Government of Nepal
Ministry of Urban Development
Department of Urban Development
and Building Construction

VERSION 2 - 09/OCT/2015

Interpretation of Commonly-Used Symbols

Communication Tips

In 1975 a study was conducted in various villages in Nepal to test the communication effectiveness of some illustrations in order to understand if people understood the intended imagery.

The study found that ticks and crosses were used in Nepalese schools to indicate "right" and "wrong", but unschooled villagers were not familiar with these signs. Only about one per cent of the respondents stated that "tick" meant "right", and only one respondent connected the sign with the picture beneath it. It is likely that some respondents may have answered based on their own opinion regarding the message rather than "reading" the picture.

Most of those who mentioned the tick and cross either said they did not know what they were, or gave them a pictorial interpretation; such as "plough", "hook", "spade" (for tick); "fan", "airplane", "bananas", (for cross); or "sticks", "rods" for both (tick and cross).[1]

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[1] *Communicating with Pictures in Nepal*, NDS, UNICEF, 1976.

B.8 — Material Reuse - Nepal, 2015

★ ½ ☆

Type of Response

Material Production and use

Debris

Type of Hazard/Risk

Earthquake

Collapse

Building Material:
Timber; Bricks; Stone

❓ Technical Accuracy

"Not sure why it lists stones, rubble, longstones and bricks with pictures and what the message is."

"The last line of the second message refers to a 'tie stone'. It might not be clear what it is unless the use of it is explained."

"The 1m standing test seems specific for a certain section size of timber and could be misleading. The idea is to recommend checking that the timber is fit for purpose, and this message does not convey this."

"The standing test may break timber that does not need to be broken."

"Dropping bricks and stones should be 'on a hard surface.'"

"Cement mortar can be repurposed for filling. It is unclear if the suggested self-testing method for timber is a proper technique and appropriate for narrowly spaced purlins."

"The messages are accurate, but a revision may help to create a flow and structure in the message. There are other house elements that can be salvaged, i.e. roofing tiles, building materials, door and window frames, etc."

✅ Technical Complexity

"Salvaging materials has many facets and so can be complex. This IEC material goes into detail in some areas and is thin in others."

"Messages are not complex but may be difficult to understand."

❓ Graphical Clarity

"It is not clear why there are images of stones/bricks etc. The standing test is clear but not sure how people would do this and seems obvious you would not use a broken piece."

"Most of the images are unclear without the text. There could be more images with cross and tick rather than incorporating text."

"Message 1, the illustration is unclear and could cause harm if people only refer to the graphical information without reading the text."

"Message 2, the illustration could be changed to show a person dropping at arm's length (to avoid hitting one's feet). It is important to add that the bricks are tested on a hard surface."

"Message 3, the graphic could have a recommended height measurement (so if the timber breaks, the person is not far to fall). On the image showing timber storage, the elements such as spacing, elevation and cover may be highlighted."

"More attention may be given to safety when illustrating the messages. "

✅ Text Clarity

"Text is clear but there is a lot of it, and it could easily be replaced with images that would make the IEC material clearer and easier to understand."

✅ Contextual Appropriateness

"Messages are not referenced from or drawn from NBC/ mandatory rules of thumb and other guidance from government directly and may not be sustainable as a result. Roofing materials are not covered either."

"Material reuse is very relevant, but more attention may also be given to what to do with material that cannot be reused."

"Salvaging the material is a very important component for housing recovery as using the available local materials is a priority."

❓ Adaptability to Other Contexts

"I think it should be rethought entirely, and would need to be specific to the country/area based on materials, etc."

"Messages and ideas conveyed are good, but they may need to be revised to make it easier to understand prior to using elsewhere."

❌ Potential to Cause Unintended Harm

"The unclear illustration of the first message can cause harm. Proper considerations should be taken so that the message conveyed would not be misunderstood for suggested practice."

Overall Comments

"Not particularly helpful. This could be easily expanded upon while maintaining the simplicity, making it much more useful."

"The message that the IEC material tries to convey is good but the presentation is unclear."
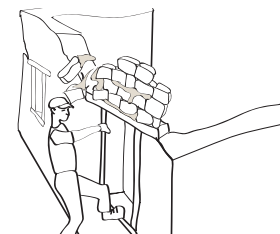
"This poster is very useful for material reuse after disaster, but it might need some additional information for clarity."

Do not attempt to salvage materials until your building is fully demolished. Here are a few tips on:
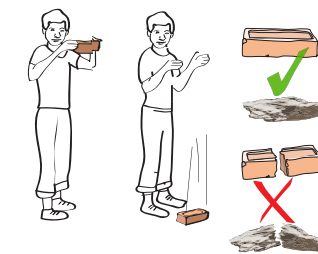
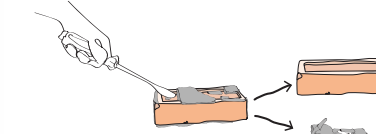**MATERIAL REUSE**

1 BE CAREFUL
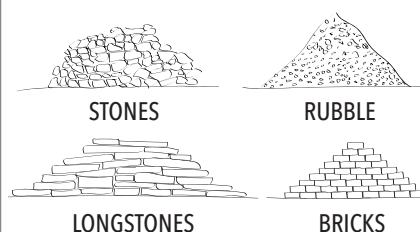DONT REMOVE DOORS AND WINDOWS UNTIL CLEAR ABOVE.

2 STONE AND BRICK
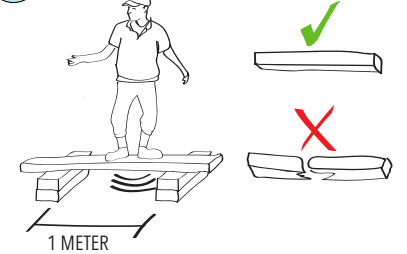CONFIRM STRENGTH WITH DROP TEST (DROP BRICK FROM SHOULDER HEIGHT)
CLEAN ALL MORTAR OFF BRICKS AND STONES. DO NOT REUSE CEMENT MORTAR.
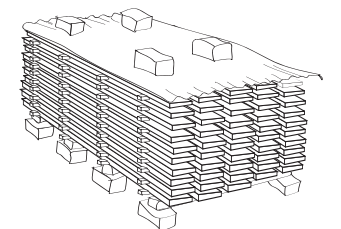STONES   RUBBLE
LONGSTONES   BRICKS
SEPARATE STONES THAT ARE LONG AND FLAT FOR USE AS CORNER STONES AND TIE STONES.

3 SELF TESTING TIMBER FOR BUILDING
1 METER
PLACE TIMBER SUPPORTS WITH A 1 METER SPACING AND STAND AT MIDPOINT. IDEAL TIMBER SECTIONS DO NOT SHOW CRACKING AND HAVE MINIMAL KNOTS.
PROTECT TIMBER FROM RAIN AND DO NOT STORE TIMBER ON THE GROUND.

Shelter Cluster Nepal
ShelterCluster.org
Coordinating Humanitarian Shelter

Government of Nepal
Ministry of Urban Development
Department of Urban Development and Building Construction

VERSION 2- 09/OCT/2015

Communicating with Different Groups

Affected communities in Nepal were consulted about their information needs immediately after the earthquakes and seven months later (in November/ December 2015). The research underlined the difficulties when people are sending messages, or hearing information from new sources, and also misconceptions about access to media.

- Most information came from family members and friends using mobiles.
- Generally communities looked to the government and local officials for information, particularly when it came to issues around shelter and finding long-term solutions.
- There was a preference in most contexts for face-to-face information exchanges and discussion.
- Information about distributions for particular communities usually reached people through their community leaders and local government officials. Only rarely had people heard about relief distributions on the radio, although agencies used this medium for this purpose.
- Information channels reaching men and women varied considerably. Men usually had better access to information from local government representatives and from discussions in teashops, while women relied more on personal contacts for information – their relatives and friends as well as social workers and health workers active in their communities.
- Marginalized groups were generally less well-served with information, as were more remote communities.[1]

[1] 'Are You Listening Now?', CDAC, 2016 http://www.cdacnetwork.org/i/20160506105500-lcmu2

B.9 — Temporary Shelter - Nepal, 2015

★ ★½ ☆

Type of Response
Construction   Settlement

Type of Hazard/Risk
Earthquake   Fire   Collapse

Building Material:
Plastic Sheeting; Timber; Bamboo; Fixings/Rope; CGI

Building Component:
Foundation; Walls/Frame; Roof

Technical Accuracy

"It can include advice about: 1- timeframes for temporary shelter so people can plan how long they are to be there in order to build accordingly, even if things change it is helpful to have some idea. 2- Rental options, hosting and responsibilities of the host and hostee. 3- Siting messages could include drainage advice. 4- roofing."

"This feels very brief in general and needs more information. The message on fire safety should be expanded, ie. 'make sure cooking is conducted outside or away from walls'. Joint section is not clear and also needs annotations. There is no mention of the weight of materials for reconstruction (i.e. use lightweight materials for temporary shelter), no mention of appropriate and high quality construction materials (e.g. avoid rotten wood, etc.)"

"It needs minor adjustments like the depth of stakes for the foundation, and there should be more differentiation between right and wrong."

Technical Complexity

"Not sure if it needs adjusting, it is a complex issue."

"Messages are not complex, but the way the IEC material is structured is not really clear."

Graphical Clarity

"Message on fire safety: the image can be misunderstood as 'do not fan the flame when your house is on fire.'"

"Message on foundation and bracing: the image could be clearer if showing what is the appropriate depth of foundation, it can be misunderstood for 'have a door in the middle', and if not then 'have bracing.'"

"Message on build on safe place: image 1 could be changed into two images showing shelter close to damaged structure and then further. Image 2 is unclear. Image 3: what is the purpose of safety exit plan? Maybe more convincing is to have a grab bag ready and have exit area clear from obstruction."

"This may be useful in popularising the animal logo but it need not be quite so large - focus should be on the artwork illustrating the messages."

Text Clarity

The numbering system is different from the other IEC materials in the same series and has multiple #1s and #2s."

"Clear, no technical language."

"Text is mostly clear but why would people set fires close to the buildings? To cook? If that is the case, then it may be better to say do not cook close to flammable objects. Moreover, the message on safe exit plan may need to be elaborated."

Contextual Appropriateness

"The IEC material does not include roofing, which is quite varied in Nepal and critical for temporary shelter as well. Also, messages for wet season and cold season could also be something to consider."

"Contextualized with building typologies."

"Messages are appropriate but not sure if graphics are the best way to convey them. It may be better to use other communication methods like radio messages."

Adaptability to Other Contexts

"It is very country specific; therefore, would need some work to change in other contexts."

"The messages are useful. However, the IEC material itself is not clear enough."

No Potential to Cause Unintended Harm

"It is an important piece of guidance and could do with some tightening up. Integrate the messages into government systems so the government is giving the messages and owning the technical response."

Communication Tips

Familiar Characters in Messaging

Several of the posters developed for reconstruction used a Red Panda character called Panda-ji. This character had been developed under international funding to the Nepal Resilience Platform; this was a multi-year, multi-agency government endorsed resilience platform, and a number of Disaster Risk Reduction (DRR) related communication materials involved this character. It was believed that Panda-ji was a "trusted ambassador" of DRR and this would help promote the effectiveness of the IEC materials.

During initial field testing of posters it was found that many in remote villages did not know this character and the association with DRR. However, Panda-ji was still seen as a friendly character and liked by those engaging in the focus group discussions. It was therefore decided to adopt Panda-ji for use on the IEC materials.

B.10 — How to build - Haiti, 2010

★ ☆ ☆

Type of Response
🏠 Construction 🏘 Settlement
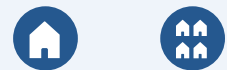
Type of Hazard/Risk
Landslide Cyclone Flooding

Building Material:
Timber; Fixings; CGI

Building Component:
Shape; Construction Principles; Foundation; Walls/Frame; Openings; Joints/Bracing; Roof

Following the 2010 earthquake in Haiti, this IEC material was developed using past documents. Read more about this at Section A - Case Studies and Opinion Pieces.

? Technical Accuracy

"First drawing on second line (roof structure): the type of connection in the zoom bubble is unclear."

"First drawing third line (trees): Without further guidance on distance and safety measures, this message can be confusing and conflicting. Should/or should we not build near trees."

"It is technically sound."

? Technical Complexity

"Messages are too simple, hence need some adjustment not to cause misunderstanding."

"There are a lot of topics and drawings in one piece, though it depends on printing format and the way it is presented to people."

? Graphical Clarity

"First drawing on top (shape): It is correct that a more square shaped house is stronger, yet, the image may be confusing with the saying 'smaller house is stronger'. Suggest to revise with 'simple shape is stronger' and put various shapes such as a narrow rectangle, and more complex shapes."

"Second drawing on top (foundations): As we miss the indication on what the second zoom bubble is referring to, it could be understood that both bubbles are referring to the concrete slab, and that the back color is just a graphic mistake."

"Third drawing on top (bracing): The second bubble on the top is not proper. This zoom detail describes a different element than the drawing. What does the gray color for the corner angle describe?"

"Second last image (openings): The text is suggesting an even size for openings. However, the graphic seems to suggest painting some elements in blue."

"Portrayal of both women and men would be more inclusive."

"The guidance for proper construction is fairly clear, but a bit too small."

? Text Clarity

"Language is simple, but some text is not clear: 'Ranfose triang kay la' can be revised with 'Place cross bracing and use strong connections for both sides'. Also, short bracing at the corner may not be effective and not recommended compared to 'corner to corner' bracing."

"Haitian diaspora members have noted some words spelled incorrectly."

✅ Contextual Appropriateness

"It could include more guidance for multiple hazards, such as earthquake resistant techniques (like cross bracing)."

? Adaptability to Other Contexts

"Most illustrations are somewhat simple and clear, and can be used in other contexts after revision. However, if it is to be used in another country or language, there are more IEC materials that have been well developed, such as 8 key messages from Philippines."

