Technical training: Communication and community engagement in humanitarian response

a facilitator's guide

About the CDAC Network

The CDAC Network is a growing platform of more than 30 humanitarian, media development, social innovation, technology, and telecommunication organisations, dedicated to saving lives and making aid more effective through communication, information exchange and community engagement.
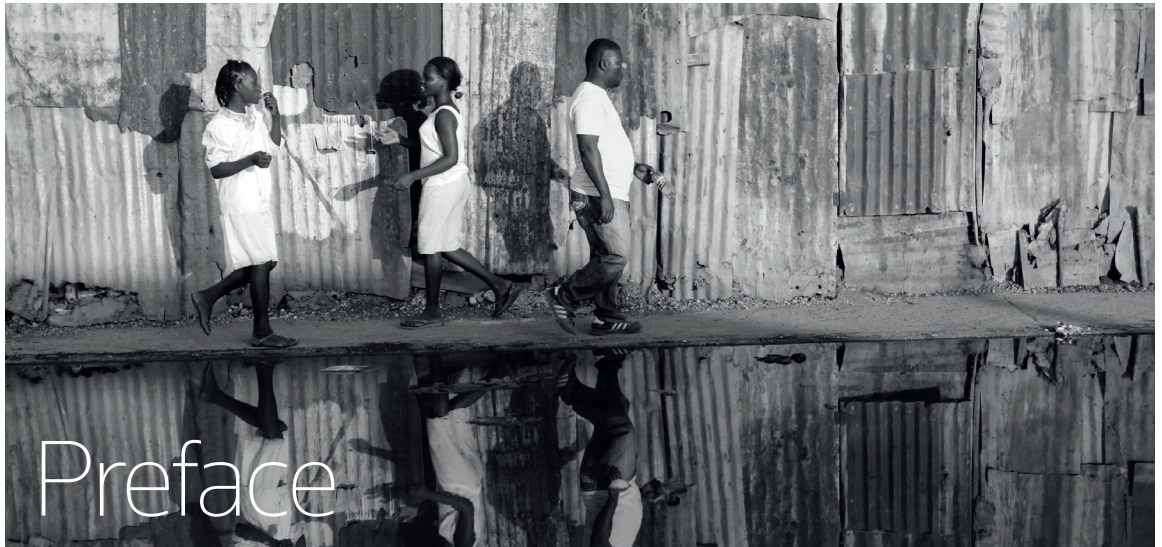
www.cdacnetwork.org

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Preface

The CDAC Network is a growing platform of more than 30 humanitarian, media development, social innovation, technology, and telecommunication organisations, dedicated to saving lives and making aid more effective through communication, information exchange and community engagement.

The Technical Training is an important part of CDAC Network's work by increasing the number of humanitarian personnel with the knowledge and skills to:

1. Provide information for people affected by disaster to save lives, mitigate risk and enable people to take the best possible action by being as informed as possible;
2. Set up mechanisms for two-way communication between humanitarian actors and the people they seek to serve to engage communities and enable humanitarian programmes to be informed by communities, to enable their participation in humanitarian response and to hold actors to account;
3. Enable communication between disaster-affected people themselves to help people's coping mechanisms and so that people can help each other;
4. Engage in collaboration across different humanitarian actors, with different humanitarian actors to harness different experiences, skills and expertise.

The training takes those tasked with creating effective action through the theory, practice and practical steps so communication and community engagment is part of normal operational practice, and becomes a predictable, consistent and resourced element of emergency preparedness and response.

How to use the guide

This guide is for:

▶ Facilitators delivering the course
▶ Agencies commissioning the course
▶ Staff coordinating and administering the course

The guide introduces the course and its design, the participants' learning journey, as well as all of the materials required to deliver the course and evaluate it. There are suggestions on how to contextualise the materials and tips on successful delivery.

For those not in a position to invest in running the full course or where this is not deemed necessary it is possible to use single modules or select a set of modules, or run modules over a series of weeks.

Core modules for a one-day workshop: module 2-6. Although the module content may need to be shortened and some exercise/group work reduced, to allow time to complete in one day.

Core modules for a three-day workshop: module 2-13. Although the module content may need to be shortened and some exercise/group work reduced, to allow time to complete in three days.

> **Note on terminology:**
> The CDAC Network uses the term 'communication and community engagement' to talk about this field of work. Other terms used by other organisations include community engagement and accountability, communications with communities, community engagement, communications for development in emergencies, risk communication and community engagement amongst others. For the purposes of this document the term communication and community engagement will be used.

Introduction

Background

There is a considerable demand from government officials, humanitarian responders and project staff to understand how to communicate more effectively with affected populations and to make sure their knowledge and experience helps build effective response. The Communicating with Disaster Affected Communities (CDAC) Network has developed a training course using experience and knowledge gained by its members in a number of emergencies to improve the outcomes for disaster affected people and help those who wish to be at the forefront of the participation revolution.

The development, piloting and roll out of the Technical Training has been funded by the UK's Department for International Development (DFID).

