



MICRODIS



**MICRODIS: Integrated Health, Social and Economic
Impacts of Extreme Events: Evidence, Methods and Tools**

**Field Operations Report
January 2009**

**RESEARCH INSTITUTE FOR MINDANAO CULTURE
(RIMCU),
XAVIER UNIVERSITY**

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THE MICRODIS PROJECT

This report covers the period from September 2008 to February 2009. The discussion details completed activities and data processing operation.

A. Completed Activities

Building Linkages for Coordination. As initial step in any research undertaking, site visit and doing courtesy call to local government executives is a must. This is to facilitate smooth entry of researchers into the chosen areas in the conduct of actual data gathering. More importantly, preliminary data are usually gathered during the pre-survey site visit which includes demographic profiles, socio-economic characteristics, cultural and geographic features.

The Microdis pre-survey site visit was done last September 15 – 20, 2008. As one-country survey team, XU and CDRC, this jointly started with the areas in Southern Leyte. (see site map)

A pre arranged meeting with the Provincial Governor together with the Provincial Disaster Coordinating Officer yielded much needed first hand information. The line agencies as per request by the Governor furnished the Survey Coordinating team necessary data – site maps, disaster profile, etc. This was after the Principal Investigator explained the nature, scope and objectives of the project.

The Governor requested the survey team to conduct study dissemination. He particularly mentioned that all the government line agencies within his area of jurisdiction are interested to find out the results of this research study. The survey team agreed to feedback the study result after proper coordination and approval from the over-all Coordinating cell (CRED).

Immediately after the provincial level courtesy call, the team preceded to the selected municipalities where the local chief executive (Mayor) was also properly informed of the project and whose endorsement for the eventual entry into the selected communities was secured.

It was learned that the municipality of St. Bernard had an ongoing international multi-donor funded READY project on Geohazard Mapping for the entire area. Although these highly technical maps were not yet made public, the PI was given access to these data. Thus the survey area frame was produced with the help from these Risk Assessment and Geohazard maps.

Aside from securing necessary endorsements from government executives, initial plans were made for the accommodation of the field enumerators when actual field work will start. Security and easy access to selected communities were given priority in choosing appropriate place to stay in the area.

On Day 3, the country team left for Albay where a partner organization of CDRC – Tarabang sa Bicol (TABI) made the arrangement for a meeting with the Provincial Governor. A separate meeting was also made with the Provincial Disaster Coordinating Officer. Similar request was made by the Governor to the PI – to conduct community dissemination after the research study is done.

Both the local chief executives/Mayors of the two selected sites in Albay were visited and after securing proper endorsements, the team was given needed information of the area profile.

Hence, this pre survey activity was conducted in a span of six days and the linkages were established among government stakeholders/local executives.

Training of Field Enumerators.

Due to non-availability of field personnel from CDRC, all survey enumerators for the two sites in the Philippines, Luzon and the Visayas, were sourced out from XU-RIMCU thus there was only one interviewers' training.

The three-day enumerators training was conducted by XU Microdis team last November 25 – 27, 2008 at RIMCU Xavier University.

(see Appendix B)



Training of Philippine Microdis Field Personnel at RIMCU Training Room.

During the said training, the mechanics of the survey were discussed which covers the following:

1. Objective of the Study
2. Sampling and Methodology
3. Areas of Coverage/Team Composition
4. Outputs and Deliverables
5. Timeline

A line by line discussion of the Integrated Survey questionnaire was done to facilitate clarity and uniform understanding among field enumerators of key concepts and variables used in the study. (see Interviewers Manual)

On Day 3, mock interview was done in nearby communities of Cagayan de Oro City, to give field researchers better grasp of the survey questionnaire. Indeed, the discussion which followed was very relevant as there were several issues concerning the specific blocks in the survey questionnaire that were clarified.

Furthermore, the practice interview provided useful insights for both the field enumerators and the trainers as to the length and duration of the interview. Difficult questions and phrases were discussed. The translation was made to the survey questionnaire.

The training of enumerators for the Qualitative component of the study was done in the later part of Day 3. The conduct and mechanics of the tools used were discussed thoroughly. A refresher session on Focus Group Discussion and in-depth interview mechanics discussed in the Hanoi workshop was also inputted. (see Field Research Guide: Qualitative Component)

Deployment. A simultaneous deployment of field worker was done for the two selected sites in the Philippine Microdis survey.

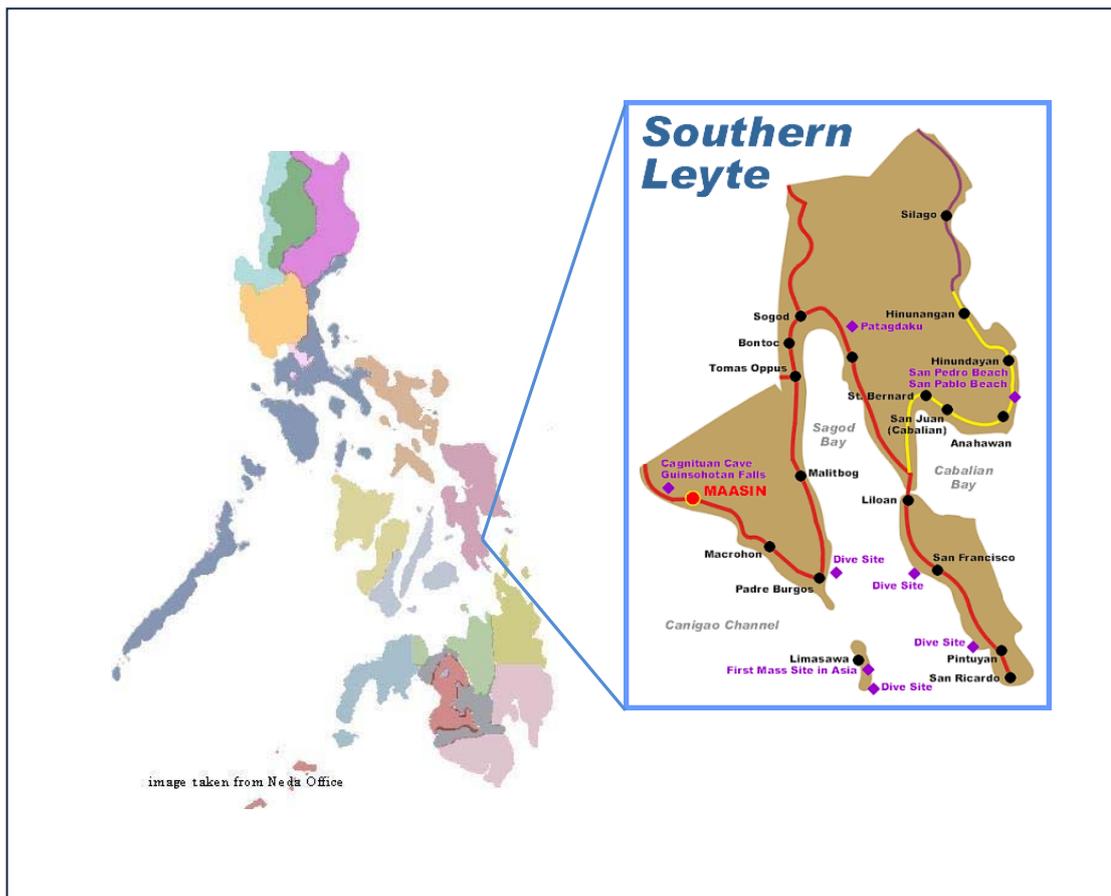
Although the PI made travel itinerary for the two teams, slight modification was done with the Albay team route per CDRC advised. Understandably, travel time for the Albay team was much longer hence Southern Leyte started a day ahead in actual field work.

The Southern Leyte survey team's entry into the area was facilitated by LGU officials tasked by the municipal mayor. Their assistance include: finding a convenient place for the survey team to stay for the whole duration of the survey, coordinating with Barangay officials of selected communities, providing venues for the Focus Group Discussion sessions and giving the needed information (Secondary data) concerning these communities.

This positive scenario is largely attributed to prior activity by the PI and the Microdis team where linkages were established with the local government executives thru consultations during the site visit.

Of the two municipalities chosen, the survey team first entered St. Bernard. One of its

communities (barangay) - Guinsaugon, had its share of limelight last February 2006 when a massive landslide wiped out majority of its population except for the 19 residents pulled out of the debris and thick mud. Total number of survivors was 17 as two people were not able to make it. Official report indicated more than 2,000 dead, leaving quite a number of children – who at the time of the event were in school in the next barangay, orphans.



