# Facilitator Guide: for the Community Engagement and Accountability Foundation Training

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#### Overview of the CEA Foundation Training

The CEA Foundation Training has been designed for National Societies, IFRC and ICRC who want to strengthen CEA within their programmes, operations, and institutional ways of working. The CEA Foundation Training package is a companion to the [Red Cross Red Crescent Guide to CEA](https://communityengagementhub.org/resource/ifrc-cea-guide/), with training content taken from the Guide. **It is strongly advised to read the CEA Guide before going through the training pack.**

**The objectives of the CEA Foundation Training are to:**

* Define CEA and why it is critical for Red Cross and Red Crescent work
* Steps to institutionalize CEA in your organization and embed it in policies, procedures, and ways of working
* The purpose of community feedback mechanisms and how to set them up
* Minimum actions for CEA in programmes, including during assessments, planning, implementation and monitoring, and evaluation and learning
* How to integrate CEA in emergency response operations when there is less time and greater urgency to response
* Introduce the CEA toolkit and how it can support teams to strengthen CEA.

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| **Facilitators** | * Minimum of two facilitators are needed
* Facilitators should have knowledge and experience of planning and delivering CEA approaches and activities, and ideally work in a CEA role
* Previous experience in delivering participatory trainings
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| **Audience**  | * National Society, IFRC and ICRC staff with responsibility for planning and managing programme and operations
* For example, senior management, sector heads, programme managers, disaster response managers, PMER, PGI, organizational development managers, branch managers
* No prior knowledge of CEA needed
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| **Group size** | * Maximum 24 participants
* Minimum 12 participants
* Participants broken into four groups. They stay in these same groups throughout the training. It is good to have a mix of experience, sectors, roles, and levels in the groups
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| **Length** | * Three and a half days
* Optional add-on days to carry out an organizational CEA self-assessment and planning workshop and/or a training of trainer’s day
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| **Methodology**  | * Participatory
* Mix of PowerPoint presentations, group exercises, plenary discussion, and desk-top scenario exercises
* Theory is introduced through a PowerPoint, followed by a scenario or group exercise to put learning into practice
* Group exercises and pauses for plenary discussion are included throughout the PowerPoints
* Space is allocated in the agenda for participant presentations on how they are strengthening CEA in their organization or role.
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#### Preparing for the training

To prepare for this training you should:

1. Read the [**Red Cross Red Crescent Guide to CEA**](https://communityengagementhub.org/resource/ifrc-cea-guide/)
2. Familiarize yourself with the [**CEA toolkit**](https://communityengagementhub.org/guides-and-tools/cea-toolkit/)
3. Be prepared to **adapt the training** to suit your participants level of knowledge, context, needs, and training methodology preferences. This is a global training package so it will not be perfect for every audience in every context, and it is the role of the facilitators to personalize it to suit their participants needs.
4. Review the **facilitator agenda** which provides a detailed overview of the training, including all the materials required for each session
5. **Read through all the PowerPoint presentations**, including the facilitator/speaker notes for each slide, and ensure you are comfortable and fully understand the content and aware of when to pause for discussion. There are real-life examples throughout the PowerPoint presentations which have been taken from the CEA Guide. Your training will be more effective if you can **replace examples with ones from your National Society, organization, or region**.
6. **Group exercises are embedded with the PowerPoint presentations** so ensure you understand how they work, have prepared the materials you need in advance, and read any additional facilitator notes. See the table below for an overview of what you need to print and prepare ahead of the training
7. There are also **longer desk-top scenario and group exercises**, which take place after each PowerPoint session. These longer exercises are intended to allow participants to put into practice what they have just learnt during the taught session. These long exercises all have separate facilitator notes which you will need to read in advance. There are also participant handouts, which need to be printed in advance. Again, see the table below for an overview
8. For the **desk-top scenario during the CEA in Emergencies session** (PPT 9) there is a **choice of two different scenarios**. You can select the one which is most relevant for the type of response your participants are engaged in. One scenario focuses on CEA in a population movement operation, while the other is on risk communication and community engagement (RCCE) in an epidemic response
9. **Participants will need access to** the [Red Cross Red Crescent Guide to CEA](https://communityengagementhub.org/resource/ifrc-cea-guide/)and [CEA toolkit](https://communityengagementhub.org/guides-and-tools/cea-toolkit/) during the training, so either have copies of these to distribute or ensure they have laptops and internet access so they can access these online. The toolkit is quite large so if you are printing this, it is enough to have four copies (one set of tools per group)
10. **You will need the following stationery**:
* Five flip chart stands and paper – 1 per group and 1 for facilitators
* Coloured marker pens (mix of colours per group)
* 4 glue sticks or sticky tack
* Sellotape
* Post-it notes
* Scissors
* Small speaker for video content
* Empty box, which can be used as a suggestion box for participants
1. There is space allocated in the agenda for **participants to present** and share their experiences of CEA activities and initiatives they are involved in. These are called Red Talks, with four 15-minute Red Talk allocated throughout the training. These can be reduced, removed, or increased as you prefer
2. There is also space allocated at the start of the training for a Secretary General or Senior Manager to give an **opening speech**. Some suggestions for what this could include are in the slide facilitator notes
3. The **start, end, break and lunch times** on the facilitator and participant agenda can be modified to suit your country or region’s preference
4. If you are using the **pre and post-test**, the pre-test can be sent out in advance via email to save time at the start of the training. Although do stress to participants that this is anonymous and is to assess whether the training has been successful so they should not look up the answers to any questions they are not sure of.
5. There is **no participant preparation or pre-training required** for the CEA Foundation Training, except to complete the pre-test if you are using this. You could also ask participants to share their expectations for the training in advance, although this can also be done in the opening session if easier. Do share a copy of the participant agenda in advance.

