COMMUNITY RESPONSE PLAN (CRP) WORKSHOP FACILITATOR GUIDE

INTRODUCTION and METHODOLOGY

REACH assessment teams will develop a workshop tool to guide partners in conducting a consultation workshop with community committees. This phase consists of a two-day workshop in which community committees will be presented the key findings from the previous phases of the assessment (mapping, key informant interviews and safety audit) and the communities will be guided through a series of sessions in which they will draw from the ABA results to discuss the main problems faced by the community and the possible causes of these issues. The goal of the workshop is to guide communities to develop a Community Response Plan (CRP) which consists of a list of durable solutions (medium and long-term projects) developed and prioritized by community leaders according to the needs of their represented communities. The CRP will include detailed information on the proposed projects, including actors responsible, timeline for the implementation, resources and estimated budget needed, and main beneficiary population groups. The goal of the final CRP output developed though this tool is to be used as an advocacy tool at the local level - guiding partners' activities to address the priority needs of the site community; and at the national level – as advocacy tool to be presented to donors.

The engagement activities will be led by CCCM WG partner teams, which will be responsible of the preliminary community outreach activities to invite the relevant community representatives to participate in the workshop. Both host community representative and ISET community representative will collaboratively participate in the workshop. To ensure this activity is gender inclusive but also respectful of the cultural practices, two separate community workshops will be organized in each area, one including male community representative and another with women community representatives. Both community workshops must be inclusive of all population groups within the community in the catchment area, and for those locations in which youth community committees or committees representing people with disabilities have been established, these committee's member will be invited to participate in the corresponding women/men workshops.

The community representatives will be guided by CCCM WG partner facilitators to work on determining the causes of the main challenges faced by their represented communities. A presentation with the summary of key findings from the profiling phase will be presented to the workshop participants with the purpose of and intention to keep the discussion evidence based and data driven. A problem-solutions tree will be used as an analysis tool to facilitate the discussion around the problems identified through the KII surveys. This tool allows participants to organize the information around main challenges/issues and prompts them to identify concrete causes to the selected priority challenges/issues. Once the main causes are determined, the community representatives will work on developing a series of projects that CCCM WG partners could implement to target the identified causes. The proposed projects will be defined following the CRP template developed by REACH assessment teams, which includes the main information required to define and describe the proposed project. Facilitators will collect pictures of the completed problem-solution trees and CRP templates as the main output and data source that will be processed in order to develop the final CRP output.

Objectives	To develop a draft outline of the Community Resilience Plans that are created and owned by local communities
When	Ad-hoc basis as per partners needs
Duration	Ad-hoc basis as per partners needs
Who	Ad-hoc basis as per partners needs
Materials	Hall, catering, transportation allowance, projector, presentation slides, markers, sticky notes, pens, handouts, posters of community maps, flip chart papers, white flip board/stand.
Outputs	Problem trees with causes and solutions, draft CRPs

Sampling

This is to be completed according to partner's needs.

	Location	**ISETs covered**	**Number of discussions**	Community committee members	
				Women + young women	Men + young men
HERAT					
MAZAR					
KUNDUZ					
JALALABAD					

Structure of CRP workshop

- Community Resilience Plan: description of the objective of the workshop and how the CRPs will be developed
- Presentation of ABA findings and maps of the area covered by the community centers
- Presentation of problem trees and prioritization of challenges/issues
- Problem-solution tree: group work to identify main causes and solutions
- Project development: group work to propose and define projects
    - Name of the project
    - Time Frame
    - How to implement
    - Who benefits (depending on the project)
    - Where (optional)
    - What are the resources needed (optional)
    - Estimated cost of the project
- Prioritization exercise for the proposed projects

Structure of the team for the workshop

ACTED, NRC and REACH project officers will team up on each of the 4 urban locations to collaboratively facilitate the discussions at the community centers on each location. 3 project officers (1 ACTED, 1 NRC and 1 REACH project officer) will team in up to share the duties and responsibilities of the workshop facilitation among them and be able to benefit from their different level of competencies.

In each of the four locations, 2 gender separated community discussion will take place (as indicated in the sampling table above).

The role of facilitators will be to:

- Introduce the communities the objective of the workshop
- Clearly explaining the objective and procedure of each of the different activities of the workshop
- Moderate the discussions and participation during the group works
- Oversee the workshop to make sure that all the groups are moving forward and ensure the workshop follows the planned schedule
- Support the community members during the different activities when needed, providing further explanation and clarifications

In addition to contributing to the moderation and facilitation of the workshops, REACH Senior Project Officer (SPOs) will be responsible of delivering the presentation of key findings from ABR assessment. REACH SPOs must be comfortable in public speaking and able to keep the attention of the participants while ensuring they are understanding the information delivered.

The output of each of the community discussion will be a CRP with multiple proposed projects for each of the sectors prioritized by the community member participating in the workshop. A total of 10 CRPs will be collected at the end of the data collection time. These will be combined into 5 final outputs, one for each of the areas covered by the community centers (CCs). The two outputs from women and men workshops will be combined together and listed based on the priority ranking made by community committees during the prioritization exercise (see activity "Presentation of CRP Projects and prioritization" on day 2)[1].

The final output will include an overview of the area based on the data collected through the ABR assessment, and the combination of the CRP developed by all community committees and completed with additional information required through a consultation with sectorial experts. The consultation with sectorial experts will be conducted by REACH teams after collecting and processing the CRP workshop raw outputs (pictures of problem trees and completed CRP templates).

[1] During this activity the percentage of votes obtained by each projects will be recorded for all projects developed during men and women's workshops. The final output will include the projects listed based on the percentage of votes obtained during the prioritization exercise. The final project prioritization list is also subject to modification by consortium partners based on the project constrains, sectorial experts input, or beneficiary population inclusivity.