Aside from this identified risk of earthquake-induced landslide (a fault line is found in the site), geographic studies revealed eight (8) other hydro-metrological risks present in the area. This includes floods, storms, storm surge, rain-induced landslide, tsunami, ground shaking, ground rupture and liquefaction.

The other team took the municipality of Hinunangan, another disaster-prone area. This is located just a few kilometers from St. Bernard (see site map) whose recent experience

(last July 2007) of an earthquake measuring 6 on Richter scale resulted to 1.6M pesos damaged to properties.

In both these areas, the survey teams were able to conduct the quantitative and the qualitative data collection.

The Field Work. The topic coverage under this heading include:

Interviewing Performance

The Conduct of Qualitative Data Collection Methods

As mentioned earlier, the Southern Leyte survey team started a day earlier in actual field work. Field enumerators were divided into two sub-teams; each consisting of 5 enumerators for the household interview of the two municipalities (each municipality have 2 affected areas; 2 least affected areas – see Table 1). A similar sub-grouping was also employed in the Albay site.

Southern Leyte



Table 1. Selected Sample Barangays, MICRODIS Project – Philippines

1. Southern Leyte	
A. St. Bernard	
<i>Most Affected</i> 1. Nueva Esperanza 2. Sug-angon	<i>Least Affected</i> 1. Lipanto 2. Malinao
B. Hinunangan	
<i>Most Affected</i> 1. Calinao* 2. Palongpong	<i>Least Affected</i> 1. Patong 2. Sto. Niño
2. Albay	
A. Legaspi City	
<i>Most Affected</i> 1. Bonga 2. Matanag	<i>Least Affected</i> 1. Cabagnan 2. San Francisco
B. Polangui	
<i>Most Affected</i> 1. Kinale 2. Balangibang	<i>Least Affected</i> 1. Maysuna 2. Napo

* Replacement done due to non-experience of natural disaster in the last 36 years. Lumbog is the replacement barangay.

Interviewing Performance. During the first few days of field work, enumerators were struggling with their interviewing pace as they familiarize themselves with the survey questionnaire and the area. On the first day of fieldwork, enumerators were only able to finish two (2) household interviews.

Most interviewers really had to grapple with the length of the survey questionnaire. There were instances where respondents showed dismay when the interviewer take out the questionnaire. “Famous” knee-jerk respondents’ reactions like “*that’s too thick!*”, “*do you think we finish that today?*”, “*I still have to cook and prepare our food*” have figured into the diaries of our enumerators. All these were handled with patience and understanding by these experienced field interviewers. Hence after thorough and gentle manner of explanation, respondents gave their consent for the interview with some even

extending warmer hospitality by inviting our enumerators for dinner.

In the subsequent weeks, most of them were already quite familiar with the instruments and the relative ease in doing the interview was manifested by a much desirable output of three to four interviews per day. Notwithstanding the fact that in some communities, the travel time for enumerator to reach respondent's house took longer time.



XU-Microdis field personnel in Guinsaugon, St. Bernard, Southern Leyte

The total duration for the conduct of the household interview was 23 days. This may have been cut shorter if not for the slight delay due to bad weather and slight flooding in the selected communities.

The Conduct of Qualitative Data Collection Methods. There were two methods employed for the Qualitative data gathering component. (See Field Research Guide: Qualitative Component)

First, Focus Group Discussion was targeted for the affected communities of the two sites. Four (4) FGDs were slated for Southern Leyte and another four for Albay, totaling eight FGDs for the entire country survey.

For the Visayas site, all four FGDs were done in the first week of field work; two were conducted on the same day. (see FGD documentations attached)

On the other hand, for Luzon site, the four FGDs were done in a span of two weeks. The availability of some local executives prompted making changes in the schedule in Legaspi City site.

The second method used was the In-depth interview (IDI). A total of 24 IDIs were conducted; 12 from each province. Just like the FGDs, the IDIs were done among affected communities.



XU-Microdis Project Director conducting focused-group discussion in a study site in Southern Leyte.

Criteria for selection of participants were outlined in the Qualitative Guide. Primarily designed to supplement the quantitative data, topics and selected questions revolved around the individual level data and community level data.

B. Lessons Learned and Insights Gained

Facilitative Factors in Data Collection. The timely completion of the field operations in any research undertaking is largely dependent on several factors. One of these is the experience of the field enumerators. Our seasoned data gatherers were able to handle well difficult and uncooperative respondents. Their ability to explain patiently and create rapport to respondents who barely knew them is really a plus factor in any survey operation.

Building linkages with the local chief executives is also a necessary step to achieve research objectives. Obtaining proper endorsement for entry into their respective area of jurisdiction as well as getting their cooperation and support facilitates much easier movement of field enumerators.

Furthermore, initial data and useful insights were provided by local executives who are really very familiar with their respective areas. These constitute anecdotal observations that provide rich and meaningful context to the data collected.

Rapport-building with the community. As mentioned earlier, the importance of good working relationship with the local executives is indeed a plus factor. Aside from this, building rapport with the community residents is another necessary element in achieving research goals particularly in actual data gathering.

In the Philippine context, smaller units of communities commonly known as *barangays* are composed of households usually not exceeding a thousand – particularly for rural barangays. Most of these communities' residents are quite familiar with other members hence any stranger or “a new face” going around the area may be looked upon with keen curiosity, at times suspicion.

With this in mind, it is usually imperative to convey to the ‘would be respondents’ that these field enumerators are there for a reason and that they are to benefit from the results of such endeavor. Getting their trust then is important as this will facilitate a much efficient and timely conduct of field interview.

Conversely, such trust must be equally observed by the researchers. Confidentiality and other ethical considerations as well as community dissemination after the study must be practiced and honored.

Informal interactions, most often followed after completion of the interview. Children and adult household members alike asked questions regarding occurrence of natural disasters as they overhear the questions asked by the interviewers. Other times, on their way back to the ‘barracks’ (place where enumerators are staying in the area), people asked them the nature of the project thus starting an informal group discussion right in the

middle of the road or under the waiting shed (while waiting for the public transport jeep).

It is no wonder then, when at the end of the field operations, most of our enumerators cannot help but feel a sense of sadness as they say their goodbyes. The same thing may be observed for the community's side. Some respondents (and hosts) prepare modest feast for these enumerators as they bid them farewell. Others continue to communicate through SMS. All these attest to the good rapport built and the trust earned.

Challenges/Problems

Encountered.

Every research undertaking encounters different scenarios in the field. Each of these situations stand to enrich our experience and provide us researchers with insights not otherwise seen in the sanctity of our air-conditioned offices.

For the Microdis survey, accessibility and transportation may very well be a challenge even to our seasoned enumerators.

There were three barangays

considered difficult to reach; two belonging to Hinunangan and one area in St. Bernard. These areas do not have passable roads, not even a four-wheeled vehicle can access said communities. Enumerators have no choice but to walk (with their backpacks and interview forms/survey questionnaires altogether) though several kilometers of muddy trail as they climb their way to these areas.



XU-Microdis field personnel on her way to the respondents' house.

The constant pouring of rain and occurrence of few LPAs (low pressure area) provided another reason for seemingly slow pace on several occasions during the conduct of field work.

Even with the provision of raincoats, umbrellas and water boots, some enumerators were still not spared from having fever and catching colds during these times. An increase daily dose of Vitamin C was employed to strengthen their immune system thus avoiding being sick during the data gathering phase.

The third challenge for this field operation maybe posed by the survey questionnaire itself. Despite several attempts to shorten, modify it, the average length of time consumed for the household interview is 2 hours. At times, even the most cooperative respondents do show fatigue and tiredness.

Thus the value of patience and diplomacy were at its best in this survey project. Patience on the part of the field enumerators and researchers as they gently convey to the respondents the importance of the latter's responses to the study in order to capture experiences during natural disasters.

Diplomacy goes hand in hand with the patience, particularly in coaxing suspicious respondents and local executives to cooperate in the survey implementation.

C. The Data Processing Operations

Quality control procedure was instituted when survey forms arrived at the central office. A response rate was calculated using the following formula:

$$\text{Response rate} = \frac{\text{\# of completed interviews on eligible sample households}}{\text{\# of total sample size – non-eligible households}}$$

The response rate is 100 percent; there were no refusals and no “not at home” respondents. A confluence of factors was at work to obtain this high rate. These include: doing callbacks, endorsement of local executives, rapport with the community and interviewee-friendly data collectors.

