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

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#### 1. Overview of the online CEA Foundation Training

The online 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 an 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
* Knowledge and experience of delivering online trainings using platforms such as Zoom
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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
 |
| **Technology platforms** | * Zoom
* Jamboard
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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** | * 7 x 4-hour sessions
* You can adapt this to suit your needs i.e., more sessions but shorter or longer sessions but less days
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| **Methodology**  | * Participatory
* Mix of PowerPoint presentations, group exercises, plenary discussion, and desk-top scenario exercises
* Using breakout rooms and Jamboard for group work, Zoom polls, chat, annotate and verbal
* 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.
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#### 2. What’s in the online CEA Foundation Training package?



#### 3. Preparing for the online 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. **Read this document carefully and review all the training materials**, including the facilitator agenda, which provides a detailed overview of the training.
4. 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.
5. This package has been designed for Zoom and Jamboard but can be adapted to work on other platforms if needed. Before delivering the training, it is very important to **practice with your chosen platform** and ensure you are comfortable using all the features needed for the training. This will ensure your training runs smoothly and that you can explain clearly to your participants how the platform and its functions work(see section four of this document for an overview of Zoom and Jamboard functions used).
6. **Set up your breakout groups in Zoom** before the training starts and ensure the names for each group are also added to slide 7 in the welcome and introductions setting. It is good to have a mix of experience, sectors, roles, and levels in groups.
7. **Load all polls into Zoom** before the training starts so these are easy to access when you are presenting. See the preparation table for a list of all the Zoom polls used in this training.
8. **Create Jamboards in advance,** for group work and daily feedback,by duplicating and saving the template Jamboards for this training. See section four and the preparation table for more guidance on how to do this.
9. **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 or launch a Zoom poll. 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.**
10. **Group exercises are embedded within the PowerPoint presentations** so ensure you understand how they work, have prepared any materials you need in advance, and read any additional facilitator notes. See the preparation table for details of what you need to prepare.
11. 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 all have separate facilitator notes which you will need to read in advance and participant group work Jamboards which need to be set up, with links for these added to the participants handouts. The participant handouts should also be saved as PDFs ready to drop in the chat. Again, see the preparation table below for an overview of what you need to prepare for these.
12. 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. The emergency scenario will need Jamboards prepared for the group work and links for these added to the participant handouts.
13. The **session length**, **start, end, break and lunch times** on the facilitator and participant agenda can be modified to suit your country or region’s preference. You can choose to deliver the training over longer online sessions in less days, or shorter online sessions, but over more days, if this works better for your training.
14. There is 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.
15. There is **no participant preparation or pre-training required** for the CEA Foundation Training, but it is recommended to share the following information and requests with participants in advance of the training:
	1. **Share a copy of the** **participant agenda**
	2. **Advise participants they will need a computer, stable internet access, and a quiet place to join the training**. Make it clear participants will be expected to participate throughout the training i.e., they cannot participate while taking part in other tasks or using their phone or tablet.
	3. **Participants should ensure they have a Zoom account (free to sign up for) and Zoom downloaded to their computer** to join the training i.e., they should not use the browser version of Zoom as this will limit their participation.
	4. **Request for participants willing to give a presentation on CEA activities and initiatives** they are involved in. There is space allocated in the agenda for four participant presentations of their CEA work, called ‘Red Talks’. These can be reduced, removed, or increased as you prefer.
	5. 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. 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.
	6. **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 be ready to share the links for these before and during the training.

#### 4. The Zoom and Jamboard platforms

This package has been designed to be delivered using Zoom and Jamboard, but could be adapted to work on other platforms, such as Microsoft Teams or Miro if needed. To deliver this training on Zoom, access to a paid Zoom account will be needed. Jamboard is free to use and only requires a (free) Google account.

**Zoom functions used during the online CEA Foundation Training**

The [Zoom help centre](https://support.zoom.us/hc/en-us) has instructions and video tutorials on how to use the platform, as a meeting organizer and as a participant. If you do not know how to use any of the Zoom functions below, visit this help centre and watch the relevant video tutorials. You can also share the link for this help centre with participants if you think they will need help signing up for a Zoom account and downloading Zoom to their laptops.

**1. Setting up your training**

When you set up the Zoom meeting for your training, consider the following:

* **Mandatory registration:** You have the option to share an open link for the training, which anyone can access, or a link which first requires participants to register, which is better for security, but requires them to sign up in advance. If you use mandatory registration, participants will use the same link for each day of the training.
* **Waiting room:** It is a good idea to opt for the waiting room function when you set up the meeting in Zoom, as this holds participants in the waiting room until you are ready to start.
* **Host and co-hosts**: The account holder will be the main host in Zoom. The host is the main organizer and has full control over all the Zoom functions. It is only possible to have one host, but they can assign as many co-hosts as they need. Co-hosts would be the other trainers and have almost the same level of control over the functions as the host. For example, hosts and co-hosts can mute or unmute participants, assign people to breakout rooms, remove participants, rename people etc. Hosts and co-hosts should have the participant list and chat box visible so you can see when people type a question or provide non-verbal feedback.
* **Screen sharing:** When setting up the meeting, check in your settings that screen sharing is allowed for both hosts and participants. This allows participants to share their screen during breakout groups and when reporting back on groupwork.
* **Recording:** You can record the training to share with others. This is useful for participants who may have missed parts of the training due to poor internet or for National Society staff to use a refresher before they roll out the training to staff and volunteers.