General recommendations:

- **TAKE TIME**: This approach is new for the participants and it can be intimidating to participate. Take the necessary time to explain the objectives and process of each exercise of the workshop. Take time to listen to any concern and question asked and give them the necessary space to think during the process. Some people need more time to answer your questions, they deserve to receive this time.
- **BE FLEXIBLE**: This is a new activity for us so it's difficult to anticipate what is going to work well or not. Be flexible during the workshop: if you think participants need more time for an exercise adjust your agenda; if some concepts are easier to understand than expected reduce the time spend on the explanation; if there is confusion during group work bring everyone back in plenary to re-explain.
- **LEARN**: At the end of each day take time with your team to review what went well or not during the day and what we should do differently the next time. Consider the feedback provided by the participants after each day of the workshop. It is also important to exchange information with other project officers in other areas where CRP community discussions are taking place to learn from each other. Project officer lessons learned calls will be scheduled on a regular basis to share the information and lessons learned between all teams in the four locations.
- **BE HONEST and CLEAR**: Remember the objective and the role of ACTED, NRC and REACH in the process is to facilitate the discussion between community committee members, project officers are not participants. Take some time during the introduction to clearly communicate the objectives and limitations for this project: we should avoid promising all proposed projects will be developed, as we do have limited budget, capacities and limitations based on the project mandate

DAY 1 AGENDA

Time	
9:00am – 9:30am	Arrival of participants
9:30am – 10:00am	Opening Remarks and Introductions
10:00am – 11:00am	Overview of Workshop
11:00am – 12:00pm	ABR findings and Community Challenges
12:00pm – 1:00pm	Lunch
1:00pm – 2:30pm	Problem tree – Causes
2:30pm – 4:00pm	Problem tree - Solution
4:00pm – 4:30pm	Wrap Up and Feedback

9:30am – 10:00am Opening Remarks and Introductions

- If relevant and possible, propose to a key representative of the community to do a welcome introduction and have some opening remarks. He/she should be knowledgeable of the objective of the community discussions – project officers can have an initial talk to explain and clarify objective of the workshop if needed
- Have participants go around and introduce themselves. When they introduce themselves, also have them answer in one word, what do they think of when they think of "community"?

10:00am – 11:00am Overview of Workshop

Session Objectives	To present the main objective of the workshop and set the ground rules for participation
Time	1 hour
Resources Needed	Agenda for each participant, projector and powerpoint presentation, flip chart stand, paper, pen

Project officers will clearly explain the overall objective, the expected output, and an overview of the limitations – it is important to be transparent from the beginning of what we can and cannot accomplish to manage the expectations of the participants.

Context:

The Area-Based Response (ABR) is a project led by ACTED/NRC/REACH consortium. It aims at developing a Community Response Plans (CRP) for each of the five Community Centres (CCs) catchment areas located in Mazar-e-Sharif, Jalalabad, Herat and Kunduz.

The implementing partners ACTED and NRC have established 5 community centers (CC) in Herat (Kahdistan), Mazar-e-Sharif (PD5), Kunduz (PD5) and Jalalabad (PD8 and PD9) and facilitated the election of community committees which will lead the activities implemented on the CCs. Each of the CCs established aim at reaching the population living in the nahiya where the center is located regardless of their displacement status or living situation (ISET or non-ISET population).

The activities taking place in each of the CCs will be developed and prioritized by the community committees through this two-day CRP workshop. During these workshops the community representatives, drawing from the REACH ABA findings, will work on developing a CRP with the facilitation of NRC, ACTED and REACH project officers.

Objective of workshop:

The goal is to work together to create a feasible roadmap with a specific plan of activities or projects within the scope of the consortium which will be in line with the main priorities and needs of the communities. This is what we call Community Response Plan (CRP).

The CRP is meant to establish a plan and objectives to help the community respond to the priority needs of the population. Through this plan the goal is to help the community become more resilient and prepared for future shocks and stresses, it is also designed to address some of the long-term causes for the lack of resilience and existing vulnerabilities.

A strong community that is capable of resisting shocks and stresses takes time to build, and cannot be led only by outsiders, like INGOs. This capacity needs to be built from within the community to ensure this coping capacity to respond is durable and self-sustained by community members. This is why we encourage communities to design their own projects and to involve to the extent that is possible local resources and local actors to work on a response that would be long lasting and self-sustained

The process of CRP development involves identifying the main stresses that most affect the population and thinking on the original causes of these issues and what could be some solutions to address these issues from the root causes. At the same time, this process involves thinking critically what are the strengths, capacities and resources that can be found within the community or that can be built to contribute to building this response capacity

Engagement Commitments:

This workshop is just as much about the process of working together, as it is about the end product. The CRP should be "owned" and implemented by everyone present in the workshop: the three partner NGOs (ACTED, NRC and REACH), and all community representatives.

Community leaders and representatives must commit to engage, to the greatest extent possible, and contribute to build this response plan, according to the needs and preferences of the community members.

Community members must commit to engage with representatives and leaders to advocate to have their needs represented. Community members should also make the leaders/representatives responsible and accountable for developing a plan that is in agreement with the needs of the population.

Limitations:

The project under which the community centers have been established and for which we are conducting the workshop has a limited financial capacity and specific guidelines on the activities that can take place as part of the project. Therefore, we cannot promise all the proposed projects will be developed by ACTED and NRC given these internal limitations. However, ACTED REACH and NRC will consider all proposed projects and for the projects that cannot be completed under this project, ACTED/NRC/REACH consortium will help community committees advocate for the necessary resources needed as stated on the CRP.

After explaining the main objective, expected outputs and engagement commitment, ask participants to raise any questions and clarify these before starting the workshop

Ground Rules:
Ask participants to help you come up with ground rules for the workshop. Ground rules can be written down on a paper that would be place somewhere where everyone can see it. They should include at least:

- No phones, be present at the meeting
- Punctuality
- Give everyone a chance to speak
- Listen actively when others are speaking
- Everyone's input is equally valued
- Active participation is encouraged

The "Parking Lot" flip chart page
The parking lot is a flip chart page that will be placed on a location visible to all participants of the workshop. Moderators/facilitators will write here the comments/questions/suggestions of the participants that cannot be addressed and considered at the moment these are raised. The purpose of this is to ensure the discussion does not deviate from the topic; and at the same time, it allows all comments to be considered and addressed. The parking lot acknowledges the value of the issues raised by writing these down and ensures that these will be followed up when relevant or when there is extra time for side comments.