Editing of Survey Forms. The survey forms were subjected to different levels of editing. The interviewers were tasked to do field edit prior to leaving the sample household. Special emphasis was placed on checking for error of omission.

Supervisors while in the field also perform editing; focus was on out-of-range codes and inconsistent entries. When all survey forms were submitted to the central office, process and quality checks were further instituted. Due to the fact that interviewers and supervisors have done the editing, the office edit was confined to 25 percent verification.

Coding and Encoding Operations. Most of the data items are pre-coded however there are few questions which are open-ended. Editors and coders listed responses to these open-ended questions and subsequently classified into categories.

Data encoding started on the 20th of December 2008. It must be noted that one activity need not be completed for another activity to start. There were overlaps in time line. Five encoders were hired to do data entry. Data validation was also done following the sampling acceptance technique. This translates to a random check on the data entered.

Translation and Collation. The in-depth interviews and FGD proceedings were recorded in tapes and subsequently transcribed and collated. A response matrix for 48 interviews was prepared by province. A team of three researchers jointly processed the responses, discussing patterns observed and themes that emerged.

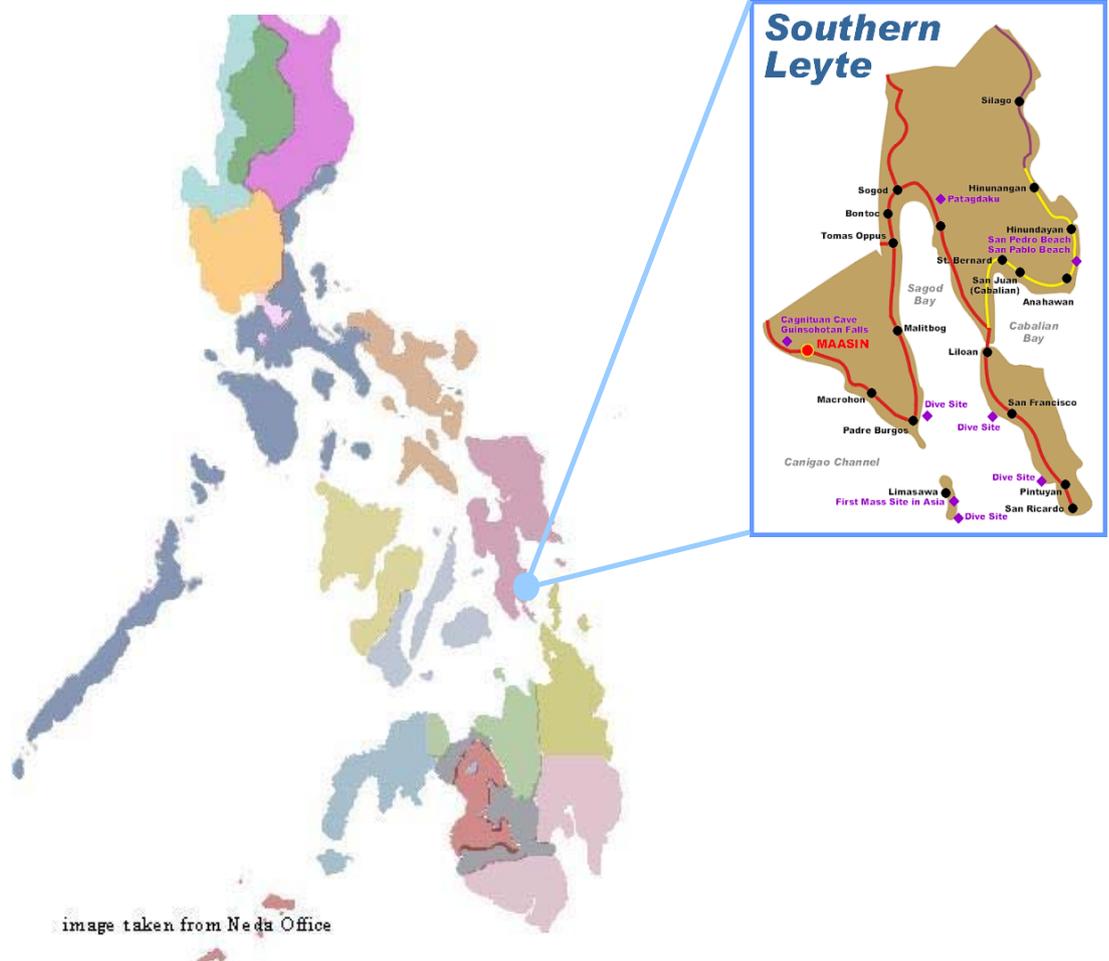
The FGD proceedings were likewise transcribed and collated. A panel of researchers who

were present during the conduct of discussion met and discussed the results noting convergence and divergence in responses.

Production of Tables and Marginals. Using SPSS version 14, initial marginals were produced. The PI and a senior research associate went over the marginals to get the “feel” of the data, observing unacceptable codes, looking at the data distribution and determining the possibility of collapsing categories with very few cases.

APPENDICES

Appendix A: Site Map



Appendix B: Enumerator's Training



Training Program
"MICRODIS PROJECT"
November 25 – 27, 2006
Rm 409, RIMCU Conference Room
4th F/ SS Building

November 25

- | | |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:00 – 8:20 | Registration |
| 8:20 – 8:40 | Overview of the MICRODIS Project – Dr. S. Linog |
| 8:40 – 10:20 | Mechanics of the Survey – Dr. S. Linog and Dr. M. Cabaraban <ul style="list-style-type: none"> • Objective of the Study • Sampling and Methodology • Areas of Coverage/Team Composition • Outputs and Deliverables • Timeline • Questions and Answers |
| 10:20 – 12:00 | Line by Line Discussion of the MICRODIS Instrument
BLOCK A. MICRODIS Core – Dr. S. Linog
BLOCK I: Identification and Interview Result information
BLOCK II: Consent Form (CF) for The Impact of Disasters
BLOCK III: Household Roster
BLOCK IV. Occurrences of Natural Disaster
BLOCK V. Experiences During Reference Disaster |
| 12:00 – 1:00 | Lunch Break |
| 1:00 – 4:00 | Continuation of Line by Line Discussion of MICRODIS Instrument
BLOCK B. Social Thematic Core – Dr. S. Linog
- Social Impact of Disaster
- Individual Coping
- Received Social Support
- Sense of Community
- Functioning and Quality of Life
- Coping Behavior and Social Protection |
| 4:00 – 5:00 | Questions and Answers for MICRODIS Core and Social Thematic Core Questions – Dr. S. Linog and Dr. M. Cabaraban |

November 26

- | | |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:30 – 12:00 | Continuation of Line by Line Discussion of MICRODIS Instrument
BLOCK C. Social Thematic Extended – Dr. S. Linog
Other Major Life Events
- communal Coping
- Perceived Social Support |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

	<ul style="list-style-type: none"> - Social Capital - Psychiatric Symptoms - Experiences of RTI Symptoms Before and After the Disaster
12:00 – 1:30	Lunch Break
1:00 – 4:30	<p>Continuation of Line by Line Discussion of MICRODIS Instrument</p> <p>BLOCK D. Health Core – Dr. S. Linog</p> <ul style="list-style-type: none"> - Water and Sanitation - Access to Health Care - Individual Health Characteristics in the Household - Infectious Diseases (children 6-59 months) <p>BLOCK E. Economic Core – Dr. C. Echavez</p> <ul style="list-style-type: none"> - Valuation of Damages Caused by the Most Recently Experienced Natural Disaster - Damages on Agriculture, Horticulture, Social Forestry production - Damages on Livestock - Damages on Household based Industry and Small-scale Industry/ Commercial Activities) - Damage on public Infrastructure and Its Impact on your Household - Temporary Displacement and Migration - Impact on Monthly Income and Expenditure
4:30 – 5:00	Questions and Answers for MICRODIS Social Thematic Extended, Health Core, and Economic Core Questions

November 27

8:30 – 12:00	Mock Interview
12:00 – 1:30	Lunch Break
1:30 – 4:30	Preparation of Forms and other materials
4:30 – 5:00	Debriefing – Dr. C. Echavez and Dr. S. Linog

Appendix C: Interviewer’s Manual

THE MICRODIS PROJECT

The Rationale

The acknowledgement on the effect of global change in the ecosystem and the frequent occurrence of national disasters evinced an interest to study their social, economic, and health impacts. Disaster losses have serious repercussions on the country's economy, its population, and its current effects for sustainable development.