Overview of the course development

The Technical Training on Communication and Community Engagement in Humanitarian Response was developed by the CDAC Network Secretariat with support from BBC Media Action. It was piloted in Bangkok, Thailand in November 2014 by a team comprising UN OCHA, Internews, BBC Media Action and the CDAC Network Secretariat. It has since been delivered to cohorts of participants in Iraq, Bangladesh, South Sudan, Kenya, Myanmar, Nepal, Jordan and East/Central Africa. In each case the training materials were adapted to each location as well as to the cohort of participants, with case studies and supporting materials adapted for relevance to the context and drawing on information gathered from capacity assessments undertaken beforehand.

The course was delivered to cohorts ranging in size from 18 to 28, open to humanitarian programme staff, team leaders and managers with limited experience of communications and community engagement.

These came from national and international NGOs, UN agencies, the International Red Cross and Red Crescent Movement and governments, and were involved in or planning to be involved in community engagement.

Staff came from all sectors (shelter, food security and livelihoods, camp coordination and camp management, etc.) and worked on programme delivery.

Participants underwent an application and selection process to ensure they were a good fit to the profile and able to take forward what they would learn in their daily work.

The Learning Process

The Technical Training is designed to be a 5-day intensive training course, held face-to-face, however owing to its modular format this can be adapted. It blends theory and practice to develop participants' knowledge, understanding and skills.

Participants will participate actively in the course, apply learning during exercises and a simulation, will be guided through reflection exercises and develop an action plan for incorporating learning into their daily work.

Outline of a five-day training course

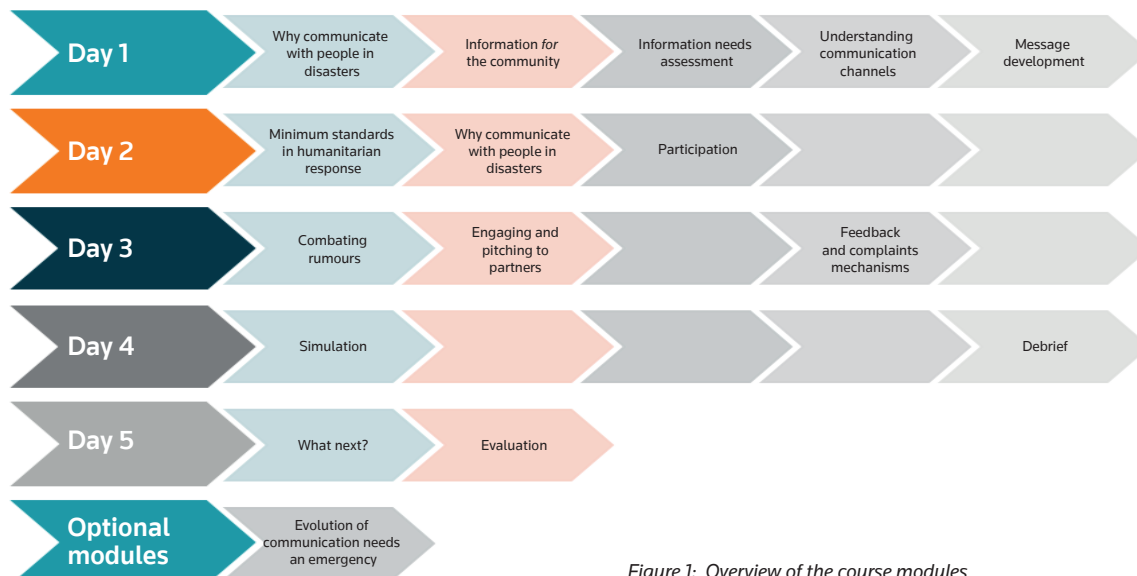|				
Day 1	Why communicate with people in disasters	Information *for* the community	Information needs assessment	Understanding communication channels	Message development
Day 2	Minimum standards in humanitarian response	Why communicate with people in disasters	Participation		
Day 3	Combating rumours	Engaging and pitching to partners		Feedback and complaints mechanisms	
Day 4	Simulation				Debrief
Day 5	What next?	Evaluation			
Optional modules	Evolution of communication needs an emergency				

Figure 1: Overview of the course modules

2. The course

Overview

The Technical Training is a 5-day intensive training course, held face-to-face, however owing to its modular format it can be run in different formats, for example over a number of weeks with a whole day simulation.
It blends theory and practice to develop participants' knowledge, understanding and skills.

Each session has predefined objectives and content materials, with detailed session plans to guide the facilitators. These should be adapted to both the context the course is being run in and its participants.

The ideal trainers for the course should have significant expertise in communication and community engagement, in humanitarian response and in a range of humanitarian organisations. They should also have significant experience as trainers and use engaging, interactive approaches appropriate for adult learning.

The course

The Technical Training is a course on how to ensure that people affected by crisis have the information they need and that they are able to communicate with each other and with those trying to help them.

By the end of the course, participants will be able to demonstrate:
1. Knowledge and understanding of the core elements of communication and community engagement in a humanitarian response, as well as of the roles and expertise of different humanitarian actors
2. Practical skills in how to apply this knowledge to information needs assessments, advocacy for communication with communities, and the development and monitoring of a communication and community engagement strategy
3. Understanding of the different means of communication and the advantages and challenges related to communication and community engagement in different humanitarian contexts
4. Practical skills in working across new and existing partnerships within the humanitarian architecture to coordinate and implement communication and community engagement activities.

