# MYANMAR RED CROSS SOCIETY

Community Engagement and
Accountability Minimum Standards Commitments and

## Key Actions

# Myanmar Red Cross Society Community Engagement and Accountability Minimum Standards

## Commitments and Key Actions

August 2016



### Introduction

Community Engagement and Accountability (CEA) is an approach that helps to put people and communities at the centre of what we do. CEA is not a separate sector or programme, it is a set of interventions to be integrated into existing programmes or operations. CEA is the process of and commitment to provide timely, relevant and actionable life-saving and life-enhancing information to communities, foster two-way communication approaches, and support an environment of greater trust and accountability. The ultimate objective is to strengthen people's capacity to take an active role in resilience-building initiatives by enabling communities to become more knowledgeable, skilled and connected, and ultimately bring about the behaviour and social changes needed to address risks and underlying vulnerabilities.

The Myanmar Red Cross Society (MRCS) recognises that there is a duty of accountability to those we aim to assist, and that by engaging with communities and being accountable to them our programming and activities will be of better quality, have a greater impact, help crisis-affected people recover more quickly and lead to more sustainable development. This is reflected in the MRCS Strategy 2016 – 2020 that integrates Community Engagement and Accountability (CEA) as both a cross cutting issue and a strategic objective, with an outcome clearly stating that "All programs include a community engagement component based on a set of minimum standards for accountability." Additionally, the MRCS Communications Policy includes community engagement; the MRCS Partnership Framework recognises accountability to target populations as a key partnership principle; and the PMER Framework recognises CEA as a cross cutting issue in community based programming.

In order to work towards the aim of the Strategic Plan 2020 to integrate CEA into all work of the National Society, in 2016 a set of CEA Minimum Standards and a supporting toolkit were developed with support from IFRC. These standards and tools focus on how to build on  four foundational pillars of CEA – transparent communication, involvement, feedback mechanisms and community-led monitoring and evaluation – into all MRCS operations: at community based programme, branch and emergency response levels, as well as at organisational level.

When developing the standards a number of different internal and external community engagement and accountability documents and guidelines were consulted, for example the Core Humanitarian Standard, with a particular focus on work that has already been conducted in the Red Cross Movement.[1]

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[1]Such as the East African IFRC and National Society Accountability to Beneficiaries Minimum Standards, the Movement Community Engagement and Accountability Guide and the British Red Cross Minimum Standards for Accountability in Mass Sanitation ERU.

# The standards
## key commitments and actions

In order for MRCS

As an organisation and within community based programming, branch and emergency response activities – to meet what the National Society has defined as their minimum standards for CEA for these areas, key commitments must be upheld though a series of activities and actions. These are presented in two sections:

1. Organisational level commitments

2. Commitments for operations

"Operations" includes branches, community based programming and emergency response, and therefore these commitments, and the practical actions required to meet them, are then divided into three sections:
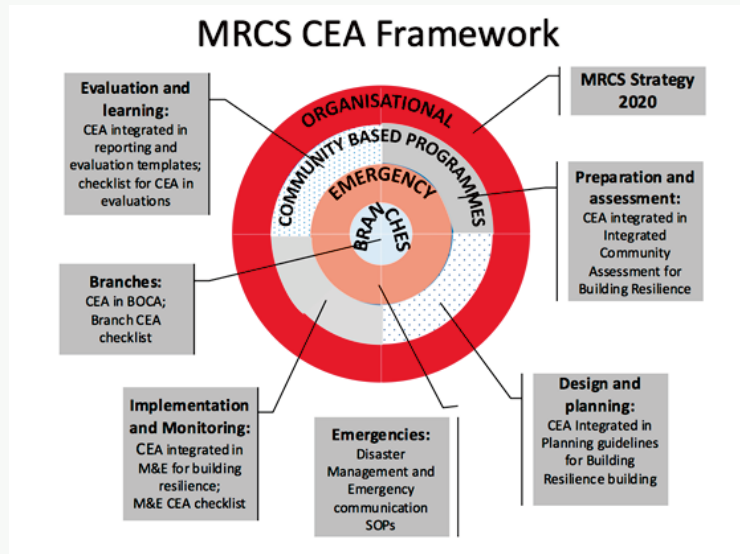
1. Community based programmes: key actions to meet the commitments are aligned to each stage in the programme cycle, with a corresponding list of tools to support MRCS to meet these commitments and to support programme managers to identify and implement the different actions required at each stage of a programme. The activities relating to programmes are prioritized in three categories to make them more achievable at some level in all programmes. This is closely linked and integrated to the MRCS PMER framework and resilience programming guidance and tools.

2. Emergency response: A key set of activities was designed by response phase. This is linked to the CEA activities already included in the small to medium scale SOPs and revisions of other DM tools and policies will be updated to reflect the standards (including the DM policy, contingency plan, ERT curriculum)

3. Branches: For branches a key set of activities was designed for each of the four CEA commitments. This is linked to BOCA, branch guidelines and OD.

As each programme, response and branch are unique, the standards and toolkit are intended as a flexible resource and should act as guidance, and as a useful starting point for how to build CEA into MRCS work and what, at a minimum, we should be aiming to achieve. To make them as practical as possible, care has been taken to integrate the actions and tools into as many other ongoing activities, programmes, processes, policies and guidance documents of the National Society. As such each section has a slightly different structure. This is an ongoing process and should continue as existing policies, guidance and processes are revised, or new ones developed. Most importantly, this should not be seen as a standalone initiative, but as a core part of the work of MRCS.



## MRCS CEA Framework

**ORGANISATIONAL**
**COMMUNITY BASED PROGRAMMES**
**EMERGENCY**
**BRANCHES**

**Evaluation and learning:**
CEA integrated in reporting and evaluation templates; checklist for CEA in evaluations

**Branches:**
CEA in BOCA; Branch CEA checklist

**Implementation and Monitoring:**
CEA integrated in M&E for building resilience; M&E CEA checklist

**Emergencies:**
Disaster Management and Emergency communication SOPs

**Design and planning:**
CEA Integrated in Planning guidelines for Building Resilience building

**Preparation and assessment:**
CEA integrated in Integrated Community Assessment for Building Resilience

**MRCS Strategy 2020**

# CEA ORGANISATIONAL COMMITMENTS

The following three commitments and key actions are the foundation for ensuring a strong level of accountability across the organisation, for staff and volunteers and when working with partners. The inclusion of CEA in both the 2016 – 2020 Strategic Plan and in the Partnership Framework (2016) have already achieved some of the key actions towards the three commitments.