#### What’s in the CEA Foundation Training package?



#### About the PowerPoint presentations

* **Structure:** All PowerPoint presentations are structured around the minimum actions for CEA as per the CEA Guide. Slides explain why each action is important and how to put it into practice, with the following slides often delving deeper into the ‘how’
* **Signposting to the CEA toolkit:** The slideswill signpost which CEA tools participants can use to help them implement the minimum action or guidance on the slide. There is a description of the tools and what it provides, in the slide facilitator notes.
* **Facilitator notes:** Every slide has facilitator notes included to help you deliver the content on the slide. These will tell you if the slide content should be discussed before being shown. You are not expected to read the facilitator notes out in full – they are there as background information to augment and explain the content on the slide. You can focus on the content in the facilitator notes that is most relevant for your participants.
* **Use of animation:** Every presentation uses animation to allow information to be revealed gradually. This is very important in the case of group discussion and groups tasks when clicking through too quickly would reveal the answer to the question or task before participants have had time to answer. Therefore, it is critical to click through each presentation in advance, so you know when to pause and allow time for group discussion or tasks.
* **Use of ‘*Discuss…*’:** in the title of the slide indicates that you should first discuss the topic of the slide before revealing the slide content to the participants. This allows opportunity for participants to discuss and debate key issues related to CEA, drawing on their own experiences.
* **Group exercises:** There are short group exercises included in all the presentations. In some cases, no materials or separate facilitator notes are needed for the group exercises as they are simple, and the answers will be discussed on the following slides. In other cases (during feedback, CEA in the programme cycle, planning, and CEA in emergencies) the group exercises require participant materials to be **prepared in advance** – for example by cutting up cards or printing handouts for each group to use. Some exercise also have separate facilitator notes. See the table below for an overview of what you need to print and prepare ahead of the training.
* **Group exercises:** At the end of each PPT there is a slide (after questions) outlining the group exercise or scenario-based task participants will complete, based on what they have just learned during the PPT session.
* **Hidden slides:** There is a lot of content in the PPT presentations, so some slides have been hidden if the content on them is not considered critical. These slides include additional information and can be shown if participants have questions or need additional explanation.

#### About the group exercises

As well as the in-PPT short group exercises, there are also two longer group exercises following the introduction to CEA and institutionalization sessions. There are participant handouts and facilitator notes for both these group exercises.

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#### About the scenarios

There is a **programme-based scenario** that runs throughout the training. This scenario is designed to consolidate participants’ knowledge by setting them tasks that allow them to put into practice what they have just learnt during the PowerPoint session. The scenario centres around a fictional National Society called Alexa Red Cross with tasks linked to setting up a feedback mechanism, integrating to assessments, into planning, and into implementation and monitoring.