**2. Chat box**

During the training, participants can share comments and ask or answer questions using the chat box function. Messages can be sent to everyone, or privately to a specific person. This allows participants to discuss issues with each other and supports some of the face-to-face networking that would normally happen in trainings.

**3. Reactions**

There are number of reactions participants can use to share non-verbal feedback, such as a thumbs up or raised hand. Reactions are a good way to encourage interaction during the training and ensure people are still listening and understand key concepts. Reactions include:

* Raise hand / lower hand as a request to speak or ask a question
* Yes / no
* Go slower / go faster
* Thumbs up / thumbs down so show agreement or disagreement
* Clap to show appreciation
* Need a break
* Away to show the person is not at their laptop

**4. Verbal and mute/unmute**

Although the training is online, people can still participate verbally. It is good practice to ask people to use the raise hand icon if they wish to speak. Participants can mute or unmute themselves, but as host or co-host you can also mute participants too. For example, if someone is creating background noise.

**5. Annotate**

Annotate allows participants to write directly onto the PPT slides, so is a good tool to use for plenary discussions. There are several different options with annotate including writing text, drawing, or adding a stamp like a heart or a tick. The annotations will stay on the screen when you click to your next slide so make sure you select the ‘clear all drawings’ option when the discussion is finished. If lots of people have written answers on the slide on top of one another, you can move the annotations by clicking the select tool and then clicking on item you want to move, then simply drag it to clear place.

**6. Breakout rooms**

This function allows you to split participants into smaller groups to work on group exercises and scenario tasks. For the CEA Foundation Training as participants will be in the same groups throughout, these can be set up in advance, so they are ready to go. You can show participants which group they will be in for the training during the welcome session and then rather than send people to breakout rooms each time, allow them to go to their relevant breakout rooms on their own. This means as facilitator you only need to open the breakout rooms and set the timer for the task.

As the host or co-host, you can move between the different breakout rooms to check how people are doing. When participants are in breakout rooms, they can only chat and speak to each other. When people are in the breakout room, they can ask for help and the hosts will be prompted to join that room. As host, you can also broadcast a message to all rooms, for example warning them they have five minutes left.

**7. Zoom polls**

There are single and multiple-choice polls during the CEA training, as quizzes during the PPT sessions or as recaps at the start of each day. These need to be set up in Zoom before the training so they can be easily launched during the PPT sessions. The host or co-host will also need to share the results of the poll so all participants can see. On average, participants take 30-60 seconds to answer a poll and the facilitator can see the number of attendees who have answered. All Zoom polls used in the training are included in the preparation table below.

**Using Jamboard for group work**

The online CEA Foundation Training uses [Google Jamboard](https://jamboard.google.com/), an online digital whiteboard, (or flipchart) for many of the group exercises and scenario-based group work. Template view only Jamboards have been set up for the CEA Foundation Training which you can access, duplicate, and adapt if needed, for your training.

All the template Jamboards can be [accessed here](https://drive.google.com/drive/folders/1MQ_-_VgaZJVWwKio4Rwj_r_szEuMSwFj?usp=sharing). **Please note – you cannot use the template Jamboards in this folder for your training as they are view only, meaning participants cannot write on them or edit them during the group work**. You need to make a copy of each Jamboard and save it to your own google drive. Do this by clicking the three dots at the top right of the page and choosing ‘Make a Copy’. Once you have created your own Jamboards for the training you will need to add the links for these into the participant handouts. Do this by clicking ‘share’ and then updating the link access to ‘anyone with the link’ and ‘editor’ as this will ensure participants will be able to edit the Jamboards during the group work. It is a good idea to add all the Jamboard links to the facilitator agenda so you can easily access these during the training.

Jamboards for group exercises will have four identical pages – one page for each of the four groups in the training. Make sure participants understand they should work only on the page that is for their group. Jamboard is very simple to use, instructions are below, which are also included in the first few group work participant handouts.



**Zoom and Jamboard participant demonstration**

While most people will be familiar with Zoom given the level of online meetings and remote working over the last few years, it is still recommended to provide participants with a demonstration of the key Zoom features and functions and introduce them to Jamboard. Space is included within the welcome and introductions session to demonstrate and key functions used in the training and provide participants with an opportunity to practice using these before they need to use them in their group work sessions. Slide 8 has a list of everything you should cover, including how participants can practice using these functions.

#### 5. 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’.
* **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. The facilitator notes heading also indicate which Zoom functions are needed for the content on that slide i.e., chat, verbal, annotate, breakout room or Zoom poll. 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.
* **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. For the CEA in emergencies session, tools are signposted in two ways, firstly on the slide with the minimum action and again at the end of each section with more detail on what each tool provides.This is so participants can link the tool to the action, but also get more detail on how it can be used.
* **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.
* **Use of ‘*Zoom poll…*’:** in the title of the slide indicates that there is a Zoom poll for that slide which should be launched before you discuss the content on the slide. The correct answers to the Zoom poll are the answers in bold in the slide facilitator notes and the preparation table.
* **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 participants to use Jamboard and have separate facilitator notes.
* **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.

