# TOOL 5: Template CEA workplan

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#### 1. Purpose of this tool

This tool provides **three** template log frames, with outcomes, outputs, indicators, and activities. The first log frame focuses on institutionalization of CEA and can be edited and used in full to support the implementation of a CEA strategy or policy. The second log frame provides outcomes, outputs, indicators, and activities that can be added to programme plans to help ensure a good level of CEA. The third log frame provides outcomes, outputs, indicators, and activities that can be added to behaviour change programmes or epidemic response to integrate community engagement and risk communication approaches. Please note:

* You do not need to use all the outcomes, outputs, indicators, and activities included in the sample log frames. Edit, delete, or add, to these as needed for your National Society or programme.
* The indicators used in this tool are the same as those in Tool 7: CEA M&E Tool. For a wider choice of indicators than is included here, please see this tool.

#### 2. CEA log frame and activity plan - institutionalization

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| **INSTITUTIONALIZING COMMUNITY ENGAGEMENT AND ACCOUNTABILITY (CEA)**  **LOGICAL FRAMEWORK** | | | | | | | | | | | | | | | | | |
| **Goal:** | **Indicators** | | | | **Means of Verification** | | | | | | | | | **Assumptions (for all)** | | | |
| Improve community trust and programme and operation quality and sustainability by institutionalizing CEA in the National Society. | KPI 1: % of community members who feel support provided by the National Society currently covers their most important needs  KPI 2: % of community members who feel the National Society takes their opinion into account when providing support  KPI 3: % of National Society programmes and operations that have community engagement activities and budget included (e.g., information sharing, participation, and feedback)  KPI 4: # of National Societies policies, strategies and procedures that have integrated the Movement-wide commitments or minimum actions (for example, disaster response, health care, gender, protection, communications and staff and volunteer management) | | | | G1 & G2: Community survey, post-distribution monitoring (PDM). Follow-up question through key informant interview or focus group discussion  G3: Desk review of all plans and budgets, financial reports  G4: Desk review of all policies, strategies, and procedures | | | | | | | | | Adequate funding  Sufficient interest in CEA by National Society leadership and staff  Adequate CEA human resource | | | |
| **Outcome(s) and Outputs** | | | | **Indicators** | | | | | | | | | | **Means of Verification** | | | |
| **Outcome 1: CEA understanding and capacity is strengthened at all levels** | | | | # of CEA training courses delivered (disaggregated by type of training course e.g., 3-day training, refresher, branch) | | | | | | | | | | Training attendance records | | | |
| **Output 1.1:** Build understanding of CEA amongst senior leadership. | | | | % of leadership briefed on CEA | | | | | | | | | | Briefing attendance sheets | | | |
| **Output 1.2:** Develop a CEA policy for the National Society | | | | National Society has a CEA policy in place | | | | | | | | | | Copy of the CEA Policy | | | |
| **Output 1.3:** Adopt key performance indicators to measure how the National Society is being accountable to communities | | | | National Society has CEA KPIs in place, which are tracked | | | | | | | | | | KPI scores | | | |
| **Output 1.3:** Train staff and volunteers on CEA and how to integrate it in their work | | | | % of staff, volunteers and leadership trained on CEA (disaggregated by staff / volunteers / sex) | | | | | | | | | | Training attendance records | | | |
| **Activities** | | | | | | Q1 | | Q2 | | Q3 | | Q4 | | Budget | | Lead | |
| Adapt CEA Tool 1: CEA Briefing for senior leadership for the National Society | | | | | |  | |  | |  | |  | |  | |  | |
| Roll out briefings to senior leadership, including the Board and Governance | | | | | |  | |  | |  | |  | |  | |  | |
| Organize a workshop with key people in the organization to develop a CEA policy that sets out the National Society commitments and provides direction to staff and volunteers | | | | | |  | |  | |  | |  | |  | |  | |