Ice Breaker: Appreciative Interview
Ask participants to split into small groups of 2 to 4 participants. Ask participants to talk about the following questions:

- Tell me a story about a time when your community worked together to get something done without help from outsiders. Select a time when you felt the group was really at its best and energy and enthusiasm were particularly high.
- What can you tell me about the people involved? What characteristics did they have that helped make it successful?
- After a few minutes in which participants share their stories with their groups, some participants can volunteer to share their stories with the entire group.

Tell them that this technique is called appreciative interviewing and helps people to identify and analyze the strengths and assets of the whole community. This is the approach we will be taking in the CRP Workshop, in which the focus would be on the positive assets among the community that can be considered to build the response capacity.

11:00am – 12:00pm ABR findings and Community Challenges

Session Objectives	To present the findings of the ABA (map and data) and the main challenges faced by the community
Time	1 hour
Resources Needed	Projector, laptop with corresponding presentation for each CC, map posters, flipcharts, markers, post-its and pens

Introduction to the problem tree:

The problem tree is a tool that allows us to map or diagram a problem. The structure of a problem tree is: At the roots are the causes of the problem; the trunk represents the main problem; in the leaves and branches are the effects or consequences.

This is a way to represent a problem, achieving an understanding at a glance of what is happening (main problem), why it is happening (causes) and what is causing it (effects or consequences), which allows us to develop a project planning. It helps us to break down the problem, the causes and its effects, improving its analysis and helping us to understand the situation more clearly. The problem tree also facilitates the development of project that will effectively provide a solution to the problem.
What we seek with this problem tree is to: 1) determine the causes and effects and 2) elaborate solutions and project objectives.

Before the presentation, the participants will be split in groups of 4 to 6 participants (depending on the size of the group). All participants from all groups will listen to the presentation together and when each of the sectorial trees are introduced, they will be asked to discuss about it with their group members to provide feedback

Introduce the Area Based Assessment:

1. Brief overview of the methodology and objectives.
2. Presentation of maps of the nahiya including mapped infrastructure and ISET locations
3. Presentation of key findings by sector from REACH ABA (phase 2):
   a presentation targeted to each CC catchment area with key findings per sector will be delivered by REACH SPOS. The presentation contains very visual information on the main indicators relevant to the area.
   The presentation is divided in 6 sectors. After presenting the key findings in each sector, a pre-filled problem tree will be displayed in the projector and presented by the main speaker. Participants will be asked to share their feedback through the following steps
   a. **Discussion on proposed trees:** Participants will be given 3 minutes to discuss with their group members about the tree presented. Community committee members are encouraged to add additional consequences and propose modifications to the trees
      Note: at this point we will not focus on the roots of the tree (causes) but only on the main issue and the consequesces (trunk and branches/leaves).
      During this time the facilitator will manually draw the tree displayed on the screen on a flipchart and add the information on the pre-filled tree on post-its in the flipchart.

b. **Adjust problem trees based on committee's feedback:** Facilitators will distribute pens and post-its to every group and after the discussion time the participants will share the modifications they propose with the whole group and paste the post-its on the tree flipchart. When two post-its have the same idea they should be stuck on top of each other so the main ideas can be clearly seen on the tree and to avoid crowding the paper with many post-its with the same information.

The steps above will be repeated for each of the 6 trees included on the slides.

4. At the end of the presentation, the 6 trees drawn on the flipchart in addition to an empty tree will be placed in an area visible to the participants.
Participants will be given an additional 5 minutes to discuss all trees and provide their final feedback. This should be discussed in the same break-out groups.
Participants will also have the option to create their own tree focusing on a different issue/sector than is not included in the 6 pre-filled trees. If participants decide to build an additional tree, remind them they should clarify two or three consequences for each of the new trees they decide to add.

During this activity, facilitators would walk around the room to provide support to any group that needs it or to answer any questions. The following questions will be projected for reference during the group discussion:
a. Is the tree problem scheme clear for everyone?
b. Are there any additional consequences that you think are missing in any of the problem trees?
c. Are there any consequences that could be deleted (either because these do not correspond to the real situation experienced by the communities or because they are not a priority consequence for the communities)?
d. Do the challenges identified and included on the trees correspond with the main challenges you think the community face?
e. Is there any additional main challenges / issues (trunk of the tree) that are not included but should be?

Through this activity, participants will discuss their agreement or disagreement with the different problem trees developed (at this point they will not focus on the causes – roots of the tree - but only discuss the main issues/challenges and the consequences prefilled by us. Participants do not need to necessarily change any of the information if they agree with it, but it is important to give the participants some time to familiarize with this information and to validate the problem trees. By approving or not the information, community committees start to be part of the decision making process, we are not asking them to work on something we decided but we built it together.

12:00pm – 1:00pm Lunch

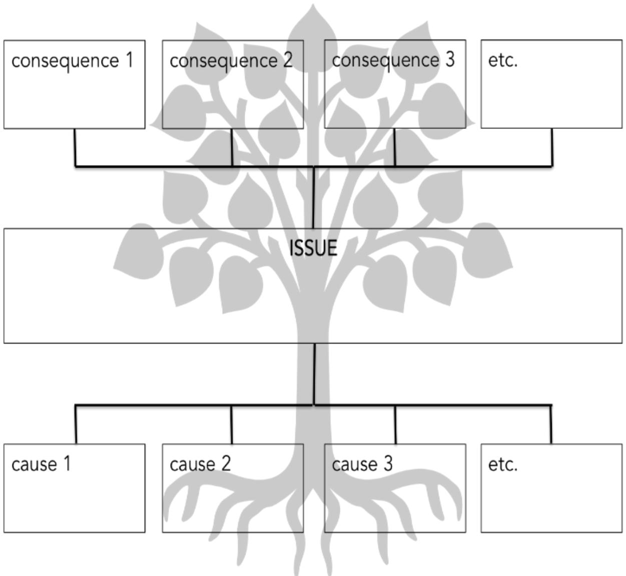
1:00pm – 2:30pm Problem tree - causes

Session Objectives	To complete the problem tree with main causes

Time	1 hour 30 minutes
Resources Needed	Problem trees for each challenge/issue drawn on the flipchart during previous activity, markers or pens, different color post-its

Explanation of how the problem tree can be used to think about solutions:
Spend 15 minutes explaining how a Problem-Solution Tree can help determine the causes of a problem and how this is helpful when trying to develop solutions for this problem.
Facilitators should come up with a simple example (such as a baby crying) and think and explain to participants what would be the main issue/challenge, the consequences and the causes in that example.