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#### 6. About the longer group exercises and scenarios

There are two **longer group exercises** following the introduction to CEA and institutionalization sessions.

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 CEA into assessments, planning, and 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 the longer group exercises, programme, and emergency scenarios. 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. Jamboards will need to be prepared for all of these exercises, with links added to the participant handouts.

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 to ensure this process is quick and efficient ask only one group to present on each task and others to feed in on anything missed. You can rotate around groups, so all groups get plenty of opportunities to present their work.

#### 7. Recaps and energizers

Recap exercises are held using Zoom polls at the beginning of every day. This is a quick way to test how well participants have remembered key points from the previous session. As online trainings require people to sit at their computer for long periods, online energizers that require stretching and movement can help people to feel refreshed and able to refocus on the training. See this list of ideas for [online energizers](https://www.sessionlab.com/blog/online-energizers/).

#### 8. Evaluation and feedback

At the end of each day, collect feedback from participants on how they felt the day went. There is a template daily feedback Jamboard you can duplicate and use for each day of the training (in the [template Jamboards folder](https://drive.google.com/drive/folders/1MQ_-_VgaZJVWwKio4Rwj_r_szEuMSwFj?usp=sharing)). Using sticky notes, ask participants to share:

* Things that went well
* Things that could be improved
* Things they still need to know

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.

There is a final evaluation word and [Google form](https://docs.google.com/forms/d/1DEURlDYck100_dAwNd-k3kcF80HYUamLByuwx_0KeR0/copy) which should be completed at the end of the training. 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 choosing make a copy.

#### 9. Pre and Post-Test

There is a [**pre-test**](https://docs.google.com/forms/d/1cbvdr6oABINx5x4giLfDH05z9xytThahfzRwqrU9DAM/copy) **and** [**post-test**](https://docs.google.com/forms/d/17iZDkNSvcwie0qsGtHlrRuvpFCKobZ9UXUIiTiO5ysk/copy) word and Google form which can be used to measure if there has been an increase in CEA knowledge and understanding following the training. This can be sent out via email in advance 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.

You need to make a copy of the Google pre and post-test forms and save them to your google drive, with the name of your training. Do this by clicking the links and choosing the option make a copy.

#### 10. Zoom and Jamboard preparation table

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| **PRE-TRAINING** |
| **WHAT** | **PREPARATION** |
| **1. READ ME FIRST - CEA Training Facilitator Guide** | Read the document  |
| **CEA facilitator agenda** | Read and make any modifications for your training i.e., changing timings or adding/removing Red Talks. Add all your copied Jamboard links to the facilitator agenda, ensuring links are edit access so participants can collaborate on the Jamboards  |
| **CEA Participant Agenda** | Make any modifications and send to participants in advance |
| **CEA Pre-Test** | Email to participants in advance using the paper version or Google formIf you are using the [Google form](https://docs.google.com/forms/d/1cbvdr6oABINx5x4giLfDH05z9xytThahfzRwqrU9DAM/copy), make a copy of the Google form pre-test and save it to your drive, with the name of your training |