There is no pre-reading for the course, although participants may wish to explore information on the CDAC Network website in preparation of the course or take the e-learning module 'Communication is Aid'.

The course promotes the application of humanitarian standards and best practice, and tailoring to specific contexts.

Intended audience for the course

The Technical Training has been designed primarily for field based humanitarian programme staff, team leaders with limited experience of communication and community engagement or those in need of a refresher course.

These may come from national and international NGOs, UN agencies, governments, donors and private sector actors involved in or planning to be involved in communication and community engagement. Participation is encouraged from staff from all sectors (shelter, food security and livelihoods, camp coordination and camp management, etc.) working in

3. **Read/write -** learners process information by writing it down in the form of notes.

4. **Kinesthetic -** learners learn through movement. Training exercises and role plays help. Giving people the flexibility to stand and move about the classroom also helps these learners.

Participant selection

The target number for each course is 20 participants in order to achieve effective learning. This is flexible up to 28 (but more facilitators would be needed). Potential participants are asked to complete an application form which examines their motivation for applying, current knowledge and skill level, and their perceived learning needs to enable tailoring of the content.

As a guide participants should have:
▶ A profile that corresponds to the intended audience as outlined above;
▶ A contract with their organisation for a minimum six months after the course to ensure that they have opportunity to implement their learning immediately;
▶ A commitment to communication and community engagement and willingness to learn and implement learning in their role;
▶ The support of their line manager to release the participant from their normal duties to attend the course and to implement learning after the course;
▶ Verbal and written skills in the language of delivery of the training.

When selecting a participant group remember that:
▶ The course's impact will be greater if participants' level of knowledge on communication and community engagement is similar so that you are not trying to cater to too wide a group;
▶ The course's impact will be greater if participants' language levels enable their full participation;
▶ Those who benefit most from the course will be those working for organisations working in disaster response and preparedness.

programme delivery. It is also suitable for emergency deployment roster / surge staff.

Key principles and underlying assumptions

According to the VARK model there are four learning styles. Typically, learners have a preference for one style and usually have a secondary or less dominant style that they use in conjunction with their predominant learning style. You need to deliver training taking into account the different styles by using a range of delivery techniques that ensure you train for a combination of all learning styles.

1. **Visual -** learners need to see simple, easy-to-process diagrams or the written word. PowerPoint presentations and flip chart graphics are very helpful to these learners.

2. **Aural -** learners need to hear something so that it can be processed. They may prefer to read aloud if presented with written material. They enjoy lecture format learning.

[1] http://vark-learn.com/ introduction-to-vark/ the-vark-modalities/

3. Deciding on the course

Key factors influencing the decision

When deciding whether to implement the course it is worth considering what you want from the course. Do you want staff to:

1. Gain knowledge and understanding of the core elements of communication and community engagement in a humanitarian response, as well as of the roles and expertise of different humanitarian actors?
2. Gain practical skills in how to apply this knowledge to information needs assessments, advocacy for communication with communities, and the development and monitoring of a strategy for communication and community engagement?
3. Understand the different means of communication and the advantages and challenges related to in different humanitarian contexts?
4. Develop practical skills in working across new and existing partnerships within the humanitarian architecture to coordinate and implement on communication and community engagement?
5. Focus on specific themes such as information needs assessment, rumour management, etc.?
6. What do you hope to achieve in the longer term?

Answering these will help you decide whether the full course is appropriate, or whether you want to focus on certain areas, and what action may be required after the training.

There are several ways in which the course can be run: the full course versus modular delivery and inter-agency versus single agency format. The modular format will allow for selection of what is most suitable for the target audience.

Another consideration is the facilitation: is there an in-house facilitator or team that can deliver the training, or does this need to be sourced from elsewhere? CDAC Network can be commissioned to run the training.

See website for details (www.cdacnetwork.org).

Alternative delivery options

There are several ways in which the course can be run: the full course versus modular delivery and inter-agency versus single agency format. If single or smaller sets of modules are used remember that you may need to check comprehensive of key concepts covered in earlier modules and plan for a good opening, flow between the selected modules and wrap-up. The simulation module has been designed to follow on from the modules preceding it, so may require some adaptation if not all the preceding modules are delivered.

What agencies need to supply

Agencies should ensure that participants have adequate time to participate in the course, so the timing of when the course is run should be a key consideration. Agencies should release their staff from daily duties for the duration of the course in order to participate fully and get the best out of the course. Having the support of the staff's line manager is critical to ensure an enabling environment for the participant to incorporate their learning into their work and to try out new things.

Agencies should ensure adequate funding and facilities are available to run the course and hire (if necessary) suitable facilitators.

Line manager's role

A line manager should:

▶ Support the participant's preparation for the course;
▶ Make the participant available for the duration of the course;
▶ Support the application of learning into the participant's work and encourage them to try out new things;
▶ Include activities related to the course in your participant's action plan;
▶ Reflect back the participant's performance in relation to the course in their annual appraisal and support them to incorporate relevant elements into any new performance objectives.