The concern on sustainable development is articulated in several multilateral framework and declarations. Foremost of which is the ICPD Programme of Action (1995), the Millennium Development Goals (2000) and the Johannesburg Plan of Implementation of the World Summit on Sustainable Development (2002).

The Johannesburg Plan calls for “an integrated multi-hazard, inclusive approach to address vulnerability, risks, assessment, and disaster management, including prevention, mitigation, preparedness, response and recovery.

As an offshoot, the Plan contributed to the formulation of HYOGO Framework for Disaster Risk Reduction which establishes disaster risk reduction as central to sustainable development.

Disaster losses come in various levels and in many forms. To manage and recoup these losses demands concerted efforts and resources. On a macro level, disasters loss may mean a drastic backslide in economic gains, thereby plunging the nation into high poverty incidence and heavy monetary debt. Losses in production, notably agricultural production may result to hunger and ill health of the populace.

On the individual level, disaster losses account for the loss of many lives, properties, and livelihoods, notwithstanding the social and psychological effect of the disaster experience.

Thus, the worldwide efforts for sustainable development today centers on poverty reduction, good governance, and disaster risk reduction. Towards the end, countries are enjoined to systematically mainstream into their policies, plan and programmes, the aforementioned three concerns.

The Project Objectives and Scope

The MICRODIS is a consortium of 16 academic institutions and organizations (see Appendix A for complete list). The project is coordinated by Dr. Debarati Guha-Sapir, director of Center for Research on the Epidemiology of Disasters, Université catholique de Louvain, Brussels, Belgium, MICRODIS launched an integrated research project under the European Community 16th Framework Programme entitled “Integrated Social and Economic Impacts of Extreme Events: Evidence, Methods and Tools. The overall goal of the project is to strengthen preparedness, mitigation, and prevention strategies in order to reduce the health, social, and economic impacts of extreme events on communities.

This core objective is broken down to specific ones, to wit:

- To strengthen the scientific and empirical foundation on the relationship between extreme events and their health, social, and economic impacts;
- To develop and integrate knowledge, concepts, methods, tools, and databases towards a common global approach;
- To improve human resources and coping capacity in Asia and

Europe through training and knowledge sharing.

Two regions, European Union composed of associated countries and new accession states and selected South and Southeast Asian countries is the focus of MICRODIS Project. Participants drawn from different research institutions and disaster-focused organizations, comprised the project team; they are experts and specialists in the area of health, social sciences and economics. Four South and Southeast Asian countries, namely, India, Vietnam, Indonesia, and the Philippines are study sites. However, in both Asia and EU, the study focuses on three top extreme events: floods, earthquakes, and windstorms/typhoons.

The project scope revolves around economic, social, and health impacts of the abovementioned natural disasters. Through collaborative efforts, MICRODIS developed a coherent framework that explains natural disaster impacts and its implication to issues on gender relations, ethnicity, and psycho-social behavior. Moreover, MICRODIS without jeopardizing the cultural uniqueness of participating countries, designed a standardized and integrated instrument to assess damages in various areas.

For purposes of common understanding and usage, the following key terms are defined (Definition is taken from the International Strategy for Disaster Reduction, ISDR, 2004).

Vulnerability: The conditions determined by physical, social, economic, and environmental factors or processes which increase the susceptibility of the community to the impact of hazards.

Hazards: A potentially damaging physical event, phenomenon or human activity that may cause the loss of life, injury, property damage, social and economic disruptions or environmental degradation. Hazards can include latent conditions that may represent future threats and can have different origins:

natural (geological, hydro-meteorological, and biological) or induced by human pressures (environmental degradation and technological hazards).

Extreme Events: A serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources.

A disaster is a function of the risk process. It results from the combination of hazards, conditions of vulnerability and insufficient capacity or measure to reduce the potential negative consequences of risk. The term extreme events will be used interchangeably with natural disaster.

The Methodology

The Design. To gather information from a population or a subpart of the population in order to access the relative incidence, distribution and interrelations of naturally-occurring phenomena, the survey research is considered an appropriate design (Kerlinger, 1964; Kidder, 1984). Moreover, this design is utilized when gathering large amount of data from many separate respondents in a uniform, comparatively universal, systematic and in quantifiable form (Rubin, 1983; Jary and Jary, 1991).

One of the popular methods of data collection in this approach is household interview. An interview schedule was constructed with three major components/topics: social, economic, and health.

Sample Selection Procedures. Two provinces, Albay and Southern Leyte, were purposively chosen on the basis of data obtained from the National Disaster Coordinating Council (NDCC). Albay province has 18 municipalities with a total of 655 barangays/communities. The data from the NDCC indicated that all these municipalities were declared under state of calamity due to destructive typhoons in 2006 and 2007.

The province of Southern Leyte has 19 municipalities with a total of 502 barangays. The whole province was declared under state of calamity with the occurrence of natural disasters in 2003 and 2006.

The procedure of selection follows a multi-stage cluster design. The first stage was the selection of two municipalities by probability proportional to the size of barangays (barangays as measure of size). Legaspi City and Polangui were chosen for Albay province and Hinunangan and St. Bernard were selected for the province of Southern Leyte.

The second stage selection began with the construction of a frame for affected and least affected barangays. The categorization on gravity of disaster loss (affected and least affected) was based on the assessment of the NDCC and the Mines and Geosciences Bureau (MGB) of the Department of Environment and Natural Resources Rapid Geo-hazard Assessment. Two frames were evolved: affected barangays and least-affected barangays. From each frame, two barangays were selected (cf. Table 1).

At the outset, this study had established the sample size to be 800 households (400 households for each province), a sample deemed to give five percent (5%) level of accuracy on estimates derived and a 95 percent confidence level. The determination of the sample size was accomplished using the Cochran formula.

Fifty (50) sample households will be selected by systematic sampling from each of the barangays. The selection procedure is as follows:

- 1) Obtain the total number of households in a selected barangay.

Example: (Sug-angon, St. Bernard)
= 252 households

- 2) Determine sample interval by dividing the total households with

desired sample size

$$k = \frac{252}{50}$$
$$= 5$$

- 3) Select a random start between numbers 1 – 5

Example: 3

- 4) Find a reference dwelling unit (this could be the house of the barangay chair, a house with a sari-sari store, etc.; start from the northeast portion of the area and go in serpentine direction). Find the 3rd house that will be your first sample. Count 5 houses from there on to determine the next sample household.

[Note: the National Statistics Office 2003 figure indicates a one-to one correspondence between house and household.]

Table 1. Sample Barangays Chosen, MICRODIS Project – Philippines

1. Southern Leyte	
A. St. Bernard	
<i>Most Affected</i>	<i>Least Affected</i>

1. Nueva Esperanza 2. Sug-angon	1. Lipanto 2. Malinao
B. Hinunangan	
<i>Most Affected</i> 1. Calinao 2. Palongpong	<i>Least Affected</i> 1. Patong 2. Sto. Niño
2. Albay	
A. Legaspi City	
<i>Most Affected</i> 1. Bonga 2. Matanag	<i>Least Affected</i> 1. Cabagnan 2. San Francisco
B. Polangui	
<i>Most Affected</i> 1. Kinale 2. Balangibang	<i>Least Affected</i> 1. Maysuna 2. Napo

ROLES AND DUTIES OF INTERVIEWER

The interviewer plays a crucial role in this type of research project. The quality of data gathered depends largely on how he/she presents the questions and is able to elicit accurate and relevant information from the respondents.

The duties of interviewer include:

- 1) Locating the correct sample household.
(Reporting to supervisor if there is a problem in locating the correct sample household.)
- 2) Reporting to supervisor for call-backs and refusal to be interviewed.
- 3) Conducting the interview and editing the questionnaire before submitting to supervisor.

Bear in mind that as an interviewer you have an ethical duty to your Respondent. Anything that you observe or learn during an interview should never be disclosed to anyone. Assure R of the confidentiality of the responses and that answers will never be associated with her name during the data processing and analysis.

GENERAL INSTRUCTION

A. Basic Rules in Interviewing

Interviewing is a skill which is learned mostly by practice. But there are several good rules that will be helpful.