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| --- | --- | --- | --- |
| **SESSION** | **MATERIALS** | **PREPARATION** | **Jamboards** |
| **Welcome and opening remarks** | PPT 0 Welcome and opening remarks | Read the PPTArrange the opening speechAdd the groups for your training to slide 7Load the Zoom poll (see list below)Be ready to demonstrate all the Zoom and Jamboard functions needed for the trainingMake a copy of the Jamboards, update the share link to ‘anyone with the link’ and ‘editor’ access and add the links to the facilitator agenda – ready to share with participants in the training | [0. Expectations](https://jamboard.google.com/d/1D2dbttP-v9ZFh2XHI1OBKSzKM14lC_Ckmxgo3OpcoEI/edit?usp=sharing)[0. Group introductions](https://jamboard.google.com/d/1qhmHSWif9-mTiIr6UygZDgevjqq_tZc7iZKIe60jgvY/edit?usp=sharing) |
| **Introduction to CEA** | PPT 1 Introduction to CEA1. Intro to CEA Bus Service Exercise Facilitator1. Intro to CEA Bus Service Exercise Facilitator | Read the PPT and ensure you understand the group exercise on slide 7Load the Zoom poll (see list below)Read the bus service group exercise facilitator notesMake a copy of the Jamboard, update the share link to ‘anyone with the link’ and ‘editor’ access and add the links to the facilitator agenda and participant handout – ready to share with participants in the trainingOnce the correct links have been added, save the participant handout as a PDF | [1. Bus service](https://jamboard.google.com/d/18SvPcyWB-S3jhhP2wBSfLECh3THW-IdTm5_mXO4loQo/edit?usp=sharing) |
| **SESSION** | **MATERIALS** | **PREPARATION** | **Jamboards** |
| **Institutionalizing CEA** | PPT 2 Institutionalization 2. Institutionalizing CEA Case Study Facilitator2. Institutionalizing CEA Case Study Participant | Read the PPT and ensure you understand the group exercise on slide 9Load the Zoom poll (see list below)Read the institutionalizing CEA case study 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 ownMake a copy of the Jamboard, update the share link to ‘anyone with the link’ and ‘editor’ access and add the links to the facilitator agenda and participant handout Save the participant handout as a PDF | [2. Institutionalizing CEA](https://jamboard.google.com/d/1V7-9iV-OcY1SJO_2WvN6QpstvoQRyMBiqT-j2czq0dU/edit?usp=sharing) |
| **Feedback mechanisms** | PPT 3 Community feedback3. Feedback Scenario Facilitator3. Feedback Scenario Participant | Read the PPT and ensure you understand the group exercise on slide 9Make a copy of the Jamboard for the group exercise on slide 9, change the links to edit access, and add to the facilitator agendaLoad the Zoom poll (see list below)Read the feedback scenario facilitator notes Make a copy of the feedback scenario Jamboard, update the share link to ‘anyone with the link’ and ‘editor’ access and add the links to the facilitator agenda and participant feedback scenario handout Save the participant handout as a PDF | [3. Feedback steps](https://jamboard.google.com/d/1awioi5vxqBfmGgsOJrhrFzRHHOGOMu8Zq8M-ppGKkvo/edit?usp=sharing)[3. Feedback scenario](https://jamboard.google.com/d/1aaw64XVnsQEnOpuemMdILxXe2pse0HrUJ0BxQkBrtLA/edit?usp=sharing) |
| **SESSION** | **MATERIALS** | **PREPARATION** | **Jamboards** |
| **CEA in the programme cycle** | PPT 4 CEA in the programme cycle4. CEA in the Programme cycle Facilitator4. CEA minimum actions programme cycle participant handout | Read the PPT Load the Zoom poll (see list below)Read the CEA in the programme cycle facilitator notes Make a copy of the programme cycle Jamboard, update the share link to ‘anyone with the link’ and ‘editor’ access and add the links to the facilitator agenda  | [4. Programme cycle](https://jamboard.google.com/d/1cZkF9jC32K3TvOq5bsUuy-jNP8g-Up3ylzLODnb78Ac/edit?usp=sharing)  |
| **CEA in assessments** | PPT 5 CEA in Assessments 5. CEA in assessments scenario facilitator 5. CEA in assessments scenario participant | Read the PPT Load the Zoom poll (see list below)Read the CEA in assessments scenario facilitator notes Make a copy of the assessment scenario Jamboard, update the share link to ‘anyone with the link’ and ‘editor’ access and add the links to the facilitator agenda and participant scenario handout Save the participant handout as a PDF | [5. CEA in assessments](https://jamboard.google.com/d/1e51190nmJc1L6iFKTnrNkYTLElVKLACsubp8qFo-DDE/edit?usp=sharing)  |
| **SESSION** | **MATERIALS** | **PREPARATION** | **Jamboards** |
| **CEA in planning** | PPT 6 CEA in planning6. Participation methods group exercise facilitator CEA in planning scenario facilitator CEA in planning scenario participant | Read the PPT and the participation methods facilitator notes, which explains the group exercise on slide 6Make a copy of the Jamboard for the group exercise on slide 6, change the links to edit access, and add to the facilitator agendaLoad the Zoom polls (see list below)Read the planning scenario facilitator notes Make a copy of the planning scenario Jamboard, update the share link to ‘anyone with the link’ and ‘editor’ access and add the links to the facilitator agenda and participant planning scenario handout Save the participant handout as a PDF | [6. Participation methods](https://jamboard.google.com/d/16W4l_La7FuGix6mY40pR5_HdAwxHkChFQ3yxItopg9o/edit?usp=sharing)[6. Planning scenario](https://jamboard.google.com/d/1tNt2WbpHKcCwqISVxbZ1mpMg67AbpP88C1vGGdfsk04/edit?usp=sharing) |