| Develop CEA key performance indicators for the National Society and ensure progress against targets are discussed during management meetings | | | | | |  | |  | |  | |  | |  | |  | |
| Deliver the 3-day CEA training to management and staff | | | | | |  | |  | |  | |  | |  | |  | |
| Roll out the branch level CEA training to XX branches | | | | | |  | |  | |  | |  | |  | |  | |
| Carry out XX field visits to support and mentor branches, programmes, and responses to strengthen how they are engaging communities | | | | | |  | |  | |  | |  | |  | |  | |
| Integrate CEA into all other relevant National Society trainings | | | | | |  | |  | |  | |  | |  | |  | |
| Promote the community engagement hub to all staff and volunteers | | | | | |  | |  | |  | |  | |  | |  | |
| **Outcome(s) and Outputs** | | | **Indicators** | | | | | | | | | | | **Means of Verification** | | | |
| **Outcome 2: Adequate resources, including funding and staff, are allocated to institutionalize and implement CEA** | | | % of National Society annual funds spent on institutionalizing CEA | | | | | | | | | | | Financial reports | | | |
| **Output 2.1:** Identify and allocate funds to institutionalize CEA | | | % of funding proposals submitted that include CEA | | | | | | | | | | | Financial reports | | | |
| **Output 2.2:** Identify staff to lead CEA | | | # of months with a CEA staff lead  % of branches with a CEA focal point | | | | | | | | | | | Human resource data | | | |
| **Activities** | | | | | | Q1 | | Q2 | | Q3 | | Q4 | | Budget | | Lead | |
| Allocate a % of the National Society’s core funds to CEA (i.e., 5%) | | | | | |  | |  | |  | |  | |  | |  | |
| Include CEA in all programme and operation budgets | | | | | |  | |  | |  | |  | |  | |  | |
| Include CEA in all proposals to donors | | | | | |  | |  | |  | |  | |  | |  | |
| Develop proposals to present to partners to secure their support and funding to institutionalize CEA | | | | | |  | |  | |  | |  | |  | |  | |
| Recruit a dedicated CEA Manager at HQ level | | | | | |  | |  | |  | |  | |  | |  | |
| Identify CEA focal points in all branches | | | | | |  | |  | |  | |  | |  | |  | |
| **Outcome(s) and Outputs** | | | **Indicators** | | | | | | | | | | | **Means of Verification** | | | |
| **Outcome 3: CEA is integrated into ways of working so it becomes a standard approach for all staff and volunteers** | | | # of National Society policies, strategies and procedures that have integrated the Movement-wide commitments or minimum actions | | | | | | | | | | | Desk review of all policies, strategies, and procedures | | | |
| **Output 3.2:** Integrate CEA in National Society strategies, values, plans, policies, and tools | | | National Society strategy and/or annual plan includes goals, indicators and budget for community engagement and accountability | | | | | | | | | | | Desk review of National Society strategy and/or annual plan | | | |
| **Output 3.3:** Include expectations to engage and be accountable to communities in staff and volunteer job descriptions, inductions, and appraisal processes | | | % of staff and volunteer role descriptions that include responsibility for engaging with and being accountable to communities | | | | | | | | | | | Desk review of all job and role descriptions. | | | |
| **Output 3.4:** Include CEA in PMER processes | | | % of programme and response plans that include indicators to measure CEA | | | | | | | | | | | Desk review of all programme plans | | | |
| **Activities** | | | | | | Q1 | | Q2 | | Q3 | | Q4 | | Budget | | Lead | |
| Integrate CEA into the National Society strategy | | | | | |  | |  | |  | |  | |  | |  | |
| Add transparency, participation, and responsiveness to the National Society values, mission statement and/or statutes | | | | | |  | |  | |  | |  | |  | |  | |
| Establish a CEA working group for the National Society with membership from all departments and levels | | | | | |  | |  | |  | |  | |  | |  | |
| Review all National Society policies and add in commitments to accountability | | | | | |  | |  | |  | |  | |  | |  | |
| Include community engagement activities, timelines, indicators, and budget in the National Society’s annual plan | | | | | |  | |  | |  | |  | |  | |  | |
| Support technical sectors to integrate community engagement requirements into their plans, guidance, and tools | | | | | |  | |  | |  | |  | |  | |  | |