## COMMUNITY ENGAGEMENT & ACCOUNTABILITY  ORGANISATIONAL & PARTNERSHIP COMMITMENTS

| NO. | COMMITMENT | ACTIONS |
|---|---|---|
| 1 | Holding ourselves accountable: We will make an organizational commitment to community engagement and accountability and embed it into our ways of working<br><br>This commitment will be set out in a written statement, both at strategic and operational levels. | i. A commitment to community engagement and accountability is documented in the strategy of the National Society. This statement is shared internally, included in project documents and is communicated to all stakeholders (including communities)<br><br>ii. A strategy and Plan of Action for putting community engagement and accountability into practice is in place. This includes a management decision on who is responsible for ensuring the various aspects of CEA are implemented. |
| 2 | Staff and volunteers: We will ensure staff and volunteers have the competencies and resources needed to meet the MRCS's commitments<br><br>MRCS shall train staff and volunteers and ensure they have the necessary competencies and resources that enable them to meet the commitments to community engagement and accountability. | i. CEA responsibilities are written into job descriptions where appropriate.<br><br>ii. All programme staff have reviewed the CEA minimum standards, requirements and toolkit.<br><br>iii. All staff and volunteers receive a briefing on, and sign, the Code of Conduct.<br><br>iv. Adverts for local staff and volunteer positions are posted widely in the local community. |
| 3 | Partnerships: Collaborating with partners to strengthen CEAMRCS will work with partners to raise awareness of, strengthen commitments to, and support the realisation of CEA | i. A commitment to accountability to target population is included in the MRCS partnership framework<br><br>ii. MRCS will make partners aware of MRCS' CEA commitments and clearly agree with partners how they should meet these commitments. |

# CEA COMMITMENTS FOR OPERATIONS

## COMMUNITY ENGAGEMENT AND ACCOUNTABILITY MINIMUM STANDARDS (OPERATIONS)

| | 1. INVOLVEMENT | 2.TRANSPARENT COMMUNICATIONS | 3.HEARING AND RESPONDING TO FEEDBACK AND COMPLAINTS | |
|---|---|---|---|---|
| **COMMITMENTS** | We will involve communities in our activities, incorporating their views into programme decisions<br><br>MRCS will enable communities we work with to play an active role in all programming phases, ensuring they have the ability to influence the planning, processes, activities and decisions that affect them so that assistance is appropriate and meets their needs and priorities. | We will share information with communities on who we are and what we are doing, in a way they will understand<br><br>MRCS will ensure regular and transparent communications with communities regarding the organisation and our activities. Communication of information will be timely, relevant and accessible. | We will ensure communities can complain and provide comments and that we act and respond to their concerns<br><br>MRCS shall establish complaints and feedback mechanisms at a community level, which invite communities to share concerns regarding the assistance provided. MRCS shall ensure complaints and feedback are acknowledged, documented, analysed and responded to and acted on within a reasonable timeframe. | We will ask community members about their opinions and we will use this information to measure progress and inform programmes<br><br>MRCS will support communities to identify and follow up on their own indicators of change and shall regularly and systematically collect community-level information and feedback and use this to monitor and evaluate the progress, impact and success of activities, adjust current projects accordingly and to plan future programmes. |

# ACTIONS TO DELIVER COMMITMENTS

## COMMUNITY BASED PROGRAMMING

For MRCS' community based programming, the key actions needed to deliver the four CEA commitments and meet the minimum standards for programming are aligned to each stage in the project cycle, with a corresponding list of tools to support MRCS to meet these commitments. The aim of this approach is to support programme managers to identify and implement the different actions required at each stage of a programme. This also allows for easier integration into both the PMER framework, resilience programming (based on the P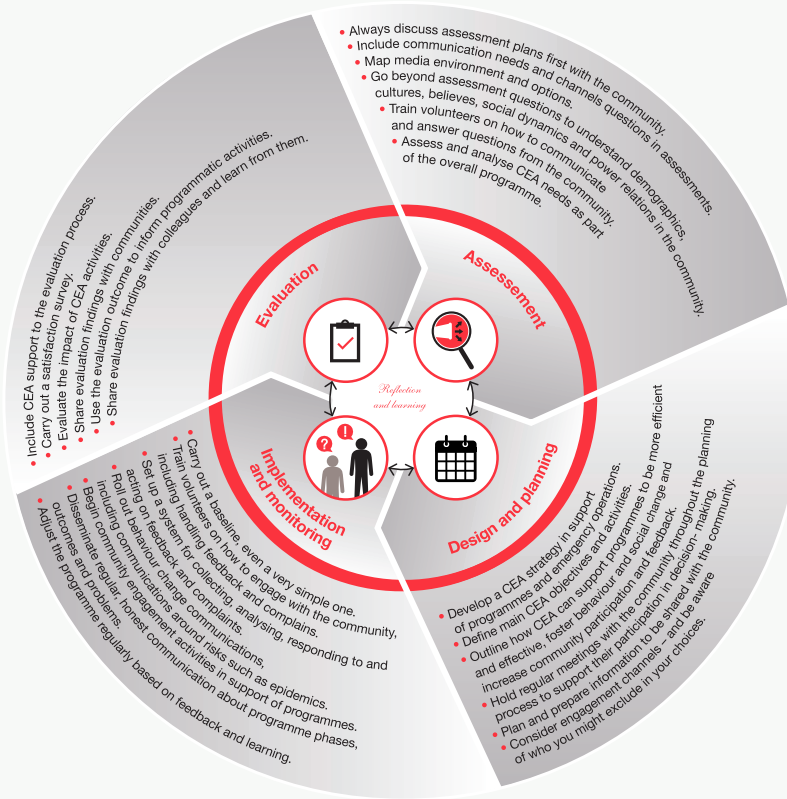MER framework) and other community based programming models (CBDRR, CBHFA) that follow the programme cycle. In many cases[2] these key actions and guidance are already integrated into the integrated guidance for resilience building (assessment and planning phases) led by the PMER unit. The activities relating to programmes are prioritized in three categories: 1) bronze: the minimum standard / critical for implementation 2) silver: good practice / important for implementation and 3) gold: outstanding practice. All programmes should fulfil bronze at a minimum, but ideally strive for silver and gold. All previous steps should be attained before achieving the next level.

| BRONZE | SILVER | GOLD |
|---|---|---|
| Minimum standard | Good practice | Outstanding practice |

[2] At time of writing

# Programme cycle and key CEA activities by programme phase



**Assessment**

- Always discuss assessment plans first with the community.
- Include communication needs and channels options.
- Map media environment and options.
- Go beyond assessment questions to understand demographics, cultures, believes, social dynamics and power relations in the community.
- Train volunteers on how to communicate and answer questions from the community.
- Assess and analyse CEA needs as part of the overall programme.