| **CEA in implementation and monitoring** | PPT 7 CEA in implementation and monitoring CEA in implementation and monitoring scenario facilitator CEA in implementation and monitoring scenario participant | Read the PPT and ensure you understand the group exercise on slide 11Load the Zoom polls (see list below)Read the CEA in implementation scenario facilitator notes Make a copy of the implementation scenario Jamboard, update the share link to ‘anyone with the link’ and ‘editor’ access and add the links to the facilitator agenda and participant scenario handout Save the participant handout as a PDF | [7. Implementation scenario](https://jamboard.google.com/d/1IXJDqdS42j6TLHEescyvV3InUDnnUyKhmZ0OZJ1hJSM/edit?usp=sharing) |
| **CEA in Evaluation and Learning** | PPT 8 CEA in evaluation and learning | Read the PPT and ensure you understand the group exercise on slide 9Load the Zoom poll (see list below) |  |
| **SESSION** | **MATERIALS** | **PREPARATION** | **Jamboards** |
| **CEA in emergencies – 10 minimum actions** | PPT 9 CEA in emergencies9. CEA in emergencies minimum action  | Read the PPT and ensure you understand the group exercise on slide 4Make a copy of the Jamboard for the group exercise on slide 4, change the links to edit access, and add to the facilitator agendaLoad the Zoom poll (see list below) | [9. CEA in emergencies minimum actions](https://jamboard.google.com/d/1Lqwqev1j9pTWTbAGg9QKlQs3wZTPi29RiLnga36Oegg/edit?usp=sharing) |
| **CEA in emergencies – Assessments** | PPT 9 CEA in emergencies9. CEA in emergencies scenario facilitator POPULATION MOVEMENT9. CEA in emergencies scenario participant pop movement – Task 1**OR**9. CEA in emergencies scenario facilitator EPIDEMIC9. CEA in emergencies scenario participant epidemic – Task 1 | Read the PPT Load the Zoom polls (see list below)Decide which emergency scenario you are using – population movement or epidemics and read the facilitator notes for the scenario you chooseMake a copy of the emergency assessments scenario Jamboard for your scenario, update the share link to ‘anyone with the link’ and ‘editor’ access and add the links to the facilitator agenda and participant scenario handout Save the participant handout as a PDF | 9. [CEA in emergencies pop movement scenario task 1 - assessments](https://jamboard.google.com/d/1DtY1IPGkArTqkeYRT6MNMZPTIEsqqRCdrxi6OGHpFyQ/edit?usp=sharing)OR9. [CEA in emergencies epidemics scenario task 1 - assessments](https://jamboard.google.com/d/1F64bWsiVwVtTlZAwXG--JEBTo3h4YQ3AlNlbzujW9TM/edit?usp=sharing) |
| **CEA in emergencies – Response planning** | PPT 9 CEA in emergencies9. CEA in emergencies scenario facilitator POPULATION MOVEMENT9. CEA in emergencies scenario participant pop movement – Task 2**OR**9. CEA in emergencies scenario facilitator EPIDEMIC9. CEA in emergencies scenario participant epidemic – Task 2 | Read the PPT Load the Zoom poll (see list below)Read the facilitator notes for the scenario you are usingMake a copy of the emergency planning scenario Jamboard for your scenario, update the share link to ‘anyone with the link’ and ‘editor’ access and add the links to the facilitator agenda and participant scenario handout Save the participant handout as a PDF | 9. [CEA in emergencies pop movement scenario task 2 - planning](https://jamboard.google.com/d/1sLL2929kQTVMz1SMXU5hq8v7lPOj2jNqkSgQezhOuQ8/edit?usp=sharing)OR[9. CEA in emergencies epidemic scenario task 2 - planning](https://jamboard.google.com/d/1N1u_w7bvKVqwurKPakqQtm6SNOR51BbgEI4SxeBaxm8/edit?usp=sharing) |
| **CEA in emergencies – Response implementation** | PPT 9 CEA in emergencies9. CEA in emergencies scenario facilitator POPULATION MOVEMENT9. CEA in emergencies scenario participant pop movement – Task 3**OR**9. CEA in emergencies scenario facilitator EPIDEMIC9. CEA in emergencies scenario participant epidemic – Task 3 | Read the PPT Load the Zoom polls (see list below)Read the facilitator notes for the scenario you are usingMake a copy of the emergency implementation scenario Jamboard for your scenario, update the share link to ‘anyone with the link’ and ‘editor’ access and add the links to the facilitator agenda and participant scenario handout Save the participant handout as a PDF | [9. CEA in emergencies pop movement scenario task 3 - implementation](https://jamboard.google.com/d/1OuptxHEC3tdq_2381bTYueYQ-tVJphPnUXr5RZDyzo0/edit?usp=sharing)OR[9. CEA in emergencies epidemics scenario task 3 - implementation](https://jamboard.google.com/d/1NoHON7anfTdNb2cJzri_nBFJrQjZeafM4vtAqS39gG8/edit?usp=sharing) |
| **CEA in emergencies – response evaluation** | PPT 9 CEA in emergencies | Read the PPT | None |
| **SESSION** | **MATERIALS** | **PREPARATION** | **Jamboards** |
| **Next steps and closing** | PPT 10 Next steps and closing10. Action Plan Template CEA Training Evaluation Form (Google form or Word)Post-test (Google form or Word)Certificates  | Read the PPTArrange the closing speechMake a copy of the [Google evaluation form](https://docs.google.com/forms/d/1DEURlDYck100_dAwNd-k3kcF80HYUamLByuwx_0KeR0/copy)Make a copy of the [Google post-test](https://docs.google.com/forms/d/17iZDkNSvcwie0qsGtHlrRuvpFCKobZ9UXUIiTiO5ysk/copy)Prepare certificates for all participants if you are using | None |