| Review all National Society job descriptions and add community engagement responsibilities and competencies where relevant | | | | | |  | |  | |  | |  | |  | |  | |
| Integrate community engagement performance into staff appraisal and review processes | | | | | |  | |  | |  | |  | |  | |  | |
| Brief all staff on the Red Cross Red Crescent and/or National Society Code of Conduct and ask them to sign to say they understand what this means for their behaviour | | | | | |  | |  | |  | |  | |  | |  | |
| Brief all new staff, volunteers and governance members on CEA and the National Society commitments and policy on working with communities | | | | | |  | |  | |  | |  | |  | |  | |
| Include CEA activities and indicators in all programme and operation plans and budgets | | | | | |  | |  | |  | |  | |  | |  | |
| Integrate CEA into internal and donor reporting templates | | | | | |  | |  | |  | |  | |  | |  | |
| Produce regular case studies that document lessons learned, best practices and impact and share these widely within the National Society | | | | | |  | |  | |  | |  | |  | |  | |
| **Outcome(s) and Outputs** | | **Indicators** | | | | | **Means of Verification** | | | | | | | | | | |
| **Outcome 4:** The National Society has a permanent, functioning, feedback mechanism in place to support all its work with communities | | % of feedback comments received and responded to by the NS | | | | | Feedback database. Number of feedback and complaints resolved as a % of the total number of feedback and complaints received | | | | | | | | | | |
| **Output 4.1:** Establish a feedback mechanism for the National Society in consultation with communities and volunteers, staff, and leadership | | # of changes made based on community feedback | | | | | Feedback database and meeting minutes. Review the feedback tracker to see how often a feedback issue led to change | | | | | | | | | | |
| **Output 4.2:** Analyse, respond, and act on community feedback, including using it to make changes and improvements to programmes and operations | | % of people who received a response to their feedback or complaint | | | | | Community survey, PDM | | | | | | | | | | |
| **Output 4.3:** Check the feedback mechanism is working and make improvements as needed | | % of people, including marginalized and at-risk groups, who know how to provide feedback and complain | | | | | Community survey, PDM | | | | | | | | | | |
| **Activities** | | | | | | | Q1 | | Q2 | | Q3 | | Q4 | | Budget | | Lead |
| Hold a meeting to secure management and staff buy-in and support for the feedback mechanism | | | | | | |  | |  | |  | |  | |  | |  |
| Hold consultations with communities to understand their expectations of a feedback mechanism, and preferred channels for providing feedback, including for sensitive feedback | | | | | | |  | |  | |  | |  | |  | |  |
| Organise a feedback mechanism workshop with all key staff and volunteers to plan how feedback will be collected, recorded, analysed, responded to, and referred to other partners | | | | | | |  | |  | |  | |  | |  | |  |
| Organise community meetings to present the proposed feedback mechanism and check it meets peoples’ expectations and they will feel comfortable using it | | | | | | |  | |  | |  | |  | |  | |  |
| Train all those involved in running the feedback mechanism on how it will work and their role | | | | | | |  | |  | |  | |  | |  | |  |
| Brief all staff and volunteers on the feedback mechanism so they can explain it to communities | | | | | | |  | |  | |  | |  | |  | |  |
| Establish the feedback mechanism e.g., establish hotline, helpdesks etc | | | | | | |  | |  | |  | |  | |  | |  |
| Advertise the feedback mechanism to communities through preferred channels | | | | | | |  | |  | |  | |  | |  | |  |
| Produce monthly feedback reports, which are shared and discussed internally | | | | | | |  | |  | |  | |  | |  | |  |
| Regular FGDs to check people are aware of and feel comfortable using the feedback mechanism | | | | | | |  | |  | |  | |  | |  | |  |

#### 3. CEA outcomes, outputs, indicators, and activities for programmes

The log frame below is not intended to be used as a stand-alone log frame, but rather provides ideas for what could be included in a programme plan and log frame to ensure a good level of engagement with and accountability to communities. Not all the outputs, indicators or activities need to be included – choose the most relevant for your context and merge them into the programme log frame.