❌ Potential to Cause Unintended Harm

"High trees may protect the house from the wind, while it may be a risk that trees could fall down and damage the house. Local feedback could show if this guidance was appropriate or not."
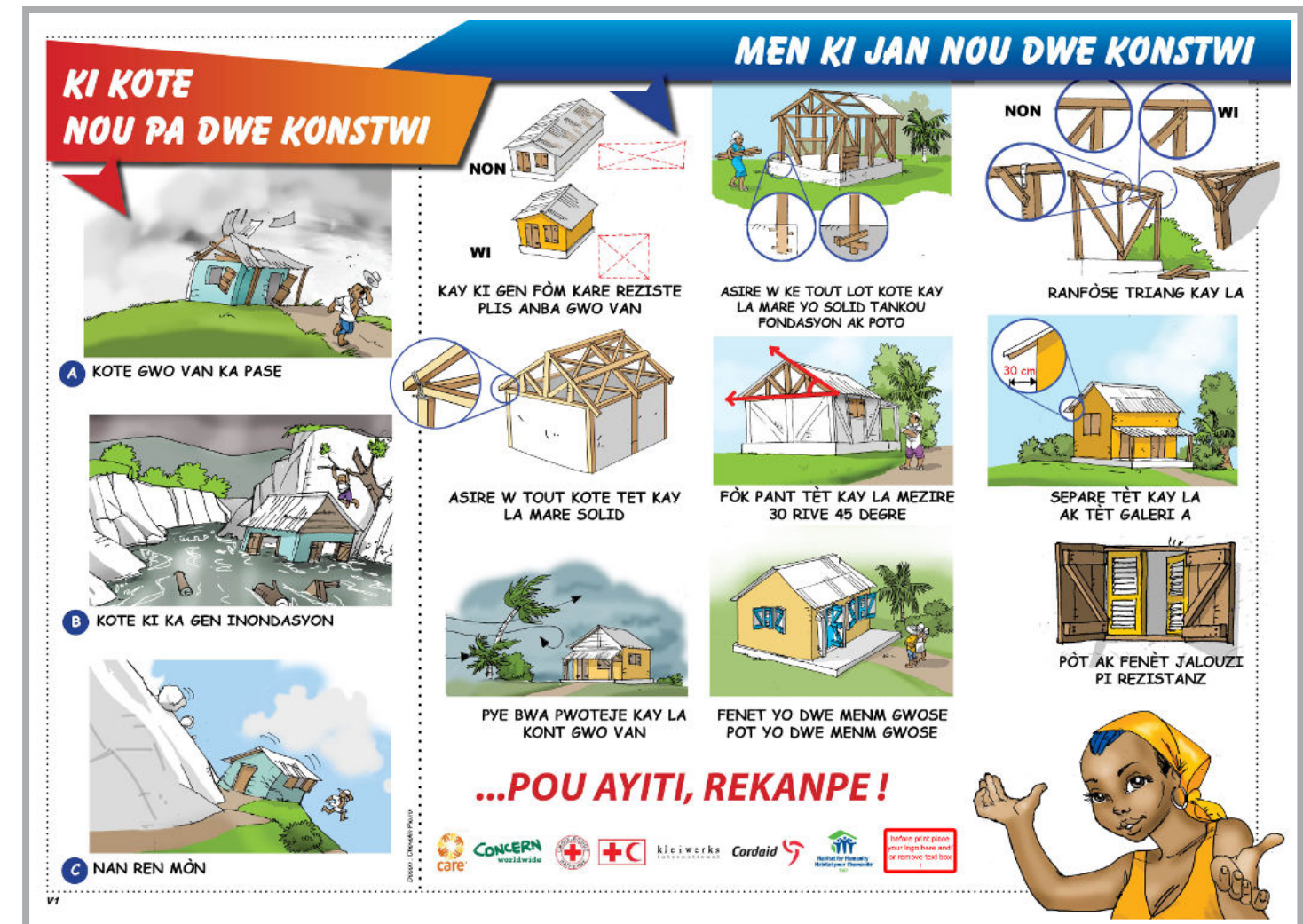
"It could be made into a story telling/comic book style sequence with the last image of the shutters being swapped by an image of a finished house, showing the secure house with the wind coming and going as the last image."

Communication Tips

Diaspora and IEC Materials

The diaspora are able to provide a valuable role in IEC material creation and dissemination through their unique understanding of the socio-cultural and linguistic contexts of the countries of origin of which the response is taking place, as well as their broad outreach. They often use informal methods of communication (i.e. social media, apps, etc.) to distribute vital messaging before, during and after a crisis, in ways that are often not used by institutional shelter actors, and they are able to reach communities not previously reached. Moreover, the diaspora's engagement in their countries of origin is sustained over time, and in this sense, the diaspora could provide an added value in phases of preparedness and recovery.

Increasing coordination among diaspora and institutional actors with the testing of IEC material on diaspora allows for more culturally effective, clear and streamlined messaging. Moreover, such cooperation will be aimed at increasing communities' knowledge, self-reliance and understanding in shelter practices for increased resilience.

KI KOTE NOU PA DWE KONSTWI

MEN KI JAN NOU DWE KONSTWI

A: KOTE GWO VAN KA PASE
B: KOTE KI KA GEN INONDASYON
C: NAN REN MÒN

KAY KI GEN FÒM KARE REZISTE PLIS ANBA GWO VAN

ASIRE W KE TOUT LOT KOTE KAY LA MARE YO SOLID TANKOU FONDASYON AK POTO

RANFÒSE TRIANG KAY LA

ASIRE W TOUT KOTE TET KAY LA MARE SOLID

FÒK PANT TÈT KAY LA MEZIRE 30 RIVE 45 DEGRE

SEPARE TÈT KAY LA AK TÈT GALERI A

PYE BWA PWOTEJE KAY LA KONT GWO VAN

FENET YO DWE MENM GWOSE POT YO DWE MENM GWOSE

PÒT AK FENÈT JALOUZI PI REZISTANZ

...POU AYITI, REKANPE !

Unofficial English Translation:

Where not to build!	But how should we build?		
A: Where high winds come through	- A square house is more resistant to high winds	- Ensure all sides of the house are solid, such as foundation and pillars	- Reinforce the house's triangles
B: Where flooding is likely	- Ensure all sides of the roof are solid	- The roof's angle should be between 30 and 45 degrees	- Separate the roof from the gallery (or veranda)
C: At the bottom of a mountain	- Trees protect the house from high winds	- Windows and doors' sizes should be even	- Doors and windows' shutters bring more resistance

.... so Haiti will rise again!

B.11 — 8 Build Back Safer Key Messages - Philippines, 2013 ★★⯨

Type of Response
Construction   Settlement   Preparedness

Type of Hazard/Risk
Landslide   Cyclone   Flooding

Building Material: Timber; Concrete; Reinforced Concrete; Fixings; CGI

Building Component: Foundations; Walls/Frame; Openings; Joints/Bracing; Roof

This IEC material was developed in response to Typhoon Haiyan as a comprehensive set of shelter technical guidelines. Messages were coordinated with the government both at local and at national level and ultimately it became a part of governmental recovery policy and thinking. It was used extensively throughout the recovery phase and has so far been reused in several other responses in the Philippines and the broader Asia-Pacific regions. Read more about this at Section A - Case Studies and Opinion Pieces.

The outcomes of the shelter response to Typhon Haiyan were later assessed by the Global Shelter Cluster and partners.[1] The research addresses a series of questions including the use of the 8 key messages. Some key findings are summarized over the next pages.

✓ Technical Accuracy

"The IEC material is technically accurate with some smaller discrepancies. Examples show possible incremental steps; really good to see that several different options of foundations were suggested, the same for tie down methods."

"Messages need some technical adjustments."

Sheet 1, Foundations: *"The foundation drawings show two concrete block shapes. The cut off pyramid is more simple to construct and position. It also has more volume weight ratio to its shape. The drawings show inconsistent ground level for the foundation block. Picture A shows that the concrete column has 1/4 height below the ground and 3/4 above (drawing actually shows 1/2 and 1/2), details B to F show the ground level at top of the foundation block."*

"Timber posts positioned into the ground are misleading on their strength grading."

"In no cases should a softwood timber be placed in the ground for transitional or permanent shelter. Softwood can rot within years, so the third option doesn't work. Placing hardwood into concrete is a bad idea. It is a modern invention–traditional houses do not do this, because they know it doesn't work."

"It should mention 'Properly treated softwood or a naturally durable hardwood'–which there are not many of, and many hardwoods are not durable. Therefore, this should still not ideally be placed in the ground."

Sheet 2, Tie down: *"The detail showing cord and rope connections is misleading in its effectiveness and strength grading."*

"I question the validity of the drawing showing additional tying down of the roof in anticipation of strong winds."

Sheet 3, Bracing: *"Additional detailed images may be needed (similar to those in the joint section) as it was observed that in several occasions bracing was installed in a wrong way and not secured properly–braces under the flooring or in the ceiling fell off."*

"None of the drawings show physical construction details or give technical specifications for materials proposed."

"There is no horizontal diagonal bracing shown to resist building twist at eaves level."

"Wire and used re-bar bracing needs to show connections to frame otherwise it will not work."

"'Nail timber and galvanized steel straps' is misleading."

Sheet 4, Strong joints: *"There is no benefit of putting nails at an angle, it just adds to the possibility of splitting the timber."*

"Cut timber joints are shown in simple details, these joints require a more advanced degree of carpentry skill to avoid weakening the cross section of the timber frame. There is a minimum timber size for using cut joints in structural timber components."

Sheet 5, A good roof: *"Simple to follow details."*

"No details on purlin to rafter connection."

"It shows regular wire nails as a too weak option, this is incorrect."

"It may be good to include note on CGI thickness as using very thin CGI was a problem."

Sheet 6, Siting: *"Image D resulted in some families cutting down remaining trees close to their new/fixed shelters to avoid trees collapsing. If trees did not already collapse in the typhoon, would they really present immediate danger?"*

Sheet 8, Be prepared: *"Needs to be part of a community approach. Good to indicate what should be known."*

Suggested details to be added:

"Floor construction details: it suggests that the floor is raised above ground necessitating a suspended timber floor construction with boarded floor."

"There are no wall construction details, it suggests a sheet construction is necessary for walls. Many of the bracing details will not be compatible with a sheet wall construction."

"It should include a note that all superstructure timber should be property treated softwood or a naturally durable hardwood."

[1] Read more about the impacts of the key messages in this report: '*Typhoon Haiyan (Yolanda) Shelter response outcome assessment*', Shelter Cluster Philippines, 2016. https://www.sheltercluster.org/sites/default/files/docs/shelter_recovery_outcome_assessment_may_2016.pdf

8 BUILD BACK SAFER KEY MESSAGES — V1.1

1 **BUILD ON STRONG FOUNDATIONS**

Yolanda showed us that the way we build houses needs to be stronger. These are 8 key messages on how to repair your house and build back safer.

HOW DOES A TYPHOON AFFECT YOUR HOUSE?

The wind pulls the roof up
The wind sucks the building over
The wind pushes the building over
Trapped wind pushes up against the building

8 **BE PREPARED** — EVACUATION / COMMUNICATION / GRAB BAG

2 **TIE-DOWN FROM BOTTOM UP**

7 **A SIMPLE SHAPE WILL KEEP YOU SAFE**

3 **BRACE AGAINST THE STORM**   4 **USE STRONG JOINTS**   5 **A GOOD HOUSE NEEDS A GOOD ROOF**   6 **SITE YOUR HOUSE SAFELY**

Shelter Cluster Philippines — ShelterCluster.org — Coordinating Humanitarian Shelter   DSWD — Department of Social Welfare and Development

BUILD BACK SAFER KEY MESSAGE 1 of 8 — V1.1

A — Stops the building flooding — 1/4 post height

Build on strong foundations ✓

Foundations are very important as they anchor your house to the ground. Ensuring foundations are suitable for your building's location and ground conditions protect your house from strong winds, earthquakes and flooding.

F — Stops the building sinking into the ground

B — Protects the building from pests - like termites — or use chemical treatments
C — Keeps the timber away from water so it does not rot
D — Stops the building from being pushed over
E — Weights the building down so it can't be sucked up

WHAT CAN I USE AS A FOUNDATION FOR MY HOUSE?

Above ground timber post / Below ground timber post — **Too Weak** ✗

Anchors increase foundation strength / Treated hardwood post below ground protects from rotting — **Strong** ✓

Hardwood post set into concrete foundation / Rebar set into concrete foundation — **Stronger** ✓

Steel strap bolted to post with gap to avoid rotting — **Strongest** ✓✓

Shelter Cluster Philippines — ShelterCluster.org — Coordinating Humanitarian Shelter   DSWD — Department of Social Welfare and Development

8 Build Back Safer Key Messages - Philippines, 2013

❓ Technical Complexity

"Conveys the right type of technical messages, though some of them appears more technical than the audience requires e.g. how forces travel through the structure, how pressurized wind forces act on a building. The main problem is the density of the messaging and the overly technical presentation style."

"Messages are complex but most of them are easy to understand in a community used to self-construction. As these messages were also accompanied with trainings and verbal messaging in different languages they were well understood."

❓ Graphical Clarity

"The messaging is very dense with little sense of hierarchy making it difficult to know where to look. The images are drawn (almost in monochrome) as if they are architectural/engineering diagrams including the use of isometric projection, plans and sections. To an untrained eye many of these diagrams may be difficult to understand obscuring their message. This could be improved with fewer styles of drawing and perhaps larger clearer and textured images that read more like illustrations and less like diagrams."

"Most of the images are very clear and easy to understand but there are few that are confusing (e.g the first image in tie-down, and the ones on bracing). On bracing, image G is very confusing. It is not apparent that it shows the bracing around the door. At the bottom of the page, images can be interpreted as 'bracing needs to be placed on the windows.'"

"The graphics are very schematic leaving detailing to the builder. More construction knowledge would be required to actually be able to build a safe shelter. Some details give rise to possible confusion as to the strength provided by some suggested connections, e.g. wire and rope compared to steel straps."

"Although the presentation could indicate a staged approach to building, allowing the householder to gradually increase the structural integrity of the whole house, the drawings do not show how to design and build a progressive shelter."

❓ Text Clarity

"In general, the text supports the illustrations however it refers to a lot of unexplained technical terminology that may make understanding of some cations difficult (e.g. 'eaves', 'trusses'). Some of the text simply denotes the technical name for certain techniques without adding anything to the understanding of the diagram (e.g. 'Timber Cleats,' 'Fishplate')."

"Clear text. There is a typo in the title of message 6."

"Despite the key messages being known and proven effective, high cost of materials and labor meant that key messages were disregarded in some cases. 'Many can quote the key messages, price is the main barrier.'"

Impact Assessment

Communication Tips

The impact study after Typhon Haiyan showed that all of the advised methods were generally used to a greater extent, reportedly due to increased awareness following message dissemination and due to people simply observing what structures better withstood the typhoons.

Strong foundations: Foundations were challenging for beneficiaries to implement correctly. It was also felt to be time-consuming considering that owners want to complete the house quickly after the disaster. Wooden posts were often seen to have been embedded directly into the ground.

Tie-down: Some communities awaiting relocation reported stopping the use of tie-down techniques as they wanted the shelters to be easy to dismantle when they moved. Metal straps and plates were often felt to be out of reach for many due to cost.

Bracing: Guidelines on bracing were felt to be insufficient in areas where destroyed structures had mostly been made of concrete masonry, as the guidelines focused on wooden structures. Bracing between roof trusses were almost twice as likely to be seen compared to bracing in walls.

Strong joints: Lack of capacity amongst carpenters to construct strong joints was raised by both communities and shelter agencies.

Good roof: People reported using wide spacing between nails despite knowing that this made the roof weaker, partly because nails were felt to be expensive but also due to plans to transfer the roof to another location in the future.

Safe site: Lack of access to safe sites often meant that households were not permitted to build strong structures on the current site; and that they had little incentive to build back safer in any case due to the tenuous land tenure status at sites considered as no build zones.

Simple shape: Households that had been sensitized about the key messages and had fully followed the advice in all other aspects were seen to specifically ignore advice on simple shape related to separation between extensions and main roofs, and frequently attaching the roof on their subsequent extension with the roof of their main structure.