- a) An interview is a special kind of conversation. Courtesy and a friendly interest in what the person has to say is just as important as in ordinary conversation. Avoid asking any irrelevant questions that are not in the questionnaire. Ask the question in exactly the same way as it is found in the questionnaire. However, there are open-ended questions which demand further probing.
- b) While it is your job to ask every question in the questionnaire, you must remember that R does not have to answer them. Do not keep pressing for an answer. You should show neither pleasure nor displeasure if a respondent does not answer a question. Learn to keep your face impassive during the interview in order not to show your feelings, thereby influencing R in some way.
- c) Sometimes R may not want to talk about a question you have asked, or she/he may give a longer answer than is necessary. Do not engage in conversation by giving your own opinions, or by asking questions that are not in the questionnaire unless instructed to **probe**. You should neither agree nor disagree with R's views. Above all, you should show neither shock nor surprise at their opinions, no matter how you feel personally.

Always remember that you are representing MICRODIS, RIMCU and the CDRC and not yourself. Anything that you will do is a reflection on the institution that you represent. Be very circumspect in your behaviour as you may prejudice other researchers in the future by thoughtless actions or words. Think twice before you act. Remember you are a guest in R's home and should act accordingly.

If R talks too long about a certain question or talks about matters that have nothing to do with the question, listen for a while. As soon as you can, introduce the next question or check the answer to the question just asked.

- d) It is important to listen closely to R's answers. Sometimes the additional remark she may make or the thoughts she mentions while trying to recall a date or some other events, will give you answers to other questions that are coming.
- e) Sometimes R may not be sure how she wants to answer a question. When this happens, she may try to get some thoughts from you by asking questions of her own. It is at these times that you must be very careful not to give your own opinions or to suggest one possible answer over another. This includes being careful not to show an expression or a gesture that suggests you agree or disagree with her answer when she is uncertain. Just repeat the question with giving a range of possible replies.
- f) Do not be in a hurry to finish the interview but interviewer should not also waste time.

B. Instructions to Interviewer

Instructions to the interviewer always appear in CAPITAL LETTERS. The interviewer should be thoroughly familiar with the following instruction:

a) Skip/Go To

SKIP or GO TO Instruction, directs the flow of the interview and tell which questions are to be asked next. The instruction is written out. For example question D1.

DEMO 18. Does this household have landholding?
 Yes1
 No [→ DEMO 19].....0

It is very important to follow the SKIP/GO TO instructions carefully to avoid confusion and the possibility of asking inapplicable questions. In some

cases, unfamiliarity with the skipping instructions may cause serious errors that will make it necessary to return to R in order to rectify them, or they may also render the whole interview useless.

b) Choice of Words

Most questions are written exactly as they should be posed to R. In certain questions, a choice of the appropriate words has to be made. In some questions a slash (/) appears as part of the sentence. Depending upon circumstances you should decide which wording is appropriate.

c) Probe Instructions

Probing is a tool in interviewing to obtain a full, complete, and relevant answer from the respondent. An answer is probed whenever it does not adequately answer the question. Probing has two major functions:

1. to motive respondents to expand or clarify their answers; and
2. to make the respondent's answer precise so the irrelevant and unnecessary information can be eliminated.

When respondent says "I don't know", do not immediately settle for a "DK" reply. If you feel the respondent is just silent because she is thinking or recalling past events, be patient and wait for the answer. Later, you may use the following probes: "Well, what do you think?" or "I just want your own idea on that" or "Is it your main reason?"

If you think the respondent is saying "I don't know" because she is afraid of giving the wrong answer, you should say that there is no wrong answer and that you just want the respondent's opinion. However, if the respondent feels the question is too personal, always reassure her that the survey information is confidential.

Always probe “don’t know” at least once before accepting it as final, but be careful not to antagonize the respondent or force her to give an answer. You do not want her to give up the whole interview altogether.

d) Pre-Coded Response Alternative

For most questions, an attempt has been made to categorize possible responses into response categories, which are referred to here as “pre-coded response alternatives.” Whether possible, the interviewer should try to determine which of the alternatives best fit the answer given by the respondent and encircle the code corresponding to the alternative, as in the following example, where the answer is “At home”

- At home.....1
- At work.....2
- At school.....3
- In transit.....4
- Out about.....5
- Other (SPECIFY)_____ 6

In some cases, the interviewer may not be sure which alternative should be checked or encircled; in such cases, none should be checked, instead, the interviewer should **write out the answer in full in the space after the “Other” category** using the word of the respondent as much as possible. If the answer originally given by the respondent is inadequate for classification into one of pre-coded alternatives, or an additional category, **PROBE** to elicit whatever additional information is needed.

Unless instructed to do otherwise (as in multiple responses) **encircle only one** of the pre-coded responses.

e) Responses in a Table Form

In several blocks of questions, the answers will be entered in a table form. Whenever this is the case, you will be given specific instructions immediately

before the first question relating to the table or within a given question. Be sure to enter the answer in the correct row and column of the table. For questions with pre-coded categories, enter the codes or number of the category into the correct cell of the table.

f) Verbatim Answers and Transcription of Responses

Always write verbatim responses in the space provided if a question requires a verbatim response. If it is in the vernacular do not take time out to translate the answers. This will be done during the editing stage.

g) NR/DK/NAP Entries

Do not leave any of the questions blank. Any of the following entries should be used appropriately.

1. No Response (NR)

If the interviewer, even after probing, is unable to obtain a response to a particular question, write "NR" and proceed to the next question.

2. Don't Know (DK) Response

There might be questions that will elicit a "Don't Know" response. Each time you have to accept a "don't know" as the final response be sure to write DK on the right side of the question where your supervisor can easily see it so she knows that the question was neither omitted or overlooked.

3. Not Applicable (NAP)

Skip instructions and predetermined characteristics of the respondent will render some questions not applicable to the said respondent. In this case write "NAP" on the space provided for the answer.

h) Correcting Errors

If an error is committed in entering responses in the questionnaire, you should just draw a line above the answer. If R does not give a response to a

particular question, always repeat the question. In either instance you must not give any example of the possible answer.

i) Editing the Questionnaire before Submission to the Supervisor

The process of reading and checking through the questionnaire is called “editing” and it is an important part of your job as an interviewer. You should read through the schedule at least once, to check for accuracy, completeness and legibility as soon as possible before leaving the respondent’s house. This would give you the opportunity to ask for questions which were omitted by mistake or to correct/clarify mistakes or vague responses.

Editing each questionnaire soon after it has been completed would enable you to become aware of your errors, and would thus help you in avoiding the same errors in the next interviews. Also, editing gives you the opportunity to correct errors and omissions in recording.

THE HOUSEHOLD SURVEY INSTRUMENT

The interview schedule is made up of four modules: core, social, health, and economic modules. The questions are grouped into blocks of topics.

Part 1. Core Module

Block 1- Identification and Interview Result (Reg 1 – Reg 4)

1. Consent Form (CF1 – CF7)
2. Household Roster, Household Landholding and Ownership of Livestock (Demo 1 – Demo 19)
3. Occurrences of National Disaster (A1 – A2)
4. Experiences During Reference Disaster (A3 – A31)

Block 1 (Reg 1 – Reg 4) is designed to yield information that serves to identify the locale of the sample household and identifies the interview status and records the various field office procedures undertaken. This will also indicate the number of visits made by the interviewer to the sample household. It might be necessary to visit the respondent’s house more than once, you should encircle the appropriate codes and filled out the spaces for date of last visit.

Block 2 (CF 1 – CF7) consists of screen questions to determined respondent's

possible eligibility and willingness to participate in the survey.

Block 3 - The Household Roster, Household Landholdings and Ownership of Livestock (Demo 1 – Demo 19) will yield information on the demographic characteristics of the sample household. It will also attempt to gather data on basic background characteristics of members of sample households like sex, age, main and secondary occupation, marital status, and religion.

- Demo 2 (members of the household)

A member of the household is a person who is currently residing and sharing in the regular meals with the other members of the household including those who are temporarily away (studying, vacationing, away on errand) but are expected to be back.

Block 4 - Occurrences of Natural Disasters questions (A1 – A2) are designed to yield information about the sample household's experiences of natural disasters. Data to be gathered will include the number of natural disasters that the sample household experienced, type of natural disasters, magnitude or severity of experienced natural disasters, and when these disasters struck.

Block 5 questions (A3 – A26) are also designed to yield information regarding the sample household's experiences during reference disaster. These are information on the effect and damages brought by reference disaster to their dwelling place/unit, schooling, and occupation/livelihood. These questions will also yield information if there are warnings received regarding impending disaster. Data on the perceived danger that this particular disaster posed on the life of respondent will also be gathered. The questions will also yield data on the different types of support that the sample household received when the reference disaster struck.