Ask participants to form groups
During this exercise, participants will be working on a problem tree of their choice.
Ask them to choose the problem tree in which they want to work on and form groups around the different trees. Participants should select the challenge they want to work on based on expertise/specific interest.
It is okay if no participants want to work on a specific tree, there is no need to cover all trees through this exercise. Community committees should be able to decide what are the priorities they want to work on.



Explain the steps to find causes on the problem tree
Facilitators will explain the following steps to help groups define the causes of the problem trees.
The following steps will be printed out and handed to each group, these steps will also be projected on the screen.

Step 1 (5-10 min): The exercise will start by a quick introduction of the participants in the group. Participants can introduce themselves to others and share why they chose to work on that problem tree.

Step 2 (15-25 min): Group participants will then recall the main problem and consequences, and do a preliminary brainstorm of the possible **causes** for the main challenge/issue stated in the trunk.
There can be many possible causes to a problem. A main cause can be broken down in smaller causes that are more specific. A **root cause** can be the sum of more small causes: the more elementary the cause, the more realistic/feasible the solution.
The objective is to travel down the "root" to identify root causes.
The important question to the problem tree is **WHY?** Why do we have this problem?

Example of a root:

- *Households in the main street are not connected to the public water system*
  - *The water pipes are broken*
    - *There is no proper maintenance*

- *Water Technical Department doesn't have the proper equipment to do the maintenance*

To be able to quickly do an effective brainstorm and come up with the main causes, participants should follow these steps:
Step 2.1 (10-15 min)**:** Identify causes to the causes, brainstorm all possible causes and write down on post-its all ideas from all members of the group.
Go as deep as possible in the roots, but try to stick to the time allowed. Ask "Why?" and "What are the causes of the causes?"
Step 2.2 (5-10 min): After an initial brainstorm of causes, the group should select or reframe the causes to those that can have a concrete solution to avoid general statements such as "there is a conflict". Try to identify concrete causes, the objective is to be able to find solutions.
Agree on a few main and concrete causes to the problem with all the group and place post-its with these main causes written on them on the very bottom of the roots of the problem tree. If there are multiple causes at different levels, participants can organize them from more general (closer to the trunk) to more specific (below on the smaller roots).

Note: to make the tree clearer, ask participants to use different color post-its to differentiate between consequences (on the tree leaves) and causes (on the roots).

Facilitators should contribute to facilitate the discussion – if enough staff is available one could be present in each group, otherwise staff should move between the groups to assist all during the exercise. The staff does not have to share their technical knowledge but should encourage participants to talk and discuss together and move through the described steps.
Facilitators should encourage the discussion but not limit or intervene to guide it. You can help the participants to reformulate and/or combine the proposed causes if you think they might need some help. Facilitators can also contribute to make sure all groups are moving forward and do not get stuck on side discussions.
If there are several groups that have finished the exercise we can have them assist other groups with their challenges. This will allow the slower groups to have time to finish.

2:30pm – 4:00pm Problem tree – Solutions

Session Objectives	To come up with possible solutions to the problem tree
Time	1 hour 30 minutes
Resources Needed	Flipcharts with drawn problem trees, markers or pens, color post-its, stapler

The next step to complete the problem tree exercise is to think on the solutions that will address the identified causes.

Explain the different types of solutions

Solutions can be of two categories: relief or emergency and resilience or recovery. Within the CRP we will try to identify two types of projects:

- Relief or Emergency – Short term project.

Relief projects are meant to respond to the immediate and basics needs of the population like distribution of food or cash. These projects have an immediate impact but when the NGO projects stop the effects of the projects often stop as well.

- Resilience or Recovery – Mid or long-term project.
  Recovery projects help the population to recover from a situation and rely less on the humanitarian aid and give them perspective for the next year. The impact is not immediate but is seen during the first months/year.

We would like to have a balanced number of solutions of both types for each issue/challenge. In order to address some of the consequences, emergency projects might be the most effective. However, we are also aiming for a long-term sustainable response plan that will last long in the future, therefore it is good to try to come up with resilience and recovery projects as well.

Explain the steps to find solutions

Facilitators will explain the following steps to help groups come up with solutions for the causes of the problem trees.

The following steps will be printed out and handed to each group, these steps will also be projected on the screen.

Step 3 (20-25 minutes)**:** For the main causes written in the different color post-its that were identified in the previous step, identify possible **solutions**. What changes are needed to solve the problem?

We do not need to find one solution for each of the proposed causes. There can be a single solution that will address multiple causes, or multiple causes being addressed by a single solution.

Step 3.1 (10-15 min) – Solutions brainstorm

- Be as specific and concrete as you can, but also try to think creatively. *There will often be more than one solution to a cause*. As with the causes, solutions can usually be broken down as well into smaller/elementary solutions which are more concrete, realistic or feasible. Keep in mind that no idea is stupid or impossible.
- First, try to focus on "low hanging fruit": which means the easiest solution or project that will address the cause and that is simple and easy to implement.
- From that, you can move to more complicated ideas. Try to identify multiple projects that fall within each of the two categories:
  - Relief or emergency: project with a short term perspective
  - Recovery or resilience: project with a mid or long-term perspective
- Write down all proposed solutions on post-its and place them under the causes on the flipchart with the tree under the causes added on the previous exercise.

Step 3.2 (5-10 min) – Solution selection

- After an initial brainstorm of solutions, the group should think about the feasibility and true impact that the proposed solutions can have. A balance should be achieved between projects that can be easily implemented and those that can have a true impact in addressing the identified cause.
- Identify and agree with all the group on concrete and feasible solutions to the causes identified. More than one solution can be identified for each cause; however, participants should try to keep it limited to few most relevant and feasible project/solutions. Try to limit the selected solutions to a maximum of 4 different solutions.