#### 11. Zoom polls for the online CEA Foundation Training

* These need to be loaded into your Zoom meeting before the training starts
* Name and number them in a way that will make it easy for you to identify which poll you need to launch for each session
* Answers in bold are the correct answers – if you’re not sure why an answer is wrong, refer back to the slides and the CEA Guide
* Questions can be either single or multiple-choice answer
* Recap questions are based on the suggested agenda of 7 online sessions. If you decide to break up the online training into different sessions, you may need to reorder the recap questions depending on what topics were covered in the previous session.

|  |  |
| --- | --- |
| **Session** | **Zoom polls** |
| **Welcome and introductions**  | 1. On a scale of 1-gazillion, how excited are you for your CEA Journey?
	* Hmmm, am I excited?
	* Oh yes, I can feel some excitement
	* Definitely excited!
	* Count on me for ALL the excitement!
	* What do you mean? I AM THE EXCITEMENT!!!
 |
| **Introduction to CEA** | 1. Who is responsible engaging communities?
	* Only programmes and operations staff
	* PMER
	* Leadership
	* Volunteers
	* **All of us**
 |
| **Institutionalizing CEA** | 1. How can we integrate CEA in HR processes?
	* **Add CEA responsibilities to job descriptions**
	* **Include CEA in induction of new staff**
	* **Assess people’s community skills in job interviews**
	* **Evaluate how well people engaged communities in their annual appraisals**
	* **Have everyone sign the code of conduct**
 |
| **Feedback mechanisms** | 1. Which of the following statements are true about responding to community feedback?
	* + Volunteers should never respond to feedback without first discussing it with their supervisor
		+ **It’s important to explain to people when they will get a response**
		+ **We should provide a response, even if we can’t act on the feedback**
		+ If we act on feedback, there is no need to also provide a response
2. How should community feedback be analysed and acted on?
	* + **Log all feedback in a database**
		+ Sensitive feedback can be logged in the same way as programme feedback
		+ Feedback should only be shared with other departments if necessary
		+ **Feedback should be discussed in team meetings**
		+ Feedback that doesn’t concern us can be ignored
3. What are some of the signs that there could be a problem with the feedback mechanism?
	* + **We are receiving very little feedback**
		+ We are receiving lots of feedback
		+ **There are issues in monitoring that didn’t come up through feedback**
		+ **Most feedback comes from men**
		+ We are receiving similar amounts of feedback from different locations
 |
| **CEA in the Programme cycle** | 1. At what stage of the programme cycle should we engage communities?
	* During assessments only
	* During assessments and planning
	* **At all stages**
	* During assessments, planning and implementation
	* Only when we have something we need to ask
 |
| **CEA in assessments** | 1. What are some of the ways you can engage communities in planning assessments?
	* + Consult the main community leaders only
		+ **Consult leaders and representatives of different groups**
		+ **Speak to volunteers from that community**
		+ **Consider if communities can help conduct the assessment**
 |
| **CEA in planning** | * 1. What level of participation does your programme, response or organization normally achieve?
		+ Inform
		+ Consult
		+ Involve
		+ Collaborate
		+ Empower
	2. What community engagement activities should be included in every programme plan?
		+ **How programme information will be shared**
		+ **How feedback will be managed**
		+ What messages will be written
		+ **How communities will participate**
 |
| **CEA in implementation and monitoring** | 1. Which of these communication channels would be good to use when you need to collect feedback from the community remotely?
* Radio spots
* Megaphones
* Information desks
* **Hotlines**
1. Which communication channel would be best for reaching a lot of people quickly, over a large area, with short one-way information messages?
* Mobile cinema
* **Messaging apps / SMS**
* Sound trucks
* House to house visits
1. Which of these communication channels would be good to use if you want to engage a small number of people in discussions about complex issues, such as changing behaviours, and you have physical access to the community?
* Radio drama
* Social media
* **Community theatre**
* Megaphones
1. Which of these are good practices to review and adjust programmes based on feedback and monitoring data?
	* + **Include questions in monitoring that ask if we are meeting people’s needs**
		+ Only use formal monitoring processes to collect data
		+ **Hold regular focus group discussions to check with communities how programmes are working**
		+ **Ask people if they are satisfied with the quality of information, participation and influence they have**
		+ Refer all decisions about how to act on feedback and monitoring to leadership
		+ **Check-in regularly with community volunteers**
 |
| **CEA in evaluations and learning** | * 1. What should we communicate to communities about evaluations?
		+ **The purpose**
		+ **The process of how it will be carried out**
		+ **That any information shared is confidential**
		+ **The findings**
		+ Promises about what will happen next
 |
| **CEA in emergencies – 10 minimum actions** | * 1. What are some of the ways CEA can be integrated in the response?
		+ **Brief everyone who joins the response on CEA**
		+ **Have everyone sign the Code of Conduct**
		+ Recruit a dedicated team who can carry out all CEA work for the response
		+ **Make CEA a standing agenda point in all operational meetings**
		+ **Provide CEA trainings to all sectors**
 |
| **CEA in emergencies – assessments** | * 1. What additional data should we collect about the context in an epidemic response?
		+ **Level of threat people attach to the outbreak**
		+ **Common beliefs and rumours about the outbreak**
		+ **If there is any stigma attached to the disease**
		+ **Common and trusted sources of information about the outbreak**
		+ **Reasons why people might not be able to follow safe practices**
	2. Which are these are good practices for an accountable assessment?
		+ Each sector should conduct its own detailed assessment
		+ **Collect disaggregated data**
		+ Only ask multiple choice questions – it’s quicker
		+ **Practice questions and data collection with the assessment team**
		+ Only use male data collectors
		+ Collect as much data as possible
 |
| **CEA in emergencies – planning**  | 1. On average, what % of people in the community understand selection criteria and targeting processes?
	* + 81%
		+ 53%
		+ 35%