Preparedness: Preparedness was consistently said to have improved since Haiyan, with many communities feeling that preparedness had not been practiced as it should before the typhoon. Many had not understood the meaning of 'storm surge' and did not, therefore, act on warnings ahead of Yolanda making landfall. The typhoon was said to have fundamentally altered communities' attitude towards the importance of preparedness.
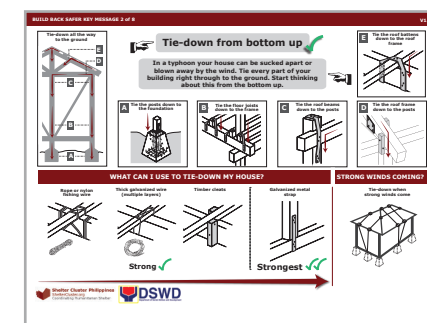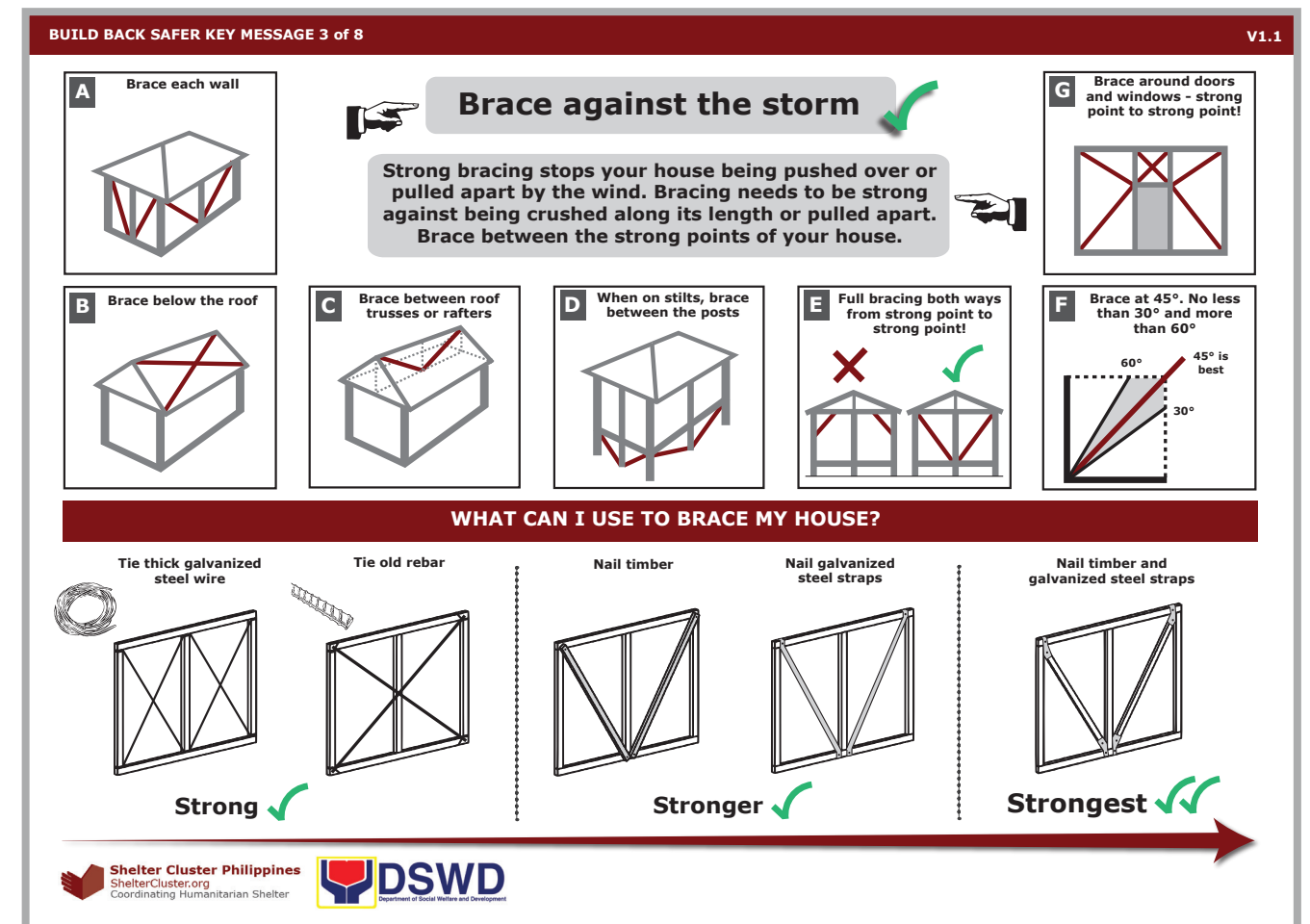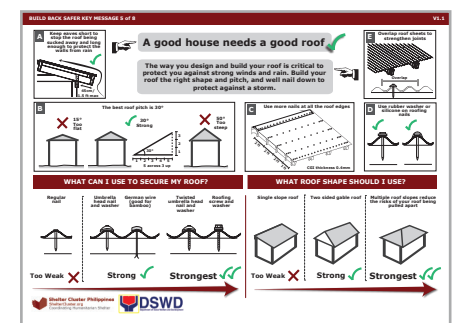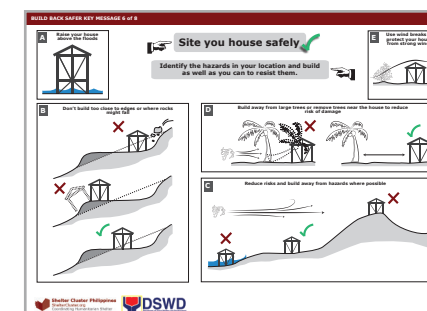

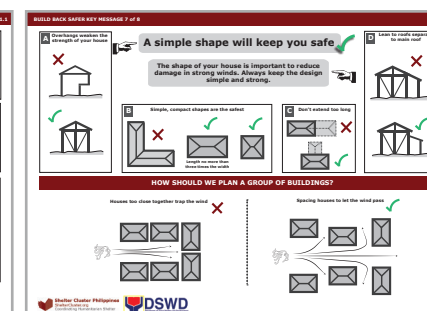Message 2 - Tie-down from bottom up
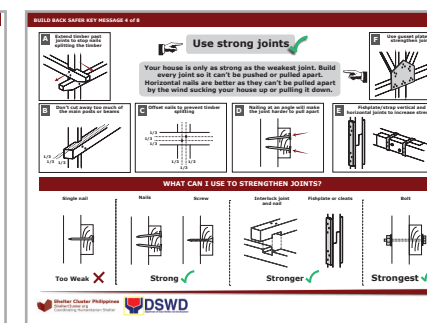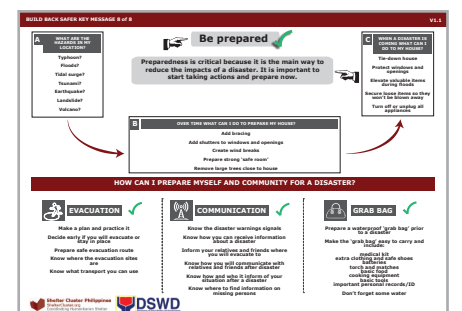

Message 4 - Use strong joints

Message 5 - A good house needs a good roof

Message 6 - Site your house safely

Message 7 - A simple shape will keep you safe

Message 8 - Be prepared

8 Build Back Safer Key Messages - Philippines, 2013

✅ Contextual Appropriateness

"This was largely contextually appropriate to the Philippines. However, a lot of the messaging focused on expensive or locally unavailable features such as hurricane straps and reinforced concrete foundations. While it is good to identify the strongest techniques, more space should have been given to affordable, locally attainable building techniques."

"The IEC material is contextually very appropriate and versions of it were used in several other responses in Asia. I am not sure if this is one of the first IEC materials to present comprehensive lightweight construction for areas with high wind but it did have very large impact on Haiyan response as well as other Asian responses."

"The shelter solutions presented give a broad set of details to build a shelter resistant to wind and flood. The design solution and materials presented are close to what is used in many other rural contexts."

✅ Adaptability to Other Contexts

"Many elements from this document could in principle be translated to other contexts. However, as a whole, the key messages are prioritized around the Philippines context and imagery is a little too confusing to read. It may be better to take elements from this document and redraw or re-conceive for a new context, including newly contextual prioritization of key messages."

"The schematic shelter location, structural layout and wind bracing are useful for different contexts and locations where raised timber frame construction techniques are used."

❓ Potential to Cause Unintended Harm

"It can include construction details and material specifications for all building components, including for wall and floor."

"Problems may occur by the large number of choices presented to the builder and home owner which can lead to different results in wind stability, life span and cost of the finished building. People could choose to focus on one element of the structure and forget another which would have a dramatic impact on how the house performed in the event of a storm. There needs to be some information that shows priorities for investment, and / or reduction of all components for a more economical less resistant house."

"Connection details are schematic, leaving the detail to the builder which can lead to poor quality connections."

"Jointed timber components have to be positioned to avoid creating weak planes within the building structure. Care must be taken to avoid joints being positioned in the same plane."

Knowledge Sharing

The impact study after Typhon Haiyan also assessed the general awareness and use of the key messages.

Especially men were said to adopt the messages by watching local carpenters at work, before implementing the techniques on their own houses to the extent they could afford. Women in particular found the orientation sessions useful as they had less previous knowledge of the methods than men.

Training for the wider community was reported only to be effective when materials were distributed to participants in conjunction with the training. Families that received other types of recovery assistance, such as materials, cash support or training, were not always found to prioritize all considerations during reconstruction.

Community members that did not receive assistance were frequently reported to have learned about the techniques by watching people they saw as the most skilled local carpenters, while they worked on other structures.

Overall Comments:

"This is a classic piece of IEC material that was used widely in the Philippines. The technical content was well considered however it also demonstrates the classic problem of too many messages and a too technical presentation."

"Very good and influential. It would be good to make it available to be adjusted for other context (have just images that can be selected and recycled)."

"The IEC material indicates a full range of structural solutions for shelter/house construction from emergency response to full house reconstruction. There are insufficient details to enable either a family or an organization to design a reconstruction programme. The IEC material needs to be supported with a full scale community approach (like the Participatory Approach for Safe Shelter Awareness - PASSA) to be fully useful."
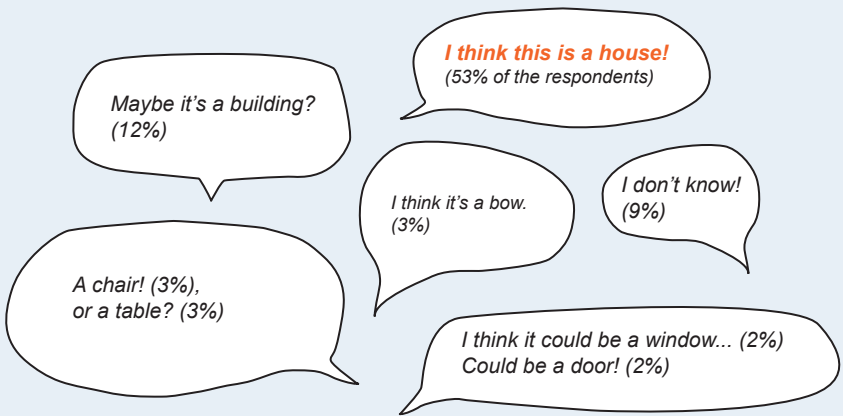
What is this?

In 1975 a study conducted in various villages in Nepal to test the communication effectiveness of some drawings and understand if people could see what the artist had intended to convey. This highly simplified drawing of a house was one of the images that was used at this study.

There were large regional differences in response to this drawing. While 91% in the east and 78% in the west/central region recognized it as a building, only 26% in the far west gave this response. The fact that the houses in several parts of the far west of Nepal have flat roofs, not sloping as in the drawing, could have contributed to this. If the drawing had included some more clues to give an idea of its scale, it might possibly have been a little more successful.*

* Communicating with Pictures in Nepal, NDS, UNICEF, 1976.

B.12 Self-Construction Key Messages - Ecuador, 2016 ★★☆

Type of Response
Construction | Settlement | Indoor Environment | Material Production & use

Type of Hazard/Risk
Earthquake

Building Material:
Timber; Bamboo; Bricks; Concrete Blocks; Reinforced Concrete

Building Component:
Shape; Construction Principles; Foundation; Walls/Frame; Openings; Joints/Bracing; Finishing

This IEC material goes through multiple levels of information including siting, construction, and maintenance based on the weaknesses observed in the field as people started to self-recover. The roll-out strategy was through a number of methods used including agency led community training sessions, radio awareness programs, and the distribution of calendars with key messages and posters. Evaluations and anecdotal evidence indicate that repeated exposure to the messaging maximized the impact of this resource. This IEC material is available in Spanish and English. Read more about this at Section A - Case Studies and Opinion Pieces.

✅ Technical Accuracy

"Overall, technically accurate. However, the guidance on quality control such as dropping blocks from a height is debatable. There are many arguments that these simple measures might vary in each country and local practice. Recommend discussing it locally and adjusting if needed."

"Very comprehensive, goes into a lot of technical details."

✅ Technical Complexity

"Achieves the right balance of messaging versus complexity. Clear and understandable by lay-audience."

"There are different levels of complexity in this IEC material, which in some ways is good as it covers different scenarios and needs of affected populations. The guidance was formulated so that it could be split up and distributed separately. A bit long and wordy. Some parts are a bit complex, particularly for people who may not be familiar with types of construction. It does highlight the importance of seeking professional assistance, yet it is unclear how many people would do that."

✅ Graphical Clarity

"Clear illustrations and graphics."

"Images are clear, but a lot of them can be confusing to those who are not construction experts. Needs information on key important things to do if you are starting to reconstruct your house. Some of the siting ones could be confusing as they are quite small, but overall, the majority is clear."

✅ Text Clarity

"Clear. Although this IEC material includes some technical guidance, language is simple (reviewed in English version) and it does not use terminology that is too technical. Can be understood by a non-technical audience easily."

"These messages were aimed at a community of professional constructors along with people building their own shelters. And the messages on looking for additional professional support were reinforced."

"To improve the messaging, there can be a different message for the different groups. There could be some reductions in text and less use of complex terms."

✅ Contextual Appropriateness

"This material perfectly covers important issues after the Ecuador earthquake, and deals with them in ways which are appropriate to the local community."

"This IEC material is appropriate for repair/reconstruction after earthquake. Local housing types in affected areas are timber/bamboo and concrete blocks, and techniques are focused on strengthening and maintenance of local houses in North-West Ecuador."

"If people have limited resources, they need this kind of assistance."

❓ Adaptability to Other Contexts

"Most of the comments are directly transferable to other post-earthquake contexts. There are of course some nuances such as specific material availability and thermal insulation, that would need changes. Worth comparing to similar IEC materials such as '8 Key Messages' from the Philippines."

"There are some great messages that can be adapted. Other contexts would need to look at what was relevant to their situation and decide how to convey the messaging. Potentially they could split up into different sections (e.g. concrete construction vs bamboo construction)."

✅ No Potential to Cause Unintended Harm

"The messages may be a bit complex for people who have no experience in construction, but involving local skilled workers as trainers/facilitators may add value to enhance local construction practices."

"There is a lot of information, and the evaluation showed that people were unsure which key priority things they should do to ensure their house was safe."

Key messages and recommendations for self-construction: PRINCIPLES
1 A SECURE HOUSE DEPENDS ON ITS LOCATION AND SHAPE
Shelter Cluster Ecuador
ShelterCluster.org

1A : ADEQUATE LOCATION
- NO — Do not build near rivers or flooding areas.
- NO — It is dangerous to build near the coast (risk of tsunamis).
- NO — Do not build on landfills or fresh embankments.
- NO — Do not build too close to a cliff.
- YES / NO — Build between retaining walls, not against nor on top of them.
- NO — Do not build under a cliff.
- NO — Do not build on embankments or land fills, even partially.
- YES — Keep good distance on each side of the house.