**Design and planning**

- Develop a CEA strategy in support of programmes and emergency operations.
- Define main CEA objectives and activities.
- Outline how CEA can support programmes to be more efficient and effective, foster behaviour and social change and increase community participation and feedback.
- Hold regular meetings with the community throughout the planning process to support their participation in decision-making.
- Plan and prepare information to be shared with the community.
- Consider engagement channels, and be aware of who you might exclude in your choices.

**Implementation and monitoring**

- Carry out a baseline, even a very simple one.
- Train volunteers on how to engage with the community, including handling feedback and complaints.
- Set up a system for collecting, analysing, responding to and acting on feedback and complaints.
- Roll out behaviour change communications, including community engagement activities in support of programmes.
- Begin communications around risks such as epidemics.
- Disseminate regular, honest communication about programme phases, outcomes and problems.
- Adjust the programme regularly based on feedback and learning.

**Evaluation**

- Include CEA support to the evaluation process.
- Carry out a satisfaction survey.
- Evaluate the impact of CEA activities.
- Use the evaluation findings with communities.
- Share evaluation outcome to inform programmatic activities.
- Share evaluation findings with colleagues and learn from them.

*Reflection and learning*

| ASSESSMENT | | | | |
|---|---|---|---|---|
| | ACTION | INDICATOR | MEANS OF VERIFICATION | SUPPORTING TOOLS |
| BRONZE | Programme staff and volunteers are trained in CEA (including how to answer questions from the community) | # of programme staff and volunteers trained in CEA | Training reports | Training for staff and volunteers on CEA |
| BRONZE | Assessment (objectives and timeline) and role and mission of MRCS is clearly communicated to the community and key stakeholders | # of information meetings held (including types of community members – men, women, vulnerable groups, different ethnic groups) | Meeting minutes | Q&A for those doing assessments on MRCS roles & responsibilities (CEA manual toolkit) |
| BRONZE | CEA minimum standards are included in assessment plans and inform assessment objectives, scope and the decision of assessment tools to be used. | % of staff/volunteers involved in assessments who are briefed on CEA standards Assessment plan is informed by CEA standards and indicators | Training reports Assessment plan | Guidance on how the CEA standards link to the ICBAR: NEW |
| BRONZE | Needs assessments include consultation with communities, including men, women, boys and girls and other marginalized groups. Communities are consulted on measures of success (outcome and impact indicators) | # of assessment reports which include direct community feedback/consultation, disaggregated by sex, age and vulnerabilities % of indicators set in partnership with community | Assessment report | Guidance on how to involve community members in assessments Guidance on running a focus group. |
| SILVER | Assessments include a focus on social inclusion through the identification of different groups and power relations, including gender relations, in the community | All assessments include analysis of gender, social inclusion and power relations in a community | Assessment report | Guidance on social inclusion: including the identification and inclusion of minority groups and gender analysis. Community situational analysis tool (CEA manual toolkit) |
| SILVER | Assessments include CEA questions relating, including preferred communications channels, how to reach different groups and feedback preferences. | At least 3 CEA questions are included in all assessments | Assessment report | Template assessment questions to understand community information needs and trusted communication channels. |
| GOLD | Assessment findings are shared with the community | # of times assessments are shared back with the community | Assessment report | Options for sharing assessments with communities. |

| PLANNING AND DESIGN | | | | |
|---|---|---|---|---|
| | ACTION | INDICATOR | MEANS OF VERIFICATION | SUPPORTING TOOLS |
| BRONZE | Programme plans clearly reflect assessment data, secondary data, learning from previous programmes and sector-wide best practice and learning. | % of activities in a plan based on previous learning or assessment data | Completed tool to cross check planning decisions are made based on assessments | Tool to cross check planning decision are made based on assessment information, community feedback or clear needs. |
| BRONZE | Community members are involved in programme planning | # of people from different groups of local community actively participating in programme design (beyond being consulted on preferences)<br><br>% of indicators set by the community | Meeting notes<br><br>Planning documents | Guidance on how to involve community members in programme planning. |
| BRONZE | Community engagement activities are incorporated into programme plans with clear timelines. Resources needed are reflected in programme budgets. This includes CEA indicators and CEA for exit strategy. | # of CEA activities included in programme plan<br><br># of CEA activities included in programme budget<br><br>% of indicators in a programme/ operation M&E plan which measure levels of CEA | Programme plan / logframe<br><br>M&E plan<br><br>Programme budget | Matrix of different communication channels and their benefits/drawbacks.<br><br>Template budget for CEA activities.<br><br>Template CEA strategy (including exit strategy)<br><br>Template of CEA indicators. |
| BRONZE | Initial orientation and information meetings are held with local communities and provide information on:<br><br>a.	the mandate of MRCS and the Fundamental Principles<br><br>b.	what communities can expect from staff and volunteer behaviour (as outlined in the staff and volunteer code of conduct)<br><br>c.	activity and contact details | # of orientation meetings held (attended by different types of community members – men, women, vulnerable groups, different ethnic groups)<br><br>% of participants in an orientation meeting who can correctly explain the mandate of MRCS and plans for working with their community after the meetings<br><br>% of staff signing code of conduct | Meeting reports | Checklist of information to share with communities<br><br>Template poster to share info with communities |