There is also a shorter **emergency-focused scenario** for the CEA in emergencies sessions on day three and four. This scenario exercise is fast paced, with participants only having 20 minutes to complete the tasks. There is a choice of two emergency scenarios to choose from depending on what is most relevant and appropriate for your participants. Options include:

1. CEA in a population movement response
2. RCCE in an epidemic response.

#### There are participant handouts and detailed facilitator notes for both the programme and emergency scenario. The facilitator notes provide step-by-step instructions to run the exercise and suggested answers to the tasks. The participant and facilitator notes are numbered to match the PPT session they belong to.

For all group exercises the time provided may need to be adjusted depending on the level of experience and speed at which the participants work.

#### Presenting group work

There are lots of instances throughout the training where groups need to present back their work. There is not enough time for all four groups to present back on every group task so options to ensure this process is quick and efficient include:

* **For group exercises during PowerPoint sessions:** Only one group present their answers. Then a full group discussion allows for other groups to add anything the first group missed. The group that presents rotates with each group exercise.
* **Presenting the results of scenario-based group work:** Pair two groups together, so you have two sets of two groups. In each pair, one group takes 5 minutes to present their answers to the other group, with five minutes for questions. The groups then switch, and the listening group presents their answers with five minutes for questions. Bring all the groups back together for 10 minutes plenary discussion on challenges faced and any common mistakes.

#### Icebreaker, energizers and recaps

You will need an icebreaker exercise to start the training to allow participants to get to know one another. There is a suggested ice breaker in the welcome and introduction slides. Energizers are held when participants need refreshed. Recap exercises are held at the beginning of every day.

#### Evaluation and feedback

At the end of each day, collect feedback from participants on how they felt the day went. Ask them to agree in their groups and write on post-it notes:

* Three things that went well (on one post-it note)
* Three things that could be improved (on one post-it note)
* Three things they still need to know (on one post-it note)

This allows you to collect real-time feedback on the training and address any issues quickly. The feedback collected at the end of each day should be analysed for common themes and addressed at the start of the following day’s training.

Having a suggestion box available to collect anonymous feedback during the training also demonstrates good accountability – but remember to check it daily and respond to any feedback alongside the daily feedback above.

There is a final evaluation form which should be completed at the end of the training. There is a paper and online (Google forms) version of the evaluation form. If you are using the Google form version, you need to make a copy of the form and save it to your google drive, with the name of your training. Do this by clicking the link and selecting make a copy.

#### Pre and Post-Test

There is a **pre-test and post-test** which can be used to measure if there has been an increase in CEA knowledge and understanding following the training. There is a paper and online (Google forms) version of the tests, which can be sent out via email in advance or provided face to face at the start of the training. Ensure participants understand the test is anonymous and is not to test them, but rather to test whether the training is effective at improving people’s knowledge and understanding of CEA. Do not send the test in advance if you think participants will look up the answers.

If you are using the Google form version of the pre and post-test, you need to make a copy of the forms and save them to your google drive, with the name of your training. Do this by clicking the three dots at the top right of the page and choosing ‘Make a Copy’. If you use links shared in the training pack, the responses will be saved in someone else’s Google drive, and you will not be able to review them. You need to copy the forms to your drive, so they becomes your forms.

Regardless of whether you are using the paper or online post-test it is best to have participants complete this while they are still in the training, otherwise your response rate is likely to be significantly lower.

#### Optional add-on day(s)

There are options for additional days you can add to the foundation training if time allows. These include:

* One day to carry out focus group discussions with communities. This allows the National Society to understand where their gaps are in relation to community engagement. Focus group discussion questions to gauge community engagement levels are [here](https://communityengagementhub.org/wp-content/uploads/sites/2/2021/12/Tool-16.-FGD-guide-1.docx).
* One day to carry out a CEA self-assessment and action planning exercise, with the aim of supporting a National Society to finish the training with a clear action plan for how they can strengthen CEA institutionally and within programmes and operations. [CEA Tool 3 provides a guide and materials to run a self-assessment and planning workshop](https://communityengagementhub.org/wp-content/uploads/sites/2/2021/12/TOOL-3.-Self-assessment-and-planning-workshop.zip).
* If participants will be expected to roll the three-day CEA training out to their own teams or organizations, it would be beneficial to include an additional day to deliver a training of trainers’ (TOT) day, where participants can focus on facilitation skills and practice how to deliver the three-day CEA training themselves. Materials to support a TOT for the new three-day CEA training will be added to the community engagement hub soon.