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| **COMMUNITY ENGAGEMENT AND ACCOUNTABILITY (CEA) IN PROGRAMMES** | | | | | | | | | | | | | |
| **Outcome(s) and Outputs** | **Indicators** | | | | | | | | | **Means of Verification** | | | |
| **Outcome 1:** The programme is based on a thorough understanding of community needs, priorities, and context, including preferred ways to receive information, participate and give feedback | % of community members who feel support provided by the programme currently covers their most important needs | | | | | | | | | Community survey or PDM | | | |
| **Output:** Communities are consulted on their priority needs and preferred ways to receive information, participate and give feedback through a needs assessment | % of community members who report being consulted during the assessment | | | | | | | | | Community survey or PDM | | | |
| **Output:** A context analysis carried out to map community groups and leaders, power dynamics, gender and diversity roles, cultural and social values, conflict, and existing capacities | The programme is informed by a context analysis | | | | | | | | | Assessment or context analysis report | | | |
| **Activities** | | Q1 | | Q2 | | Q3 | | Q4 | | Budget | | Lead | |
| Consult community representatives on the best way to carry out the programme assessment | |  | |  | |  | |  | |  | |  | |
| Brief or train assessment teams on the assessment purpose and how to communicate clearly and honestly with community members, including on the Code of Conduct and zero tolerance for sexual exploitation and abuse and fraud or corruption | |  | |  | |  | |  | |  | |  | |
| Carry out a community meeting to introduce the National Society and explain the purpose of the assessment in advance, and answer any questions | |  | |  | |  | |  | |  | |  | |
| Plan and conduct a context analysis, to understand the different structures and groups in the community, existing capacities, power dynamics, knowledge, practices and behaviours, cultural and social values, who is marginalized or at-risk, and who the other stakeholders are | |  | |  | |  | |  | |  | |  | |
| Include questions about people’s needs, opinions, priorities, and preferred ways to receive information, participate and give feedback into the programme needs assessment | |  | |  | |  | |  | |  | |  | |
| Include opportunities for two-way conversation with community members in the needs assessments e.g., focus group discussions | |  | |  | |  | |  | |  | |  | |
| **Outcome(s) and Outputs** | **Indicators** | | | | | | | | | **Means of Verification** | | | |
| **Outcome 2:** Programme staff and volunteers have the knowledge, understanding and capacity to engage communities effectively | % of community members who feel treated with respect by programme staff and volunteers | | | | | | | | | Community survey, PDM | | | |
| **Output:** CEA training and support is provided to staff and volunteers | Training attendance sheets | | | | | | | | | Training records | | | |
| **Activities** | | Q1 | | Q2 | | Q3 | | Q4 | | Budget | | Lead | |
| Deliver the 3-day CEA training to the programme team | |  | |  | |  | |  | |  | |  | |
| Roll out the branch level CEA training to branches who are implementing the programme | |  | |  | |  | |  | |  | |  | |
| The one-day communication and feedback skills training is delivered to volunteers | |  | |  | |  | |  | |  | |  | |
| The CEA Manager carries out XX visits to support the programme team | |  | |  | |  | |  | |  | |  | |
| Sessions on CEA are integrated into all programme trainings | |  | |  | |  | |  | |  | |  | |
| **Outcome(s) and Outputs** | **Indicators** | | | | | | | | | **Means of Verification** | | | |
| **Outcome 3:** Community members actively participate in designing, guiding, and managing the programme | % of community members who feel their opinion is taken into account during programme planning and decision-making | | | | | | | | | Community survey, PDM | | | |
| **Output:** Programme plans are designed with community members, including men, women, boys, and girls, and marginalized or at-risk groups and community volunteers | # of participatory planning sessions held with communities (disaggregated by groups consulted e.g., women, youth, livelihoods associations, people with disabilities etc) | | | | | | | | | Community meeting minutes, programme reports | | | |
| **Output:** *(if selection criteria are used in the programme)* Selection criteria are discussed and agreed with community members | % of community members who know how the programme decided who should receive support and who does not | | | | | | | | | Community survey, PDM | | | |
| **Output:**  Mechanisms are set up to support community members to participate in managing the programme and making decisions | # of opportunities for community participation in managing and guiding the programme (e.g., number of committee meetings, etc) | | | | | | | | | Programme reports, community meeting minutes | | | |