## PLANNING AND DESIGN

| | ACTION | INDICATOR | MEANS OF VERIFICATION | SUPPORTING TOOLS |
|---|---|---|---|---|
| BRONZE | Programmes have clear selection criteria (where possible developed with the community) which are shared with the community. | # of channels used to share selection criteria with the community<br><br># of community members representing different groups who are consulted when developing selection criteria<br><br>% of community members who can explain how people are selected | Communications materials on selection criteria<br><br>Meeting reports | Template poster on selection criteria |
| BRONZE | A formal mechanism is established to document, monitor and respond to feedback from the community, designed with input from community members and staff and volunteers are trained in feedback and complaints handling | % of programme staff and volunteers trained in feedback and complaints handling<br><br># of community members consulted on feedback channel preferences<br><br>#of feedback channels set up based on community preferences | Training records<br><br>Meeting notes<br><br>Assessment report (if questions on feedback preferences was asked in assessment) | Different complaints mechanisms and their advantages and disadvantages<br><br>Steps in setting up a complaints mechanism handling guidance.<br><br>Training for staff and volunteers on complaint handling |
| SILVER | Community representatives and committees are agreed with the community and represent a cross section, including vulnerable and marginalised people. | % of community committees that are gender balanced (50/50)<br><br>% of community committees that are representative of ethnic groups or any vulnerable groups | Community Committee terms of reference | Guidance on working with communities |
| GOLD | An agreement is formalised with the community outlining the roles and responsibilities of MRCS and the community. Where possible this should be a written agreement (terms of reference). | # of communities RCRC is working with that have community agreements / TORs | Community agreement / Terms of reference | Community Committee terms of reference template<br><br>Community agreement template NEW |

| IMPLEMENTATION & MONITORING | | | | |
|---|---|---|---|---|
| | ACTION | INDICATOR | MEANS OF VERIFICATION | SUPPORTING TOOLS |
| BRONZE | Programme information is communicated to the community at a minimum twice a year or when there are significant changes, not just at the beginning/end. This includes:<br>• goals and objectives<br>• progress and evaluation reports<br>• timeline<br>• key financial information<br>Programme information should be shared through appropriate communications channels that people can access and understand. | # of different communication channels used to reach people<br><br># of programme decisions communicated with community | Programme communication log (what was communicate, how, when | Template programme information leaflets and posters. |
| BRONZE | Communities are informed of their right to complain and feedback, the type of complaints/feedback MRCS will handle, how they can complain/feedback | % of programme localities where community meetings are held to discuss feedback and complaints process including representatives of all community groups<br>Posters/flyers designed in relevant format and language explaining how communities can feedback and complain | Monthly Report<br><br>Copies of posters/flyers | Template/example feedback mechanism poster/flyer |
| BRONZE | Community meetings are held regularly (at least once per month) to share and discuss programme information | # of community meetings held (target of one per month) | Community meeting reports | Tips on holding community meetings and how to use information and feedback. |

| IMPLEMENTATION & MONITORING | | | | |
|---|---|---|---|---|
| | ACTION | INDICATOR | MEANS OF VERIFICATION | SUPPORTING TOOLS |
| BRONZE | M&E processes are participatory, ensuring community members are consulted and feedback is regularly collected and documented to understand levels of satisfaction with the project.<br><br>Programmes should be adapted throughout implementation based on this feedback. | # of satisfaction surveys carried out<br><br>% of monitoring occasions where community members participate. | Satisfaction surveys<br><br>M&E table | Tips and suggestions for community participation in monitoring (CEA manual toolkit |
| SILVER | Regular checks are carried out as part of M&E to ensure information provided to the community is reaching the target audience and is relevant and understood.<br><br>A check should be carried out midway through the project, at a minimum. | # of community meetings held (target of one per month)<br><br># of different communication channels used to reach people<br><br># of programme decisions communicated with community<br><br>% of community members who report they feel "well informed" about programme activities and can correctly answer three questions about the programme | Community meeting reports | Matrix of different communication channels and their benefits/drawbacks. |
| SILVER | Feedback and complaints are recorded in a log, including who made the complaint, who followed it up, what action was taken, and how this was communicated back to the person giving the feedback.<br><br>Feedback and complaints feed into a central log/database for analysis which managers review on a regular basis and take appropriate action to address any unresolved or underlying problems. Managers should review the complaints log every month, at a minimum. | % of complaints responded to within two weeks of receiving<br><br># of decisions/plans/actions which have been taken as a result of community feedback | Complaints and feedback logs | Template complaints/feedback logging sheets/logging database to be used by volunteers/staff at community level.<br><br>How to analyse and summarise feedback and complaints for management review.<br><br>Step by step guidance on how to analyse data and how this informs programme direction (CEA manual toolkit) |

| IMPLEMENTATION & MONITORING | | | | |
|---|---|---|---|---|
| | ACTION | INDICATOR | MEANS OF VERIFICATION | SUPPORTING TOOLS |
| GOLD | Data collection, analysis and reporting strives for a balanced representation of any vulnerable or marginalised groups. | Monitoring data disaggregated by sex, age and vulnerabilities. | | Template questions to include in reporting tools which could provide community feedback. |
| GOLD | M&E information is shared with communities after it has been collated. | # of times monitoring information is shared back with the community | Community communications of monitoring results | Guidance on how to involve communities in programme monitoring and evaluation. |
| GOLD | Community members are involved in programme monitoring, at a minimum the indicators set by the community. | # of community members who conduct monitoring of the programme | Monitoring reports | Community spider web |

| EVALUATION | | | | |
|---|---|---|---|---|
| | ACTION | INDICATOR | MEANS OF VERIFICATION | SUPPORTING TOOLS |
| BRONZE | Community members are involved in evaluations to ensure the community perspective is included. | # of community members representing different groups involved in evaluations | TEvaluation reports | Guidance on involving communities in evaluations (adapt from IFRC tool) |
| BRONZE | Evaluations and operational reports include a section on community engagement and accountability and if and how minimum standards have been achieved. | % of evaluations / reports that include a section on CEA and if, and how, minimum standards have been reached | Evaluation reports | Template evaluation questions to assess levels of CEA in a project. |
| SILVER | Learning from programmes is documented and disseminated. | # of lessons learned workshops held | Lessons learned workshop reports | Guidance for capturing best practice. Guidance on running a lessons learned workshop. |
| GOLD | The findings of evaluations are shared back with communities. | # of times evaluations are shared back with the community | Evaluation reports | Options for sharing evaluations with communities. |

## EMERGENCIES

CEA is just as important in an emergency operation as it is in a longer-term programme and can help ensure the operation meets people's needs, is accountable and that life-saving information gets into the hands of the people who need it most. The following actions are identified as key to ensuring CEA is mainstreamed across the response. The actions are organised by emergency response phase, in line with the MRCS Disaster Management SOPs for medium scale disasters and included in the Contingency Plan. Where possible they have been integrated into MRCS DM policies, tools and templates as stated in the final column of the table.

