**Instructions for facilitators**

1. Prepare the Jamboard for the group work by making a copy of the [template CEA 18 minimum actions Jamboard](https://jamboard.google.com/d/1FhS0LvQ32Zcp082S0malfd8POLmvU5KwNdJOYav6JRs/edit?usp=sharing). Do this by clicking the three dots at the top right of the page and choosing ‘Make a Copy’. Then make sure participants will be able to edit the Jamboard during the group work by clicking ‘share’ and then updating the link access to ‘anyone with the link’ and ‘editor’. Have this link ready to drop in the chat in the session.
2. Put people into four breakout groups and make sure they know the number of their group so they can go to the right Jamboard page.
3. Instructions for Participants:
   1. A Jamboard with the 18 minimum actions for CEA in emergencies will be shared in Zoom chat.
   2. Go to your group number’s Jamboard page and decide if each action supports institutionalization of CEA, or CEA in programmes
   3. If it supports programmes, decide if it should happen during assessments, planning, implementation and monitoring, or evaluation
   4. Stick it on the correct phase of the programme cycle on your Jamboard
   5. Groups have 15 minutes
4. Share the Jamboard link in Zoom chat after sharing the instructions and ask everyone to open the link before the breakout rooms are opened.
5. Open the breakout rooms and set the 10 min timer.
6. Debrief with the participants in the plenary
7. The PPT CEA in emergencies has the answers and explores each step in more detail.

If you need more help on using Jamboard and breakout rooms, see the facilitator guide for the online CEA Foundation training.

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| Search for existing information about the community |
| Involve the community in planning the assessment |
| Brief or train volunteers on the purpose of the assessment and how to communicate clearly and honestly |
| Take time to understand the context, people’s needs and capacities |
| Include questions about how best to engage communities in needs assessments |
| Community members and key stakeholders must be involved in planning the programme, including men, women, boys and girls and marginalized or at-risk groups |
| Cross-check plans with the community and other stakeholders before implementing to make sure they match needs and expectations |
| 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 |
| Regularly share information about the programme with community members, using the best approaches to reach different groups |
| Enable active community participation in managing and guiding the programme, including marginalized and at risk groups |
| Collect, analyse and respond to community feedback, ensuring people know how they can ask questions, make suggestions or raise concerns about the programme |
| Review and adjust programme activities and approaches regularly based on community feedback and monitoring data |
| Involve communities in planning the evaluation and discussing the findings |
| Ask community members if they are satisfied with the programme, how it was delivered and what could be improved |
| Strengthen community engagement and accountability understanding and capacity at all levels in the National Society |
| Allocate resources, including funding and staff, to strengthen and institutionalize community engagement and accountability |
| 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 |
| Establish a community feedback mechanism for the National Society, with processes for managing sensitive complaints |