TOOL 1

CEA ASSESSMENT CHECK LIST AND METHODS OVERVIEW

Community Engagement and Accountability / IFRC / June 2016

OVERVIEW

This tool outlines information you might need and how to collect it in order to plan effective CEA activities that can be integrated and support the overall programme or operation. The goal of this tool is to help you understand the broader situation in a community and ensure CEA approaches and activities are feasible and culturally appropriate. Depending on how much time and resources you have, you can carry these out quickly through observation and informal discussions with community members or more formally through focus group discussions and questions included in assessment surveys.

See also Tool #2 for a list of CEA questions you can add into assessment surveys.

ASSESSMENT METHODS MATRIX

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| **WHAT DO I NEED TO KNOW?** | **WHY DO I NEED TO KNOW IT?** | **WHAT KINDS OF QUESTIONS SHOULD I ASK?** | **WHAT IS THE BEST METHOD TO FIND OUT?** | **WHERE CAN I GET MORE SUPPORT?** |
| **What information does the community want to know?** | To understand what information the community receives now, what is missing and what matters most to them.For planning community engagement and communication activities. | * What information is the community receiving now?
* What is the community’s priority information needs? In general and in relation to the work of the NS?
* How often would they like to receive information from the NS?
* How would they like to receive it?
* Does the community share information with organisations? How?
* Do information needs differ for different groups? For example, women, men, those with disabilities, young people, the elderly.
 | ObservationSurvey questionsFocus Group DiscussionsKey informant interviews – community volunteers and community leaders | Tool #2 - CEA questions to include in assessments |
| **What information does the community need to know to address risks?** | To understand what information you could share to help the community address risks and unsafe practices. For example, not washing hands.For behavior change communication, knowing what information people have heard already, how they reacted to it and why they might be resistant to change can help you develop effective, targeted messaging which is more likely to be listened to and acted upon by the community. | * What are the main risks or unsafe practices in the community (this will likely be part of the overall programme assessment)
* Why do people engage (or not engage) in these behaviors, eg hand washing? Is it because of their beliefs and social norms or a lack of knowledge or resources?
* What information do people know already about practices or behaviors? What are the rumors or myths?
* What information or messages are currently circulating in the community? Where did they come from and where they believed and shared with others? If not, why not?
* What level of exposure have they had to risks – eg, is a disease new in the community or a regular occurrence?
* What local phrases are used to describe risks?
* Why might people be resistant to change?
 | Programme assessment data (if available)ObservationFocus Group DiscussionsKey information interviews (community volunteers and leaders) | Tool #2 - CEA questions to include in assessments. This includes a sample KAP survey.CBHFA manual <https://fednet.ifrc.org/en/resources/health/CBHFA/tools/>  |
| **Where does the community get its information?** | To help understand where people get their information from, which sources they trust and how well this is shared among the community. This will help you plan how to share programme information, highlight potential barriers and how best to collect feedback and complaints.  | * Where do people get their information? Which sources are trusted the most?
* Does everyone get their information from the same place or is it different for men, women or vulnerable groups?
* Do people own TVs, radios, or mobile phones? Are these expensive to own and run? Is there electricity?
* Which radio/TV stations or newspapers are popular?
* What time do people listen to the radio?
* Are there noticeboards and do people use them?
* What stops people accessing information? Literacy?
* Do people share information in the community? How?
* Are community meetings held? How often?
* How do people feel most comfortable asking questions?
 | SurveyFocus Group DiscussionsObservationKey informant interviews  | Tool #2 - CEA questions to include in assessments |
| **How does the community function?** | To understand how a community **is structured and identify the best times and methods of reaching different groups.**  | * Is the community rural or urban?
* What is the main source of employment? What hours are most people at work?
* What is the level of poverty in the community? Do people have the resources to carry out what you are advising?
* What are the religious, cultural and ethnic groups?
* Demographics - % of men, women, children, elderly
* Who are the community leaders, formal and informal, and who is trusted?
* Level of education?
* What is the level of social cohesion – do people know and trust each other?
* What are the standard family structure and dynamics?
* What are the main beliefs and social norms?
 | ObservationSecondary data | IFRC PPP Manual <https://fednet.ifrc.org/en/resources/ns-development/planning-and-evaluation/guides-and-manuals/>  |
| **Do people work together and who are the vulnerable or minority groups?** | To understand the power relations in the community, the different communication needs of different groups and if decisions can be made in a participatory way.Understanding this will help ensure your program doesn’t only communicate and listen to one group. Also to ensure your activities don’t unintentionally put people at risk or exacerbate existing tensions and inequalities. | * What are the gender norms in the country?
* Who are the vulnerable groups in this community?
* How are different groups treated, men/women, boys/girls, disabled, elderly, other vulnerable groups?
* Who makes the decisions in the community and are women and vulnerable groups included?
* How much freedom do women have in the community to speak out, attend meetings, and get involved in projects?
* Is information shared within the community and families?
* Does everyone have equal access to information – if not, what are the barriers?
* Levels of violence or intimidation in the community?
* Are there ethnic, political, religious or gang tensions?
* What protective systems exist, if any? Do people trust the authorities?
 | ObservationFocus Group DiscussionKey informant interviews with key stakeholders eg women’s groups, religious leadersSecondary data – eg websites like UNDP gender inequality index | See:<https://fednet.ifrc.org/en/resources/principles-and-values---global/resources/> For IFRC tools and resources on social inclusion, including gender and diversity |
| **Who else is involved in the community and what are they doing?** | A stakeholder analysis maps out the needs and interests of different groups who are also involved or working in the community and who may have influence over your programme’s success.This can help you align CEA activities to what is already happening in the community. | * Who are your target groups?
* What is the role of the Government?
* Is there a health centre, school or police station?
* Are other NGOs working in the community already?
* What about local civil society groups, such as youth, teachers or women’s groups, business owners?
* Is there a religious centre – church or a mosque?
 | ObservationKey informant interviewsCommunity meetings or interviews | IFRC PPP manual has advice and templates for stakeholder analysis <https://fednet.ifrc.org/en/resources/ns-development/planning-and-evaluation/guides-and-manuals/>  |
| **What do people think about the NS or the Red Cross Red Crescent in general?** | To understand community knowledge about the Red Cross and Red Crescent and the reputation of the NS.To help decide if you need to carry out dissemination activities, if information you share will be trusted and if the community will be open to working with you.  | * What do the community know about the NS and their activities?
* Do they trust the NS?
* Have they worked with the NS before?
* Do people understand the role of the Red Cross and Red Crescent? For example, our neutrality and mandate?
* Would they be willing to work in partnership with the NS?
* What potential barriers are there to developing a good working relationship?
 | Focus Group DiscussionsKey informant interviewsSurveys | See the CEA library for example perception studies:[https://fedteam.ifrc.org/global/collaboration/disasters/bc/perceptionsurveys](https://fedteam.ifrc.org/global/collaboration/disasters/bc/default.aspx?RootFolder=%2Fglobal%2Fcollaboration%2Fdisasters%2Fbc%2FShared%20Documents%2F4%2E%20Assessments%2FA%2E%20Baselines%20and%20Needs%20Assessments%2Fii%2E%20Community%2FPerception%20Baseline&FolderCTID=0x012000D5E5B47BC6FB3A45A9855FDDC6FA5107&View=%7B1209995A-97A5-403F-90E0-9EC52D45141B%7D&InitialTabId=Ribbon%2EDocument&VisibilityContext=WSSTabPersistence) |