		+ **18%**
		+ 5%
 |
| **CEA in emergencies - implementation** | 1. Good risk communication will:
	* + **Address the gaps in knowledge**
		+ Send one-way messages
		+ **Communicate the threat**
		+ Tell people what to do
		+ **Respect cultural beliefs and practices**
		+ **Give people advice they can put into practice**
2. What level of participation would community committees support?
	* + Inform
		+ Consult
		+ Involve
		+ **Collaborate**
		+ Empower
3. What level of participation would assessments support?
	* + Inform
		+ **Consult**
		+ Involve
		+ Collaborate
		+ Empower
4. What level of participation would noticeboards support?
	* + **Inform**
		+ Consult
		+ Involve
		+ Collaborate
		+ Empower
5. Which of these are the **basic** requirements of a feedback mechanism in an emergency?
	* + Have at least 5 channels for collecting feedback
		+ **Everyone in the community should know about the mechanism and feel comfortable using it**
		+ Only important feedback needs to be recorded & responded to
		+ **Feedback should be discussed in team meetings**
		+ Only staff working on the mechanism need to know how it works
 |
| **Recap of day one** | 1. Community engagement approaches include:
	* + **Community participation**
		+ **Open, honest communication**
		+ Donor accountability
		+ **Community feedback**
2. Why do we need to engage communities?
	* + **To build trust**
		+ **To understand the needs and context**
		+ So communities do what we tell them to do
		+ **To uphold our own commitments**
		+ **For better, more effective programmes**
3. Which of these are minimum actions to institutionalize CEA?
	* + **Strengthen CEA understanding and capacity at all levels**
		+ **Allocate funding and staff to institutionalize CEA**
		+ Include some CEA activities in programmes funded by external donors
		+ **Integrate CEA into strategies, plans, policies, and tools**
		+ **Establish a feedback mechanism for the whole organization**
 |
| **Recap of day two** | 1. Feedback mechanisms are important because:
	* + They impress donors
		+ **They help us improve our work**
		+ **They can help prevent security issues**
		+ **They can help identify sexual exploitation and abuse**
		+ They mean programme staff don’t have to deal with feedback
2. What is the first step in setting up a feedback mechanism?
	* + Plan the feedback mechanism
		+ Discuss the feedback mechanism with communities
		+ **Get management and staff buy-in and support**
		+ Train staff and volunteers
3. What is the biggest challenge we face in relation to feedback mechanisms?
	* + Not having enough channels to collect feedback
		+ Not having a dashboard to visualize all feedback
		+ **Not acting on feedback we receive**
		+ Not advertising the feedback mechanism to communities
 |
| **Recap of day three** | 1. Which of these are minimum actions for CEA in assessments?
	* + **Brief or train staff and volunteers about the assessment purpose and how to communicate clearly and honestly**
		+ Ask about people’s health needs
		+ **Search for existing information about the community**
		+ **Take time to understand the context, including people’s needs and capacities**
		+ Carry out assessments as quickly as possible
2. Why is it important to brief or train staff and volunteers before assessments?
	* + **So they can answer community questions accurately**
		+ **So they don’t make false promises**
		+ Staff and volunteers appreciate trainings
		+ **It helps build a good relationship with the community**
3. Which of these are core questions we should include in needs assessments for CEA?
	* + **What are your preferred ways to receive information?**
		+ Do you have access to a latrine at home?
		+ **What are your most important needs?**
		+ **How would you feel most comfortable sharing feedback or complaints?**
		+ Which newspapers do you read?
 |
| **Recap of day four** | 1. Which of these are minimum actions for CEA in planning?
	* + **Cross-check plans with the community and other stakeholders before implementing to make sure they match needs and expectations**
		+ **Community members and key stakeholders must be involved in planning the programme**
		+ If time and funding allows, include CEA activities and indicators in programme plans and budgets
2. What topics should you discuss with communities when planning programmes?
	* + **Potential solutions to the challenges faced in the community**
		+ **How communities would like to provide feedback**
		+ **Activities and timelines**
		+ **Who can provide the necessary resources**
		+ **Best methods for communities to participate during the programme**
		+ **Activities and timelines**
3. Which of these activities should always be included in programme plans to support good accountability to communities?
	* + Putting up noticeboards
		+ **Establishing feedback mechanisms**
		+ **Methods for community participation**
		+ Meetings with the local media
		+ **Communication about the programme with communities**
 |
| **Recap of day five** | 1. Which of these are minimum actions for CEA in implementation and monitoring?
	* + **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 any serious community complaints**
		+ **Review and adjust programme activities and approaches regularly based on community feedback and monitoring data**
2. When should we share programme information with communities?
	* + **At the start of implementation**
		+ Only when something changes
		+ **If there are delays**
		+ **When the programme is closing**
		+ At least once every six months
3. How can we support good community participation during programmes?
	* + **Spend time in the communities, listening and speaking to people**
		+ It’s enough to engage the community volunteers only
		+ **Train staff and volunteers on community engagement**
		+ **Hold regular FGDs with communities**
		+ **Work through community committees**
 |
| **Recap of day six** | 1. The 10 minimum actions for CEA in emergencies are new actions, different from the CEA minimum actions in programmes
	* + True
		+ **False**
2. What is the first step in the process of agreeing selection criteria with communities?
	* + Discuss the selection criteria with a wide range of groups
		+ Communicate the selection criteria clearly and widely
		+ **Explain why selection criteria is needed**
		+ Respond to questions and feedback about the criteria
3. Why is it important to identify and support community-led solutions in epidemics?
	* + **Prevention measures need to be accepted to be successful**
		+ **Impractical or enforced measures can lead to frustration and resistance**
		+ So communities do what we tell them to do
		+ **Communities can advise on how prevention measures can be adapted to work best in their context**
 |