Part 2. Social Module

1. Individual Coping (B1 – B8)
2. Received Social Support (B9 – B13)
3. Sense of Community (B14 – B30)
4. Functioning and Quality of Life (B31 – B45)
5. Coping Behavior and Social Protection (B46 – B61)
6. Other Major Life Events (C1 – C15)
7. Communal Coping (C16 – C36)
8. Perceived Social Support (C37 – C44)
9. Social Capital (C45 – C46)
10. Psychiatric Symptoms (C47 – C95)
11. RTI Symptoms Before and Right After Disaster (C96 – C99)

Block 6 Individual Coping (B1 – B8) consists of questions that measure the severity and on how traumatic was this disaster experience for the respondent at the time. Data to be gathered will also include the effect of the disaster on the respondents' life, how they were able to do different things to deal with the consequences of the

disaster, and how much the respondent did certain things to deal with the consequences of the disaster.

Block 7 Received Social Support (B9 – B13) questions are designed to yield information on the respondent's relationship with other people like his family, friends, co-workers or other people in his community. Data on the recent changes on the number of his contacts with other people and the reason for this change will also be gathered. Important information to be gathered on Block 7 is how much of the different types of social support that the respondent received from his family (wife/partner, children, and other family members), friends, government organizations, and non-government organizations. Social support can be in the form of emotional support (sense of care, safety and security) and material assistance or practical assistance.

Block 8 Sense of Community (B14 – B30) consists of statements that will measure how well the respondent gets along with and/or trust other people. It will also measure the degree of trust and solidarity that the respondents have in his community.

Block 9 Functioning and Quality of Life (B31 – B45) are questions that are designed to yield information on the respondent's health in general, the activities that he does during a typical day, and if his health now limit him in doing these activities. Information to be gathered in this block will be about the health problems that the respondent's may have and might hamper his ability to perform regular daily activities.

Block 10 Coping Behavior and Social Protection (B46 – B61) consists of questions that are designed to yield data on the respondent's household coping through self protection strategies when the disaster struck. Data to be gathered in this block will be on how the household financially coped with the disaster, who decided how to spend the financial resources (raised personally or received as assistance) to cope with the disaster and to what extent did household change their food pattern to cope with lack of resources due to the disaster. Information that describes the household's food situation before and after the disaster will also be gathered in this block. Other data to be gathered is the household coping through social protection support as we would like to learn about the kinds of support which helped the household recover from disaster and from whom did they get this.

Data to be gathered in Block 11 Other Major Life Events (C1 – C15) are about other stressful or disturbing events that the respondent experienced. Major events that cause stress and trauma can be in the form of abduction, death of a loved one, a life-threatening medical problem or disease, war or an armed military conflict, violent crime committed against the respondent like physical and sexual molestation (robbery, serious physical injury, rape) and physical and material deprivation (lack of food, water and lack of shelter).

Block 12 Communal Coping (C16 – C36). Data to be gathered in this block are about the effect of disaster on the life of the respondent and how people do different things to deal with the consequences of the disaster. The statements in this particular block will gauge how did the respondent did certain things to deal with the consequences of the disaster.

Block 13 Perceived Social Support (C37 – C44). Data to be gathered in this block are about social support that the respondent thinks he will be able to get when he needs it. Each question designed in a statement form will measure respondent's attitude on social support that he expects from people whom he thinks he can rely on.

Block 14 Social Capital (C45 – C46.) Data to be gathered in this block are about groups or associations, networks, and organizations to which the respondent belongs. These could be formally organized groups or just groups of people who get together regularly to do an activity or talk about things. Does respondent consider himself active or non-active within these organizations and on how many groups or associations does he belong that relate to his main economic activity (for example, farming, fishing, trade, manufacturing, etc). Likewise, on how many groups or associations does respondent belong with the following: associations that deal with finance, credit or savings, associations that deal with health or education issues, political groups, religious groups or associations, and ethnic groups also gathered in this block. At the end of the block a total on the number of organizations in which the respondent or any members of his household currently belong to and which one is the most important to him will be gathered.

Data to be gathered in Block 15 Psychiatric Symptoms (C47 – C95)) are those that deal with common reactions of people who went through a disturbing event. We would like to know if the respondent experienced some of these reactions after the natural disaster. The set of statements and questions in this block is designed to indicate how much the disturbing event or disaster mentally bothered the respondent and his state of mental health.

Block 16 RTI Symptoms Before and Right After Disaster (C96 – C99). Data to be gathered in this block is about a woman's experiences of reproductive tract infections before and right after the reference disaster episode and the availability of health services in the area before and right after the disaster episode.

Part 3. Health Module

1. Water and Sanitation (D1 – D2)
2. Access to Health Care (D3 – D6)

Block 17 Water and Sanitation (D1 – D2). Data to be gathered in this block is about the respondent's household source of potable water and sanitation facilities before and right after the reference disaster episode.

Block 18 Access to Health Care (D3 – D6). Data to be gathered in this block is about the respondent's household access to health care and individual health characteristics of the household. Information regarding occurrence of death, injuries, and infectious diseases of household members during and right after reference disaster episode occurred will be gathered for this block.

Part 4. Economic Module

3. Valuation of Damages Caused by Most Recently Experienced Natural Disaster
 - E1 – Damages to Household Members
 - E1.2 – Damages on Residential House and Amenities
 - E1.3 – Damages on Household Goods and Valuables
 - E1.4 – Damages on Agriculture, Horticulture, Social Forestry Production
 - E1.5 – Damages on Livestock
 - E1.6 – Damages on Household-Based Industry and Small-Scale Industry/Commercial Activities
 - E1.7 – Damages on Public Infrastructure
4. Temporary Displacement and Migration (E2.1 – E2.4)
5. Impact on Monthly Income and Expenditures (E3.1 – E4.4)

Block 19 – Valuation of Damages. Data to be gathered in this block is to validate the damages incurred when the reference disaster episode struck. The questions are designed to yield information on the physical damages sustained by household members, damages to dwelling and amenities owned by the household, damages and household goods and valuables, losses incurred due to damages of agricultural and livestock production of the household, household-based and small-scale industries, and other commercial activities that the household is engaged in. This block is also designed to yield data on damages to public infrastructure facilities of the community and its impact on the respondent's household.

Block 20 - Temporary Displacement and Migration (E2.1 – E2.4). Data to be gathered in this block will be about household member's who were temporarily displaced or migrated due to the last experienced natural disaster. Information on details about the displacement/migration of the household members will also be gathered.

Block 21 - Impact on Monthly Income and Expenditures (E3.1 – E4.4). Data to be gathered in this block will be about how much the respondent's household spends an average per month on household expenditures e.g. food, clothing, fuel/electricity, medical, education, transport and communication expenses, payment of loans and other liabilities, etc. and the household's sources of income before and after the reference disaster episode. It is also designed to gather data on the willingness of community residents to donate labor for flood control projects and the estimated cost of damages due to floods.

Appendix D: Field Research Guide: Qualitative Component

Field Research Guide: Qualitative Component

A. Background

1. Introduction to Field Research Guide

This field research guide is designed for the qualitative component of the MICRODIS Project “Integrated Health, Social and Economic Impacts of Extreme Events: Evidence, Methods and Tools.” It provides the following:

- background information of the overall study;
- the work program/research plan of the qualitative phase;
- some practical skills and techniques in data collection; and
- the guide for various qualitative data collection technique.

2. Background of the MICRODIS Study

Disaster losses are on the rise with grave consequences for the survival, dignity, and livelihood of individuals and communities, particularly of the poor in developed and less developed countries, and for development gains. Disaster risks are increasingly a global concern and actions in one region can have impacts on risks in another. This, compounded by increasing vulnerabilities related to changing demographic, technological, and socio-economic conditions, unplanned urbanization, development within high-risk zones, underdevelopment, environmental degradation, climate variability, climate change, geological hazards, competition for scarce resources, and the impact of epidemics such as HIV/AIDS, points to a future when disasters could increasingly threaten the world’s economy, its populations, and the sustainable development of developing countries, in the past two decades, more than 200 million people have been affected, an average, every year by disasters.

Disaster risks arise when hazards interact with physical, social, economic, and environmental vulnerabilities. Events of hydro-meteorological origin constitute the large majority of disasters. Despite the growing understanding and acceptance of the importance of disaster risk reduction and increased disaster response capacities, disasters - and in particular the management and reduction of risk – continue to pose

a global challenge.

There is now international acknowledgement that efforts to reduce disaster risks must be systematically integrated into policies, plans, and programmes for sustainable development and poverty reduction, and supported through bilateral, regional, and international cooperation. Sustainable development, poverty reduction, good governance and disaster risk reduction are mutually supportive objectives. In order to meet the challenges ahead, accelerated efforts must be made to build the necessary capacities at all levels to manage and reduce risks.

