# Facilitator Guide: for the Face-toCommunity Engagement and Accountability in Emergencies Training

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#### Overview of the CEA in Emergencies training

The CEA in Emergencies training is for all sectors involved in planning and delivering emergency response operations. It will support participants to adopt a more systematic and reliable approach to engaging with and being accountable to communities during emergency response operations. The 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 emergencies module in the Guide and the [CEA Toolkit](https://communityengagementhub.org/resource/cea-toolkit/). **It is strongly advised to read the CEA Guide before going through the training pack.**

**The objectives of the CEA in Emergencies training are to:**

* Explain CEA and its importance to emergency response operations
* Introduce the 10 minimum actions for CEA in emergencies, and explain how to put them into practice during emergency assessments, response planning, implementation and monitoring and response evaluations
* An overview of risk communication and community engagement (RCCE) in epidemic response
* Explore the CEA toolkit and how this can support operations to be more accountable to communities.

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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 in response operations, and ideally work in a CEA role * Previous experience in delivering participatory trainings |
| **Audience** | * National Society, IFRC and ICRC staff who work in emergencies * For example, operations managers, emergency health, disaster management, WASH, shelter, relief, food security and livelihoods, cash, CEA, information management (IM), protection, gender, and inclusion (PGI), planning, monitoring, evaluation, and reporting (PMER), and branch managers * No prior knowledge of CEA needed |
| **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 |
| **Length** | * One day |
| **Methodology** | * Participatory * Mix of PowerPoint presentation, group exercises, plenary discussion, and a desk-top scenario exercise. There is a choice of two emergency scenarios to choose from depending on the profile of the participants * Theory is introduced through the PowerPoint, followed by a scenario or group exercise to put learning into practice * Pauses for plenary discussion are included throughout the PowerPoint. |

#### 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/), especially module 5 CEA in Emergency Response
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 **agenda** which provides a detailed overview of the training, including all the materials required for each session
5. **Read through the PowerPoint presentation**, 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.
6. 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**. If you have participants attending who have good examples of CEA in action, it would be worthwhile asking them in advance to be ready to share these examples during the training at key points
7. **Group exercises are embedded within some of the PowerPoint sessions** so ensure you understand how they work, have prepared the materials you need in advance
8. There is a **desk-top scenario**, which takes place after the assessment, planning and implementation PowerPoint sessions. 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. There are participant handouts, which will need printed, and facilitator notes, which you will need to read in advance
9. The **session length**, **start, end, break and lunch times** on the agenda can be modified to suit your country or region’s preference.
10. **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)
11. **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. The **start, end, break and lunch times** on the agenda can be modified to suit your country or region’s preference
2. 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
3. There is **no participant preparation or pre-training required** for the CEA in Emergencies 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 agenda in advance.

#### What’s in the CEA in Emergencies training package?

* PPT CEA in Emergencies one-day training (all sessions are in one slide deck)
* Group exercises and scenarios
  + CEA in emergencies minimum action cards
  + Feedback group exercise cards
  + CEA Action Plan template
  + Participant handouts for the population movement scenario
  + Facilitator notes for the population movement scenario
  + Participant handouts for the epidemic scenario
  + Facilitator notes for the epidemic scenario
* CEA in emergencies 1-day agenda
* CEA in emergencies pre and post-test – paper and google form version
* CEA in emergencies evaluation - paper and google form version
* CEA in emergencies certificate template.

#### About the PowerPoint presentations

* **Structure:** All PowerPoint presentations are structured around the minimum actions for CEA in emergencies as per the CEA Guide. Slides explain the minimum and advanced measures, with more focus on the minimum measures, and then subsequent slides provide more detail on how to put the action into practice.
* **Signposting to the CEA toolkit:** At the end of the slides on each action, there is a slide indicating which tools from the CEA toolkit can help people put the action into practice. The facilitator notes have more detail on how each tool can support. As the training is only one-day, signposting to the tools is critical to provide participants with ongoing support to implement the actions. The tools are also on the minimum action slide to highlight the action they support
* **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:** Many slides use animation to allow information to be revealed gradually. This is important for plenary discussions when clicking through too quickly would reveal the answer to the question before participants have had time to answer. Therefore, click through each presentation in advance, so you know when to pause and allow time for group discussions.
* **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 three of the PowerPoint sessions (minimum actions, implementation, and action planning and close).The instructions to run these group exercises are in the slides and the materials are in separate participant handouts. For the minimum actions and feedback exercises these materials need to be **prepared in advance** – by cutting up cards for each group to use.
* **Scenario:** At the end of the PPT sessions on assessments, planning and implementation there is a slide (after questions) outlining the scenario-based task participants will complete, based on what they have just learned during the PPT session.

#### About the scenario

There is a **desk-top scenario**, which takes place after the assessment, planning and implementation PowerPoint sessions. These longer scenario-based exercises are intended to allow participants to put into practice what they have just learnt during the taught session. 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. There are participant handouts, which will need printed, and facilitator notes, which you will need to read in advance. The facilitator notes provide step-by-step instructions to run the exercise and suggested answers to the tasks.

#### Evaluation and feedback

There is an 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](https://docs.google.com/forms/d/1md0YH1pgmC5PWZN9xXTLtEx-TFIMMV57n5K60Tsl8eg/copy), 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**](https://docs.google.com/forms/d/1pcVRIMDmyzL-QDW7CCVefXN_V90xqV266J5QG2riFmM/copy) **and** [**post-test**](https://docs.google.com/forms/d/1WsRoD3eCYT7YXr3HPF19bE-RO8j5HvVurWX8iJYcAyQ/copy) 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 link and selecting make a copy.

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.