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

Afghanistan - Covid-19 RCCE Working Group (September 2020)

About this training module

In March 2020, the World Health Organization (WHO) established a Covid-19 RCCE Working Group (WG) to support government-led RCCE efforts to curb the pandemic in Afghanistan. While the humanitarian response has had an initial focus on RCCE, particularly around communicating the risks, the Humanitarian Country Team (HCT) and humanitarian partners remain committed to ensuring that women, men and young people inform and guide the design of the response and provide feedback on its delivery to improve its effectiveness and accountability.

Once the response to the Covid-19 is fully operational, the RCCE WG will integrate into the Accountability to Affected People (AAP) WG as a sub-group. That integration is expected to take place in the second half of 2020. The AAP WG replaced the Community Engagement WG earlier this year.

In July, following the various requests for training support and materials from RCCE WG members and other organisations, WHO and UN-Habitat commissioned to an independent consultant the development of two Afghanistan-specific training modules on RCCE to support the inter-agency response to Covid-19.

The two training modules - a 1,5-day training for frontline workers, and a half-day training for staff supporting municipal governance structures – will take into account global guidance on Covid-19 related to RCCE and the specifics of the Afghan context, and draw on any existing training programmes currently underway in the country. The training for frontline workers is designed for community-facing staff across the board, whether they are engaged on polio vaccinations, distributions of any kind, demining activities, Covid-19-awareness raising programmes or protection activities.

Learning objectives

1. Develop a shared understanding of what RCCE is and why it matters.
2. Identify and describe key elements of RCCE. These include:
   - Understanding the community and their context.
   - Strengthening participation and 2-way communication.
   - Collecting and responding to community feedback.
3. Explore and design ways to apply the aforesaid key elements in practice through exercises, scenarios and a tabletop exercise.
4. Be aware of specialist organisations that can provide technical RCCE services & support to individual agencies and the Working Group.

Proposed methodology: adult learning, modular approach

The two training packages are designed and built using the 'Principles of Adult Learning'. Adult learning recognizes, first and foremost, the wealth of experiences and knowledge that participants have, and encourages them to share some of it while they connect with new learning. The key to participant engagement is in making a link between experience and theory. Overall, the approach is of a trainer that acts as a *facilitator of discussions* rather than a *fact generator*.

The 1,5-day training for frontline workers has been designed using a 'modular approach' so the training package can be used in two different ways to offer greater flexibility and opportunities for the content to be customized and adapted. First, the 1,5-day training module can be used as a stand-alone foundational training that explores in practical and interactive ways the basics of RCCE in the context of the Covid-19 pandemic in Afghanistan. In due course, the RCCE WG will design, in consultation with WG members, a training calendar to be rolled out by an in-country trainer later in the year. And second, the 1,5-day training can also be used as a set of independent modules that individual agencies, according to their needs and time constraints, can *plug-adapt-and-play* into their existing capacity development programmes.

The RCCE WG sees these two training modules - the 1,5-day training for frontline workers, and the half-day training for staff supporting municipal governance structures - as an opportunity to plan and co-design more in-depth related modules. This way of working could be part of more strategic peer-to-peer capacity development programme within the framework of the AAP WG by which specialist organisations provide technical RCCE/AAP services and support to individual agencies and the AAP WG.

DAY 01

TIME	SESSION / LEARNING OBJECTIVES	CONTENT	FACILITATION METHOD	MATERIALS
08:30 09:00 (30')	**Session 1: Welcome & Introduction** • Welcome participants, introduce the training and explain the learning objectives.	- Welcome & introduction. - Learning objectives & agenda. - Introduction of evaluation form. - *House rules*. - Proposed methodology. - Ice breaker (TBD)	- Welcome (Senior rep, TBD) - Presentation (Facilitator, F) - TBD	- Slides - Agenda - Evaluation form - TBD
09:00 10:00 (60')	**Session 2: RCCE: What is it and why it matters?** • Explain why communication is aid. • Explain what RCCE is, what is not, and the caveats around its definition. • Name and understand the 4 key pillars of RCCE. • Explain why RCCE is central to improve the quality and accountability of programmes.	- What do all (public health) emergencies have in common? - What is RCCE? - The 4 main elements of RCCE. - RCCE is not… - Why is RCCE important. Lessons from Ebola and Covid-19.	- Group exercise - Plenary discussions	- Slides - Pen & paper - Flip chart - Markers
10:00 10:30 (30')	**Session 3: Risk Communication (I)** • Define RC & explain the goal and principles. • Explain why trust, and coordination, are central to outbreak control.	- What is Risk Communication? - Goal and guiding principles of RC. - What is trust? Why coordination matters? - WHAT to communicate? Messaging tips.	- Presentation (F) - Group exercise - Plenary discussions	- Slides - Flip chart - Markers - Worksheets - Handouts
10:30 10:45	**COFFEE BREAK**			
10:45 11:45 (60')	**Session 3: Risk Communication (II)** • Explain what makes a good/bad communicator. • Roleplay communication and active listening. • Explain how Covid-19 is impacting how we work with communities & what channels we use.	- HOW to communicate (I)? 'Style': The good and the bad communicator. - HOW to communicate (II)? Channels and influencers.	- Presentation (F) - Group exercise - Plenary discussions - Role-plays	- Slides - Flip chart - Markers - Worksheets - Handouts