- Once all participants agree, write down the main solutions on different color post-its under causes of the problem tree. Use different color post-its to differentiate solutions from causes and consequences, and to identify emergency/relief or recovery/resilience solutions – make sure you specify what color corresponds to each category.

Note: in total there should be 4 different color post-its.
Color 1: consequences on the tree leaves;
color 2, causes on the roots of the tree;
color 3, selected emergency/relief solutions;
color 4, selected recovery/resilience solutions;

Step 4 (20 min): Think critically and reconsider the proposed solutions.
Are there any consequences that wouldn't be addressed by the solutions you've identified? If so, go back to step 3 and reconsider the proposed solutions. Encourage the participants to combine solutions into bigger projects when there are too many small solutions and to prioritize the solutions.
Use a different color pen or marker to make a note next to the consequences not addressed by the solutions proposed.

Step 5 (30 min): Present all final problem trees
After the trees have been completed, bring participants back in plenary and ask representatives of each group to briefly present their solutions and project ideas. Participants should not take more than 2 to 3 minutes in presenting their trees.
After each presentation, take another 2-3 minutes to ask the rest of the participants if they have any questions, recommendations and feedback on the proposed causes and solutions.
Keep in mind no idea is stupid or impossible.

During this step, facilitators will carefully listen to all feedback and recommendations shared by participants and they will take note of all points raised on the flipchart. To keep the flipchart clean and clear, a box with the title "feedback" can be drawn in the same flipchart with the tree or on a separate flipchart (if feedback is recorded on a separate paper, please make sure you staple the paper with feedback to the tree flipchart so we can keep all information together).
Make sure to note all additional feedback/recommendations on the proposed projects. Participants can also decide to change and move the post-its based on the feedback shared. However, make sure this activity does not take longer than the allotted time.

Once everyone has presented, facilitators will encourage participants to think about the project ideas overnight. They can also consult other community members for more ideas. The problem-solution trees can be adjusted the second day of the workshop.

Before moving on to wrap up the session, facilitators should take pictures of all trees developed and make sure it is clear what are the post-its that indicate the general causes, main causes, general solutions and selected solutions. Make sure the picture quality is good enough to be able to read the text in the post it. The pictures of trees will be shared through email with REACH assessment officer and project specialist

(with the project officers in cc) before the end of the day. Any needed clarifications should be noted on the email.

3:30pm – 4:00pm Wrap Up and Feedback

Session Objectives	Close the session and obtain participant's feedback
Time	30 minutes
Resources Needed	Sticky notes, pens, 2 flip chart papers

Review key points from the day (max. 15 minutes)

- Facilitators started the day presenting the objective of the workshop and defining the Community Response Plans as plans that help the community to prepare for and respond to shocks and stresses.
  In the introductory session facilitators explained through the CRPs we are aiming for the communities to own and implement the response plan designed directly by them.
- In the second session, REACH SPOs presented the findings of the ABR and the participants reviewed and adjusted the problem trees based on these findings.
- During the afternoon sessions, the participants worked on the identification of root causes to the main problems on the tree and selected solutions that could help address these root causes and consequences to the problems.
  Note: Add any other important points that were discussed during the day

Feedback exercise

Scatter sticky notes around the room and place two flip chart papers near the exit. On one flip chart, draw a smiley face, and on the other draw a frowny face. Ask participants to provide feedback on the workshop today. It can be feedback about anything – the facilitation, the food, the topics, etc.

Have them put positive feedback on the smiley face sheet, and critical feedback on the frowny face sheet. Remind them that critical feedback is good! It will help us make changes for tomorrow improve this process.

Station two staff near the flip chart papers to collect feedback from those that do not know how to write.

DAY 1 DEBRIEF AND LESSONS LEARNED:

After all community committee members leave the CC, facilitators will have a lessons learned meeting.

The meeting can start by discussing general perceptions among the facilitators with the help of the following questions:

- In general, how do you think the discussion went?
- Were the participants able to actively participate in all the sessions of the workshop? If not, why? Was there any particular group that was less active?
- Were there any topics or questions or activities in which participants were less engaged or felt uncomfortable in participating? If so, which ones?
- Did the tool (this facilitation guide) useful in guiding facilitators through the moderation of the different activities in the workshop? Was there anything missing?
- Did you encounter any problems? (e.g. logistical issues, problems during the discussion-behaviour of participants, confusing instruction or questions etc.)

Facilitators should type the answers to these questions on a computer to make sure the lessons learned are recorded.

Finally, the facilitators should collect the feedback typed by the participants on the flipchart and add any relevant feedback into the document of lessons learned with the answers to the above questions.

Facilitators will then consider if anything should be modified on how to conduct the workshop in future occasions or if any changes are going to be made for the following day. They should also include this information in the lessons learned document.

When the facilitators internal lessons learned is finished, they will share all pictures of the completed problem trees and the lessons learned document with the feedback to the ABR team through an email.

DAY 2 AGENDA

Time	
9:00am – 9:30am	Registration
9:30am – 10:00am	Review of Day 1
10:00am – 12:30pm	CRP Projects definition
12:30pm – 1:30pm	Lunch
1:30pm – 3:00pm	Presentation of CRP Projects
3:00pm – 3:45pm	Action Plan for Future
3:45pm – 4:30 pm	Wrap Up and Feedback

9:30am – 10:00am Review of Day 1

Session Objectives	Review the main objective of the workshop and recall the information on the problem trees.
Time	30 minutes
Resources Needed	Flipcharts with problem trees

Review of Day 1:

- In 5-10 minutes provide an overview of the feedback received as well as any changes we may have made to address
- Review what was discussed during day 1 (up to 10 minutes):
    - Recall the objective of the CRP
    - Ask one participant from each of the breakout groups to briefly describe the challenge/issue the main consequences, the identified causes and the solution projects the group came up with the day before. Ask participants to be brief on the description.
    - Mention any additional important points that were discussed during the day.