1B : FORMA DE LA CASA
- AVOID / YES — Avoid complex shapes by creating seismic gaps (minimum 10 cm / recommended 45-60 cm). gap
- YES / YES — Best ratio: 1:1 / Good ratio: 1:2 / Maximum ratio: 1:3
- YES — Each facade must have at least one sheer wall (without openings).
- YES — Walls must be placed continuously on top of the other, from the ground to the roof!

Overview

Message 2 - Construction principles

Message 3A - Construction materials

Message 3B - Construction materials

Message 3C - Construction materials

Message 4 - Foundation

Message 5 - Walls

Message 6 - Maintenance and Comfort

B.13   Tips to Build Back Safer - Fiji, 2016 ★★☆

Type of Response

Construction

Type of Hazard/Risk

Cyclone

Building Material:
Plastic Sheeting; Timber; Bamboo; Fixings/ Rope; CGI

Building Component:
Foundation; Walls/Frame; Roof

This IEC material was incorporated into "The Help for Homes, tips to Build Back Safer booklet" along with other messages and was translated to the local languages, Itaukei and Hindi. Hardware stores were encouraged to distribute it when they delivered building materials. Technical training on building back safer was also provided to skilled/semi-skilled carpenters.

Technically Accuracy

"There are no side rails shown on the wall, they can be similar in distance to purlins depending on the wall sheeting."

"The drawing shows timber diagonal bracing in walls but no fixing details for connections to wall plates. No indication that both gable ends are to be the same. Corner top plate connection details missing. Roof bracing is shown as a diagonal steel strap on the roof slope, but with no fixing details. There should be a horizontal bracing at roof level to resist twist (steel or timber). No door or window positions shown."

"Foundation post details are weak (back fill, compaction, soil type etc)."

"While using timber for foundation is a commonly used technique, its use may need to be revised as it is not durable. This is especially relevant in this context where using concrete blocks/ bricks seems possible."

"Inefficient fixing methods for cyclone straps. Strap positions look generally correct but there needs to be more care taken with the length of the strap connection to ensure that it can be nailed correctly."

"The method for fixing the stud to the bottom plate in the corner is unclear."

"It can include specifications on CGI thickness."

"Helpful to provide a working bill of quantities and procurement schedule. Fiji Public Works Department documents can be a reference."

Technical Complexity

"Message is very technical for people with no construction experience. If the population is used to self-building or has the support of local builders, then this message is not too complex."

"There are no technical specifications or dimensions so it would be difficult to use the design in different situations."

⊗ Graphical Clarity

"Some of the crossing components may suggest cutting structural components to make a joint, which is not correct. Strap details need more clarity for each connection, maybe a number system or color-coding. The drawing suggests all houses are half concrete floor and half timber, but it is not clear."

"It would be difficult to construct some of these elements as they are drawn. Some of the details are pointing to the wrong part of the drawing. Additional comments would be needed to clarify some of the key messages."

"While message is technically sound, it may be interpreted that the new shelter has to be built partially on cement blocks and partially elevated. Presenting different shelter options by splitting the image is interesting practice but may be misunderstood."

✓ Text Clarity

"Its purpose is more to highlight the details rather than just name the elements."

Contextual Appropriateness

"It depicts a hybrid construction type, not necessarily common to Fiji."

"Common practices in Asia-Pacific and evolved from IEC materials used after Haiyan in Philippines. The hipped roof and some other details (elevations, overhang, etc.) were omitted. Not clear if this is due to the context."

Adaptability to Other Contexts

"With the adjustments, this is a standard timber framed house for locations with risk of cyclone."

"Some of the details could be moderately useful in other contexts (e.g, for timber framed construction) but would benefit from a revision process. Would be better to start from scratch."

"Material can be adapted to other similar contexts with adjustments and context analysis, including materials used, building practices, and other potential risks besides high winds."

✓ No Potential to Cause Unintended Harm

"'The size of the shelter and it being so close to the person suggests it is a small hut."

"Make local authorities aware of the resource and get them to approve the design. Use projects to build capacity for tradespeople and inform suppliers of materials/quality required."
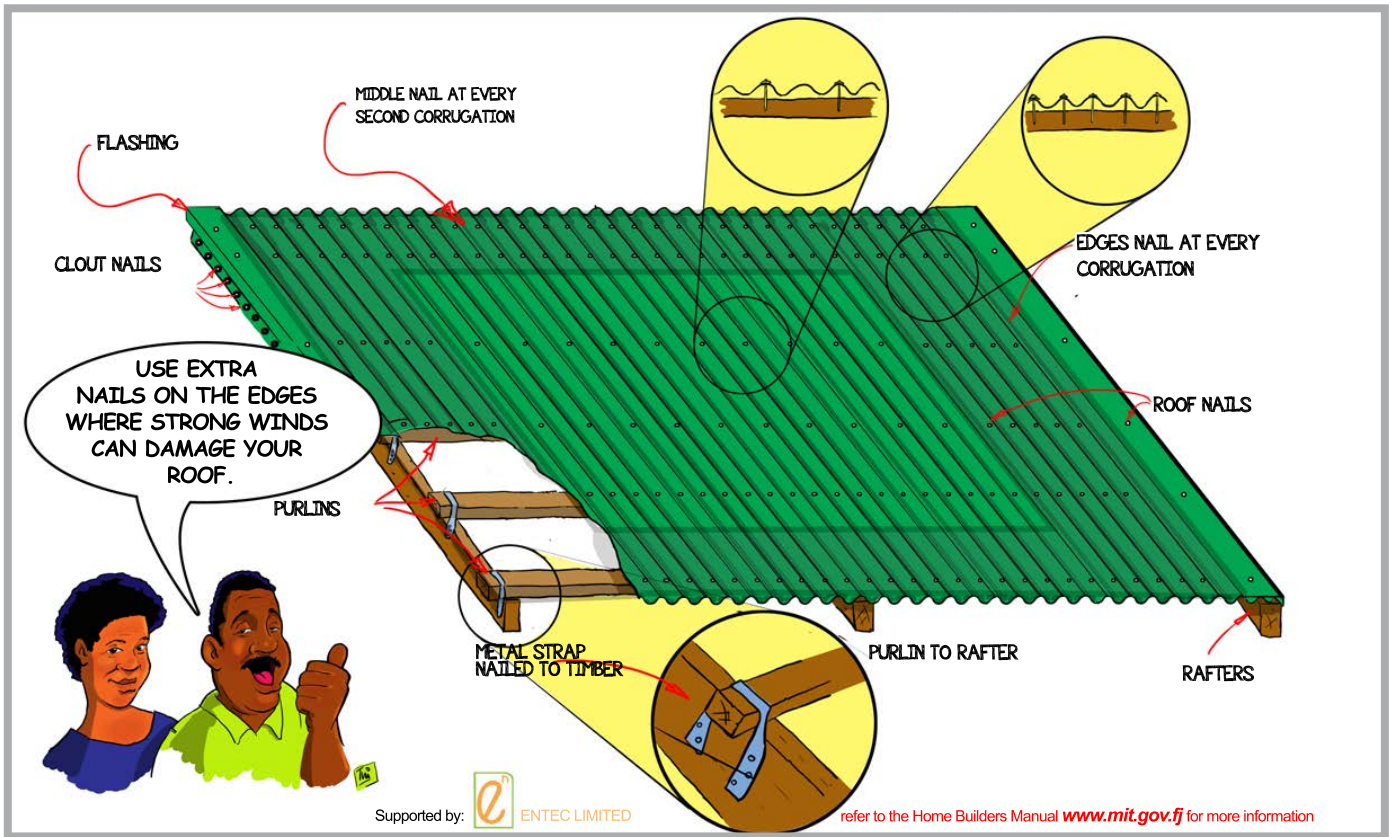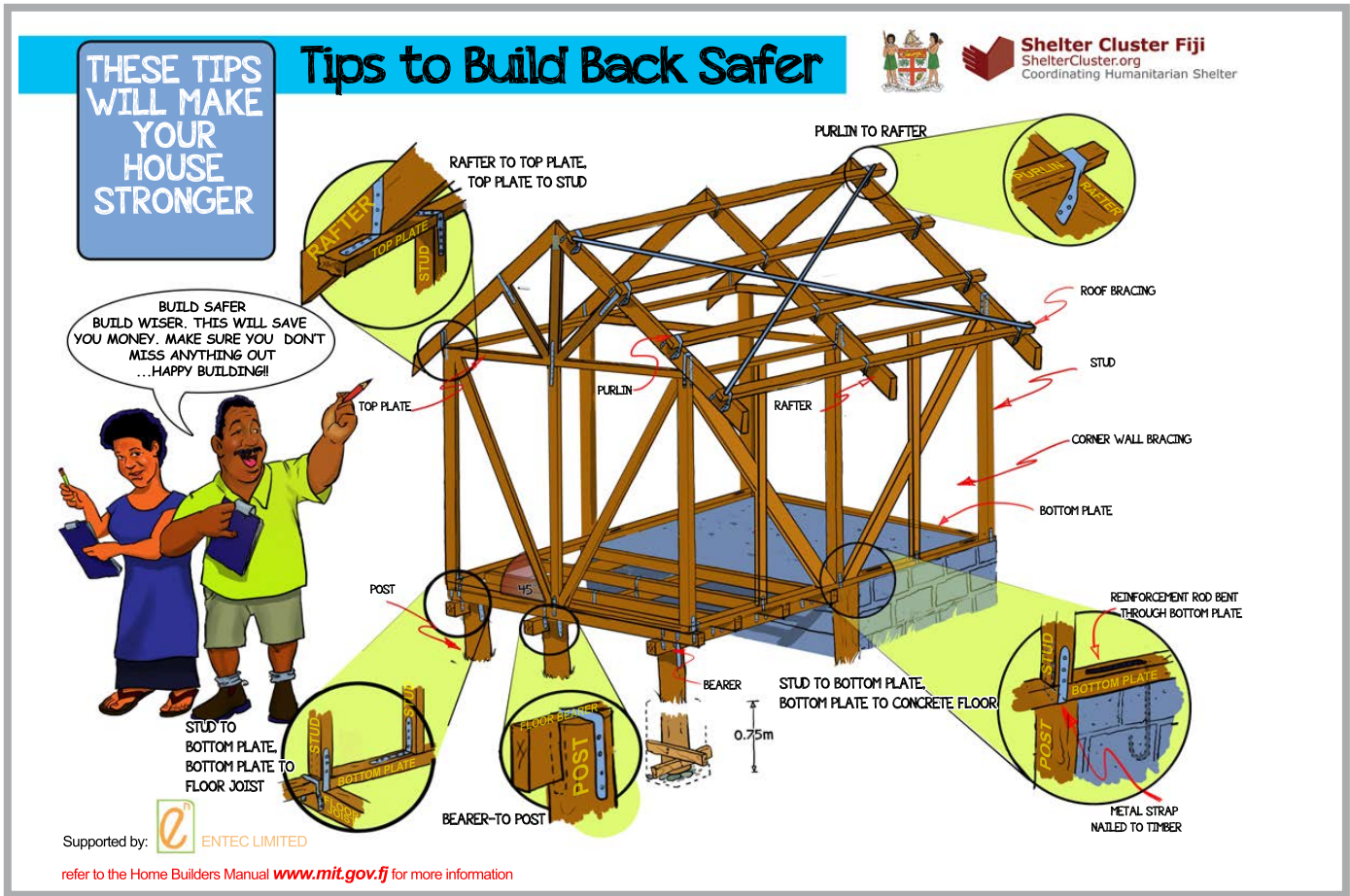
B.14 — 4 Key Messages for Construction - Vanuatu, 2018 ★★★

Type of Response

Construction Settlement

Type of Hazard/Risk

Landslide Cyclone Flooding

Building Material:
Timber; Bamboo; Fixings

Building Component:
Foundation; Walls/Frame; Joints/Bracing

This IEC material was developed for the response to Ambae evacuees' crisis in 2018. The roll-out strategy included posters designed for awareness raising sessions and posting on community notice boards, printed T-shirts, social media messages posted on Facebook (and boosted/advertised), and printed flyers.

✅ Technical Accuracy

"Solutions are feasible for the affected communities and would be effective as key shelter-strengthening activities."

"It appears to be mostly accurate. Tying the roof down with rope as shown would be difficult; position of the rope along the apex would not be possible."

"This IEC material is technically accurate. It may be good to include other more durable foundation options."

✅ Technical Complexity

"Messages are technical for people with no construction background, but can be easily understood by those with construction experience and if the community is used to self-built houses."

❓ Graphical Clarity

"Messages in general are very clear and simple. The foundation illustration could be confusing to anyone who is not used to seeing these kinds of details."

"The shelter on the first page appears to be too close to the water and not in a safe distance."

"The house does not look a lot like a local house, so it might be confused for something else."

"Image 2 on the depth and type of foundation may be misunderstood as it is unclear that it is about depth."

"The use of double green tick to indicate the perfect build is not usual. This scale of increasing ticks equating to improvements may have limitations if used elsewhere."

"Would like to have seen the 'strong-gud' double green tick example used in Box 4."

"To the layperson, the first box seems to illustrate that the wind will only ever come from the one direction. If this is true then the positioning of this group of huts in relation to this one directional wind is correct."

✅ Text Clarity

"Plain local language is used."

✅ Contextual Appropriateness

"This was well sensitized with the community and aimed at the core issues that would have been affecting people following the cyclone."

"There are a few details shown such as the bamboo-to-bamboo tied connection which might not be commonly used in Vanuatu. Monitoring and evaluation is required to better understand the relevance."

"Similar IEC materials and messages were used in Fiji and Philippines, and are appropriate for the context with strong wind."

❓ Adaptability to Other Contexts

"It is adaptable, but this IEC material is targeted to the specific context and local building practices. Any material for another context would need to be translated to that context, but otherwise it is very clear and easy for people to follow."

"It seems like this IEC material is taken from one used in the Philippines and is appropriate for similar contexts."

"This can be adopted to similar contexts like the Pacific Island Countries where lightweight timber framed construction is common."

✅ No Potential to Cause Unintended Harm

"In Vanuatu, messages were shared also through social media such as Facebook. Boosting of Facebook posts has been effective in Vanuatu to maximize the outreach."

Overall Comments

"Based on the IEC material used in Philippines after Haiyan, similar IEC materials were developed in many other places such as Fiji and Bangladesh. These messages are being used widely and extensive testing and review for technical accuracy and potential improvements is highly recommended. They can include an option for more durable foundations as it has been observed that rotting foundations often result in building failure when exposed to high wind."

