# TOOL 3: CEA SELF-ASSESSMENT AND PLANNING WORKSHOP

### **Self-assessment exercise worksheet**

###### Instructions to complete this worksheet

* There are three self-assessment sections in this worksheet – institutionalization, programmes, and emergency response operations. Complete the sections that your group has knowledge and experience of. For example, if your group has no experience of emergency operations you don’t need to complete this section.
* For the institutionalization section:
  + There are four minimum actions to institutionalize CEA in the National Society. Under each action is a list of questions to assess whether the National Society has the necessary elements in place to meet that action. Read through the questions and answer yes, no, or somewhat/sometimes. For any you don’t know, leave it blank.
* For the programmes section:
  + Answer this section based on one specific programme, or the National Society’s programmes in general
  + For each of the 14 minimum actions, rate how often and how well each action is implemented within the National Society’s programmes. Calculate the gap between how well the action is implemented now, and how well it should be done. Higher numbers in column five indicate where the biggest gaps in CEA exist. However, groups are also free to prioritize actions with smaller gaps if they feel these are more important for the National Society.
  + Don’t make all 14 actions a priority. Be realistic about how many actions can be improved within a year or two.
* For the emergencies section:
  + Follow the same process as above, for the 10 minimum actions to focus on in emergency response operations. Ask the facilitator or refer the [CEA Guide](https://communityengagementhub.org/resource/ifrc-cea-guide/) if you are unsure what any of the minimum actions mean.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **INSTITUTIONALIZATION OF CEA CHECKLIST** | | | | |
| **1. Strengthen community engagement and accountability understanding and capacity for all** | | | | |
|  | **YES** | **NO** | **SOMEWHAT** |
| Is there leadership buy-in and support for CEA? |  |  |  |
| Does the National Society have a CEA policy? |  |  |  |
| Does the National Society have a CEA Strategy or plan? |  |  |  |
| Does the National Society have key performance indicators that measure levels of accountability to communities? |  |  |  |
| Have staff and volunteers been trained on CEA? |  |  |  |
| **2. Allocate resources, including funding and staff, to strengthen and institutionalize community engagement and accountability** | | | | |
|  | **YES** | **NO** | **SOMETIMES** |
| Are core funds allocated to CEA? |  |  |  |
| Is CEA included in all programme and operation budgets? |  |  |  |
| Is CEA included in donor proposals? |  |  |  |
| Is there a CEA staff position in the National Society? |  |  |  |
| Do branches have CEA focal points? |  |  |  |
| **3. Integrate community engagement and accountability into all National Society strategies, values, plans, policies and tools so it becomes a standard way of working for all staff and volunteers** | | | | |
|  | **YES** | **NO** | **SOMEWHAT** |
| Is CEA included in the National Society mission statement and/or core values |  |  |  |
| Is CEA included in the National Society organizational strategy? |  |  |  |
| Is CEA integrated in National Society policies? |  |  |  |
| Is CEA included in the National Society annual plan? |  |  |  |
| IS CEA integrated in other sectors’ plans, tools and guidelines? |  |  |  |
| Are expectations to engage communities included in staff and volunteer job descriptions? |  |  |  |
| Have all staff and volunteers been briefed on, understand and signed the Code of Conduct? |  |  |  |
| Are new staff briefed on CEA, including governance members? |  |  |  |
| Is CEA integrated in PMER processes? i.e., CEA indicators in plans, all plans are checked to see if they include CEA before being approved and reports include a section on CEA |  |  |  |
| **4. Establish a community feedback mechanism for the National Society, with processes for managing sensitive complaints** | | | | |
|  | **YES** | **NO** | **SOMEWHAT** |
| Does the National Society have a permanent community feedback mechanism? |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PROGRAMMES** | | | | | | |
| **Minimum actions for community engagement and accountability**  **(As per the CEA Guide)** | **1. How often do you do this action?**  Always  Sometimes  Rarely  Never | **2. How well do you do this action?**  5 = excellent  4 = good  3 = ok  2 = needs improving  1 = poor | **3. How well would you like to do this action?**  5 = excellent  4 = good  3 = ok  2 = needs improving  1 = poor | **4. Gap between how well you do it now, and would like to do it**  Calculate the gap by taking box 2 away from box 3 | **5. Is this action a priority?**  Yes  No |
| **During assessments** | | | | | | |
| 1. Search for existing information about the community |  |  |  |  |  |
| 2. Involve the community in planning the assessment |  |  |  |  |  |
| 3. Brief or train volunteers on the purpose of the assessment and how to communicate clearly and honestly |  |  |  |  |  |
| 4. Take time to understand the context, people’s needs and capacities |  |  |  |  |  |
| 5. Include questions about how best to engage communities in needs assessments |  |  |  |  |  |