10:00am – 12:30pm CRP Projects definition

Session Objectives	Develop CRP
Time	2 hours 30 minutes
Resources Needed	Handout with CRP template and explanation, flipchart to develop CRP template, pens or markers, problem-solution trees

Creating Action Plans:
Have participants get back into the groups they were in for the Problem-Solution Tree. Explain that during this activity they will build from the solutions and project ideas concrete action plans. Explain the steps they need to follow to develop the CRP:

1. **Review solutions** (30 min)
   Participants can start by reviewing the Problem-Solution trees. If anyone consulted others from the community about these projects or thought of new ideas overnight, they can share these new ideas with the group. With this feedback and also the

comments obtained from the overall group during the wrap up the day before, the groups could make any adjustments or modifications considered.

- Are there any solutions that we want to add to this list? Are there any modifications that can be done for any of the projects/solutions? – It is very important that all group agrees before making any modifications.

2. **Prioritize solutions** (15 min)

After all solutions are finalized, the next step is to prioritize the solutions. From all the solutions they have identified, participants would need to select the 3 – 5 they consider the most important. To better prioritize, participants should consider the following questions:

- What would the impact of the project be? To what extent the project would address the causes of the challenges?
- How feasible would it be to implement the project?
- Is the project motivating for the community?
- Do you have a good mixture of projects that call within both categories: emergency/relief and recovery/resilience?

3. **CRP template** (1h 30min)

Once the group has selected the priority solutions, they will need to create action plans or projects for each solution. Present the CRP template and talk them through how to complete it, using the template provided. Participants will draw a table on a flipchart following the CRP template and work on the flipchart.

- Carefully explain what should be filled in each section and work through an example with them, using the template and explanation below. Please note the yellow columns are optional, as this information might not be relevant for every project or the participants might not have enough information to fill it. Nevertheless, whenever possible it would be good if participants try to complete all sections to the best of their knowledge.
- Please note the yellow columns are optional, as this information might not be relevant for every project or the participants might not have enough information to fill it. Nevertheless, whenever possible it would be good if participants try to complete all sections to the best of their knowledge.
- Explain that the Community Response Plan final output, will be developed with the information included on these templates. Therefore, it is important the information provided in this exercise is as clear and comprehensive as possible as this will serve as main action plan or roadmap for the activities of the community center. ACTED and NRC will work to implement the projects here described that fit within their budget and capacities. For the activities that are beyond ACTED and NRC capacities, the CRP base on this template will be used to advocate toward other actors.

Participants will have 1.5 hours to work on this task, they should develop action plans for each of the projects they have prioritized.

If some groups are faster than other, group members can choose to join other groups after they finish to help them with their action plans.

A CRP template with the explanation of each of the columns (as seen below) will be printed out and handed to each of the break out groups for reference.

WHAT	WHO	WHEN	HOW	WHERE	WITH WHAT		WHO BENEFITS	HOW MUCH	RISKS
PROJECT / SOLUTION *Which projects / interventions?*	**RESPONSIBLE** *Who's going to do it, and how?* Indicate of of the categories: ACTED and NRC, government, other NGO, or other	**TIMELINE** *When and how long will it take?* Indicate the category: Emergency/Relief or Recovery/Resilience and the expected timeline in months	**ROLE OF ACTORS** Who will be involved (authorities, NGOs…) and How? The role of the community? Action to ensure sustainability	**LOCATION** *Where exactly the project will take place?*	**RESOURCES** *What is needed for this project?* Indicate one of 3 categories of resources: material, human, or economic. Be		**BENEFICIARIES** Indicate the estimated population numbers that will benefit. If possible and relevant include how many men/women/other population groups.	**ESTIMATED BUDGET** What is the estimated total cost of this project? Think about all possible costs that might be involved	**CONCERNS** Are there any protection issues that might affect beneficiaries? Are there any protections issues that might affect the implementers of the project?
					Available	**Needed**			
Project 1									
Project 2									
…									

WHAT: What is the solution/project? Provide a few words to describe the proposed project/solution as clearly as possible

WHO: Indicate who should be the responsible of making this project happen.

Please keep in mind ACTED and NRC have limited budget and capacities according to the project specifications. However, that does not mean this action plan must be limited to the projects that ACTED or NRC can do. If there are any projects that ACTED /NRC cannot do but there are other stakeholders (local or international) that could take responsibility of the project, this action plan could be used for advocacy to those organizations that could provide the necessary capacity and resources.

WHEN: When should the intervention take place? and how long does it take to implement (approximately)? If such information is not sufficiently reliable or too difficult to gather, simply specify which objective the intervention contributes to: emergency/relief or recovery/resilience.

HOW: How is the project going to be implemented? This section is of particular interest for ACTED and NRC programming, since it will tell us what to expect from local partners or counterparts, how to envision the collaboration, and how it will contribute to the program's exit strategy.

To answer fill this section, please consider the following questions:

- Who should contribute to the project implementation?
- Which type of stakeholders could be involved?
- How they should be involved?

- What is the role of the community in the project?

- What actions can be taken to ensure the sustainability of the project?

WHERE: For some interventions (specific infrastructure for example), it may be necessary to specify the precise project location or which service delivery point it targets.

WITH WHAT: What inputs are required in order to complete the project. Resources can be human, material or economic. Indicate the category and specify further (what type of material resources? What amount of economic resources? What human resources?

- **Resources available**: What resources/support are available within the communities? This includes any community groups or stakeholders as well as national or international organizations with activities on the areas that could provide support; material resources needed for the project; or economic resources

- **Resources needed**: What resources/support is not available within the community and would be needed to complete the project? Please provide as much detail as possible so the right resources can be identified or the right stakeholders could be reached to complete the proposed project.

WHO BENEFITS: Who is the general population that will directly benefit from this project? Can you provide estimated number of households or individuals? How many male and females will benefit? Are there any particular groups of the population (women, children, displaced households, …) that could particularly benefit from the project? If the project is intended to be delivered to a subgroup of the population, please identify potential selection criteria.
Try to be as specific as you can in this section, mentioning any particular population group that will be benefited.

HOW MUCH: How much do you estimate is needed to complete the overall project? Please consider all costs that might be involved. This should be an estimate, and it would be triangulated or completed by sector experts whenever needed

RISKS: Are there any protection issues that might affect beneficiaries? Are there any protection issues that might affect the implementers of the project? What might be these risks? Are there any mitigation strategies that could be planned to avoid these risks?