The MICRODIS project locates itself within the above framework. Its scope encompasses disasters caused by hazards of natural origin and related environmental and technological hazards and risks. It thus reflects a holistic and multi-hazard approach to disaster risk management and vulnerability reduction and to the relationships between them that can have significant impacts on social, economic, and health systems.

The goal of the project is to strengthen prevention, mitigation, and preparedness strategies in order to reduce the health, social, and economic impacts of extreme events on communities. The objectives of the MICRODIS project are to strengthen the scientific and empirical foundation on the relationship between extreme events (earthquakes, floods, and windstorms) and their impacts; to develop and integrate knowledge, concepts, methods, and databases towards a common global approach and to improve human resources and coping capacity in Asia and Europe through training and knowledge sharing.

3. Concepts and Definitions

(International Strategy for Disaster Reduction [ISDR], 2004)

Extreme Events: A serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or

society to cope using its own resources.

Hazards: A potentially damaging physical event, phenomenon or human activity that may cause the loss of life, injury, property damage, social and economic disruptions or environmental degradation. Hazards can include latent conditions that may represent future threats and can have different origins: natural (geological, hydro-meteorological, and biological) or induced by human pressures (environmental degradation and technological hazards).

Vulnerability: The conditions determined by physical, social, economic, and environmental factors or processes which increase the susceptibility of the community to the impact of hazards.

4. Rationale and Objectives of the Qualitative Component

The qualitative component primarily is designed to supplement quantitative data. Topics and questions revolve around a) individual level data and b) community mechanics and dynamics of coping and reconstruction.

1. The specific objectives include:
 - a) To probe into disaster experiences and to capture its social, economic, and health impact.
 - b) To uncover mitigating circumstances that makes coping during disaster less difficult (e.g. support/assistance received, social capital mechanism)
 - c) To investigate the process of recovery, rehabilitation, and reconstruction.

5. The Methodology

Methods of Data Collection. Two data collection methods are employed: Focus Group Discussion and In-depth interview.

A. Focus Group Discussion (FGD)

Krueger (1994) emphasizes that a focus group is a carefully planned discussion

(facilitated by an interviewer) designed to obtain perceptions on a defined area of interest in permissive, non-threatening environment. It is typically composed of seven to ten participants who are selected because they have certain characteristics in common that relate to the topic of the focus group.

Participants in a focus group discussion talk freely and spontaneously on an issue considered important to the research investigator. The atmosphere is a natural and relaxed for the interviewees. Participants are encouraged to express their own views on certain points, so that there is interaction between group members.

FGD relies not just on questions and answer responses, but also on the interaction between participants within the group (Morgan, 1988). Hence, by their very nature, FGDs are not useful in obtaining information considered private or behaviors that might be looked down upon by others.

When a researcher is interested in how individuals form particular perspective of a given topic, and the focused interaction allows participants to exhibit agreements or disagreements of the problem under discussion then focus groups are appropriate (Argides, 2000).

Composition/Selection. For the focus group session to be maximally productive, group members should be drawn from a relatively homogeneous group with similar characteristics (particularly those characteristics likely to influence status within the group). Selection based on commonalities of participants rather than on variety facilitate the free flow of discussion.

In the conduct of Focus Group Discussion, the following should be observed:

1. Explain the nature of the session and the conduct of discussion. They have to talk

a bit louder in order to be heard by all.

2. Confirm the duration of the session, how long it will last, and that refreshments will be served.
3. Request to record the proceedings on tape.
4. Read the oral consent form and stress that information obtained will be kept confidential

Moderator/Facilitator. The task of the moderator or facilitator is to guide the discussion, ensure that all members participate freely, control the more dominant members, and ensure that the range of topics that need to be discussed are covered. The moderator usually prepares a discussion guide listing the major topics to be covered and some key open-ended questions, and prompts that can be used to guide the discussion in the desired direction or to stimulate discussion if attention seems to be flagging.

Observer/Note-taker. Usually, the moderator is accompanied by an observer/note-taker whose task is to operate the tape-recorder (if one is used), take notes of the conversation (especially critical if a tape-recorder is not used), note who says what (important even if the group is taped), observe and record body language and interactions within the group that may provide clues to the validity or acceptability of particular views, as well as assist the moderator to conduct the group.

Note that the principle of respect for persons establishes the right of both clients and providers to hear about the nature of the study, about any risks and benefits associated with the participation, and that they can withdraw from the study at any time.

It also requires that the subject is given the opportunity to ask questions about the study before consenting. Clear guidance must be provided to field researchers to emphasize the purely voluntary nature of all participation. Consent given should not be under duress.

The Conduct of FGD

1. Make sure that the following are ready before you start
 - name tags
 - cassette recorder (with fresh batteries) and with blank tapes ready for recording
 - extra blank tapes
 - snacks
2. Warm-up/Orientation
 - obtain basic information (fill in information sheet of participants)
 - introduce self, agency affiliation, and roles of facilitators and documenters
 - ask participants to briefly introduce themselves
 - explain why participants were chosen
 - ensure confidentiality/anonymity and the right to answer or not to answer
3. Explain the objective of the study
 - emphasize that there are no wrong answers
 - session will last for more than an hour

B. The In-depth Interview (IDI) Respondent

Respondents And FGD Participants. The IDI respondents will be purposively chosen and identified from household survey. The criteria for selection includes: 1) those who are greatly affected; 2) those who are residents before and after disaster; and 3) those who are willing to participate and discuss.

A total of 24 IDIs (12 from each province of Albay and Southern Leyte) will be conducted. The selection and identification will be confined to affected areas only. To get the impact and variety of experiences, 3 subgroups of people are to be

interviewed, namely, mothers (2), heads of households (2), and adolescents (2) from each sample of affected community.

A total of 8 FGDs (4 from each province of Albay and Southern Leyte) will constitute the community discussions. This translates to 1 FGD in each affected sample barangay.

The participants will include community leaders, active members of religious groups, officials of local government units, officials of women's organizations and youth groups.

Important considerations in the conduct of In-depth Interview. In-depth interview (IDI) is characterized by extensive probing and open-ended questions. It is conducted on a one-on-one basis between the respondents and a highly-skilled interviewer. IDI is appropriate when collecting data on complex subject matter and a knowledgeable respondent.

There are important considerations to observe to ensure success in conducting in-depth interview:

- Accurately receiving the information. This can be inhibited by interviewee's fatigue, interviewee's boredom, interviewer's bias, interviewer's preoccupation with note-taking and technical language alien to interviewee.
- Accurately recalling the information. Inability to accurately recall may be due to confusion of content between interviews, selective retention on the part of interviewer, and attempts to retain too much information.
- Critically evaluating information
 - **Interviewer must have the ability to identify the actual level of richness of content provided. Interviewer must steer the respondent from giving irrelevant information.**
- Avoid acting upon the information being received and altering the interview as it takes place. The ability of the interviewer to regulate the information

within a given interview is really an issue of probing, focusing, and staying on track with respect to the interview objective.

Guidelines to remember!!!

1. *The Conduct of In-depth Interview (IDI)*

During the conduct of IDI, the interviewer aside from asking the questions will also record responses and observe the respondent. The steps outline below should be taken as guideline, not an absolute direction to follow. Flexibility is allowed as deemed appropriate.

- **Choose a venue that will provide privacy and conducive for interview with less distractions and interruptions.**
- **Always maintain eye contact with the respondent during interview.**
- **Prior to asking questions, the interviewer must explain the objectives of the study and do not forget to ask the respondent if he/she will allow you to tape the interview.**

2. *Desirable behavior of Interviewer*

- a) skill in in-depth probing
 - **remaining silent**
 - **restating what the respondent has said**
 - **repeating the respondent's word/phrase**
 - **clarifying respondent position**
- b) using the third person technique
- c) sensitivity to the receptivity level of respondent's disclosure at any given time during the interview.
- d) reviewing information provided at an earlier stage of the interview

3. *Pitfalls to be avoided when conducting in-depth interview*

- a) losing control over the conversation
- b) making judgmental comments
- c) acting like "an expert"
- d) educating/lecturing to respondents

4. *Common Errors in In-depth Interview*

- Allowing respondent to dominate the interaction.
- Remaining too long on a topic; continuing to repeat questions even after the participants have nothing additional say.
- Using the same word to repeat the questions instead of probing what has been said or noticing new ideas and asking respondents to elaborate.
- Interrupting people who being to express a different point of view by repeating the original question as if the speaker is not addressing it.
- Accepting comments on what people should do without probing what they actually do and why there is a difference.
- Not probing the logical conclusions of ideas ("if that, then, what?" or simply "why?").