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#### Preparation and printing list

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| **PRE-TRAINING** |
| **WHAT** | **PREPARATION** | **PRINTING** |
| 1. READ ME FIRST - CEA Training Facilitator Guide | Read the document  | 1 for each facilitator |
| CEA facilitator agenda | Read and make any modifications for your training i.e., changing timings or adding/removing Red Talks | 1 for each facilitator |
| CEA Participant Agenda | Make any modifications and send to participants in advance | 1 for every participant |
| CEA Pre-Test | Email out to participants in advance – paper version or Google formIf you are using the Google form, make a copy of the Google form pre-test and save it to your drive, with the name of your training | 1 for every participant if you decide to do this on paper at the start of the training |
| **DAY ONE** |
| **SESSION** | **MATERIALS** | **PREPARATION** | **PRINTING** |
| Welcome and opening remarks | PPT 0 Welcome and opening remarks | Read the PPTArrange the opening speech | Participant agenda for everyone |
| Introduction to CEA | PPT 1 Introduction to CEA | Read the PPT | None |
| Introduction to CEA | 1. Intro to CEA Bus Service Exercise Facilitator | Read the facilitator notes | 1 for every facilitator |
| Introduction to CEA | 1. Intro to CEA Bus Service Exercise Participant | None | Print 2-3 copies per group |
| Institutionalizing CEA | PPT 2 Institutionalization  | Read the PPT | None |
| Institutionalizing CEA | 2. Institutionalizing CEA Case Study Facilitator | Read the facilitator notes Read the [Kenya Red Cross case study](https://communityengagementhub.org/resource/mainstreaming-of-accountability-to-communities-an-operational-case-study/) or exchange for a case study of your own | 1 for every facilitator |
| Institutionalizing CEA | 2. Institutionalizing CEA Case Study Participant | None | Print 2-3 copies per group |
| Feedback mechanisms | PPT 3 Community feedback | Read the PPTPrepare the materials for the in-PPT group exercise (see below) | None |
| Feedback mechanisms | 3. Feedback group exercise cards | Print 1 copy per group and cut the boxes into individual cards. Have one full set of shuffled cards ready to give to each group  | 1 copy per group |
| Feedback mechanisms | 3. Feedback Scenario Facilitator | Read the facilitator notes | 1 for every facilitator |
| Feedback mechanisms | 3. Feedback Scenario Participant | None | Print 2-3 copies per group |
| **DAY TWO** |
| **SESSION** | **MATERIALS** | **PREPARATION** | **PRINTING** |
| CEA in the programme cycle | PPT 4 CEA in the programme cycle | Read the PPTPrepare the materials for the in-PPT group exercise (see below) | None |
| CEA in the programme cycle | 4. Programme cycle group exercise cards | Print 1 copy per group and cut the boxes into individual cards. Have one full set of shuffled cards ready to give to each group | 1 copy per group, **single-sided** |
| CEA in the programme cycle | 4. Programme cycle Facilitator | Read the facilitator notesPrepare the flip charts, as per the facilitator notesHave copies of the CEA Guide or print outs of the CEA minimum actions for programmes to give to participants | 1 for every facilitatorCEA Guide or print out of p.38 for every participant |
| CEA in assessments | PPT 5 CEA in Assessments  | Read the PPT | None |
| CEA in assessments | CEA in assessments scenario facilitator | Read the facilitator notes | 1 for every facilitator |
| CEA in assessments | CEA in assessments scenario participant | None | Print 2-3 copies per group |
| CEA in planning | PPT 6 CEA in planning | Read the PPTPrepare the materials for the in-PPT group exercise (see below) | None |
| CEA in planning | 6. Participation methods group exercise cards | Print the group exercise cards and cut the sheet into individual boxes so you can give two methods of participation to each groupDraw the participation ladder on a flip chart | Print 1 copy |
| CEA in planning | 6. Participation methods group exercise facilitator | Read the facilitator notes | 1 for every facilitator |
| CEA in planning | CEA in planning scenario facilitator | Read the facilitator notes | 1 for every facilitator |
| CEA in planning | CEA in planning scenario participant | None | Print 2-3 copies per group |
| **DAY THREE** |
| **SESSION** | **MATERIALS** | **PREPARATION** | **PRINTING** |
| CEA in implementation and monitoring | PPT 7 CEA in implementation and monitoring | Read the PPT | None |