| **Activities** | | Q1 | | Q2 | | Q3 | | Q4 | | Budget | | Lead | |
| Meeting with community leaders, representatives, and community volunteers to discuss the best approaches to ensuring community members can participate in the planning process, including mapping any existing community coordination and communication structures | |  | |  | |  | |  | |  | |  | |
| Participatory planning workshops with a diverse range of groups in the community to agree programme outcomes, activities, roles, and responsibilities | |  | |  | |  | |  | |  | |  | |
| Participatory planning workshops with a diverse range of groups in the community to agree how the community and the National Society should work together during the programme, e.g., how people should participate, be kept informed, and provide feedback | |  | |  | |  | |  | |  | |  | |
| Participatory planning workshops with a diverse range of groups in the community to agree selection criteria for the programme | |  | |  | |  | |  | |  | |  | |
| Community meeting to present programme plans to the community for approval | |  | |  | |  | |  | |  | |  | |
| Establish or leverage existing community participation mechanisms e.g., community committees, and provide training on roles and responsibilities, including for community volunteers | |  | |  | |  | |  | |  | |  | |
| Use community-based targeting processes to identify who should receive support | |  | |  | |  | |  | |  | |  | |
| Attend monthly meetings with the community committee or representatives and discuss programme progress, activities, decisions or changes, challenges, feedback raised, and exit | |  | |  | |  | |  | |  | |  | |
| Discuss community concerns, needs and requests (raised during community meetings or in community feedback mechanisms) in internal programme management meetings and agree what action should be taken | |  | |  | |  | |  | |  | |  | |
| Hold regular FGDs with different groups in the community, including National Society volunteers, to check if the programme is meeting people’s needs and they are satisfied with the quality of information, participation and influence they have over the programme | |  | |  | |  | |  | |  | |  | |
| Hold workshops with the community to plan the programme closure, including how the community can be supported to take over once the programme ends | |  | |  | |  | |  | |  | |  | |
| Hold workshops with the community to plan the end of programme evaluation questions and processes and how they can be involved | |  | |  | |  | |  | |  | |  | |
| Discuss the end of programme evaluation findings and next steps with community members | |  | |  | |  | |  | |  | |  | |
| **Outcome(s) and Outputs** | **Indicators** | | | | | | | | | **Means of Verification** | | | |
| **Outcome 4:** Community members are well informed about the programme aims, timelines, activities, selection criteria, challenges, or delays, and how they can participate and provide feedback | % of community members who feel the programme has communicated well about plans and activities | | | | | | | | | Community survey, PDM | | | |
| **Output:** A detailed communication plan is developed specifying what information will be shared, with who, through which methods, by whom, and at what points in the programme | # and type of methods established to share information with communities about the programme | | | | | | | | | Programme reports and plans | | | |
| **Output:** Information is shared regularly with communities and community volunteers about programme progress and activities | % of community members who can correctly explain the programme activities | | | | | | | | | Community survey | | | |
| **Activities** | | Q1 | | Q2 | | Q3 | | Q4 | | Budget | | Lead | |
| Identify the best channels for sharing information with communities based on the assessment data and discussions with community members during the planning phase | |  | |  | |  | |  | |  | |  | |
| Develop a communication plan setting out what information will be shared, when, with whom and how and discuss this with the full programme team and volunteers | |  | |  | |  | |  | |  | |  | |
| Set up communication channels and materials, e.g., print programme posters, put up noticeboards, plan community meeting schedule, establish an SMS system etc | |  | |  | |  | |  | |  | |  | |
| Regular meetings with community volunteers to keep them informed of programme plans | |  | |  | |  | |  | |  | |  | |
| Monthly community meetings to update on programme progress and answer questions | |  | |  | |  | |  | |  | |  | |
| Communicate selection criteria widely and clearly to recipients and non-recipients | |  | |  | |  | |  | |  | |  | |
| Regular FGDs to check the programme is using the most effective channels, approaches, and languages to reach different groups and that information is received and useful | |  | |  | |  | |  | |  | |  | |
| **Outcome(s) and Outputs** | **Indicators** | | | | | | | | | **Means of Verification** | | | |