Poster: **Blong mekem haos blong yu** i save stanap akensem eni najural disasta, emi impoten blong — Shelter Cluster Vanuatu

1. Bildim haos blong yu long wan **sef ples** blong save kipim yu aot long denja
2. Mekem **gud faondesen** blong haos blong yu i stanap strong
3. Mekem wan **strong koneksen** long evri join blong haos blong yu
4. Blong **bresem gud** evri ruf mo wol blong haos blong yu
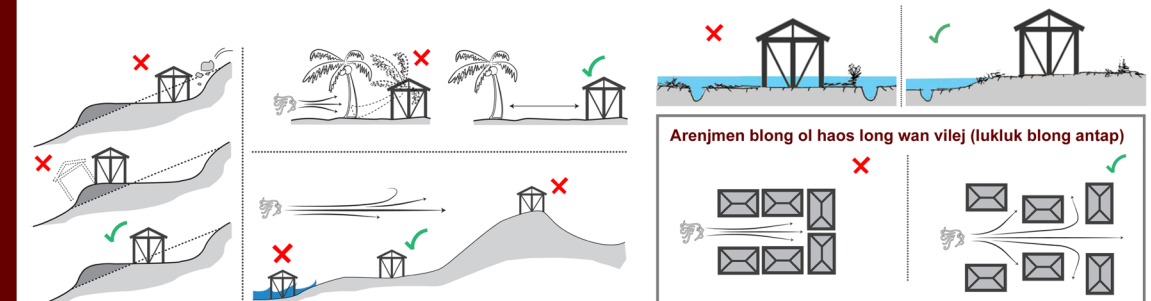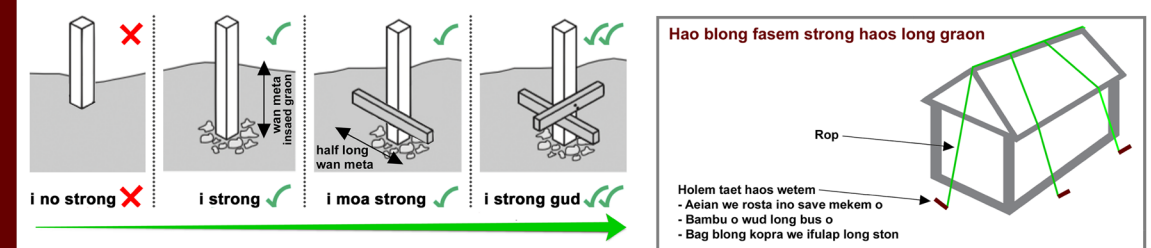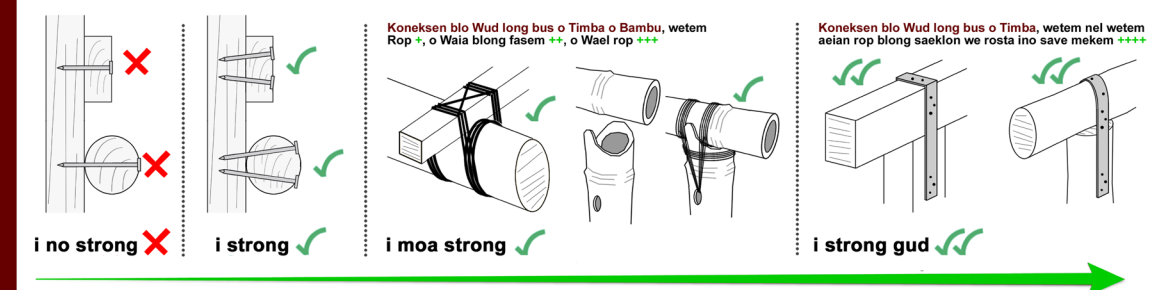
Unofficial English Translation:

To make your house more resilient to any natural disaster, it is important to:

1. Build your house on a safe site by identifying and trying to avoid potential hazards in your location and build as well as you can to resist them. (Details: Arrangements of housing in one village (aerial view))

2. Deeply anchor your house to the ground with strong foundations, setting the posts at least 1 meter deep in the ground. (Details: How to tie your house to the ground. You can hold down the house by putting: a galvanized iron peg; bamboo or bush timber; copra bag filled with stones)

3. Ensure that you have strong connections at all joints – the roof cover to the roof timbers, the roof to the walls and the walls to the foundations. Strong connections can be made with cyclone straps, tie wire, rope and vines. (Details: image in the middle: bush timber/ timber/ bamboo connection with rope or wire or bush rope. Last image: bush timber/ timber connection with nailed galvanized steel cyclone strap)

4. To cross-brace your roof and walls, at least by creating triangles between the corners or junctions of your house. (Details: Brace underneath the roof and brace every wall. What can you use to brace your house: make strong connections; use bush timber or timber or bamboo.)

B.15   Concrete Mix - Haiti   ★★½☆

Type of Response

Material
Production and use

Type of Hazard/Risk

Earthquake

Building Material:
Concrete

❓ Technical Accuracy

"Even if the three proposed mixtures were accurate, the message 'use the correct amount of cement, sand, gravel and water when mixing your concrete and you will have a strong house' could be misleading. The house will not be strong enough if for example the foundations are not proper, etc. Maybe it can at least mention 'stronger' rather than 'strong'. This needs to be part of an IEC material series addressing the critical elements of concrete based construction (foundations, testing, etc.)."

"The mix proposed for concrete blocks will give a fairly weak concrete block. A stronger mix would be better, and I would not promote this mix for multistory buildings or important structures. It would certainly not be appropriate for below ground, for example in foundations. A better mix would be 1 part cement to 5 or 6 parts sand."

"It should mention that first the dry materials should be mixed and then water should be added slowly while mixing. People need some tips to know when the mixture is ready and what to do if the mixture becomes too sloppy or stiff. It should tell people not to make a large amount at once, how much time they have for using it, how many blocks approximately they can make with this amount of materials or the surface area they can cover."

✅ Technical Complexity

"Non-workers might be confused between what is mortar and concrete."

"It is not complex but needs more information."

❓ Graphical Clarity

"Number of buckets can be included as it would be quicker to remember/transmit. The gray colour choice might make reproduction on photocopy difficult. Need to better differentiate concrete and mortar as here it is just a change in size, not in texture."

"It is not totally clear that the number of buckets matters. The images could be clearer and supplemented by numbers. The water bucket illustration is confusing, not clear if it is a whole bucket or half a bucket."

"Though in this graphic we can see the mixing board, it is not emphasized and can be overlooked. Suggest adding some examples of where to apply mortar and where to apply the concrete to make it clearer. The image shows the mixing board as the "result", but mixing is part of the process."

"Good graphic to show that the measuring tool is the same."

❓ Text Clarity

"The Creole version of this poster is more context appropriate."

"The IEC material is mainly graphical. The text used is fairly clear, although the note about using less water with wet sand is imprecise and might be confusing. In combination with the lack of clarity about the amount of water in the image, this is very confusing. The descriptions used are technical (e.g. angular gravel is not something that everyone would understand)."

"It is more understandable for the affected population to write the uses of the mixtures and not only their name (mortar/concrete)."

✅ Contextual Appropriateness

"This should be part of a set of IEC materials, since we could not say that if you do that you will get a strong house. Maybe the slogan should be rethought."

"Though it needs more information to cover the information gaps, this is appropriate to the context."

❓ Adaptability to Other Contexts

"Yes, these three recipes could apply to a lot of contexts. But slogan and wording should be adapted to local culture, especially on the name given to mortar/concrete/concrete block."

"The appropriateness of the mixes needs reviewing. Otherwise, it is suitable for any context."

❌ Potential to Cause Unintended Harm

"There is a risk of confusion and using mortar instead of concrete, which could happen a lot in Haiti due to economic pressures and bad practice, especially for small columns in little house units. The inclusion of the message 'if the sand is wet use less water' is likely to encourage inexperienced builders to guess what this proper water mix is... and therefore adding a risk they will get this wrong and make weak concrete."

"The graphics need to be redone to be much clearer. In Haiti, and in many contexts, mining river sand causes major environmental damage, and long-term harm. It would be wise not to call it river sand, but instead call it just sand. Avoiding mining of river sand entirely is a bigger question."

"Building with poor concrete mixture is a huge issue and this IEC material is not that strong on clarifying the message. Raising awareness of the importance of the proper mix and the risks of reducing the amount of cement should be mentioned."

B.16   Emergency Sandbag Instructions - Trinidad and Tobago   ★½☆☆

Type of Response

Settlement   Material Production and use

Type of Hazard/Risk

Flooding

Building Material:
Sandbags; Plastic Sheeting

Technical Accuracy

"Fairly clear instructions on filling and using sandbags."

"Some of the messaging seem technically inaccurate, and some critical technical information is missing, such as the need to compact the bags, or the ways to safely close/tie the bags. The suggestion of placing the plastic sheeting is not very clear."

"If the sandbags are truly to be used for large-scale dikes, as in the one large drawing in the poster, then there probably needs to be some information about how, where and why to lay 'tie' or 'through' bags (bags which go 90-degrees perpendicular to the main layer), and other necessary techniques to prevent collapse or slide-off. Also, there is no information about the maximum angle of the slope for the dike, or how to calculate such an angle in the field."

Technical Complexity

"Some further messages were not included, such as where to put the sandbags for maximum effect."

"The complexity is low, anybody can implement the activity. However, some of the messages are unclear and can be misinterpreted. For example, it is unclear how sprinkling the bag would help, and contradictory with a message at the bottom saying to throw away bags that have been in contact with water."

"The messaging is not technical enough. There are not enough drawings, and the different text messages are too short and simple, with not enough information for example on how to 'Tuck flap under the bag at the end of the row.'"

Graphical Clarity

"The very few graphics are clear, but the resolution is low, some details can hardly be seen and the graphics are not enough to illustrate all the messages."

"There are not enough graphics to explain all of the 'How do I ..?' text boxes, and not enough information in the one main drawing."

"The use of yellow color text on a light background in the small images is hard to read."

Text Clarity

"Clear instructions. Some parts maybe irrelevant–e.g. sprinkle it with water to make it heavier. Whereas it should be filled with sand which is denser that water."

"It relies too heavily on text, and some of it is quite compact, so the interpretation of the text can vary."

Contextual Appropriateness

"Missing a critical issue: where to build the sandbag dam. Location is critical."

"It is unclear what the context of this IEC material is. It is rather general and can be applied to different contexts."

"Probably only applicable in places where there are predictable floods, but then not very useful because of all the flaws already indicated."

Adaptability to Other Contexts

"Messages unsuitable to resource-poor settings."

"The messaging is general and adaptable. However, the type of bags and needs vary in different contexts."

"The concept of using sandbags could be adapted to other flooding-risk contexts, but this IEC material needs a lot of additional information to be adapted."

Potential to Cause Unintended Harm

"The main issue is where they are put; this could lead to a buildup of water followed by catastrophic failure."

"Needs a lot more information on potential dangers of incorrectly building multi-course sandbag barriers, and including technical guidance on how to do that construction safely and properly."

"Slight confusion on the last instruction; should it be to throw away 'empty' sandbags that have been in contact with water? If so, then say this.... At the least this should state that they be properly disposed of - not 'thrown away.'"

Overall Comments

⚠️ *"Potentially dangerous and needs to be completely re-done, perhaps based on some available military or civil-protection sources."*

"I do not recommend this IEC material. Suggest different options for the materials and types of bags, particularly considering the environmental impact of plastic bags (especially if not recycled)."

"This IEC needs adjustments. It is generally a solid document on how to fill and place sandbags (for non-resource-poor settings), but missing where to put them. Few messages applicable to resource poor settings (e.g. how far to fill up a bag–but this does require a lot of sandbags)."

B.17   Winterising Tents - Pakistan, 2005   ★★☆

Type of Response

🏠 Construction   🏘 Settlement   🏠 Indoor Environment

Type of Hazard/Risk

Landslide   Rain & wind   Flooding

Building Material:
Plastic Sheeting; Fixings

Building Component:
Shelter Drainage

This IEC material was developed following the 2005 Pakistan earthquake in coordination with shelter and health actors. Since then, it has been widely adapted and used in multiple other contexts.

✅ Technical Accuracy

"The messages are simple, and non-controversial."

"IEC material is technically correct."

"Message in itself is technically clear. It is more of an instruction to do something, and could be used by someone with some technical knowledge/experience. For a lay person it might be slightly hard to follow these instructions as intended."

"If the first part on how to choose a safe site can be modified, there would be some space to add further details on winterizing, for example a tip on how to setup an indoor stove."

"The first drawing about 'building a wall inside a tent' can have a message about firmly fixing the frame and digging it into the soil and using rope for bracing. The drawing is missing angle bracing on the frame."

✅ Technical Complexity

"All of the advice are technically simple to achieve."

"Messages are easy to understand. There is a mistake on the second message about 'building a wall inside the tent to block the winds inside', perhaps it should be 'keep wind outside'? A bit unclear on how the walls can be raised with sticks outside."

"There are many messages that might need more details to be properly communicated."

❓ Graphical Clarity

"There are several images which need to be shown close-up in order to be understandable, particularly the one under 'Improve Tent'. The image at the bottom of the IEC material about digging drainage ditches and burying mudflaps is not clear."

"This message is very relevant so it may be good to create new images for them."

"Graphics may not convey what is intended by text. For instance on third row's right side image; showing that something needs to be installed between sticks and the tent would make a difference. We miss ropes (for tent and tarpaulin) for the 2 last rows of images."

✅ Text Clarity

"The language is simple and clear."

"Some instructions are not precise and can be interpreted differently. If it was explained in person it might make sense."

✅ Contextual Appropriateness

✅ Adaptability to Other Contexts

"This IEC material is appropriate to contexts where tents or other self-built shelters have been installed on land which might be at risk of flooding or heavy rain, and in cold weather. It would be easy enough to adapt the drawings to other contexts changing the clothing of the men and women in the drawings and using shelters and tents that look like local ones."

"It would be good to create new IEC materials with the same message. Ensure clearer images and less text."

"Intended messages are ok, improvement in language and clarity is needed."
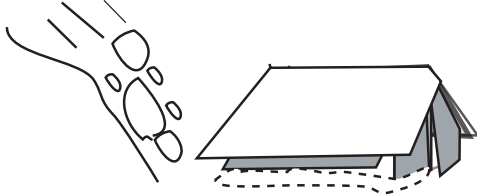
❓ Potential to Cause Unintended Harm

"The only instance where this might actually be risky, is the drawing 'If the land has good drainage, dig downwards to increase living space'. How can one know if the land has good drainage? Will it have good drainage one month from now?"

"There are too many messages, and some instructions may be misinterpreted."

Overall Comments

"The first drawing, about avoiding landslides, is not related to winterization, strictly speaking."

"Relevant generic IEC material that would benefit of revision."

"Reduce the number of messages to few key messages and add additional explanation on "why" this is advised."

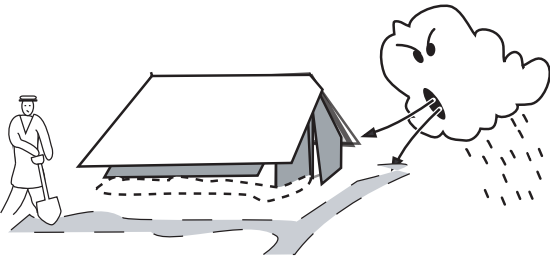# WINTERISING TENTS   🌐 IOM UN MIGRATION

This guide contains some simple suggestions on how tents can be upgraded if families have the correct materials.