| CEA in implementation and monitoring | CEA in implementation and monitoring scenario facilitator | Read the facilitator notes | 1 for every facilitator |
| CEA in implementation and monitoring | CEA in implementation and monitoring scenario participant | None  | Print 2-3 copies per group |
| CEA in Evaluation and Learning | PPT 8 CEA in evaluation and learning | Read the PPT | None |
| The 10 minimum actions for CEA in emergencies | PPT 9 CEA in emergencies | Read the PPTPrepare the materials for the in-PPT group exercise (see below) | None |
| The 10 minimum actions for CEA in emergencies | 9. CEA in emergencies minimum action cards | Print 1 copy per group and cut the boxes into individual cards. Have one full set of shuffled cards ready to give to each group | 1 copy per group, single-sided |
| The 10 minimum actions for CEA in emergencies | 9. CEA in emergencies 10 actions to engage communities handout | None | Print a copy for every participant if they don’t have the CEA Guide |
| CEA in emergency assessments | PPT 9 CEA in emergencies | Read the PPT | None |
| CEA in emergency assessments | 9. CEA in emergencies scenario facilitator EPIDEMIC | Decide if you are using this scenario or the population movement oneRead the facilitator notes | 1 for every facilitator |
| CEA in emergency assessments | 9. CEA in emergencies scenario participant EPIDEMIC TASK 1 | None | Print 2-3 copies per group |
| CEA in emergency assessments | 9. CEA in emergencies scenario facilitator POPULATION MOVEMENT | Decide if you are using this scenario or the epidemic oneRead the facilitator notes | 1 for every facilitator |
| CEA in emergency assessments | 9. CEA in emergencies scenario participant POPULATION MOVEMENT TASK 1 | None | Print 2-3 copies per group |
| **DAY FOUR** |
| **SESSION** | **MATERIALS** | **PREPARATION** | **PRINTING** |
| CEA in response planning | PPT 9 CEA in emergencies | Read the PPT | None |
| CEA in response planning | 9. CEA in emergencies scenario facilitator EPIDEMIC | Decide if you are using this scenario or the population movement oneRead the facilitator notes | 1 for every facilitator |
| CEA in response planning | 9. CEA in emergencies scenario participant EPIDEMIC TASK 2 | None | Print 2-3 copies per group |
| CEA in response planning | 9. CEA in emergencies scenario facilitator POPULATION MOVEMENT | Decide if you are using this scenario or the epidemic oneRead the facilitator notes | 1 for every facilitator |
| CEA in response planning | 9. CEA in emergencies scenario participant POPULATION MOVEMENT TASK 2 | None | Print 2-3 copies per group |
| CEA during response implementation | PPT 9 CEA in emergencies | Read the PPT | None |
| CEA in response planning | 9. CEA in emergencies scenario facilitator EPIDEMIC | Decide if you are using this scenario or the population movement oneRead the facilitator notes | 1 for every facilitator |
| CEA in response planning | 9. CEA in emergencies scenario participant EPIDEMIC TASK 3 | None | Print 2-3 copies per group |
| CEA in response planning | 9. CEA in emergencies scenario facilitator POPULATION MOVEMENT | Decide if you are using this scenario or the epidemic oneRead the facilitator notes | 1 for every facilitator |
| CEA in response planning | 9. CEA in emergencies scenario participant POPULATION MOVEMENT TASK 3 | None | Print 2-3 copies per group |
| CEA in response evaluations | PPT 9 CEA in emergencies | Read the PPT | None |
| Next steps and closing | PPT 10 Next steps and closing | Read the PPT and prepare the materials below | None |
| Next steps and closing | 10. CEA Action Plan Template  | None | Print a copy for every participant or email out |
| Next steps and closing | CEA Training Evaluation Form**(word document)** | None | Print a copy for every participant |
| Next steps and closing | CEA Training Evaluation Form **(Google form)** | Make a copy of the Google form and save it to your drive, with the name of your training.  | None |
| Next steps and closing | Post-test**(word document)** | None | 1 for every participant |
| Next steps and closing | Post-test**(Google form)** | Make a copy of the Google form post-test and save it to your drive, with the name of your training | None |
| Next steps and closing | Certificate template | Modify with the correct names and logos for your training and have the relevant people sign these | Print 1 for every participant  |