- Not probing assumptions to see where they come from (“Why do people say that?”).
- Letting a good question drop if it is not answered immediately.
- Failure to explore vague or non-specific terms or to clarify vernacular expression that may not be familiar to the researcher.
- Asking leading questions that might bias the answers; for example, “Don’t you think that...?” or “Would you agree...?”

5. Always Probe

Probing does not mean suggesting a more interesting answer. Probes that suggest answers are leading probes and must be avoided.

Examples of leading probes not to be used:

- Do you mean...?
- Are you saying that...?
- Is that the only thing you can think of...?
- You do not mean that...?

Good non-leading probes are usually general inquiries such as:

- How do you mean?
- In what way?
- What other ways do you know?
- There is no hurry. Take a moment to think about it and tell us what comes to your mind.

3. Record body language and non-verbal communication

Respondent’s voice or physical movement may communicate more than what he/she is actually voicing. An idea stated forcefully or even angrily might emphasize the strength of a person’s conviction.

Guide Questions for In-depth Interview

Objectives: To probe into disaster experiences and to capture social, economic, and health impact of disaster.

To uncover mitigating circumstances that makes coping during disaster less difficult.

To determine the process of recovery, rehabilitation, and reconstruction

=====

Information Sheet for IDI Respondent

Name: _____ Sex: _____
Barangay: _____ Age: _____
Marital Status: _____ Current
Educational: _____
Attainment: _____
Occupation: _____
No of Children (if married): _____ Ethnicity: _____

=====

Topics

A. Disaster Experiences and Its Impact

A1. Please describe the events that you remember prior to the disaster. Were there indicators of the calamity to happen? Were you prepared for the impending disaster?

A2. Causes of Natural Disaster

- What do you think are major causes of extreme events/natural disasters?
- What were the triggering events that led to the occurrence of natural disaster?

A3. People Affected

- How many people were affected? Please describe the destruction brought

about by the disaster [PROBE the magnitude of losses and damages.]

- Were there people who died or were injured?
- IF YES: How many people died? How many were injured?
- Who were those who died?
- Who were those who were injured?
- How many were displaced? Where did they evacuate? How long did they stay there?
- Please describe the evacuation site. What are the major changes in the lives of women/men in the evacuation site?

A4. What are major changes in the lives of women/men after they returned to their place of origin?

- Has the occurrence of natural disasters changed relations between individuals and groups? If so, in what ways?

Social Impact

A5. What are the roles of people in various age group in disaster situation?

- What are the women's/men's roles?

A6. Were there cases or events of conflict among people? Why?

- Were there instances of violation to one's right?

Emotional and Psychological Impact

A7. Please describe how people help one another.

- Were there discrimination in distribution of assistance (especially food items and basic necessities)?
- What about you? What can you say were the effects of disaster? [PROBE for mental and psychological disturbance]
- How disturb were you shortly after the disaster? How long have you

suffered? What did you do to mitigate the experience?

Economic Impact

A8. What are the economic impact?

- What is/are the negative impact of natural disaster to your livelihood?
- Have you incurred damages and losses? What are they?

Health Impact (Reproductive Health)

A9. Were there people who get sick? Died? What happened?

- What are the common illnesses during and right after disaster?
 - Were they able to seek medical assistance?

A10. During disaster, do you know of occurrences of birth delivery? Please describe how the baby is delivered? Who provided assistance?

- What about cases of miscarriages and vaginal bleeding? Please relate how it happened?

A11. During the event, what happen to health services? Were did you seek health assistance? Specifically, how do women access health services they need?

- For example, contraceptive methods?

B. Mitigating Circumstance and Sense of Community

B1. Now, let me ask you about support you received during disaster. (PROBE for specific support/assistance received.)

- Who helps the most? [PROBE for assistance given by relatives, family, and friends.]
- Who are the active stakeholders in the community? [PROBE for assistance given by religious groups, line agencies, LGUs.]
- What can you say on the manner of helping one another? Do you feel you can rely on community members? Do you trust them to extend help?

B2. How much trust will you give to the local government units to help you? Were they prepared to help during disaster?

- Are they prepared now if disaster occur?

B3. What traits and capacities were demonstrated during disaster that helps people? [PROBE for both positive and negative traits and capacities e.g. sharing and other forms of “*pakikipagtulungan.*”

B. Process of Recovery, Rehabilitation, and Reconstruction

C1. Please tell us what happen after disaster.

- What did you do to recover your losses and damages?
- How long were you able to recover?
- Were there losses/damages that are irreplaceable? What were these damages?

C2. Were those who evacuated return to their houses?

- Were there people who did not come back? Why

C3. Are there rehabilitation and reconstruction efforts done?

- What are these and who initiate or organized them?

FGD Guide Questions

These guide questions are deemed to answer the following objectives:

Objectives: To probe into disaster experiences and to capture its social, economic, and health impact to the community.

To uncover mitigating circumstances that makes coping during disaster less difficult for the community.

To determine the process of recovery, rehabilitation, and reconstruction of the community affected by the disaster.

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Information Sheet for FGD Participants

Name: _____ Sex: _____

Agency Affiliated: _____ Age: _____

Position: _____

Educational Attainment: _____

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Topics

A. Hazards and Vulnerabilities

- A1. In the past five years, what are the natural disasters that occurred in the community?
- A2. In your opinion, what account for the occurrence? [PROBE for the hazards e.g. environmental degradation, population growth, etc.)
- A3. Are there mechanisms to prevent the damages in the community? How prepared is the community for the disaster?
- A4. In your assessment, how vulnerable is the community and the people? Why?
- A5. Are people and government aware of their vulnerability? How do they minimize or reduce their vulnerability?
- A6. Were people aware of the incoming disaster event?
- How did they know?
 - Were there preparation on the part of the people?

Health Impact (Reproductive Health)

- A7. Were there people who get sick? Died? What happened?
- What are the common illnesses during and right after disaster?
 - Were they able to seek medical assistance?
- A8. During disaster, do you know of occurrences of birth delivery? Please describe how the baby is delivered? Who provided assistance?
- What about cases of miscarriages and vaginal bleeding? Please relate how it happened?
- A9. During the event, what happen to health services? Were did you seek health assistance? Specifically, how do women access health services they need?
- For example, contraceptive methods?

B. Community Response

- B1. During the occurrence of disaster, what were the reactions of people? Of local officials? Of health providers?
- Please describe what had been done to save lives and to mitigate the damages?
- B2. How do people behave, what pattern of relationship emerge? [PROBE for norms being followed, sharing, an other Filipino values of sensitivity, concern, and of oneness.]
- What were negative traits that manifest during disaster? What were the positive traits?
- B3. How do institutions and organizations respond to the disaster? What support and assistance were given?

C. Social Capital

- C1. Let me ask you about networks and collective action in your community. Is “*bayanihan*” or collective work/action a norm in the community?

- How do you describe community spirit?
 - What are the usual activities where people render collective action?
 - Were there losses/damages that are irreplaceable?
- C2. What are the activities in which people give assistance?
- How does this exchange of action work?
 -
 - Please describe community sanction for those who refuse to contribute (time, efforts, etc.) to this collective action.
- C3. What are the responses of people if ask to render unpaid voluntary labor for the common good?

D. Inclusion

- D1. Are there sectors/groups or individuals in the community who are excluded in community activities? If yes, who are these sectors/groups or individuals who are excluded?
- What specific activities are they excluded?
 - What is the reason for exclusion?
- D2. Are there instances that they are discriminated? Why?
- Are they excluded in availing health services and economic assistance during disaster?
- D3. How are relief goods and assistance distributed? Are these criteria for distribution?
- D4. In general, do you think there is something good that comes out of it? What is it?

E. Recovery and Rehabilitation

- E1. In general, has this community and its people recovered from the disaster? Why or why not?
- E3. What are the mechanics of recovery? Can you describe the process? How do people greatly affected recovered from the economic loss from mental disturbances and from social relationship?
- E4. What are the reconstruction activities? Who initiated and who provided support?
- E5. What are the lessons learned from disaster? What are the concrete ways to prevent another occurrence?
- What are the ways to mitigate the loss of lives and properties?

Appendix E: Pictures

During Training







During Fieldwork