Potential benefits to participants and their organisations

Evidence[2] from the courses that the CDAC Network has delivered shows that the majority of participants feel better equipped in terms of knowledge and skills gained from the Technical Training and have applied these to a great extent in their work. Participants feel more connected to others working in the field of communication and community engagement, coordinate more with other stakeholders to provide useful information to disaster affected communities, have established community feedback mechanisms and used information collected through these to inform decisions about activities. The vast majority of participants tend to share their learning onwards to other colleagues for example through briefings, training[3] and on-the-job advice, creating a cascade effect in the organisation.

New Knowledge	Confidence	A cascade effect
"When I was deployed to Nepal EQR, I co-led many CwC initiatives, and I've fed into programme/proposal design incorporating CDAC, and have participated in more country and regional workshops and engagements." **Female roster participant, Thailand**	"I have been able to work with the affected population more effectively. I found myself more confident and empowered when I worked with humanitarian organization in the aftermath of the 2015 Nepal earthquake." **Male participant, Thailand**	"After getting this training we organized a training session among all the staff members of our head office. About 80 participants attended the training. Every participant enjoyed the training." **Male participant, Bangladesh**
Hands on	**Courage**	**To reach out**
"Thanks for improving my knowledge on CwC and we have a lot of group work during training which is valuable in our current situation." **Female participant, Myanmar**	"My communications have improved and I am asked, how do I get the wisdom to talk to communities in troubled areas? CDAC has done great!" **Male participant, South Sudan**	"The training is crucial for organisations at grassroots levels who have frequent contact with communities but have very limited sources of funding which makes it difficult to reach many persons." **Male participant, Kenya**
New perspectives	**Being assertive**	**Networking**
"After CwC training, I can understand the voices of communities, there should be a comment box to hear the problems among them. Sometimes there is a misunderstanding due to the different languages so it is better to use the same language like Burmese or Rakhine." **Female participant, Myanmar**	"After returning from Bangkok, I went ahead and began doing CwC and reporting it via email "newsletters" and in-person to UNHCR&WFP bosses. They loved it." **Female roster participant, Thailand**	"Also great: beginning to build a network of colleagues." **Female participant, Thailand**

To continue momentum after the training, consider linking up participants to raise interest and create opportunities for each other or a relevant working group if one already exists. Creating a sense of cohesion and community amongst participants can improve preparedness and response programmes and coordination.

Using the course materials online

The Facilitator's Guide and Training Pack can be downloaded from the CDAC Network website under the Training & Tools section. Materials are primarily in Word (A4), PowerPoint and Adobe, though some files are video or pictures.

It is recommended that the facilitator downloads and reviews the full set of materials ahead of delivering the course and takes time to contextualise parts of the course to make it more relevant to their participants. For this purpose materials are largely provided in

editable format. If you adapt the materials please remember to credit the CDAC Network as the source of the materials.

[2] A follow-up survey was sent to participants of the CDAC Network Technical Training in Thailand, Kenya, Myanmar, South Sudan, Bangladesh and Iraq to assess the longer-term impact of the training in their work. This section summarises the findings.
[3] Bear in mind though that this is not intended to be a training of trainers course.

4. The learning journey

This section provides an overview to the stages that comprise the learning journey:

i. Application form

Potential participants are asked to complete an application form, which prompts them to reflect on their reasons for taking the course, their expectations and what scope they have for applying learning in their work.

Each application should be assessed and places allocated on the basis of the strength of the application against agreed criteria, whilst aiming to optimise the mix of participants for a successful course cohort. It is useful to ask both the participant and the line manager to sign off on the application form to confirm their commitment to the course.

Resource
See Sample Application Form

ii. Self-study: 'Communication is Aid' (optional)

Though optional, participants may benefit from taking the self-study, e-learning 'Communication is Aid' prior to the course. The e-learning aims to raise awareness about the key components of effective communication with crisis-affected communities, and to build knowledge and skills on how to communicate in practice. It is interactive, takes approximately 3-4 hours to complete and does not have to be taken in one go.

It is available on the CDAC Network website.

iii. Workshop

The course has been designed to suit a 5-day duration and it is advisable for it to be residential or off-site from the usual office to enable participants to fully engage with it. The course can be adapted to a shorter or longer timeframe, bearing in mind the likely speed required for the cohort to engage and learn.

The workshop builds skills and knowledge through plenary discussions, role play, group work, presentations, simulations and self-reflection methods. Participants are expected to learn from their peers as much as from the facilitators and from their own experience and reflection.

iv. Learning journal

Participants are encouraged to keep a learning journal to record their reflections and learning as they proceed through the course and to leave with a plan of how they want to use their learning, which they are encouraged to discuss with their line manager. This is contained in a workbook which also includes facilitator biographies, agenda, etc.

Resource
See Participant's Learning Log Template

v. Post-training

Participants could:
▶ Further develop their action plan, discussing this with their line manager;
▶ Try out new things (though with careful assessment in line with the Do No Harm principle);
▶ Consider briefing or training colleagues to cascade the training;
▶ Contribute to emergency preparedness and response planning to provide a communication and community engagement 'lens';
▶ Consider remaining in contact with other trainees as a buddy group to support each other in their application of learning and build a network of professionals working in this domain;
▶ Join a relevant working group.