CHOOSE A SAFE SITE

- Safe from landsides and falling rocks

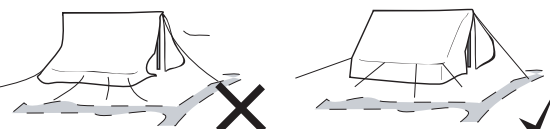- Well drained and safe from floods when it rains
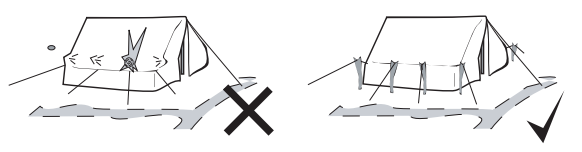
IMPROVE TENT

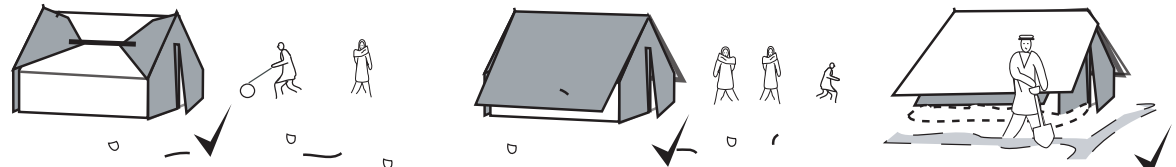- Build low mud / stone Walls inside the tent to block winds inside

- IF the land has good drainage, dig downwards to increase living space

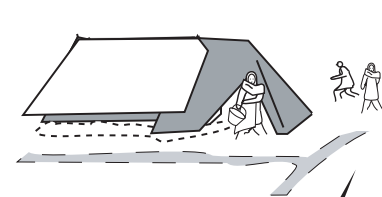- Keep guy ropes tight to prevent tent from sagging

- Raise walls with sticks outside. sharp sticks inside will rip the tent

- Cover tent with plastic sheeting to prevent rain and stop winds from getting inside

- Dig drainage ditches 1ft. deep and bury mud flaps

- Build extensions and strengthen tent poles if there is sufficient material

BE FIRE SAFE

B.18 How to Keep Warm in Winter - Lebanon, 2013 ★☆☆

Type of Response

🏠 Construction
NFI NFIs
🏘 Indoor Environment

Type of Hazard/Risk

🌡 Heat / Cold

This IEC material is loosely based on a research done by the University of Cambridge Shelterproject group. The research became the basis for the publication of '*A Guidance to the Use of Logistics of Family Tents in Humanitarian Relief*', 2004, OCHA and later adapted into 'Selecting NFIs for Shelter', 2008, IASC. Both of these documents were aimed at practitioners and not crisis-affected population.

✅ Technical Accuracy

"*The priorities look clear.*"

"*Heating - It mentions "a 10×10cm ventilation opening (in the shelter) to prevent carbon monoxide poisoning." This is too general a dimension to apply to all cases. It should instead state that heaters should vent to the outside and that where possible ventilation should be approximately 5% of floor space in every room.*"

"*The heading and first priority leaves out the most important advice which is to wear layers of your existing clothes if you are cold, and instead suggests people purchase new warm clothes. The following six priorities then list measures which also require financial output to premises which may not be owned by the occupier. This leads to the question of what is this leaflet trying to achieve?*"

✅ Technical Complexity

"*The first page is clear with its prioritized messages, but the second page repeats a lot of the information with a different visual format that some might find confusing.*"

"*It mixes technical and non-technical messages and gives the same importance to both (e.g. 'purchase winter clothing' is given the same emphasis as 'insulation and heating').*"

"*It seems more of a practitioner's guide of prioritization, rather than an IEC material intended for beneficiaries.*"

"*Another example of lack of precision under the heading 'Cover: Find a suitable shelter to protect you from winter weather.' This is not a technical message, it does not explain what suitable means, and it is rather condescending to those reading it while struggling to find any shelter at all.*"

❓ Graphical Clarity

"*Different visual format in page two may be confusing.*"

"*Imagery is clear... to the point of being condescending to the audience.*"

"*On the second page the 'Ventilation' image looks like it's suggesting that a room can be ventilated by opening a curtain.*"

❓ Text Clarity

"*Little text has been used. The warning about carbon monoxide could be more prominent.*"

"*As mentioned, the material lacks precision. Ventilation needs more clarity, maybe a larger hazard sign.*"

❓ Contextual Appropriateness

"*It is not clear who would be receiving the leaflet, therefore unsure of its appropriateness.*"

❓ Adaptability to Other Contexts

"*With the revision to the text, it can be easily adapted.*"

"*Could be useful with a changed title... and a little adaption. Instead of 'how to keep warm in winter'... it could be called 'A check list for home improvements for winter.' It could be used by those offering temporary shelters in winter and if elaborated could lead to premises being prepared in advance of being used.*"

❌ Potential to Cause Unintended Harm

"*The ventilation instructions in the section on heating can be harmful - a 10x10 cm opening will not prevent carbon monoxide poisoning.*"

"*Ventilation needs strengthening. It is difficult to get people to ventilate, especially if they are using kerosene as they become desensitized to the smell very quickly.*"

Overall Comments

"*Some minor improvements could be made, but in general it is a good, generic source of information on winterization priorities.*"
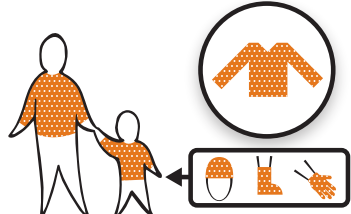
"*Page 1 needs extensive revision to make the information useful, practical and technically accurate. Steps 1 and 2 do not seem necessary. Page 2 could be used on its own to focus on increasing thermal comfort in the shelter.*"
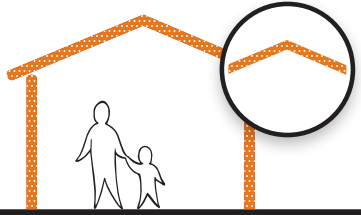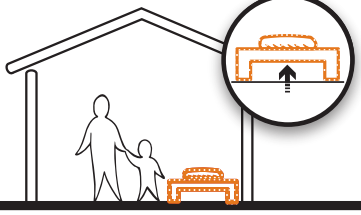

How to KEEP WARM in Winter

PRIORITIES

1 Clothing
Purchase warm clothing for every member of your family. It's their best defence against the cold.
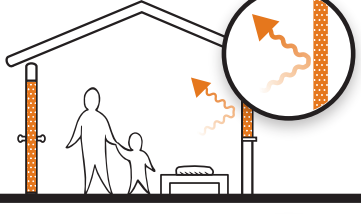
2 Cover
Find a suitable shelter to protect you from winter weather.

3 Beds & Bedding
Use mattresses and blankets to keep warm at night. Raise your bed off the floor to prevent heat loss into the ground.

4 Draftproofing
Keep out the cold by draft proofing occupied rooms in your shelter. Fill gaps and cracks in walls and around the windows and doors. Insulate windows by fixing a clear plastic sheet either inside or outside.
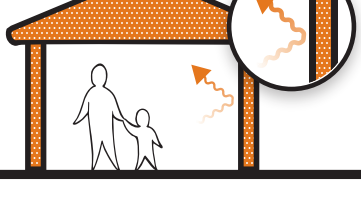
5 Heating
Heat occupied rooms with a suitable heater. If using gas and solid fuel heaters, protect your children: make sure there is a 10×10cm ventilation opening (in the shelter) to prevent carbon monoxide poisoning.
⚠ REMEMBER TO KEEP ROOM VENTILATED

6 Insulated Floor
Use rugs, mats and blankets to insulate the floor to prevent rising cold and heat loss.

7 Insulated Roof & Walls
Consider insulating the walls and roof of your shelter to prevent heat loss.

Designed by **TDL-LONDON**, UK. 2013. www.tdl-london.com

No ventilation can lead to **Carbon Monoxide** poisoning, and a build up of moisture and mould
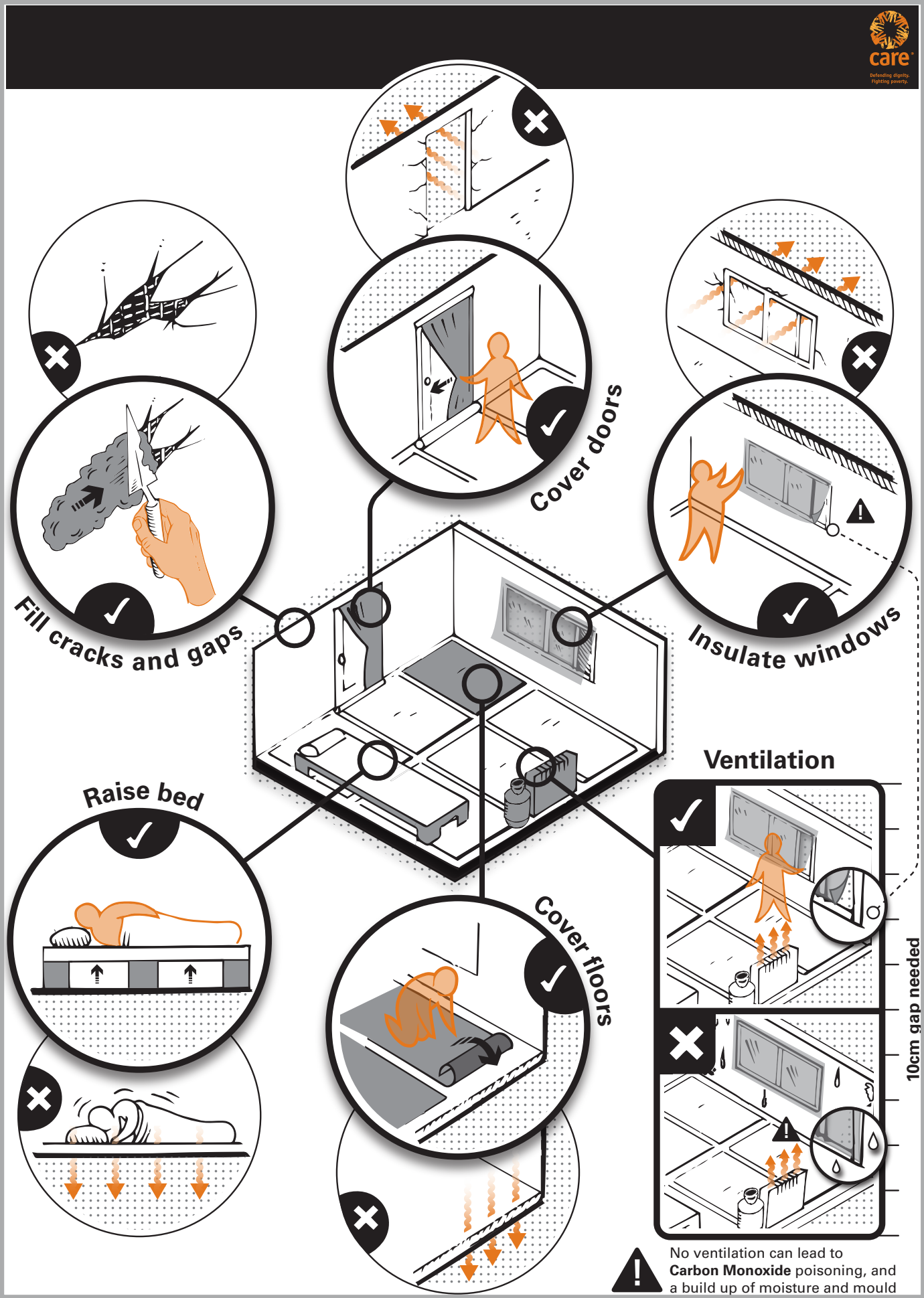
Who Would You Trust?

We are heavily influenced by who communicates information. The weight we give to information depends greatly on the reactions we have to the source of that information.[1] It is important to identify what are the most important beliefs and values for the community.

In Haiti, an organization utilized exclusively local voices to effectively deliver the message. The message development committee felt that an accent from another region would distract people's attention from the message. The com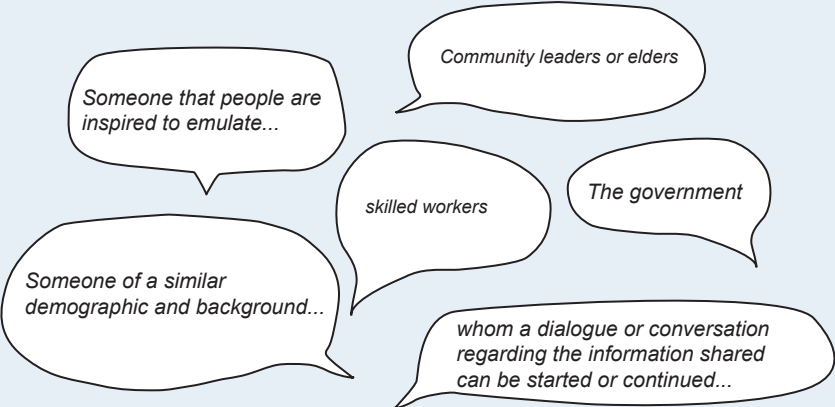mittee chose to use the voices of local women and children for recorded messages, because they felt the community was more likely to listen to and trust these messages. Likewise, a man who has a physical disability, known well in the community, recorded a message for people with unique functional and access needs.[2]

[1] Institute for Government and Cabinet Office, 2010, *Mindspace: Influencing Behaviour Through Public Policy*, https://www.instituteforgovernment.org.uk/sites/default/files/publications/MINDSPACE.pdf
[2] *Developing Messages for Protective Actions to Take During Earthquake Shaking*, GeoHazards International, 2018.

Advice and Guidance for Tenants - Jordan ★★⯨

Type of Response

Crosscutting
(Housing Land and Property)

Type of Hazard/Risk

Protection-Related   Displacement

✅ Technical Accuracy

"Accurate information on rental issues, tenant and landlord rights and obligations, and evictions."

"It appears to be technically accurate for the rental rules and arrangements of the context."

❌ Technical Complexity

"It can be easily understood by a layperson."

"There is a lot of technical information to take. Although most sentences are succinct, the fact that they are trying to convey complex information makes it complex. The leaflet is full of text. Having less information but better presented would be more effective."

❓ Graphical Clarity

"The leaflet is text-heavy, but the existing images and icons are accurate and helpful."

"The photos whilst nice do not convey the messages in the text. Especially the one on the front page - what does a smiling kid have to do with rental advice? Cartoons or diagrams could be used instead."

"The bullet points are monotonous, and the text is the same size. Using diagrams would make it more visually interesting, although this would need to be balanced with not making them too distracting and, where used, the icons are small and in some cases not very visible."

"Contact details could be displayed on the front rather than the back of the leaflet."

"Overall, the format is designed to be printed as a leaflet so reading order will not make so much sense if printed as is."

❓ Text Clarity

"It is clear but there is a lot of legal wording that requires a significant level of literacy."

❓ Contextual Appropriateness

"The leaflet is appropriate to the context of a tenant-landlord relationship in Jordan, and is culturally appropriate to the context. There is a version in Arabic."

"This requires screening by national lawyers with specialization in rental."

❓ Adaptability to Other Contexts

"Yes, this can be used in other contexts with adaptation. It is however more appropriate to urban areas and in countries with relatively high-level of formality in the rental market."

"This definitely needs adjusting before taking to other contexts as it depends on legal regulations about rental arrangements. This requires screening by national lawyers with specialization in rental. These legal frameworks are NOT applicable in all situations."

✅ No Potential to Cause Unintended Harm

Overall Comments

"This leaflet is suitable for urban contexts and rental markets that operate under clear rules. In contexts where rental relationships are informal and vary on a case by case basis, the leaflet is not suitable as is and would need adaptation."

"Technically good but visually poor."

"This is a great example of information for rental assistance. The material provides links to legal counseling. It should have been part of a rental assistance program."

Communication Tips

Demystifying the Topic of HLP

One of the persisting myths around Housing, Land, and Property (HLP) is that it is only for lawyers. In reality, in most cases, addressing HLP issues does not require a law degree. Navigating concepts such as security of tenure and due diligence can be intimidating. But often knowledge of the local context - culture, practices, power dynamics - can be more valuable to addressing land issues than formal legal training. The use of simple language on IEC materials helps demystify the topic of HLP and encourages practitioners to engage with land and property issues and look for common sense solutions.