| **Outcome 5:** Community members receive a timely response to their questions, suggestions, or concerns about the programme | % of people who received a response to their feedback or complaint about the programme | | | | | | | | | Community survey, PDM | | | |
| **Output:** Establish a feedback mechanism for the programme in consultation with communities and programme staff | % of programme complaints and feedback received and responded to by the National Society | | | | | | | | | Feedback database | | | |
| **Output:** Analyse, respond, and act on community feedback, and use it to make changes and improvements to the programme | # of programme decisions made based on community feedback | | | | | | | | | Feedback database and meeting minutes | | | |
| **Activities** | | | Q1 | | Q2 | | Q3 | | Q4 | | Budget | | Lead |
| Hold a programme team meeting or workshop to discuss what kind of feedback mechanism would be needed for the programme | | |  | |  | |  | |  | |  | |  |
| *(If the National Society has a permanent feedback mechanism)* Identify how the National Society feedback mechanism can be adapted and used to support the programme | | |  | |  | |  | |  | |  | |  |
| Discuss the proposed feedback mechanism with communities through meetings and FGDs *(if this was not already done during the planning phase)* | | |  | |  | |  | |  | |  | |  |
| Set up the feedback mechanism, including systems for collecting, responding, analysing, and referring feedback | | |  | |  | |  | |  | |  | |  |
| Train all those involved in running the feedback mechanism on how it will work and their role | | |  | |  | |  | |  | |  | |  |
| Brief all programme staff and volunteers on the feedback mechanism so they can explain it accurately and clearly to communities | | |  | |  | |  | |  | |  | |  |
| Advertise the feedback mechanism to communities through preferred channels | | |  | |  | |  | |  | |  | |  |
| Discuss community feedback and monitoring data in programme team meetings as a standing  agenda item, including how to act on it | | |  | |  | |  | |  | |  | |  |
| Monitor how the feedback mechanism is working by analysing the volume of feedback received and who it comes from | | |  | |  | |  | |  | |  | |  |
| Regular FGDs to check people are aware of and feel comfortable using the feedback mechanism | | |  | |  | |  | |  | |  | |  |

#### 4. CEA outcomes, outputs, indicators, and activities for behaviour change programmes and epidemic response

The log frame below provides outcomes, outputs, indicators, and activities that can be integrated into behaviour change programmes or epidemic responses. These are in addition to the outcomes, outputs, indicators, and activities above which are relevant for all programmes.

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| **COMMUNITY ENGAGEMENT AND ACCOUNTABILITY (CEA) IN BEHAVIOUR CHANGE OR EPIDEMIC RESPONSE** | | | | | | | | |
| **Outcome(s) and Outputs** | **Indicators** | | | | | **Means of Verification** | | |
| **Outcome 1:** People have access to timely, accurate and trusted information that supports them to take action to protect and improve their safety, health, and wellbeing. | % reported change in behaviours being addressed by the programme or response | | | | | Programme/response reports and meeting minutes | | |
| **Output:** Identify the most trusted channels and sources of information in the community | # of <insert approach used e.g., *radio shows, radio spots, SMS sent, social media posts, mobile cinemas or drama shows etc>* | | | | | Programme/operation reports | | |
| **Output:** Share timely, accurate information about *<insert name of disease or behaviour change issue>* through trusted mass communication channels | # of people reached through *<insert the communication channels being used e.g., radio, SMS, social media, mobile cinemas etc>* | | | | | Radio/TV station audience figures  # of SMS sent  # of views/likes on social media  # of people attending a community event | | |
| **Output:** Analyse, respond, and act on community feedback and social data about behaviours and use it to make changes and improvements to the programme/response | # and type of methods established to proactively track community beliefs, suggestions, questions, rumours, and complaints about the behaviour change issue and the National Society | | | | | Perception and feedback reports | | |
| **Output:** Update information shared about *<insert name of disease or behaviour change issue>* regularly based on the beliefs, fears, rumour, questions, and suggestions in communities | # of programme/response approaches adapted and improved as a result of community feedback | | | | | Programme reports, programme/operation meeting minutes | | |
| **Activities** | | Q1 | Q2 | Q3 | Q4 | | Budget | Lead |
| Train staff and volunteers on community engagement, with focus on behaviour change approaches | |  |  |  |  | |  |  |