| Phase | ACTION | INDICATOR | MEANS OF VERIFICATION | SUPPORTING TOOLS | WHERE INTEGRATED (other tools, policies etc.) |
|---|---|---|---|---|---|
| Preparedness | CEA focal person identified and CEA checklist for emergencies in place. CEA integrated into external communication SOP | CEA focal people identified % of CEA checklist auctioned | CEA checklist for emergencies | CEA checklist for emergencies | Emergency communication SOP (TBD) WPNS benchmarks |
| | IEC material are pre-positioned with relief items in warehouses. | % of hygiene (or other) kits that include IEC materials | Warehouse stock lists | List of MRCS IEC available | DM SOP Emergency communication SOP (TBD) |
| | At least 3 RCVs per warehouse are trained in IEC dissemination. | # of people trained in IEC dissemination | Training reports | IEC dissemination training session (need to develop) | DM SOP Logistics guidelines Emergency communication SOP (TBD) |
| | ERT/NDRT trainings include a component on CEA in emergencies (including dissemination of disaster IEC as a component of the relief distribution) and the minimum standards. | # of people trained in CEA and minimum standards as part of ERT/NDRT trainings % of team members trained in CEA and minimum standards | ERT/NDRT curriculum | ERT/NDRT CEA session (need to develop) | NDRT/ERT training curriculum Emergency communication SOP (TBD) |
| Early warning (–5 days –0) | CEA HQ focal person forms part of the response team (from early warning stage onwards), integrated into EOC and regularly attending EOC meetings. CEA checklist is emergencies is consulted and implementation begins. | % of EOC meetings attended by CEA focal person # of CEA in Emergencies checklist actions completed | EOC daily reports | CEA in Emergencies checklist Example of CEA plan (Floods 2015) | CEA in Emergencies checklist |
| | When potentially affected areas have been identified, identify communication channels at all levels and hard to reach areas for targeting with EWEA messages and how they can be reached by calling G1 and 2IC. | # of branches called # of heard to reach areas identified | EOC daily reports | Hotline (contact list) | DM SOP Emergency communication SOP (TBD) |

| Phase | ACTION | INDICATOR | MEANS OF VERIFICATION | SUPPORTING TOOLS | WHERE INTEGRATED (other tools, policies etc.) |
|---|---|---|---|---|---|
| | Townships, branches and NHQ disseminate early warning early action (EWEA) messages and timely updated information to potentially affected population via accessible communications channels, which will depend on the area but could include: <br>· Village Disaster Management Committees (face to face, loudspeaker) <br>· Radio/TV stations covering affected area <br>· Hazard app notification (when functionality is activated) <br>· MRCS Facebook page <br>As many channels as possible should be used. | % of targeted villages (or at risk villages) reached by township EWEA messages. <br># of messages disseminated (by online post, radio spot, community meeting, App notification etc) <br># of communication channels used | EOC daily reports | EWEA messages for Cyclone, EQ and Flood. <br>MRCS Hazard App <br>Message library (being developed in 2016) for all major hazards. | DM SOP <br>Emergency communication SOP (TBD) |
| Immediate Response and Rapid Assessment (0-2 weeks) | CEA questions are included in disaster needs assessment (DANA) to understand the communications and information needs of affected people | At least 3 CEA questions are included in DANA (written and mobile formats) | Assessment reports | Template assessment questions to understand community information needs and trusted communication channels. <br>· Assessment checklist tool <br>· CEA questions to include in assessments | DANA in new format: 3 questions in 72 hour format and one in the 48 hour format (included in 2016 revision process) <br>Emergency communication SOP (TBD) |
| | Assessments (DANA and more detailed assessments[1]) identify the needs and capacities of differentgroups (including the more vulnerable). | Assessment templates include questions that | Assessment reports | Example assessment report | "Village assessment" format (e.g. from Floods 2015 that includes CEAquestions) |

| Phase | ACTION | INDICATOR | MEANS OF VERIFICATION | SUPPORTING TOOLS | WHERE INTEGRATED (other tools, policies etc.) |
|---|---|---|---|---|---|
| | Disaster affected people are involved in adapting[2] selection criteria and lists.<br><br>Where possible, volunteers consult with the community to check response plans. This can be done informally through a community meeting or discussions with community leaders or committees. | % of townships / villages where selection criteria and lists are made with community involvement<br><br># of informal meetings or consultations with communities or community leaders to check response plans | Assessment reports<br><br>EOC situation reports | | Emergency distribution selection criteria |
| | IEC materials are included in relief distributions, particularly in kits<br><br>(pre-positioned) | % of hygiene or other kits including IEC materials in distribution | Distribution reports | | DM SOP<br><br>Emergency communication SOP (TBD) |
| | Key information is communicated to affected communities at regular intervals  and via channels identified in assessment and based on needs identified in assessment including:<br><br>- MRCS mandate<br><br>- The scope and duration of the response, selection criteria<br><br>- How to access services<br><br>- Health, first aid and DRR needs as identified in assessment (e.g. on how to access clean water) | # of people/affected villages reached with key information<br><br># of channels used to disseminate information | Response reports | Pre-positioned messages on cyclone and flood up to one week after (RRD, OCHA BBC MA, MRCS)<br><br>MRCS Hazard App<br><br>Message library (being developed in 2016) for all major hazards.<br><br>Template poster on MRCS, roles and responsibilities etc. | DM SOP<br><br>Emergency communication SOP (TBD) |
| | A mechanism to gather community feedback is set up, all RCVs are trained on basic communications and complaint handling skills, and community are informed on what, how and rights to feedback.<br><br>The feedback mechanism can be as simple as an information point in the community or RCVs documenting feedback in forms. | # of pieces of feedback documented<br><br># of pieces of feedback responded to<br><br># of RCVs trained | Feedback records<br><br>Branch reports | Guidelines on feedback mechanisms for small, medium and large scale disaster response (TBD) | DM SOP<br><br>Emergency communication SOP (TBD) |

| Phase | ACTION | INDICATOR | MEANS OF VERIFICATION | SUPPORTING TOOLS | WHERE INTEGRATED (other tools, policies etc.) |
|---|---|---|---|---|---|
| Continued response (2-4 weeks) | Post distribution monitoring (PDM) is conducted to understand the quality and methodology of the response (i.e. if needs were met, the quality of items, levels of satisfaction, and to gather feedback on relevance and appropriateness of response). | 10% of aid recipients are consulted in PDM | PDM results and analysis report | PDM format for branches (simple template to be developed, including for Kobo) | DM SOPs |
| | Use PDM results to adapt response plans or learn for the next response | # of changes made to response or to future responses based on learning from PDM results | Response / EOC reports | | |
| | If recovery programming is planned: Detailed assessments are conducted in an accountable way by:<br>- Explaining assessment to community leaders and involving them<br>- During the assessment community are informed about:<br>o Red Cross mandate<br>o The objectives of the assessment<br>o Timeframe of assessment<br>- Speak to community members, including men, women, young, elderly, disabled, ethnic minorities and more vulnerable groups.<br>- Communicate assessment results and next stepswith community leaders and/or other key stakeholders.<br>- Assessment findings and recommendations are reported bysex,age-group, & vulnerable groups. | # of information meetings held to explain assessment<br><br># of information meetings held to explain assessment results and next steps<br><br>% of assessments where findings are disaggregated by sex, age and vulnerable groups | Assessment reports | Q&A for those doing assessments on MRCS roles & responsibilities<br><br>Guidance on how to involve community members in assessments(adapt community based programming tool) | Other assessment templates after DANA? |