Note: This IEC material is intended to be disseminated in a leaflet format and is presented in the publication in a compact format above with the content written below for clarity.

Advice and Guidance for Tenants

Are you renting a new apartment and not very clear on your obligations and responsibilities regarding the new property? This document provides advice and guidance to help you enjoy an uninterrupted relationship with your landlord and neighbours.

Above all, it is important to know and understand your lease agreement and be aware of your rights and responsibilities.

Make sure you read the lease document carefully and seek legal advice if anything is unclear. To avoid misunderstandings, you can always sit with your landlord and go through the contract.

The lease agreement can be shaped by the landlord and the tenant to best fit the needs of both parties. A standard lease agreement template can be obtained from NRC office or staff.

Property

1. If the property you are renting is furnished, the landlord might ask you to sign an inventory and list of fixtures and fittings. This is a good way for both parties to keep track of what was in the property when you moved in and what the condition was. If you have a smartphone it's also a good idea to take photos.

2. Once in the property, look after it as best as you can and avoid causing any damage.

3. Report to the landlord any repairs needed to the property or other problems as soon as you become aware of them.

4. If you want to make improvements or changes to the property, you must get the landlords' prior approval, in writing if possible.

5. You will be held responsible for damages to the property caused by your misuse, neglect.

6. Take care of your own water, electricity, telephone and septic tank expenses. Make sure you pay all your bills on time. If separate meters are not available, and agree with your landlord prior to moving in how bills are going to be divided.

7. When signing the lease, you might be asked to provide proof of identity (IDs, passport, family book etc.). It is important that you keep your personal documents in your own care. A landlord has no right to hold or keep them.

8. Subleasing the property without a clear permission from the landlord in the lease agreement is not permitted. Review the terms of the lease before doing so. You have the right to amend the lease by attaching an agreement to it if the landlord agrees.

9. You should only use the property for the purposes given in the lease agreement. If you change what you use the property for you should check whether this is ok with the landlord.

Access and Privacy

1. The landlord should be given access to the property when necessary (e.g. for maintenance or repairs). However the tenant is the only party that holds the right to enter the property. If the landlord desires to enter he can do so after receiving your consent. If the landlord enters the property without the tenant's prior consent, this is considered a criminal act.

2. Respect the peace, comfort and privacy of the landlord and your neighbours.

Rent

1. You should pay the rent in due time for each payment. You should obtain a written receipt for each payment.

2. You can decide with your landlord in what form you want to make the payment (cash, cheque or other).

Disputes

1. If you face problems or disputes with your landlord, you should try to solve them and come to a satisfactory compromise. However, if talking doesn't resolve your disagreement, one option is to get help from an independent third party. They can act as an independent mediator and can work with each of you (the landlord and tenant) to help resolve your problem and reach a mutually acceptable agreement.

2. If you have a dispute or problems with your landlord, it is a good idea to keep a notebook of events that have happened. Note the date and time for each issue and details of what was said or done.

3. One common area of dispute is the division of water and electricity bills.

Disputes generally arise when independent meters are unavailable as this can lead to arguments about how bills should be divided. It is important that landlords and tenants understand that they each have their share to pay and bills must be divided in a fair way. The best way to avoid disputes in relation to these bills is to have separate meters for tenants, or agreeing on the bills division formula before signing the lease.

Evictions

The landlord has the right to evict a tenant in the following cases:

1. If the tenant defaults in the payment of rent or agreed utility charges. To evict a tenant for this reason, the landlord must send them a notice, authorised by a notary, giving 15 days notice. If this happens three times, despite notices by the landlord on each occasion, the landlord can evict the tenant without a new notification.

2. If the tenant sub-lets the property to someone else without the landlord's permission.

3. If the tenant used the property in an unlawful manner.

4. If the tenant used the property for a purpose other than that for which it

was intended.

5. If the tenant caused damage to the property or allowed the property to be damaged.

For further information, please contact the ICLA department at NRC via the hotline number: Amman: 0797972390

Sunday to Thursday 9:00AM to 3:00PM

B.20 Complaints and Feedback Mechanisms - Pakistan, 2010 ★☆☆

Type of Response

Assistance

Crosscutting
(CFM; Inclusion)

Type of Hazard/Risk

Protection-Related

These IEC materials are part of a programme including information posters, stickers and business-size information cards with key messages in Sindhi and Urdu and the toll-free numbers that were distributed and explained to all beneficiaries. Cards were also attached to all distributed items. Role-play exercises were also conducted during community meetings to better illustrate the complaints procedures and feedback processes put in place.

The version used here is a combination of different messages in this series of IEC materials.

❓ Technical Accuracy

"The main message is in the writing at the bottom. From the translation, the written message seems to be OK."

"Recommend to include a drawing that specifically focuses on sexual misconduct (if deemed culturally appropriate for the context)."

✅ Technical Complexity

"It is not complex but message cannot be understood from the IEC material."

❌ Graphical Clarity

"The illustrations for the most part do not convey possible actions."

"The exclusion image may be confused as 'not all will get support, if being selected due to vulnerability criteria'."

"The messaging in the images is not very clear and open to misinterpretation. The images are intended to show examples of things that people can complain about but need to be explained."

❌ Clear Text

"Accompanying text would be preferable."

"The language (in the translation) is simple. However, the sentence is too long and should be split into shorter clearer messages."

❌ Contextual Appropriateness

"Selection criteria not covered, which may cause confusion with the inclusion image."

❓ Adaptability to Other Contexts

"It can be used for distribution of cash and vouchers as well with adaptation."

"The concept could be adapted but it would need to be reworked."

❌ Potential to Cause Unintended Harm

"Having an image of someone being pushed over with a tick on it is not something that we wish to promote!"

"The selection criteria, and also the violence shown in the lower image does not convey that the complaint and feedback mechanism is to capture all feedback and not just violence."

"It can be assumed that the clothes match those most involved in acts of corruption and abuse. However, if this IEC material was to be shown in areas where people wear different tribal clothes -the message could have a completely different meaning. (Bribery here is illustrated as coming from those with flat top hats, while victims wear different attire)."

Overall Comments

"It is good to have materials explaining how to access complaints and feedback mechanisms, but the images illustrating examples of abuse are not necessarily easy to understand."

"Often, posters for this type of message are not likely to be displayed by government officials in areas where the most corruption takes place. This message must find a route to the people most affected that is separate from those who might be accused of corruption."

Unofficial English Translation:

If you are asked to pay any money for providing assistance or you face any kind of discriminatory treatment, do not hesitate to contact IOM's free helpline number 0322 555737, 0800 44422.

B.21 NFI Care and Maintenance - Bangladesh Cox's Bazar, 2020 ★★⯪

Type of Response

NFI
NFIs

Crosscutting
(Health)

Type of Hazard/Risk

COVID-19

This IEC material was developed together with WASH, Health and CwC Sectors in Cox's Bazar. The idea was to add this to the kits that were distributed to households with an elderly member. In cases were the members could not leave their shelter, door to door distribution was suggested by the sector.
This IEC material was reviewed by a health expert and no red flags were highlighted.

✅ Technical Accuracy

"This is really a medical discussion; it is not clear that washing all household items once per week in water, potentially without soap will have much impact on COVID-19 transmission. The fundamental message is to keep your NFI materials clean which is OK. The messaging is over-engineered for the context."

"Technically sound considering health issues, and was developed together with the health sector."

✅ Technical Complexity

"A bit overly technical for the main message, which is to wash items and be careful how you do it."

"Messages are easy to understand."

✅ Graphical Clarity

"Images are clear, but it is not known how they will be understood by the target audience."

"Pictures are OK for easy understanding."

✅ Text Clarity

"The language is clear -it is just a question of the criticality of the messaging."

"The content of the text is clear, however the size of the font is a bit small and may be difficult to read. Without the text, some of the graphics may not be understood."

✅ Contextual Appropriateness

"Images are culturally appropriate to Bangladesh and a few other locations. Unlikely to cause offence."

"Considering COVID-19 threats and the context of the Rohingya camps, the IEC material is appropriate."

"Graphics show women with headscarves and appropriate clothing for the context. The environment is realistic for the location."

✅ Adaptability to other contexts

"Just need to check with health partners that this is priority messaging."

"The type of items, shelters and people depicted in the IEC material can be relevant to some other contexts, but not appropriate for others."

"Can be adapted to other contexts to highlight the importance of the NFI care and maintenance to minimize spread of COVID-19."

❓ Potential to Cause Unintended Harm

"Main issue is the idea that washing with potentially dirty water and without soap could make things better and not being clear where the run-off is going."

"While there is some little room for misunderstanding, it is not expected that such misunderstanding could cause harm."

"In certain communities cleaning means shaking out or beating out the dust outside of the home. Therefore, illustration number 3 could easily be confused as a positive image with the virus being shaken out of bedding."

Overall Comments

"Basically, it advises washing sheets, face masks, and clothes once per week and drying them in sun, which does make sense. This is a generic hygiene message, and it is not proven to have a direct effect on COVID-19 transmission. This theme of proper Care and Maintenance of clothing and bedding can apply to several other infectious disease situations - not just COVID."

NFI CARE AND MAINTENANCE
Recommendations to minimize the spread of **COVID-19**

1 The items you received need to be cleaned before first use and then at least once a week

2 Before cleaning the items, wear a cloth mask or garment over your mouth and nose

3 Do not shake the items before washing

The person that is physically distancing from other family members should not be the one cleaning the items

4 Do not wash the items inside the shelter

Wash the items outside the shelter, close to a drainage channel. Wash the items with soap and clean water. If you do not have soap, wash with clean water

5 Do not dry the items inside the shelter

Sun dry the items hanging them outside your shelter

6 You should wash the items at least every week

All kind of humanitarian aid is free. No sexual or other favor can be requested in exchange of humanitarian assistance. Any case or suspicion of sexual exploitation and abuse by UN or humanitarian workers can be reported to the complaint desk.

B.22 | Emergency Cash Transfer - Dominica, 2017 ★★☆

Type of Response

Crosscutting
(CBI; Inclusion)

Type of Hazard/Risk

Protection-Related

✅ Technical Accuracy

"Provides details of the national cash transfer programme for Dominicans affected by the hurricane. Clarifies compensation levels (assuming it is correct)."

"Assuming that the criteria (cash amounts, etc.) are accurate, it would be accurate."

✅ Technical Complexity

"Precise messaging on the cash transfer programme."

"The IEC material is technically complex and uses technical jargon that may be difficult to understand for affected populations. Especially the second page, describing the beneficiary selection criteria which does not keep the 'target audience' in mind (e.g. with the use of the word 'beneficiary'). This makes it complicated to understand exactly who is eligible."

"The first page is simple, but the second is quite complex. Particularly the differences between category 1 and 2, which are very subtle. There is also some repetition on both pages; 'YOU ARE ELIGIBLE...' which does not help."

❓ Graphical Clarity

"It is graphically a bit all over the place, highlighting the key messages makes it easier to read."

"The graphics alone do not convey the intended message clearly. The graphic of the man on the second page could be interpreted as 'reasons not to receive money', as there is a big 'X' over the cash in his hand."

"The graphics are nice, but the color scheme does not simplify the complex beneficiary selection process."

"On page 2 in particular the top half is about categories and the second half is about a second layer of criteria. One criterion previously mentioned in page 1 is missing in page 2 (that beneficiaries need to 'Currently receive Public Assistance Programme')."

❓ Text Clarity

"Clear but depends on how a lower income Dominican will read it. Needs user review."

"The text is complex and the IEC material uses technical jargon. Therefore, it can be confusing to understand, specifically the beneficiary selection criteria. It can also be difficult for the beneficiaries to understand what is meant by each criteria, and how the agency defines it."

❓ Contextual Appropriateness

"Adaptable but the message is highly context specific."

❓ Adaptability to Other Contexts

"The first page with basic information about the cash transfer can be adapted to other contexts as it provides important information to beneficiaries in a succinct manner."

❌ Potential to Cause Unintended Harm

"The beneficiary selection criteria might be misunderstood and the affected population might misinterpret their own eligibility. To reduce this risk, the criteria would have to be explained in plain language and the difference between the two categories should be clearer."

"There is no reference to whether the beneficiaries will need to provide evidence or proof that they belong to one or other of these categories."

"The impact could be further maximized by testing the language. It uses technical jargon that may be difficult to understand for affected populations."

Overall Comments

"A very specific public information poster / leaflet on entitlements to varying levels of cash assistance needs to be accompanied by radio and other messaging."

"The first page has the necessary basic information and provides it in a succinct manner. However, the second page, while technically accurate, is too complex and may not reach the 'target audience.'"

Emergency CA$H Transfer

FOR DOMINICANS MOST AFFECTED BY HURRICANE MARIA

BENEFICIARY SELECTION CRITERIA

Category 1 The eligible households will need to meet the following criteria simultaneously

OR

Category 2 The eligible households will need to meet the following criteria simultaneously

The household has **lost the main source of income**

The head of the household is **currently unemployed**

The head of the household is **currently unemployed**

There is **no other household member currently working**

There is **no other household member currently working**

The **house was destroyed or severely damaged**

AND

The households falling under both categories need to meet **ONE OF THE FOLLOWING CRITERIA** in order to be eligible:

It is a single-headed household with 2 or more children

There are more than 2 dependants in the household

The house consists of ELDERLY PEOPLE ONLY or ELDERLY PEOPLE caring for CHILDREN

There are pregnant/ lactating women or children under 2 years in the household

There are chronically ill or physically/mentally ill challenged in the household

The household is caring for a foster child

The house was destroyed or severely damaged

277-8667; 285-0989; 614-3000   domeocmaria@gmail.com   the Beneficiary Selection Committee of your community

Implemented by: Supported by: Funded by:

MINISTRY OF SOCIAL SERVICES, FAMILY AND GENDER AFFAIRS GOVERNMENT OF DOMINICA · unicef for every child · WFP World Food Programme wfp.org · UKaid · United Nations CERF Central Emergency Response Fund · Canada · USAID · Sida

What Information to Communicate on Cash-Based Interventions?

Affected populations need **clear, simple and accurate information** on how the cash or voucher assistance will work.

The IEC material needs to clearly define:

- The **purpose** of the intervention;
- How much the beneficiaries will receive **(transfer value)** and potentially what this is based on;
- How the assistance will be delivered to the beneficiaries **(transfer mechanism)**;
- If they will receive only one payment or more;
- Who will receive the assistance **(eligibility criteria)**;
- **Feedback and complaints mechanisms**; and
- Any rules that may be attached to the interventions, such as **conditions**, meaning any activity that a beneficiary must undertake as a prerequisite to receive the assistance, or **restrictions** for spending the amount on specific items or in specific places.

Remember not to use technical jargon that the beneficiaries might have a difficult time understanding.

Be careful not to include information that might increase risks, such as abuse or fraud, and security risks for people receiving the assistance, such as attacks or theft. The exact nature of this information depends on the context. It should be decided following a risk assessment and evaluation of the situation. In some cases, it might be appropriate to exclude certain information and instead provide a toll-free phone number or contact information where beneficiaries can receive additional information.

B.23 Earthquake Seasonal Support - Nepal, 2015 ★☆☆

Type of Response

Indoor Environment · **NFIs** · **Crosscutting (CBI)**

Type of Hazard/Risk

Heat / Cold

✅ Technical Accuracy

"Technically accurate if the IEC material only intends to convey what the beneficiaries can spend the money on. However, it is not clear whether the beneficiaries would be able to buy all listed examples or only one of them."