Line managers could:
▶ Support the application of learning into the participant's work and encourage them to try out new things;
▶ Include activities related to the course in your participant's action plan;
▶ Reflect back the participant's performance in relation to the course in their annual appraisal and support them to incorporate relevant elements into any new performance objectives.

5. Coordinating the course

Key stages for coordination

Once the decision has been taken to run the course, whether as a single or inter-agency initiative, key tasks in the organisation of the course are:

▸ Consultation with potential participating agencies / managers
▸ Briefing an administrator (where applicable)
▸ Administering the application process and assessing potential participants
▸ Managing the contextualisation work
▸ Building the facilitation team
▸ Course promotion (where applicable)
▸ Participant and line manager liaison
▸ Managing the course budget
▸ Ensuring monitoring and evaluation are undertaken
▸ Reporting on the course (where applicable).

It is recommended that you allow a lead time or approximately three months to organise the training, though this may be shorter for example if you have already identified the facilitator(s) or participant cohort.

Setting a budget

Drafting a budget and securing sufficient funds will be critical in enabling you to run the course. You may also need to decide whether a fee should be charged for the course, which can help create a sense of ownership from the participating organisations and lead them to thinking more carefully about who is sent on the course. Conversely, though, a fee may deter certain organisations from sending people.

Building the facilitation team

Course facilitators

The course would ideally be delivered by two (or three) facilitators. The facilitators should have appropriate communication and community engagement as well as humanitarian experience, knowledge of the humanitarian context relevant to the cohort being trained and facilitation skills. Appropriate language skills are also essential.

It is strongly recommended to use facilitators that have experience in running training workshops, to ensure that they have the necessary skills and experience to facilitate discussions and encourage peer-to-peer learning. The course is designed with this in mind and does require some level of knowledge about facilitation and adult learning.

Course coordinator

A course coordinator (or administrator) is helpful in ensuring that all the administrative, financial and logistical elements of organising and running the course are covered. It is best to separate this function from the facilitator function as it takes significant time. It is also useful to have someone in the training room / nearby who could provide support in printing etc during the training.

Contextualising the materials

The applications of the participants retained after the selection process should be reviewed to establish the baseline level of knowledge on communication and community engagement.

The facilitators should also speak to the commissioner of the training and other relevant key informants to understand the training need, which could include speaking to some of the participants themselves or their managers. There may be secondary data available to review as well, such as a Humanitarian Needs Overview, response plans or evaluation reports.

The facilitators should understand:

▸ The country context, and its main opportunities and challenges
▸ The main scenarios from emergency preparedness planning or the humanitarian response plan
▸ Which actors are active in humanitarian preparedness and response, what clusters and forums are in place
▸ Existing initiatives and opportunities in country to build on
▸ Which learning methodologies work well for that context.

Depending on the context and the specific issues that humanitarian organisations are working on, the course contents may need to be contextualised.

To contextualise them consider what text you need to re-write and which photos, standards, references etc. supplement this and ideally have this peer reviewed. Do allow plenty of time to do the contextualisation, leaving sufficient time for printing.

For the whole day simulation – the materials have been developed for a pretend country (Gondwana). However, in other countries the course has used the actual country that the course is being run in to help with realism. You may wish to do this or to keep it as a made-up country.

In the collective action planning session – take the time to think what might be the best outcome in the context where you are delivering the training. You want to make sure you can facilitate the discussion

to reach a conclusion that is the most useful for moving the issue forward. Some possible actions could include:

- Forming a Working Group if there isn't already one. If there is, making sure their organisations are members
- Creating an email list of participants who can continue discussion and share experiences in implementing what they have learnt – a community of practice
- Advocate for a section on communication and community engagement in the inter-agency sitrep or weekly meetings
- Collectively contribute towards a further training by a technical service provider e.g. CDAC Network or its members.

Consider the culture of the country where you are delivering the training. This can have an impact on the training and facilitation styles. In some cultures people would rather read through material and think about it before discussing it, or they may wish to talk in smaller groups rather than speaking out on their own in front of the larger group etc.

Often asking people directly if they understood will result in a lot of nodding heads and positive murmurings, when in reality it may not be as widely understood as it seems.

Ask yourself if there are any cultural implications for the role of different genders in the groups, for example can woman talk openly in front of men and publically disagree with them? Are their activities or energisers where they may be physical contact between genders – is this appropriate? You can also include this in the discussions about ground rules so that the group themselves decide and agree.

Guest Speakers

Inviting key actors in the field of communication and community engagement to come and present to the participants can help make the theory come to life – it can stimulate discussion and thinking about the best ways to implement this kind of work. Consider who could be asked from the context you are working and remember this could also be a form of advocacy and a way to start a discussion with someone on the issue, for example someone from the Government or a donor. People who could make good guest speakers could include:

- A donor to discuss how this fits in with their priorities
- Someone who can talk about a creative, engaging or innovative approach, which could inspire others
- Someone who can talk about the humanitarian architecture and how this fits in with inter-agency planning
- Someone from the local Red Cross or Red Crescent Society to talk about their plans for a crisis and how they work with the volunteers
- Someone who was part of the affected community in a previous crisis to share what the experience was like for them
- A local organisation who works on these issues
- A representative from the local media who could talk about their role in crises.

