

[FACILITATOR NOTES]



**1.5-day foundation training:
(Re-)introduction to Risk Communication
& Community Engagement (RCCE)
for frontline workers**

Supported by  and the Afghanistan COVID-19 RCCE WG

Location
Date

Slide 1.1: COVER: 1.5-day training: (Re-)introduction to Risk Communication and Community Engagement (RCCE) for frontline workers

[NOTE FOR PARTICIPANTS: Keep the slide while participants enter the room, sit down and you are ready to start the workshop.]

Session 1: Welcome & Introduction



Slide 1.2: COVER: Session 1: Welcome & Introduction

Duration of the session: 30 min

Time: 08:30-09:00

Format: Presentation by facilitator, welcome by senior official, if relevant.

Materials: Slides, agenda and evaluation form (all participants to have a copy of the agenda and evaluation form).

Learning objective:

- Welcome participants, introduce the training, including relevant safety and security protocols, and explain the learning objectives.

Contents:

- Welcome & introduction.
- Learning objectives and agenda.
- Introduction of evaluation form.
- 'House rules'.
- Proposed methodology.
- [OPTIONAL] Ice breaker?

Pictures: The objective of this collage is to showcase the daily work of 'frontline workers', the target audience for this workshop/training.

[NOTE FOR FACILITATORS: Regarding the use of pictures and other graphic content in these slides, feel free to use any other image/s, as you like. More importantly, and as a general rule, always consult one of your senior national colleagues about whether these pictures, and the rest of the images used in the slides, are appropriate to the location/context where you will be facilitating the trainings.]

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Slide 1.2: WELCOME & INTRODUCTION (keep the slide with the collage showing on the screen)

Duration: 5-15 min, depending on whether a senior official is participating.

Format: Senior official (whether from the local government or a humanitarian organization, if strategically relevant) welcomes participants. [If no senior official is attending, the facilitator welcomes participants, according to the instructions below].

[NOTE: By inviting a senior official/decision-maker, the facilitator could use this training as an opportunity to make or strengthen a connection with that official/decision-maker and advocate for, for example, greater support, collaboration, or resources. Having said this, be also mindful of the time implications as you don't want to start running late from the very first session.

If you would like official guests to mention any specific points in their remarks to participants (see below), be sure to let them know this well in advance of the event. Always let her/him know how much time is being allocated in the schedule for the official welcome.]

Instructions

Facilitator will:

- briefly introduce her/himself and greet participants.
- [NOTE: Clearly state, from the beginning, who this training is for and why]
- Make sure participants are briefed on safety and security issues (e.g. panic rooms, evacuation plan...), and other protocols, including those related to COVID-19-(e.g. location of handwashing stations, rules on wearing and disposal of masks, maintaining physical distance, where/how to use bathrooms, how snack and meal breaks will be managed, etc...).
- If a senior official is attending, briefly introduce her/him to present any official welcome.

For example: Ask the senior official to, explain why RCCE are important for her/him. Alternatively, (if this is agreed before with the official), the facilitator could ask 2-3 questions to the senior official and then invite participants to present one or two more questions (for example, two general questions could be: why is RCCE important to the success of the response and recovery from COVID-19? What are the challenges and opportunities s/he sees?)

If no senior official is taking part, the facilitator should focus this 'welcome' on introducing yourself and make sure participants are familiar with the protocols for this workshop.

- Regardless of whether a senior official is present or not, the facilitator should refer to the picture in the slide (i.e. the collage showing images of frontline work) and stress that this workshop has been designed with the aim of adding value to the work of staff working directly with communities in Afghanistan every day. Whether you work on polio vaccinations, on distributions of water or other important resources, or you are engaged in demining activities, protection activities or on COVID-19 awareness-raising programmes, this workshop is for you.
- Last but not least, the facilitator should thank WHO and the RCCE working group for putting together this training package and supporting workshops like this across the country.

Session 1: Welcome & Introduction

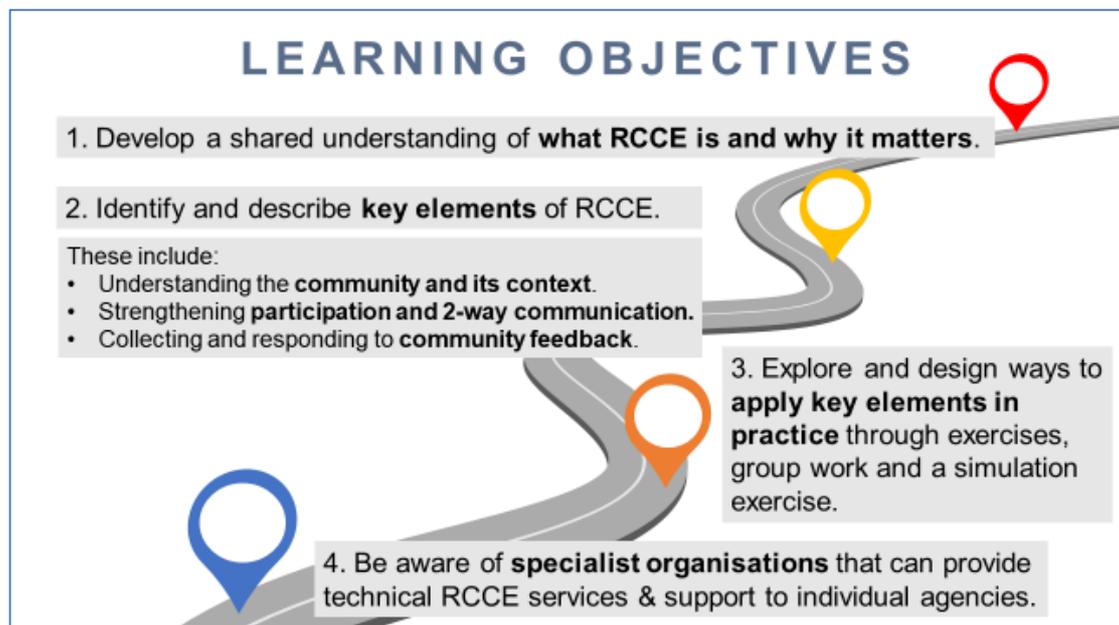
By the end of this session, you will...