| Phase | ACTION | INDICATOR | MEANS OF VERIFICATION | SUPPORTING TOOLS | WHERE INTEGRATED (other tools, policies etc.) |
|---|---|---|---|---|---|
| Implementation of planned activities | Recovery Plan of action (if relevant) is developed based on:<br>- analysis of needs of affected people;<br>- detailed sector-specific assessment reports;<br>- community feedback: and<br>- monitoring of operations<br>An exit strategy is designed and is clearly communicated in advance to relevant stakeholders. Staff and volunteers are briefed on the exit strategy. Communities are informed about the exit, reasons, and what will happen next. | # of planning decisions based on needs analysis and assessment reports<br>># of communications on exit strategy made (via community meetings or other channels) | Recovery POA<br>EOC situation report | Exit strategy communications guidance (adapt BRC MSM tool) | Emergency communication SOP (TBD) |
| | The response evaluation and learning reflects on how the response engaged with communities and the extent to which the CEA standards were met and written evaluations include a section on CEA. | CEA section included in evaluation template<br># of previous response CEA learning points reflected in current response | Evaluation reports<br>Learning review reports | Checklist of CEA standards to rate how well they were met in response (to be developed) | Is there anfinal reporting template? If so include section on CEA. |

| INVOLVEMENT | | | |
|---|---|---|---|
| | ACTION | INDICATOR | EXAMPLES / NOTES | SUPPORTING TOOLS |
| 1 | Community members are involved in branch activities (linked to BOCA attribute 27) | # of community members involved in branch activities<br><br>% of women involved in activities<br><br>Types of involvement of community members (contribution of time, money, labour, materials; type of activity etc.) | Involve as many people and groups of people as possible in activities. When reporting specify type of activity and what they did.<br><br>Examples:<br><br>· Building branch office, community members provided their time and labour<br><br>· For first aid training in 2 villages, community members provided training space and refreshments for participants<br><br>· For relief distribution, community members provided transportation for the distribution | Branch CEA guidance note |
| 2 | An equal number of men and women volunteers are recruited | % of women volunteers recruited (of total) | Aiming for gender balance. | Branch CEA guidance note |
| 3 | Volunteers represent all different ethnic groups in branch township/state/region (linked to BOCA attribute 14) | % of total types of ethnic groups in township/state/region recruited as volunteers | Example:  If there are 5 different ethnic groups in your township, and you have 100 volunteers and at least one come from each of those 5 groups, then you would have 100% of different groups recruited. | Guidance on social inclusion: including the identification and inclusion of minority groups and gender analysis. |
| 4 | Volunteers discuss with communities who the most vulnerable groups are (in emergency and non-emergency times) | # of villages consulted about vulnerable groups | Example: Volunteers visit 2 villages in a month and discuss with village leaders and other community members who the most vulnerable groups are (disabled, elderly, certain ethnic groups etc.) | Branch CEA guidance note |
| 5 | Branch activities and relief distributions target the most vulnerable groups and an equal number of men and women | List of identified vulnerable groups that take part in branch activities or receive assistance<br><br>% of women participating in activities | Example: When activities are organised, for example a first aid training or in a relief distribution, volunteers make an effort to invite and involve identified vulnerable groups and report on which ones attend. | Guidance on social inclusion: including the identification and inclusion of minority groups and gender analysis. |

| INVOLVEMENT | | | |
|---|---|---|---|
| ACTION | INDICATOR | EXAMPLES / NOTES | SUPPORTING TOOLS |
| 6   Branch activities are decided based on the needs of communities (identified in needs assessments or in other consultations)<br><br>(linked to BOCA attribute 21) | # of activities conducted that are based on needs identified by community members (list all examples that apply) | These needs can be identified in a needs assessment if it is a programme area, or in DANA in an emergency, or more informal assessment methods.<br><br>Example: if there are many road traffic accidents in one area and community requests a first aid training that the branch provides, this is an example of an activity based on a need identified by the community. | . |
| 7   Branch leadership holds monthly meetings with volunteers to:<br><br>·   Share information on activities<br><br>·   Ask them for feedback (including what community feedback they have heard)<br><br>·   Involve them in planning activities<br><br>(linked to BOCA attribute 24) | # of monthly meetings held in reporting period | This is a good opportunity to discuss with volunteers what they have been hearing from the community and to inform them and consult them on upcoming activities for the future month. | |

| TRANSPARENT COMMUNICATIONS | | | |
|---|---|---|---|
| | ACTION | INDICATOR | EXAMPLES / NOTES | SUPPORTING TOOLS |
| 8 | The branch makes promotional material (poster and leaflet) including the following information:<br><br>o What is MRCS and the Red Cross Movement<br><br>o Main activities of branch<br><br>o Call to action to get involved in branch activities (volunteer recruitment, blood donation, first aid training etc.)<br><br>o How to contact the branch with questions or feedback (including phone number) | # of branches with promotional posters/ leaflets | Use the template provided and adjust it if needed for your branch. Contact HQ for support with the design. | Template poster of branch activities<br><br>Dissemination posters<br><br>Guidance for messages that should be communicated about each branch |
| 9 | The branch shares information and posters/leaflets with communities and other stakeholders at:<br><br>o Trainings<br><br>o Dissemination sessions<br><br>o Public events<br><br>(linked to BOCA attribute 26) | # of events where promotional materials is shared<br><br># of posters/leaflets distributed | Use the opportunity of any events or trainings to share information about the branch and MRCS, not only with posters and leaflets but also verbally. | Guidance for messages that should be communicated about each branch |
| 10 | All first aid (and other) trainings and school (and other) dissemination sessions include a section on MRCS, the activities of the branch, how people can get involved, and how to provide feedback.<br><br>(linked to BOCA attribute 26) | # of trainings or dissemination sessions integrating information about MRCS and the branch | Use the opportunity of any events or trainings to share information about the branch and MRCS, not only with posters and leaflets but also verbally. | Guidance for messages that should be communicated about each branch |