"Unclear if cash grant is conditional or unconditional and restricted or unrestricted. Also unclear about the value and how it relates to number of households members or persons with specific needs."

✅ Technical Complexity

"The level of complexity is suitable for the affected population. The title 'Earthquake Seasonal Support Program' could be clearer. Is it a repeated transfer? Is it only for a particular earthquake? What is the relation between earthquake support and winter preparation?"

"Message is simple, the way it is presented is confusing."

❓ Graphical Clarity

"The examples of what beneficiaries can spend the cash transfer on are clear, however, the first graphic could be clearer, as it might be read as only for single parents or that the transfer is split within the household"

"Confusing, sleeping mats and blankets look similar."

"Image 1: unclear who will get assistance and how much. Does it relate to the number of household members? Images 2, 3 and 4: Unclear if one can only buy these items or other items as well, e.g. fuel, insulation materials, etc."

✅ Text Clarity

"The text is clear, specifically as it explains the graphics."

"More text is needed to clarify for who, how much, and what the assistance is intended for. Lacking the message on: assistance is free, and how people can send feedback and complains."

❓ Contextual Appropriateness

"It could be useful to ask 'Are you prepared for winter? Have you got enough clothes/blankets, etc.?' rather than being prescriptive about the needs of a household for cash. Most households would probably know what they need to prepare better for winter. It is missing information about improving temporary shelters or other living arrangements."

"The assistance is appropriate for the context, but the IEC material is unclear."

❓ Adaptability to Other Contexts

"As it gives examples of items to buy in winter it could be adapted to contexts of winterization assistance."

"Similar IEC materials already exist that convey the message better."

❓ Potential to Cause Unintended Harm

"It could encourage the preparation for winter more, rather than specify certain items. People would likely do what they need to do, so not sure if it does much harm. But also not sure about how much good."

"It may be good to clarify who is entitled to the assistance, or if it is blanket targeting."

"This is an advert for a support service rather than an instructional material. Does not explain who the recipients are or what alternatives there may be if none of these items are available."

"Over simplification can cause confusion. One way to evaluate the visual is to look at the story the visuals are telling (without words). Here we have a Health professional and a mother and father with two children; in the next box only the father and the daughter get clothes. In the third box we have lost the little girl, and in the forth box the mother has left the family. These messages can be misunderstood by pre-literate groups."

Overall Comments

"The IEC material clearly gives examples of what the beneficiaries can spend the money on. But it would be good to include more information on the cash transfer to ensure that the recipients are properly informed and to clear any misunderstandings that may arise."

"Not convinced how much it would help a household that is used to winters, as the added difficulty may be about living in temporary shelters in winter. Good to emphasize the message to 'Prepare for Winter.'"

"IEC material is unclear and the amount that can be learned from it is limited. Likely it was designed to explain what cash grants are intended for rather than to try to provide meaningful messaging on preparing for winter."

"Could definitely be improved to make it clearer what the different items are, especially the image for clothing. Images could work better if the items are compiled together to avoid being misunderstood as 'either/or.'"
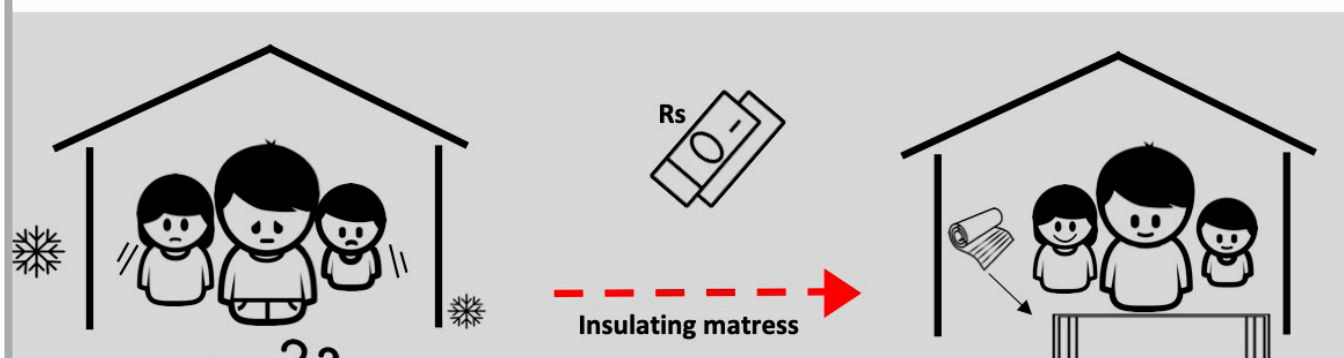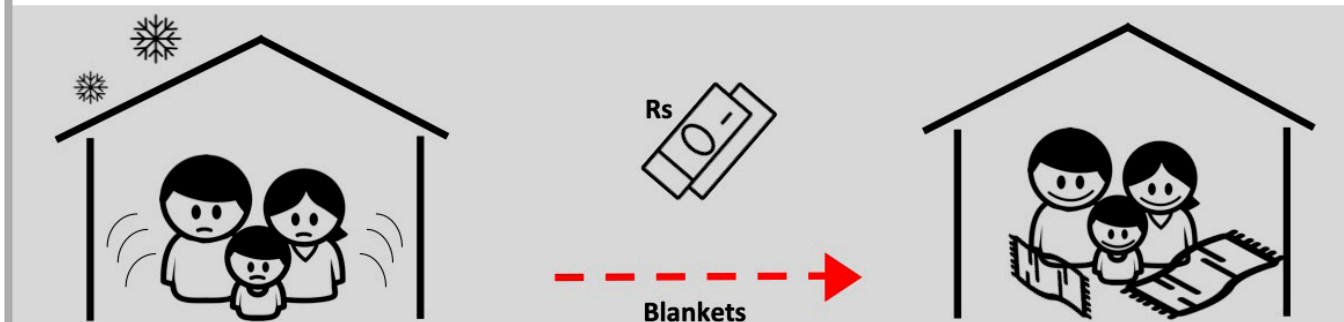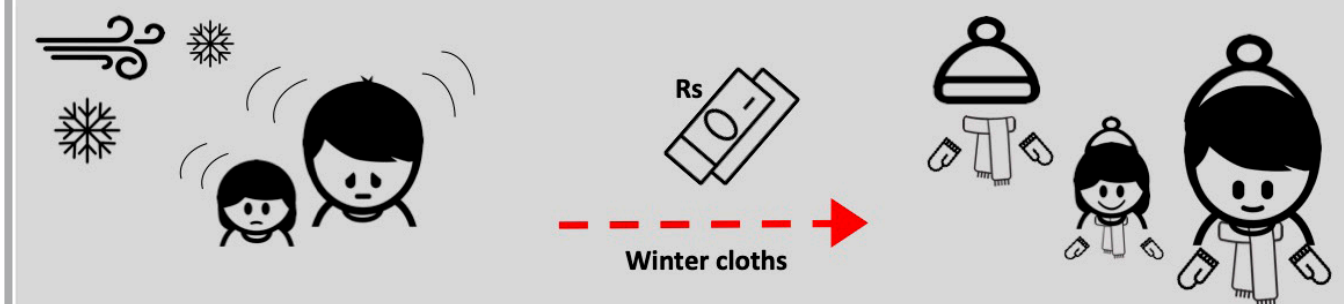
O Jogo Do Rio

Casas / Instruções (lado esquerdo)
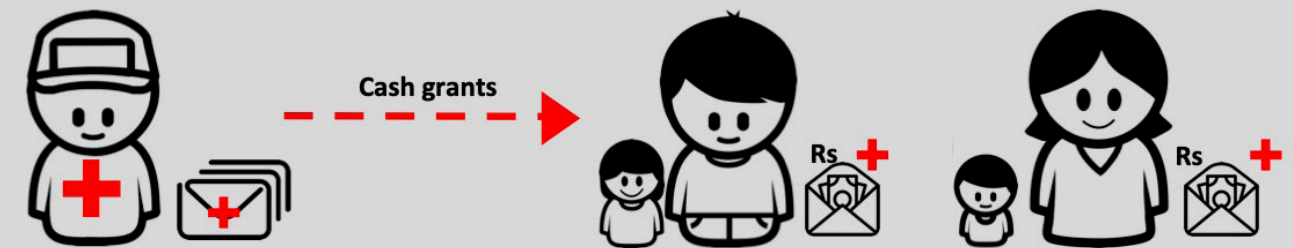
1
Chove muito, há perigo de inundação
volta à tua nuvem

4
As árvores protegem, absorvem a água e evitam a erosão.
Avança 8 casas

7
O corte das árvores causa a perda de solos
Volta à tua nuvem

9
Casas construídas em lugares elevados.
Avança 4 casas

11
O nível do rio sobe, é necessário alertar a todos!
Joga de novo

14
Canteiros bem feitos! as plantas aproveitam melhor a água.
Avança 6 casas

17
Canteiros mal feitos! A água arrasta as plantas
Volta 5 casas

19
A descarga da Barragem foi avisada a tempo
Avança 3 casas

21
Refúgio para pessoas afectadas
Avança 7 casas

26
As cheias arrastarão os equipamentos agrícolas
Volta 4 casas

29
A casa foi destruída pela força da água.
Volta 7 casas

Casas / Instruções (lado direito)

32
Construíram-se repressas para armazenar á água
Avança 7 casas

34
PERIGO!
A água das cheias é contaminada
Volta 4 casas

36
A água da chuva é limpa e pode ser bebida
Avança 6 casas

41
Comunidade preparada para cheias.
Avança 7 casas

43
AVISO PREVIO!
A mensagem de alerta está a ser transmitida
Joga novamente

46
PERIGO!
Casas construídas no leito do rio
Volta 7 casas

49
ALERTA LOCAL!
A mensagem de alerta é retransmitida localmente
Avança 4 casas

52
ACIDENTE!
As águas escondem buracos é objectos perigosos
Volta 7 casas

54
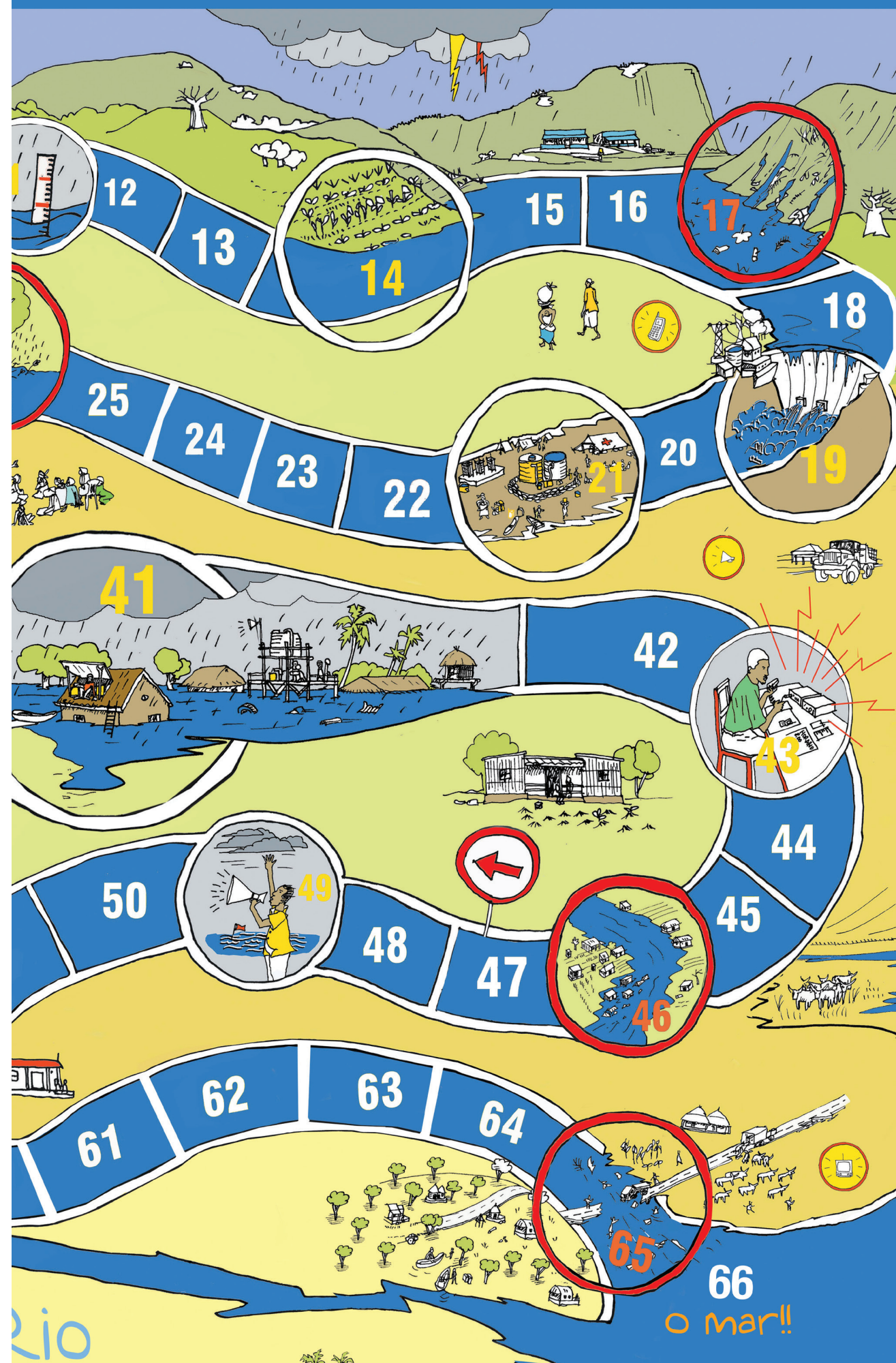As casas elevadas ajudam a viver com as cheias
Avança 6 casas

57
CHEIA!!
A comunidade não estava preparada
Volta 15 casas

65
PONTE DESTRUIDA!!
A comunidade ficou isolada!
Volta 7 casas

Regras

1. Os jogadores – de duas a cinco pessoas – vão tirando os dados e avançando de acordo com os números.
2. Os quadradinhos com circulo vermelho correspondem a situações de perigo, o que fazem ao jogador recuar.
4. Os quadradinhos com um circulo branco fazem o jogador avançar.
3. O jogo termina quando um dos jogadores chega exactamente ao mar (quadradinho 66). Se a contagem não for exacta, o jogador deve recuar de acordo com o número.

66 o mar!!

COMISSÃO EUROPEIA
Ajuda Humanitária

INGC
INSTITUTO NACIONAL DE GESTÃO DE CALAMIDADES

UN-HABITAT
PROGRAMA DAS NAÇÕES UNIDAS PARA OS ASSENTAMENTOS HUMANOS

The Shelter Compendium

During crisis responses, organizations providing shelter and settlements assistance commonly develop messages to improve the impacts of the assistance, ensure durability of materials distributed, and support longer-term resilience and recovery. These messages are communicated through information, education, and communication (IEC) materials.

This publication is an overview of the findings in the first attempt to consolidate existing materials in one place. The overall goals are to improve the coherence of messaging, to understand where the gaps are, and to facilitate the development of messaging in the future. It focuses on messages in shelter and settlements programming relevant to emergency responses.

The complete database is accessible at the Shelter Compendium website *www.iec.sheltercluster.org*