Concluding the course

The course concludes with an exercise on action planning, followed by an evaluation of the course by participants. The facilitators would usually also undertake an evaluation of the course, reflecting on the feedback from participants.

6. Administration and logistics

Key steps for administration and logistics

There are several steps that require significant administration and logistics support:

Ahead of the course
▶ Administering the application process
▶ Preparing the logistics note and background work that requires
▶ Inviting the successful applicants and liaising on travel arrangements
▶ Liaising with the facilitators and venue team
▶ Arranging printing and stationary
▶ Arranging necessary transport and payments (e.g. for venue, printing)
▶ Assisting and room set up, if required
▶ Preparing a welcome letter for participants with an final instructions for the course.

During the course
▶ Participant registration
▶ Ask permission to take photographs or film, if you are planning on doing so
▶ Liaising with the facilitators, participants and venue team
▶ Arranging any necessary payments (e.g. per diem).

After the course
▶ Participating in the evaluation of the course
▶ Arranging any final payments (e.g. venue, facilitators).

Deciding the time, place and approach

Time your training well to avoid any clashes or issues that may impede participants and bear in mind other factors that may affect the training.

Consider:
▶ Which days the normal working week fall on, office hours and whether time for prayer needs to be factored in
▶ National holidays
▶ Rainy season
▶ Other significant events for the sector
▶ Language preferences of the target participants
▶ What might enable / impede participants and what can be done (e.g. providing child care to enable attendance by female staff who are mothers)
▶ Safety and security
▶ How the course is advertised to ensure it reaches your target audience.

Venue requirements

The choice of venue should reduce pressure on participants to attend work or personal commitments during the course so that they and the facilitators can fully engage in the learning process and spend time building up rapport with their fellow participants.

The venue should ideally:
▶ Be far enough away from the usual office so people feel that participants don't 'nip back'
▶ Offer suitable conference facilities with breaks and lunch included
▶ Offer comfortable accommodation and space to relax, if it is a residential course
▶ Internet access and other facilities for the facilitators' preparation
▶ A light and airy training room:
  • Set up "café style" with round tables seating five to six people and room to move around and set up flipchart stations
  • Containing a projector and screen
  • With plenty of wall space to display flipcharts
  • Break out space.

Inclusive training[4]

Considerations should be given during the planning phase to ensure that training is inclusive, that is to say that it welcomes and enables participation by those who are sometimes marginalised and ensures they will have access to the course. Make sure to assess how inclusive your workshop will be.

Things to consider:
▶ Ensure your course location is accessible and has easy transport links
▶ You may wish to ask; is there a lift or step free access?
▶ Is there an accessible toilet?
▶ Is the venue appropriate for all faiths?
▶ Ensure the refreshments can cater for a variety of dietary requirements e.g. halal, nut free, gluten free, dairy free
▶ Be sure that any exercises or energizers will not inadvertently exclude people with different physical abilities
▶ Look for a quiet venue. Background noise e.g. traffic can be distracting for all learners, but particularly disruptive for learners with a hearing impairment or who are very sensitive to sound

- Ensure training rooms have ample space to accommodate wheelchairs or other mobility aids.

Pre-course
- Not all support needs and disabilities will be visible. Don't be afraid to ask for information on learners needs from the outset; asking for information sends a clear message that the training will be inclusive.

    For example, asking learners in advance if they have any access requirements? Or specific dietary requirements? Use this information to select an appropriate venue. E.g. 'please let us know if you have any specific needs or requirements for this event e.g. disabled parking, access, alternative material formats, dietary needs etc.'

Producing resources
- Make slides visually engaging; use pictures and stick to the key points
- Are handouts really necessary? Source key information and avoid overwhelming learners with lots of paper
- Limit the amount of text and use an accessible font such as Arial or Calibri (san serif fonts are best as they are clearly defined and well-spaced making them easier to read)
- Use a font size 12+ for handouts and 28+ font size for presentations. Always use a font colour that contrasts well with the background colour, such as black text on pale green paper. Avoid using patterns or textured backgrounds. Keep text aligned to the left. A clear, larger font will improve the learning experience for learners with a visual impairment
- If using coloured paper or slides, stick to pale blue, cream or yellow and avoid green, red or pink. This will improve the learning experience for participants with dyslexia.

Introductions
- Ensure there is enough time for introductions as these are a basic foundation of an open and inclusive environment.
- Consider what physical contact is appropriate. In some cultures it may be inappropriate for a stranger to shake hands with a member of the opposite gender. Always wait and see if the person offers their hand, rather than initiating a hand shake.

- If there is a learner with a working dog to support a sensory impairment, avoid interacting with or distracting the dog.
- If a learner uses a mobility aid e.g. a wheelchair, treat it as an extension of their personal space. Try to sit down when having conversations with individual wheelchair users to allow for eye contact.
- Allow time for a learner with speech or language difficulties to complete their sentences and avoid interrupting. Don't be embarrassed if this takes some time. Lead by example, as the other participants will most likely follow your example. It's important to avoid making an assumption that a learner with a speech or language difficulty also has another disability.
- Be prepared to make reasonable adjustments to all activities which may involve physical activity to cater for those of all abilities.
- Speak clearly, not too quickly and use plain English. There may be learners whose first language is not English. Try not to use colloquialisms and slang as not everyone may understand them. Using plain language and speaking clearly is also supportive of individuals with a developmental or learning disability.
- Avoid abbreviations e.g. AAP, PSEA, HPC etc. Ensure any abbreviations or sayings used are fully explained. Don't assume everyone will know what you are talking about.