#### 12. Good practices and challenges for online trainings

Since the COVID-19 pandemic, online trainings have become increasingly common. Delivering a training online comes with some benefits and challenges. Benefits include lower costs and less planning and logistics, due to no need for a venue, meals, accommodation, and transportation. However, there are some key differences with online trainings that come from not being in the same room as your participants that need to be considered. This section outlines some good practices for delivering online trainings, as well as the challenges you may face and how to mitigate for them.

* **Shorter sessions:** it is harder for people to stay focused when the training is online so sessions should be kept shorter than a face-to-face training and include more frequent breaks.
* **Technology demonstration:** schedule 15-30 minutes at the start of the training to explain how the training platform works and how participants can use the different functions. This will ensure a smoother training throughout.
* **Regular interaction:** is even more important with an online training to maintain people’s attention. Set a rule that no presenter can talk for more than 10 minutes without a participatory activity. The online CEA Foundation training pack has been designed with lots of interactive activities.
* **Use your voice more:** in an online training you can’t use body language and eye contact to keep people engaged so you need to rely more on your voice. Albert Mehrabian’s 7-38-55 rule states that 7 percent of meaning is communicated through spoken word, 38 percent through tone of voice, and 55 percent through body language. This means we need to make our voice 55 percent more engaging than in a face-to-face training to make up the lack of body language.
* **Keep your video on:** If you and your participants all have reasonable internet connection, try keeping the camera on for the main presenter and participants as much as possible.
* **More offline follow-up:** you won’t have as much time in an online training to help individual participants who are struggling with a concept or task, so make sure to allocate time for one-to-one follow-up and discussion during breaks or outside of the training.
* **Learn to multi-task:** during an online training you need to present your slides, monitor the chat box, watch the participant list for non-verbal feedback and manage the technology so being able to multi-task is an important skill. It helps a lot if you know your slides well and are comfortable with the training platform.
* **Multiple presenters:** it is a good idea to have multiple presenters, at least two for a four-hour session, and switch them around often. This helps maintain the interest of participants as it provides diversity and ensures the presenters can keep up the pace during their sessions.
* **Support facilitator:** in addition to those presenting, it helps to have a ‘behind the scenes’ facilitator who can provide technical support to participants and presenters. This person can respond to technical questions from participants, for example when their sound is not working, put people into breakout rooms and help manage the chat box and polls.
* **Limit your participants:** do not allow unlimited numbers of participants just because the training is online. The maximum number of participants for the CEA Foundation training is 24. This is because you still need the training to be participatory. You can have much larger numbers for a webinar, where the only interaction is a question-and-answer session at the end.

|  |  |
| --- | --- |
| **Challenge** | **Mitigation** |
| Maintaining participants attention and attendance  | * Follow the tips above and plan shorter sessions, more breaks and have multiple presenters
* Make sure the time is convenient for most participants and not too early or late in the day
* Have lots of interactive elements in your sessions
* Communicate clearly at the beginning of the training how much attendance is required and that attendance will be tracked
* Monitor who does not attend, drops off frequently, or does not respond to requests for interaction and contact them bilaterally
 |
| Managing the technology | For the facilitator* Practice, practice, practice until you are comfortable with the platforms being used
* Enlist a support facilitator to help manage the platform
* Test all functions and have a test run before
* If something doesn’t work, don’t panic, and don’t spend too long trying to fix it – just move on

For the participants* Let participants know in advance which training platform will be used and make sure they have an account and have updated to the latest version
* Provide a how-to guide for the platform – for example links to the Zoom help centre
* Ask participants to connect 5-10 minutes ahead of time so any issues such as their sound not working can be resolved, and everyone is ready to go at the allotted time
* Introduce the technical support facilitator and how to reach out directly to them if participants have issues
* Explain all the tools and features used in the training at the beginning of the training
 |
| Internet issues  | * Try to have access to more than one internet network, particularly if you are presenting. For example, your office or home Wi-Fi and your phone’s 3G network and make sure you know how to connect your laptop using the hotspot option on your phone, should your Wi-Fi network go down
* Conduct the training at a place where the network is normally more reliable and stable
* Have a back-up facilitator for each session, ready to take over if one facilitator drops off
* Record the training sessions so people can catch up later if they miss parts of the training due to poor internet
* Consider providing financial support to staff and volunteers to join the training so they can buy data or attend at an internet café
* Consider who you invite as participants – if they really don’t have access to reliable internet perhaps an online training is not the right approach for them and instead share a recording after the training.
 |
| Less opportunity for networking between participants | * Share a biography and photo of participants in advance
* Encourage participants to use the private chat function to share experiences
* Promote the Red Talks and encourage people to share their experiences sharing during the group work.
 |