| Carry out a context analysis and community mapping to understand the structures, groups, power dynamics, capacities, beliefs and challenges and needs | |  |  |  |  | |  |  |
| Identify the best channels for sharing information about *<insert name of disease or behaviour change issue>* with communities based on the assessment data and discussions with community members during the planning phase | |  |  |  |  | |  |  |
| Adapt/translate information about *<insert name of disease or behaviour change issue>* to the local context and languages | |  |  |  |  | |  |  |
| Rapid community assessments to understand knowledge, attitudes, practices, and perceptions to *<insert name of disease or behaviour change issue>* | |  |  |  |  | |  |  |
| Social mobilization to encourage positive behaviours and address fear, rumours, and stigma (e.g., house to house, loudspeaker systems, WhatsApp groups etc) | |  |  |  |  | |  |  |
| Interactive radio and TV shows to encourage positive behaviours, address rumours, fear, misinformation, and stigma | |  |  |  |  | |  |  |
| Radio jingles and adverts to share key information | |  |  |  |  | |  |  |
| Use of social media to encourage positive behaviours and address fear, rumours, and stigma | |  |  |  |  | |  |  |
| Hold a programme team meeting or workshop to plan how a proactive feedback mechanism to capture beliefs, fears, rumour, questions, and suggestions in communities about the issue | |  |  |  |  | |  |  |
| *(If the National Society has a permanent feedback mechanism)* Identify how the National Society feedback mechanism could be adapted and used to support the programme/response | |  |  |  |  | |  |  |
| Discuss the proposed feedback mechanism with communities with key community representatives, including volunteers, to check this it will be an effective way to monitor people’s perceptions *(if this was not already done during the planning phase)* | |  |  |  |  | |  |  |
| Set up the feedback mechanism, including systems for collecting, responding, analysing, sharing, and referring feedback | |  |  |  |  | |  |  |
| Train all those involved in collecting and managing feedback on how the process will work | |  |  |  |  | |  |  |
| Prepare weekly/monthly reports analysing the main feedback trends and discuss this in programme/response meetings, including how the response should be adapted to respond to and act on the main beliefs, fears, rumour, questions, and suggestions in communities | |  |  |  |  | |  |  |
| Collect feedback from community volunteers about the beliefs, fears, rumour, questions, and suggestions in communities | |  |  |  |  | |  |  |
| Regularly review and update the information shared with communities based on community feedback data and changes in the context | |  |  |  |  | |  |  |
| Monitor how the feedback mechanism is working by analysing the volume of feedback received and who it comes from to ensure no one is being missed and the system is working well | |  |  |  |  | |  |  |
| Regular FGDs to check the programme/response is using the most effective channels, approaches, and languages to reach different groups and that information is received, understood, trusted and useful | |  |  |  |  | |  |  |
| **Outcome(s) and Outputs** | **Indicators** | | | | | **Means of Verification** | | |
| **Outcome 2:** People actively participate in addressing *<insert name of disease or behaviour change issue>* by promoting safe, healthier practices, facilitating community action, and helping to reduce fear, stigma, and misinformation | # of community-led solutions to solving problems supported by the programme/response | | | | | Community meeting reports, programme/ operation reports | | |
| **Output:** Communities are supported to identify community-led solutions to address challenges, improve behaviours and/or reduce the spread of infection | # of trusted leaders, influencers and community groups helping to lead behaviour change initiatives in their community | | | | | Community meeting reports, programme/ operation reports | | |
| **Activities** | | Q1 | Q2 | Q3 | Q4 | | Budget | Lead |
| Carry out a context analysis and community mapping to understand the structures, groups, power dynamics, capacities, beliefs and challenges and needs | |  |  |  |  | |  |  |
| Build partnerships with community leaders, influencers, groups, and networks to plan local solutions and engage them in sharing information, addressing misinformation, and collecting feedback | |  |  |  |  | |  |  |
| Community workshops to identify problems, brainstorm solutions, and agree activities and roles | |  |  |  |  | |  |  |
| Provide funding grants and support to local community groups to implement local solutions | |  |  |  |  | |  |  |
| Train and support local community groups, leaders, volunteers, and representatives to lead activities and behaviour change and risk communication approaches | |  |  |  |  | |  |  |
| Engage community members and groups in developing behaviour change and risk communication information and materials | |  |  |  |  | |  |  |