Common questions
It is useful for the course coordinator / administrator to prepare for questions that the facilitators may have. Common questions include:
- What are the venue details (contract, photos, etc.)?
- Where do we spend the days before, during or after the workshop? Do we stay at the same venue?
- What equipment will be provided?
- Is there internet at the venue?
- Will we be able to print things during the course?
- What do participants (not) pay for?
- What time is lunch and the tea breaks, or can we determine these? Where will these be taken?
- What are the dinner arrangements?
- What is the room layout? Can we change it if we want to?
- Who will provide administrative / logistical support during the course?

7. Delivering the course – a guide for the facilitation team

Key steps of the learning journey for the facilitation team

The facilitation team will need to assess whether training is an appropriate solution to what the commissioning agency is seeking to achieve and work with the commissioner to set the final learning objectives of the course, select the most appropriate set of modules, identify the target participants and establish what level to pitch the course. The team will then support the final selection of participants. See section *DECIDING ON THE COURSE.*

The course itself is a combination of taught elements, experiential learning, reflection and exchange, and the role of the facilitation team is to enable these different elements. The team should particularly encourage thinking about how learning can be applied in participants' own work and organisations.

A learning journal is issued to participants with agenda, biography of the facilitators and other information, collated into a Participant Workbook. Participants are encouraged to use this to record their reflections and learning as they proceed through the course and use this for their action plan development to establish how they will take their learning forward. The onus is on the participants to implement this action plan, and it is advised that they involve their line managers to enlist their support.

Resource
See **Participant Workbook Template**

Allocating roles

A lead facilitator should be identified, which should be the person best placed to maintain oversight of the delivery of the course and its quality. The lead facilitator should allocate, in good time, which of the facilitators should lead which module, based on what they have best knowledge of, previous experience of delivering the module and the distribution of workload across the team.

Though one facilitator will be leading a session, the others should stay in the room to provide any support needed, such as on group work or answering questions.

Facilitation team coordination and tips for good preparation

It is useful for the facilitation team to meet early on and discuss how they will work together and any ground rules.
Discuss:

▶ Why we are here
- Strengthening capacity to prepare and respond to emergencies
- Enhancing inter-agency or inter-collegiate coordination and collaboration
- Focusing on skills and knowledge for communication and community engagement
- Enabling a learning experience for participants.

▶ How to work together
- Establish how you want to work together during the planning, days running up to the course and during the course
- How will you support each other?
- How will you give each other feedback?
- How will you resolve any conflict that arises amongst the team?

▶ Training style
- What kind of setting do you want to create for participants? E.g. formal / informal; open and encouraging; practical focus
- What ground rules will you use?
- How will you acknowledge differences in agencies / approaches / participants / etc.?
- How can you use your knowledge and experience to find common ground or bridge the materials to make them more real?
- How will you draw out participants' experience so that they also learn peer-to-peer?
- How will you manage different learning styles and speeds?
- How will you manage dominant participants or resolve any conflict that arises?
- What visual aids are needed?

▶ Practical matters
- Dress code for the team and for participants
- Room set up and arrangements for different modules
- Who does what.

It is important that particularly the lead facilitator has a thorough understanding of the course to ensure familiarity with it and that they liaise closely with the other facilitators and the course administrator throughout the planning, delivery and evaluation.

Ideally planning and steps such as module allocation would start several weeks in advance to permit adequate preparation time, with the team meeting periodically to ensure planning runs smoothly and support each other on steps such as the participant selection.

It is useful for the team to review the final participant list and the expectations and any baseline questions from the application process, and to make any adjustments to the course as necessary.

Facilitator style

Like the participants, the facilitators should ensure that they are released from any day job for the duration of the training so that they can fully engage in the delivery and because the course is intense and facilitation is tiring.

The facilitator's notes are written in a style to meet a range of potential needs and facilitators are encouraged to be creative and adapt materials to their own delivery style and experience, whilst being true to the content and key messages. The style should, of course, be one that is appropriate to the participants.

Getting to know the materials

The Training Pack contains the complete set of modules needed for the course. It also includes a sample agenda, session plans, presentation decks, handouts, simulation materials and injects, videos, forms etc.

Everything that the facilitation team requires is provided though facilitators will nevertheless need to familiarise themselves with the materials and undertake some prior preparation, particularly in regard to contextualising the materials and being able to facilitate them in a dynamic, engaging way.

Contextualising the materials

Though examples, presentation decks, handouts and case studies are provided, these can be replaced or embellished to make them more familiar to the participant cohort, e.g. by substituting an example for one from your own experience or adding photos to the slides.

The materials will also need to be adjusted to the level of your group. The material has been designed primarily for humanitarian programme staff, team leaders and managers with some years' experience in the sector, but with limited or no experience of communication and community engagement. It is also suitable for emergency deployment roster / surge staff. Depending on the participant cohort you may be able to move faster through some sections of the course or need to go slower, or to amend the choice of modules.