12:30pm – 1:30pm	**Lunch**

1:30pm – 3:00pm	**Presentation of CRP Projects and prioritization**

Session Objectives	Present the developed CRP and prioritize projects
Time	1 hour 30 minutes
Resources Needed	Completed CRP, handout with project appraisal checklist (1 for each participant), pens, blank paper to vote (if private voting selected)

To help prioritize the projects that will be implemented we will ask the community what are the most relevant project across all groups. Through this exercise each group will present their projects and all participants will have the opportunity to vote on the three projects they think would be most relevant for the community.

Prioritization exercise:

1. **Presentation of the projects by each of the breakout groups** <u>(1 hour)</u>
   During one hour, each of the groups will be asked to present the projects developed on the CRP template during the morning exercise.
   Divide one hour by the number of groups, this will be the amount of time each group has to present all their CRP projects. Make sure you clearly communicate the amount of time they have and hold them to it.

2. **Voting** <u>(15 min)</u>
   During the last 15 minutes participants will be asked to chose the 3 projects that they liked the most because they think would be best for their communities. To help guide this decision, a <u>project appraisal checklist</u> (see annex 3) will be provided so participants can carefully assess each of the projects critically before making a choice. This prioritization exercise can be done secretly or publicly, as best considered by facilitators. Spend some time to name the different projects with a brief clear name, and make sure everyone knows which project is which. Each participant has to pick three projects among all the projects proposed.
   - If participants feel more comfortable doing a secret vote. Participants could write down the name of their 3 preferred projects and staff will walk around during the voting to support any participants that need extra help.
   - If participants prefer to choose publicly, the different project can be written by staff on a big paper, and the participants will take a pen a draw a line or dot next to the three projects they like the most.

3. **Presentation of the prioritized projects**
   At the end of the exercise the staff will count the votes and present a list of the projects ordered from most to least voted. Make clear that it's not because the projects obtained the most votes that these will be done immediately, remind them we have our own limitations (budget, technical knowledge, humanitarian principles…).

3:00pm – 3:45 pm Action Plan for Future

The objective of this last session is to present the participants the next steps of the CRP process. During the next 15 minutes, facilitators will explain the following steps that the consortium will follow after the CRP workshops:

- **Translation of outputs** from community workshops
- **Processing** the raw output :
  - Digitalization of the information and identification of gaps
  - First discussion of results with partners (REACH, ACTED and NRC), mapping of sectorial experts

  - Consultation with external experts
  - Completion of CRP
  - Meeting with partners to present the complete CRP
  - Selection of projects to be developed by partners
  - Draft of final CRP to be published
- Development of a **final CRP output**
- **Presentation of the CRP to the workshop participants** (community committees)
- **Dissemination** of the document to relevant **stakeholders** (e.g. Clusters) for **advocacy** on the projects that ACTED and NRC do not have enough capacity to implement
- Development of an **internal action plan** for the projects that will be implemented by ACTED and NRC according to the CRP
- **Implementation of the projects**
- Quarterly meeting with community members and representatives to **monitor the implementation** of the CRP and review if relevant.

Open the floor to questions and suggestion from the participants. Make sure you answer all questions from the participants or refer them to ABR teams for further information.

If participants have any final comments or suggestions, facilitators should write these down and make sure to add them on the final lessons learned document.

Before moving on to wrap up the session, facilitators should take pictures of all CRPs developed and the list of prioritized projects, making sure all information written is readable and clear. The pictures of CRPs and prioritization list will be shared through email with REACH assessment officer and project specialist (with project officers in cc) before the end of the day. Any needed clarifications should be noted on the email.

3:45pm – 4:30pm Wrap Up and Feedback

Session Objectives	Close the workshop and collect feedback
Time	45 min
Resources Needed	Sticky notes and pens, flipchart and markers

To wrap up the workshop, facilitators will ask participants to give a “tip” for improvement and a “top” or highlight of the workshop.

- Similar to the wrap up exercise of the first day of the workshop, provide sticky notes around the room and place two flip chart papers near the exit. Write “no” on one flip chart and “yes” on the other. Ask participants if they feel their opinions feedback and contributions were fully acknowledged during this consultation process. If yes, they can write yes on the sticky note and put it on the “yes” paper. If their answer is “no” ask them to write what we could do to improve this process in the future. Remind everyone that critical feedback is good.
  Station two staff near the flip chart papers to collect feedback from those that do not know how to write.
  When explaining this last exercise ACTED and NRC staff should also explain the reporting mechanism of ACTED/NRC, making sure to mention that they can use these mechanism to report any discrepancies or make any complaints.

After all participants have added all sticky notes on the flipcharts, facilitators will take note of all comments in the "no" and "yes" flipcharts and type it down on a computer to be shared as lessons learned.

DAY 2 DEBRIEF AND LESSONS LEARNED:

Similar to the debrief session after day 1 of the workshop, facilitators will have a lessons learned meeting after all participants leave the CC.

The meeting will start by discussing general perceptions among the facilitators with the help of the following questions:

