

TOOL 7

GUIDANCE TO DEVELOP A CEA PLAN OF ACTION

Community Engagement and Accountability / IFRC / June 2016

OVERVIEW

Why is CEA being integrated into this NS's programming? Provide an overview of the CEA plan for this NS, including which programmes CEA will be integrated into, the issue CEA will address and what activities have been chosen.

SITUATION ANALYSIS

Use the baseline or initial analysis of data.

Country context

Total population? Number of youth? Where do people live? Adult literacy rate? How many languages are spoken? Is there an official language? What percentage of the population speaks the official language?

How many disasters affect the country/area each year? Which populations are the most affected? What are the most frequent disasters? Where do the most disasters happen every year?

Is the population prone to specific diseases or health concerns? How many people die from these diseases each year? How many people are affected by these diseases or concerns? How do people access health services?

Are there refugees or other non-citizens residing in the country/area/community? Are they self-sufficient or do they require support? How are they treated/viewed by the host country/community? Who are the most vulnerable in these groups?

The National Society

How many RCRC volunteers are available in the country/area/community? In what sectors do volunteers currently work?

What are the focus sectors for the NS in the country/area/community? What are the key objectives for the programming of each sector and/or area?

In which geographical locations is RCRC programming active?

Based on observation and primary data, to what extent are current activities community driven? Are there active community committees or other mechanisms for communities to contribute to the programme?

What successes has the NS achieved in communities in the last 2 years? Which of those



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achievements did community members mention in the assessment?

Is there an existing mechanism for providing feedback or making complaints to the NS? Is there a whistle blower policy to report corruption?

National Society's current CEA activities

What is NS' staff and volunteers understanding of CEA? How committed is senior management and staff to integrating CEA? What experience does the NS have of CEA, including participation and feedback, behaviour change communication, information as aid and evidence-based advocacy.

What is the NS capacity for CEA at HQ and branch level?

Media landscape

What communication channels are most commonly used in the country/area/community? Of the most popular communication channels, what parts of the country/area/community are reached with this medium? Where do people typically receive their messages (home, work, during leisure activities)? Does the local government use these same channels to transmit messages about health, education, community information, etc.?

What are the limitations of the most common channels of communications (availability of television, radios, mobile phones etc)? Do different groups (educated/uneducated, men/women, children/adults or rural/urban) use different communication channels? Is anyone excluded from certain channels?

PROBLEM ANALYSIS AND DEFINITION OF OBJECTIVES

What are the top issues or problems that the NS wishes to address using the CEA approach? For example to address unsafe practices, advocate for improved services, improve levels of accountability within a programme or provide information in the aftermath of an emergency.

What challenges does the NS anticipate to effectively apply CEA?

This analysis will help you define **the top key CEA objectives in support of the programme/operations.**

For example:

- Communicate timely, accurate and trusted information about XXX (for example, how to access services before/after an emergency, how to stay safe before/after an earthquake).
- Foster participation and feedback in relation to XXX (for example: cash transfer or shelter programme). This might also include collecting, analysing and responding to rumours and feedback.
- Encourage positive and healthy behaviours (for example, as part of a Zika prevention programme).

TARGET AUDIENCES/PARTICIPANT GROUP

In our programmes we often refer to the 'community'. In reality, no community is homogenous and



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there are several stakeholders in the community that can support your primary target group to engage in the recommended action).

The NS may need to use different communication methods to reach different groups. The groups may need different levels of program information.

Primary:	Secondary:	Tertiary:
(those whose behaviour you are trying to influence or that need to know about the programme) <ul style="list-style-type: none"> • Pregnant women • People with disability • Young people age XXX 	(those who have an influence on primary participants at family level, e.g grandmothers). <ul style="list-style-type: none"> • Health personnel / Traditional Healers • Community volunteers • Family members 	(local institutions who have a role in organizing community activities, e.g. community organizations, community leaders, representatives of vulnerable groups, etc.) <ul style="list-style-type: none"> • Community committee • Local leaders • Local media

See also TOOL 3 for more information about different stakeholders who have a role to play in the community and outside (national level).

SOLUTION ANALYSIS

Which approaches or combinations of approaches (participation and feedback, behaviour change communication, information as aid and evidence-based advocacy) does the NS plan to use to address these issues? what communication channel work best to reach each group?

What is the rationale for choosing each specific activity? What is the expected outcome or objective of each activity? How does each objective/outcome and it supporting activities contribute to achieving the programme goal?

PROJECT WORK PLAN

What is the overall goal? What are the outcomes expected for each objective that will contribute to achieve the Goal?

Include a detailed work plan with goals, outcomes, outputs, timelines and indicators. See separate CEA framework/plan, with indicators spreadsheet for further guidance (**TOOL 7.1**).

PROJECT TEAM

Specifically, who are the team members committed to executing this plan?

MONITORING AND EVALUATING

For each CEA activity planned, answer the following:

How specifically you will measure the effectiveness of the CEA activities? How you will monitor the CEA activities for the intended outcome(s)? How you expect to use this data to improve the programme? How will you report this data to donors, partners and key stakeholders?

EVALUATION



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Do you plan to conduct a mid-term evaluation? What outputs do you expect to result at mid-term? How will these outputs be used to further improve the sector programme? When do you expect to start and finalise the mid-term evaluation report? With whom will you share the mid-term evaluation report?

When will you conduct your end-of-programme evaluation? Who will conduct the end-of-programme evaluation? What sources do you expect the evaluator to use to inform the evaluation? With whom will you share the final evaluation report?

FIELD VISITS

How often do you plan to conduct monitoring/field visits? Will technical support be provided at the same time as monitoring visits?

RISK ASSESSMENT AND ANALYSIS

What are some the anticipated challenges? Detail these in a risk assessment and analysis chart to identify anticipated likelihood, impact and mitigation strategy.

Likelihood: rare (1); unlikely (2); possible (3); likely (4); almost certain (5)

Impact: negligible (1); minor (2); moderate (3); major (4); severe (5)

Risk	Like- lihood	Impact	Explanation & Mitigation Strategy
EXAMPLE: A sustainable cost for 1 hour of radio cannot be agreed with the stations	2	3	If a low enough price cannot be agreed for a regular show then the number of districts will be reduced to bring within the existing budget.

BUDGET

Provide a full budget. Detail here the overall budget for the major CEA activities identified. See the template budget for more guidance.