Timing for workshop sessions

Use start and finishing times that are appropriate to the context, and take into account local factors such as early Friday finishing time, prayer times or traffic issues.

The agenda should allow one hour for lunch and a 30-minute tea break in the morning and afternoon. This is to give sufficient time for the participants to mingle, eat and rest.

The timing for each module is given as a guide only, though it is recommended that a minimum of 60 minutes is allotted to enable sufficient coverage of the material, group work and plenary feedback / plenary discussion (as applicable), and Q&A. The facilitator will need to judge when to spend more time on a particular element and when to move on. Comprehension checks during the session and checking in with a few participants during breaks can help judge whether key concepts are coming across well.

Using visual aids

Plan ahead for how you will use the room, flipcharts, pictures, etc. A colourful, enjoyable atmosphere aids learning, but resist the temptation to pin everything to the walls! During the breaks clear away things that will not be referred to again by you or the participants and keep tables tidy.

Ideas for review exercises and energisers

To reinforce learning it is useful to start each day other than the simulation day with a review exercise. Energisers can be used throughout the training days to manage energy levels, though won't be necessary in the simulation as it is sufficiently stimulating already!

Examples of review exercises are given and energisers can be readily found online.

8. Capturing feedback and reporting

Capturing feedback

A temperature check can be taken informally from participants by chatting to some during the breaks. This will give you an idea of how the course is being received so far and allow for adjustments to be made quickly e.g. if a key concept hasn't been well understood it could be covered again after the break before going onto the next item.

At the end of the first day in particular, but other days as well, it is useful to get feedback using a light touch approach. Use a smiley face tick box sheet at the end of the day.

At the end of the training, participants are asked to complete a feedback form. The answers are collated and reviewed by the facilitation team as part of their debrief and incorporated into the training report.

Resource
See **Participant feedback form**

A limitation of the feedback form is that it captures only the immediate satisfaction with the course and perceived relevance to a participant's work. To capture longer-term impact of the training, a follow-up survey could be used to ask participants after a given period (e.g. 12 months) to evaluate the course and the difference it has made to them and their organisation.

Reporting

The lead facilitator should compile a summary report of the course for the commissioning agency, with input from the other facilitation team members. The report should include:

▶ A brief background including the rationale for the course, the learning objectives of the course, the target audience, application process
▶ An overview of the participant profile
▶ Names of the facilitation team
▶ Reflections on the modules, methodology and course as a whole
▶ A summary of participants' feedback (from their evaluation forms)
▶ Recommendations for future courses.

9.Training pack index

The training pack comprises the following.

0. Facilitator's Guide

1. Ice-breaker: Discussion Starter

2. Agenda
a. Participant Agenda
b. Facilitator Agenda
c. Participant Workbook
d. Sample registration form

3. Modules

Day one
a. Module 1
Welcome and introduction
  i. Guidance note
  ii. PowerPoint

b. Module 2
Why communicate with people in disasters?
  i. Guidance note
  ii. PowerPoint
  iii. Video: Communication as Aid

c. Module 3
Useful information for a community
  i. Guidance note
  ii. PowerPoint
  iii. Video: Syrian Refugees Lifeline - Practical Tips - Shelter Management
  iv. Handout: 'Useful or not useful' for wall exercise [Syria; Bangladesh]

d. Guest speaker 1

e. Module 4
Information Needs Assessments
  i. Guidance note
  ii. Handout: 'Information needs assessment'
  iii. 4 pages of exercise materials
  iv. PowerPoint

f. Module 5
Using communication channels
  i. Guidance note
  ii. PowerPoint
  iii. Group discussion template
  iv. Handout: 'Characteristics of Different Communication Channels'

g. Module 6
Effective information sharing
  i. Guidance note
  ii. PowerPoint
  iii. Pair work handout - Effective Messages

Day two
h. Recap
  i. Guidance note

i. Module 7
Monitoring and Evaluation
  i. Guidance note
  ii. PowerPoint

j. Module 8
Communication between communities
  i. Guidance note
  ii. PowerPoint

k. Module 9
Enhancing participation
  i. Guidance note
  ii. PowerPoint
  iii. Cheatsheet for group excercise

l. **Module 10**
    Scenario exercise: Tailoring messages
    i.   Guidance note
    ii. Scenario exercise

Day three

m. **Recap**
    i.   1 x page guidance note

n. **Module 11**
    Working with rumours and expectations
    i.   Guidance note
    ii. PowerPoint

o. **Module 12**
    Engaging and pitching to partners
    i.   Guidance note
    ii. PowerPoint
    iii. Role play exercise

p. **Module 13**
    Feedback and complaints mechanisms
    i.   Guidance note
    ii. PowerPoint

Day four

q. **Module 14: Simulation**

Day five

r. **Module 15: What next**
    i.   2 x page guidance note
    ii. 10 take away PPS
    iii. 2 x page cheat sheet – different options
         for taking forward the work - facilitated
         discussion

4. Videos

All videos are available on CDAC Network's
YouTube channel in the Technical Training
playlist: http://bit.ly/2ytZBzo

5. Links to further resources

There are many resources available at the end of
the learning log.

10. Acknowledgements

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UKaid
from the British people