- Know the learning objectives of the training.
- Be familiar with the agenda and proposed sessions.
- Have the evaluation form and know how to use it.
- Agree on the 'house rules'.
- Understand the proposed methodology for the training.

Slide 1.3: By the end of this session, you will...

Duration: 1 min

Refer to the slide to introduce the learning objectives for this introductory first session



Slide 1.4: Learning objectives

Duration: 3-5 min

- Refer to the slide to introduce the **learning objectives** for the day.
- Introduce the **agenda** and briefly list the sessions that will take place.
- Introduce the **evaluation form** and ask participants to fill it as the workshop is taking place, rather than waiting until the end.

HOUSE RULES

- ❑ Come **on time** to sessions and give your **full attention** (no laptops/phones).
- ❑ Be **respectful**: criticise the problem, not the person.
- ❑ Help create an **open environment**.
- ❑ **Participate**, and let everyone participate.
- ❑ **Listen** with an open mind.
- ❑ **Think before speaking**.
- ❑ Stay **on point and on time** (parking lot).
- ❑ **No** such thing as a **stupid question**.
- ❑ *Anything else?*

Slide 1.5: House rules

Duration: 3-4 min

Note: animation

[NOTE FOR FACILITATORS: Trainings/workshops are designed to bring out the best ideas from every participant. Having ground rules helps the facilitator do this efficiently. There are at least 3 ways to set the 'house rules' for a training, workshop or a meeting:

1. Use a ready-made list of proven meeting rules, like the one provided in the slide. Feel free to edit/adapt it.
2. Start with the ready-made list and invite participants to suggest additional rules. (See last bullet point – *Anything else?*)
3. Starting with a large blank sheet of paper or whiteboard (and not showing slide 1.5), take suggestions from the group to build a list of rules from scratch. This can be a great initial team-building activity, encouraging participants to collaborate on defining and agreeing on the rules. This option has clear time implications.]

SUGGESTED APPROACH [This is a compromise option between 2 and 3]:

- Show a version of slide 1.5 with the "house rules" image, but no rules.
- Ask participants to think about the kinds of rules that might benefit the workshop and call on one to eight participants to share a potential rule.
- Once you have taken 8-10 suggestions, show a slide that includes your list, compare the rules on the slide with the suggestions from the group and finalise the list.

Introduce the 'parking lot' (flipchart) where any issues will be noted that may require further exploration/have not been adequately addressed (e.g. because of time constraints or because they are outside the scope of the training objectives/agenda).

Explain to participants that you will review the 'parking lot' during breaks and that you will try to address any issues you can. Remind participants that there may be issues 'parked' that you are unable to address (perhaps they are outside your area of expertise, or there is not enough time). Reassure them that where possible, you will follow up and find additional information or resources that can be shared after the training.



Slide 1.6: Pedagogical approach: We learn by doing

Duration: 1 min

[NOTE: the following points are a guide only; it is not intended that you should repeat them word by word].

- Acknowledge the vast range of life experiences and knowledge participants have and encourage people to use those during the next 1.5 days.
- Explain that your role is being a *facilitator* and not a *fact generator* that has all the answers. You will introduce some topics and new knowledge but the answers will come up collectively through group discussions and role-plays.
- Remind participants that there is going to be a lot of “doing” in this workshop and that they have to be ready!
- Point out that the house rules will support for this module and make sure participants have it very clear: people learn by doing.
- Explain that this is *their* workshop, *our* workshop, and that we hope the next day and half will produce a lot of collective reflection and learning.

To summarise – and this is the main message – you want participants to participate actively during the module, while observing the house rules everyone has just ‘co-designed’.



Slide 1.7: Icebreaker (TBD)

Duration: 10 min

[REMINDER: Before the workshop, consult senior national colleagues to choose an icebreaker that may be fun and contextually relevant to Afghanistan and which is in line with COVID-19 physical distancing/contagion control measures (e.g. popular icebreakers like throwing a ball or passing any kind of object between participants will not be appropriate).

UNICEF has produced an interesting document with icebreakers and energizers that can be handy though the exercises proposed are longer than the allocated time – would 'Mistaken Identity' be suitable for Afghanistan?

www.unicef.org/knowledge-exchange/files/Icebreakers_production.pdf

Pic: The Icebreaker. Short film by Timelab.pro (<https://vimeo.com/341825351>)