| **Minimum actions for community engagement and accountability**  **(As per the CEA Guide)** | **1. How often do you do this action?**  Always  Sometimes  Rarely  Never | **2. How well do you do this action?**  5 = excellent  4 = good  3 = ok  2 = needs improving  1 = poor | **3. How well would you like to do this action?**  5 = excellent  4 = good  3 = ok  2 = needs improving  1 = poor | **4. Gap between how well you do it now, and would like to do it**  Calculate the gap by taking box 2 away from box 3 | **5. Is this action a priority?**  Yes  No |
| **Design and planning** | | | | | | |
| 6. Community members and key stakeholders must be involved in planning the programme, including men, women, boys and girls and marginalized or at-risk groups |  |  |  |  |  |
| 7. Cross-check plans with the community and other stakeholders before implementing to make sure they match needs and expectations |  |  |  |  |  |
| 8. Include community engagement and accountability activities and indicators in programme plans and budget, outlining how information will be shared, community participation supported, and feedback managed |  |  |  |  |  |
| **Minimum actions for community engagement and accountability**  **(As per the CEA Guide)** | **1. How often do you do this action?**  Always  Sometimes  Rarely  Never | **2. How well do you do this action?**  5 = excellent  4 = good  3 = ok  2 = needs improving  1 = poor | **3. How well would you like to do this action?**  5 = excellent  4 = good  3 = ok  2 = needs improving  1 = poor | **4. Gap between how well you do it now, and would like to do it**  Calculate the gap by taking box 2 away from box 3 | **5. Is this action a priority?**  Yes  No |
| **Implementation and monitoring** | | | | | | |
| 9. Regularly share information about the programme with community members, using the best approaches to reach different groups |  |  |  |  |  |
| 10. Enable active community participation in managing and guiding the programme, including marginalized and at-risk groups |  |  |  |  |  |
| 11. Collect, analyse, and respond to community feedback, ensuring people know how they can ask questions, make suggestions or raise concerns about the programme |  |  |  |  |  |
| 12. Review and adjust programme activities and approaches regularly based on community feedback and monitoring data |  |  |  |  |  |
| **Minimum actions for community engagement and accountability**  **(As per the CEA Guide)** | **1. How often do you do this action?**  Always  Sometimes  Rarely  Never | **2. How well do you do this action?**  5 = excellent  4 = good  3 = ok  2 = needs improving  1 = poor | **3. How well would you like to do this action?**  5 = excellent  4 = good  3 = ok  2 = needs improving  1 = poor | **4. Gap between how well you do it now, and would like to do it**  Calculate the gap by taking box 2 away from box 3 | **5. Is this action a priority?**  Yes  No |
| **Evaluation and learning** | | | | | | |
| 13. Involve communities in planning the evaluation and discussing the findings |  |  |  |  |  |
| 14. Ask community members if they are satisfied with the programme, how it was delivered and what could be improved |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EMERGENCY RESPONSE OPERATIONS** | | | | | |
| **Minimum actions for community engagement and accountability**  **(As per the CEA Guide)** | **1. How often do you do this action?**  Always  Sometimes  Rarely  Never | **2. How well do you do this action?**  5 = excellent  4 = good  3 = ok  2 = needs improving  1 = poor | **3. How well would you like to do this action?**  5 = excellent  4 = good  3 = ok  2 = needs improving  1 = poor | **4. Gap between how well you do it now, and would like to do it**  Calculate the gap by taking box 2 away from box 3 | **5. Is this action a priority?**  Yes  No |
| **At all stages of the response** | | | | | |
| 1. Community engagement is integrated across the response (e.g., staff and volunteers are briefed on CEA, CEA is discussed in operation meetings, the operation has a CEA focal point) |  |  |  |  |  |
| **During emergency assessments** | | | | | |
| 2. Understand community needs, capacities, and context |  |  |  |  |  |
| 3. Carry out the assessment with transparency and respect for the community |  |  |  |  |  |
| **Minimum actions for community engagement and accountability**  **(As per the CEA Guide)** | **1. How often do you do this action?**  Always  Sometimes  Rarely  Never | **2. How well do you do this action?**  5 = excellent  4 = good  3 = ok  2 = needs improving  1 = poor | **3. How well would you like to do this action?**  5 = excellent  4 = good  3 = ok  2 = needs improving  1 = poor | **4. Gap between how well you do it now, and would like to do it**  Calculate the gap by taking box 2 away from box 3 | **5. Is this action a priority?**  Yes  No |
| **Planning the response** | | | | | |
| 4. Discuss response plans with communities and key stakeholders |  |  |  |  |  |
| 5. Discuss and agree selection criteria and distribution processes with communities |  |  |  |  |  |
| 6. Include community engagement and accountability activities and indicators in response plans and budgets |  |  |  |  |  |
| **During the response** | | | | | |
| 7. Regularly share information about the response with the community |  |  |  |  |  |
| 8. Support community participation in making decisions about the response |  |  |  |  |  |
| 9. Listen to community feedback and use it to guide the response |  |  |  |  |  |
| **Evaluating and learning** | | | | | |
| 10. Include the community in the evaluation (e.g., asking their opinions in the evaluation or involving them in planning and carrying out the evaluation) |  |  |  |  |  |