## FEEDBACK AND RESPONSE

| | ACTION | INDICATOR | EXAMPLES / NOTES | SUPPORTING TOOLS |
|---|---|---|---|---|
| 11 | Branch consults volunteers from a range of geographical areas and backgrounds on the most appropriate channel for a branch feedback system | # of people asked what channels they would like to use to give feedback to the branch | To know what is the most suitable channel to use for feedback, consult the people that will be giving the feedback. This can be done in an informal focus group, or by talking to village leaders and RCVs | Branch feedback system guidance note |
| 12 | Branch decides on feedback channel (or channels) | Feedback system is set up | Examples of channels: phone, face to face, suggestion boxes.<br><br>Phone is probably the most practical in most areas because the number can be easily communicated and responses can be more easily given. | Branch feedback system guidance note |
| 13 | Branch nominates volunteers as the feedback focal person and a backup person | Feedback volunteers are nominated | Example: Communication and dissemination volunteer and the Community Member EC. | Branch feedback system guidance note |
| 14 | Focal person and back up are trained in feedback and response systems (by NHQ) | Feedback volunteers are trained | Contact HQ to request this. | Branch feedback system guidance note |
| 15 | Branch makes community aware of feedback system (on posters, in dissemination session etc.) | # of times community is told of feedback systems (specify where) | Use the opportunity of any events or trainings to share feedback system information. | Branch feedback system guidance note |
| 16 | Feedback focal volunteers document feedback and provide to leadership to include in the branch monthly report.<br><br>This should include:<br><br>· What the feedback was<br><br>· What the response was given<br><br>· What changes were made to branch activities based on this feedback<br><br>(linked to BOCA attribute 22) | # of pieces of feedback received and responded to per month/ quarter<br><br># of changes made based on community/stakeholder feedback | Example of changes made to activities based on community feedback: If community members are giving the branch feedback that there are many more road traffic accidents in their village, the branch may decide to conduct a first aid training in that village.<br><br>If community members complain that they are not able to attend first aid trainings because they are held during the day and they have to work, the branch may decide to hold the next training in the evening or on a weekend. | Feedback table<br><br>Reporting template |

| MONITORING, EVALUAITON AND LEARNING | | | |
|---|---|---|---|
| ACTION | INDICATOR | EXAMPLES / NOTES | SUPPORTING TOOLS |
| 17 | Branch reports on CEA checklist progress in monthly/quarterly reports and using indicators provided in checklist<br><br>(linked to BOCA attribute 23) | # of branches reporting on CEA checklist progress | Example of information to include: any feedback / complaints received, how information has been communicated, how many people and who participated in activities or received relief etc. | Updated branch reporting template to include CEA section |
| 18 | After relief distributions, branch conducts a post distribution monitoring of a sample of the affected populationto test levels of satisfaction and appropriateness of relief | # of relief recipients monitored | Aim for 10% of total relief recipient households. This will ask if people are satisfied, if they received what they needed, if they have any suggestions to improve the relief process or the relief items, what they think about MRCS etc. | PDM template for branches |

# CEA and BOCA

| | | | INVOLVEMENT | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| BOCA no. | Attribute | A | B (BRONZE) | C | D (SILVER) | E | F (GOLD) | A-F | Supporting tools |
| 14 | Branch volunteers and staff (if applicable) reflect the diversity of the community (e.g. different age, ethnicity, religions, gender, disability and locality) | | Branch make some effort to include all diversified groups<br><br>The branch has some knowledge on who are under-represented groups | | In general, volunteers and staff (if applicable) reflect diversity of the community.<br><br>Some measures are in place to promote recognition of under-represented groups. | | The different composition in the geographic branch area is well reflected among volunteers and staff (if applicable). Diversity exists in HR composition at all levels, including branch Governing Board membership.<br><br>Effective mechanisms are in place to realize and sustain a diversified volunteer and staff (if applicable) composition. | | |
| 27 | Community members contribute to branch activities | | Occasionally community members participate in implementation by providing labour and/or time, money, materials.<br><br>People living in the target communities are sometimes recruited as volunteers and involved in branch activities. | | Community members contribute significantly to implementation by providing labour and/or time, money, materials.<br><br>The branch usually involves community members in planning and implementation of most activities.<br><br>People living in the target communities are regularly recruited and involved in the implementation of branch activities.<br><br>Activities are designed to enable community volunteers to deliver them effectively. | | Community members are actively involved in needs assessment, design of activities, implementation, monitoring and evaluation.<br><br>Volunteers living in the target communities are involved in planning, implementation, evaluation and further improvement of branch activities.<br><br>Branch appreciates and facilitates their continued key-involvement. | | |

| INVOLVEMENT | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| BOCA no. | Attribute | A | B (BRONZE) | C | D (SILVER) | E | F (GOLD) | A-F | Supporting tools |
| n/a | All branch activities (in emergency and non-emergency times) target the most vulnerable groups and effort is made to reach marginalised groups by consulting with the community[1] | | Volunteers/staff conducting activities discuss who they think are the most vulnerable groups and where possible include them in activities/ distributions. | | Volunteers/staff conducting activities for the branch speak to community leaders to understand who the more vulnerable and marginalised groups are and include them in activities/ distributions. | | Volunteers/ staff conducting activities verify information on vulnerable and marginalised groups by visiting relevant households/ areas before conducting activities/distributions and then prioritise them.. | | |
| 21 | Identification and planning of regular activities | | Branch activities are sometime based on a needs assessment and with involvement of intended communities and beneficiaries. | | Branch identifies and plans its activities based on a needs assessment. This includes consultation with intended communities and beneficiaries. The needs assessments capture possible vulnerabilities of specific groups in the community. Vulnerability often guides the selection of target areas and beneficiaries | | Participatory needs assessment forms the bases for service design and planning. Needs assessments are gender and diversity sensitive. Relevant local stakeholders have been consulted on priority needs of most vulnerable people. Vulnerability are always guiding the selection of the target areas and beneficiaries. | | |