Time	Session	Content	Methods	Materials
11:45 13:00 (75')	**Session 4: Understanding the community and its context** • Understand the relation between rural and urban areas and its importance for RCCE and AAP. • Discover and use, in two steps, a range of tools to initially understand a community and their context, ahead of a visit.	- The rural-urban 'dilemma': what it means for RCCE and AAP. - Important elements in contexts analysis: the 3Ds. - 'Essential groundwork' to understand a community and its contexts: Step 1: secondary data analysis, and Step 2: stakeholder mapping. - Urban/rural stakeholders: civil society, public sector and the private sector.	- Presentation (F) - Group work - Plenary discussions	- Slides - Flip chart - Markers - Handouts - Worksheets
13:00 14:00	**L U N C H**			
14:00 14:15 (15')	**Session 5: Participation: Power to the people?** • Develop a shared understanding of the relationship between participation and power. • Reflect about the different levels of participation.	- Participation and power. - A typology of participation: IAP2 spectrum of public participation. - The participation spectrum: IAP2 spectrum adapted to the humanitarian sector.	- Presentation (F) - Plenary discussion	- Slides - Handout
14:15 15:30 (75')	**Session 6: Strengthening participation and 2-way communication** • Explain why participatory assessments are important & what range of methods/tools exist. • Describe the process of analysing primary and secondary data and verifying the results with the community and other stakeholders. • Reflect on how Covid-19 is impacting community participation and how it can be improved.	- Retaining our focus on people's dignity. - Fostering participation and ownership: Step 3: Participatory assessment (inc. what to look for, why and how); Step 4: Analyse primary & secondary data; and Step 5: Verify the results with the community & other stakeholders.	- Presentation (F) - Group work - Plenary discussion - Scenario	- Slides - Scenario - Handout
15:30 15:45	**[COFFEE BREAK / END OF DAY 1]**			

DAY 02

TIME	SESSION / LEARNING OBJECTIVES	CONTENT	FACILITATION METHODS	MATERIALS
08:30 09:00 (30')	**Session 7: Recap of day 1** • Refresh and consolidate the learning from the previous day.	- Most important elements from day 1, according to the group tasked with the recap.	- TBD by group tasked with recap. For example, quiz, or other participatory method	- TBD, if any
09:00 10:15 (75')	**Session 8: Collecting and responding to community feedback** • Understand what feedback is, why it is important and what types of feedback exist. • Describe and reflect on the planning process for designing and implementing a community feedback mechanism. • Be aware of existing inter-agency feedback mechanisms, specialist organisations and guidance and tools. • Reflect on how to better respond to rumours and misinformation.	- What is community feedback, why it matters and types of feedback. - What is a community feedback mechanism: a 'closed feedback loop'. - Designing & implementing a community feedback mechanism, in 11 steps. - (Re-)Introducing Awaaz & Ground Truth Solutions. - Responding to rumours and misinformation: Do's and Don't's.	- Presentations (F) - Group work - Plenary discussions	- Slides - Scenarios - Injects - Flip chart - Markers
10:15 10:30	**COFFEE BREAK**			
10:30 12:00 (90')	**Session 9: Tabletop exercise** • Practice the main elements from the previous day through a scenario-based activity that will evolve through injects of information.	- Scenario: Winter resurgence of Covid-19 predicted in Maiastan	- Intro scenario & injects (F) - Group work - Plenary discussions	- Slides - Scenarios - Injects - Flip chart - Markers
12:00 12:30 (30')	**Session 10: Evaluation** • Reflect on how the training went and how it can be improved.	- Review of learning objectives. - Fill and collect evaluation forms. - Final reflections and wrap-up.	- Individual exercise - Group discussion	- Evaluation form
[LUNCH / END OF DAY 2 - TRAINING]				