| TRANSPARENT COMMUNICATION | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| BOCA no. | Attribute | A | B (BRONZE) | C | D (SILVER) | E | F (GOLD) | A-F | Supporting tools |
| 24 | Branch leadership consults with volunteers, members and branch staff (if applicable), shares information with them and involves them in decision making | | Occasionally, branch leadership provides information on its activities to the volunteers, members and staff (if applicable). | | Regularly, branch leadership informs volunteers, members and staff (if applicable) about its affairs and usually involves them in planning and decision making.<br><br>Branch exchange information with higher/ bellow level branch(es). | | Volunteers including youth, members and staff (if applicable) receive all the information that is relevant to their needs. They are systematically involved in planning and decision making where appropriate.<br><br>Branch exchange information with peer branches. | | |
| 25 | The branch regularly consults, collaborates and coordinates with local authorities and other local stakeholders<br><br>(CBOs, civil society etc.) | | Branch sometimes contact with local authorities and other local stakeholders.<br><br>Branch occasionally checks Stakeholders' satisfaction its activities. | | Branch occasionally discusses with local authorities and other stakeholders about its activities, priorities and humanitarian needs.<br><br>Stakeholders' satisfaction is regularly checked and discussed at branch meetings, and used to improve branch performance. | | Branch has frequent formal and informal meetings with local authorities and other stakeholders to coordinate priorities and gaps in the delivery of public services and to determine how and where the branch can add value.<br><br>Stakeholders are part of the planning and implementation of all interventions. | | |
| 26 | The branch disseminates its mandate, mission, and activities; and advocates in the interest of most vulnerable groups | | Occasionally, branch shares information about its activities with some stakeholders (e.g. public at large, media, local authorities, other humanitarian actors).<br><br>When requested, branch speaks about issues affecting vulnerable groups. | | Branch regularly shares information to stakeholders on its work in emergencies and development<br><br>Branch board members are involved in influencing local decision-makers in the interest of the most vulnerable, and to enhance partnerships. | | Branch strategically communicates with their stakeholders and keep them inform regarding its mission and activities.<br><br>Branch pro-actively seeks opportunities to advocate for the most vulnerable and inclusion of marginalized groups, to profile its own achievements, and to access relevant information.<br><br>Branch is regularly called upon as a local expert. | | Template poster of branch activities<br><br>Dissemination posters / leaflet on RC Movement, Fundamental Principles etc.<br><br>Template branch communications strategy |

| GATHERING AND ACTING ON FEEDBACK AND COMPLAINTS | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| BOCA No. | Attribute | A | B (BRONZE) | C | D (SILVER) | E | F (GOLD) | A-F | Supporting tools |
| n/a | Branch has a feedback system in place | | Branch has a basic feedback system in place, with two volunteers nominated as a focal people to document and respond to feedback via at least one channel. | | Feedback focal volunteers not only document and respond to feedback when it comes in, but proactively ask for feedback at trainings and other events organised by the branch. | | More than one channel is used to gather feedback. Feedback database is kept. Branch proactively gathers feedback from communities, not only at existing events and trainings. | | Branch feedback system: guidance note |
| n/a | Branch staff and volunteers are aware of feedback system and trained in gathering feedback | | Feedback focal people are trained in feedback management and share this knowledge with the rest of the staff and volunteers. | | All staff and volunteers are trained in feedback managing and how the branch feedback system works. | | All staff and volunteers are trained in feedback managing and how the branch feedback system works and receive refresher training every year. Staff and volunteers are able to proactively promote the system to the community. | | |
| n/a | Communities are informed about their rights to give feedback and how to give feedback | | Branch communicates about feedback mechanism to communities as part of dissemination sessions, community meetings, first aid trainings and other existing activities. | | Branch regularly reminds communities of rights to feedback and how to feedback, not only in existing activities, but by proactively targeting the wider community with posters, leaflets and other relevant communication channels. | | Communities are consulted in what channels they would like to use to give feedback to the branch and are regularly asked if they are aware of and satisfied with the feedback system. Staff and volunteers spend time in communities where the branch is active, proactively listening to communities. | | Branch feedback system: guidance note<br><br>Template poster/leaflet for communicating feedback system<br><br>Questions for community consultation on feedback channels |

| MONITORING, EVALUATION AND LEARNING | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| BOCA no. | Attribute | A | B (BRONZE) | C | D (SILVER) | E | F (GOLD) | A-F | Supporting tools |
| 22 | Monitoring and adjusting activities accordingly | | Branch discuss and agree on plans for their activities. Branch occasionally discusses the progress and achievements of its activities. | | All plans clearly identify who's responsible, expected results, are linked with the budget Branch monitors the progress of most of its all activities in a systematic way and compares to expected results under plans. Monitoring data is disaggregated according to gender If expected result not achieved, in most cases, appropriate actions are taken In majority of activities target population satisfaction is regularly checked and acted upon. | | All plans also include indicators to measure results Branch monitors results of all plan in a systematically, tracking progress against indicators. Monitoring data is disaggregated according to gender and age. Monitoring data is reflected in relevant branch reports Mechanisms on accountability to communities are in place (e.g. complaints and feedback mechanisms). Target population satisfaction results are used to improve quality of all service delivery. Evaluation results are actively used for leaning and improvement. Monitoring and evaluation data is shared back with the community. | | |
| 31 | Volunteers and staff (if applicable) are familiar with how to adapt activities according to different needs and priorities of beneficiaries | | Branch volunteers and staff (if applicable) have some awareness about gender and diversity and community engagement and accountability issues. This information is used to inform some branch activities. | | The branch regularly informs (including training) volunteers and staff (if applicable) about gender and diversity and community engagement and accountability issues including minimum standard commitments Volunteers and staff (if applicable) receive training on tools issues in its activities. | | All volunteers and staff (if applicable) incorporate gender and diversity in their area of work. All volunteers and staff (if applicable) are aware of the CEA and Gender minimum standards and apply them to all areas of work. Measures are in place to address gender based violence. | | |

| MONITORING, EVALUATION AND LEARNING | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| BOCA no. | Attribute | A | B (BRONZE) | C | D (SILVER) | E | F (GOLD) | A-F | SUPPORTING TOOLS |
| 23 | Reporting on CEA performance | | Reporting template (from branch to HQ) contains a section on CEA. When reporting, the information given is basic: providing mainly numbers in activities conducted. | | Reporting template (from branch to HQ) contains a section on CEA. Reports usually include a problem analysis, measures taken to address this and planning for the next period. | | Reporting template (from branch to HQ) contains a section on CEA . Reports usually include a problem analysis, measures taken to address this (including changes made to activities based on community feedback) and planning for the next period. Data in reports is disaggregated according to gender and age. | | Reporting template and example including (e.g. any feedback / complaints received, how information has been communicated, how many people and who participated in activities or received relief etc.) |