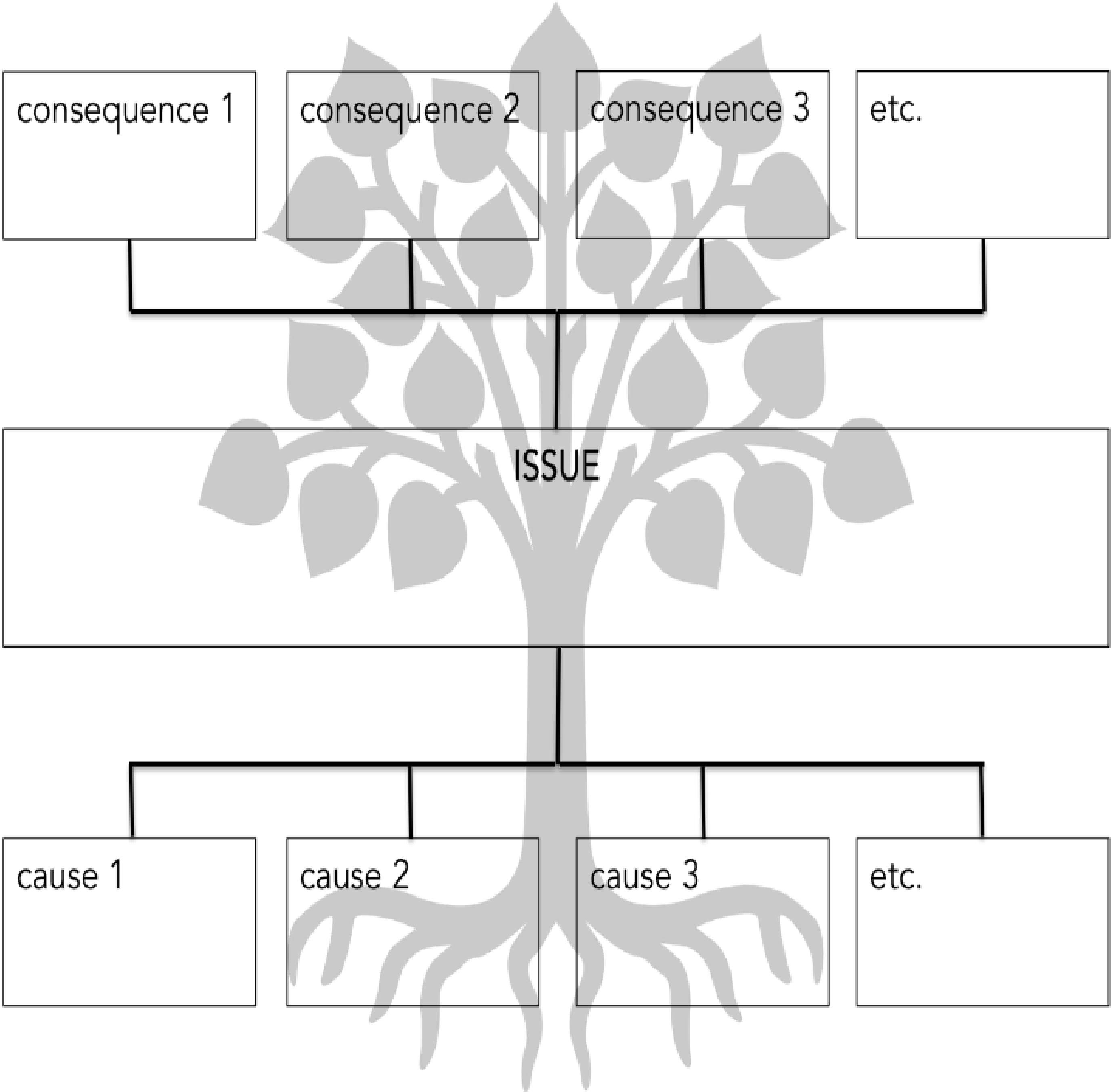
- In general, how do you think the discussion went?
- Were the participants able to actively participate in all the sessions of the workshop? If not, why? Was there any particular group that was less active?
- Were there any topics or questions or activities in which participants were less engaged or felt uncomfortable in participating? If so, which ones?
- Did the tool (this facilitation guide) useful in guiding facilitators through the moderation of the different activities in the workshop? Was there anything missing?
- Did you encounter any problems? (e.g. logistical issues, problems during the discussion-behaviour of participants, confusing instruction or questions etc.)

Facilitators will type the answers to these questions on a computer to make sure the lessons learned are recorded.

Facilitators will then consider if anything should be modified on how to conduct the workshop in future occasions and include this information in the lessons learned document.

When the facilitators internal lessons learned is finished, they will share all pictures of the completed CRP templates and the list of prioritized project in addition to the lessons learned document to the ABR team through an email.

ANNEX 1: Problem tree template



ANNEX 2: Community-Driven Response Plan (CDRP) tool template

Province	
Nahia	
Community Center	
Number of participants	
Date:	

CHALLENGE/ISSUE:

WHAT	WHO	WHEN	HOW	WHERE	INPUT		WHO BENEFITS	HOW MUCH	RISKS
PROJECT / SOLUTION	RESPONSIBLE	TIMELINE	ROLE OF ACTORS	LOCATION	RESOURCES		BENEFICIARIES	ESTIMATED BUDGET	CONCERNS
					Assets Available	Resources Needed			

Please draw a table like the template above in your flipchart and add the following information on each of the columns

- **WHAT**: What is the solution/project? Provide a few words to describe the proposed project/solution as clearly as possible

- **WHO**: Indicate who should be the responsible of making this project happen.
  Please keep in mind ACTED and NRC have limited budget and capacities according to the project specifications. However, that does not mean this action plan must be limited to the projects that ACTED or NRC can do. If there are any projects that ACTED /NRC cannot do but there are other stakeholders (local or international) that could take responsibility of the project, this action plan could be used for advocacy to those organizations that could provide the necessary capacity and resources.

- **WHEN**: When should the intervention take place? and how long does it take to implement (approximately)? If such information is not sufficiently reliable or too difficult to gather, simply specify which objective the intervention contributes to: emergency/relief or recovery/resilience.

- **HOW**: How is the project going to be implemented? This section is of particular interest for ACTED and NRC programming, since it will tell us what to expect from local partners or counterparts, how to envision the collaboration, and how it will contribute to the program's exit strategy.
  To answer fill this section, please consider the following questions:
    - Who should contribute to the project implementation?
    - Which type of stakeholders could be involved?
    - How they should be involved?
    - What is the role of the community in the project?
    - What actions can be taken to ensure the sustainability of the project?

- **WHERE**: For some interventions (specific infrastructure for example), it may be necessary to specify the precise project location or which service delivery point it targets.
- **WITH WHAT:** What inputs are required in order to complete the project. Resources can be human, material or economic. Indicate the category and specify further (what type of material resources? What amount of economic resources? What human resources?

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  Try to be as specific as you can in this section, mentioning any particular population group that will be benefited.

- **HOW MUCH**: How much do you estimate is needed to complete the overall project? Please consider all costs that might be involved. This should be an estimate, and it would be triangulated or completed by sector experts whenever needed

- **RISKS:** Are there any protection issues that might affect beneficiaries? Are there any protection issues that might affect the implementers of the project? What might be these risks? Are there any mitigation strategies that could be planned to avoid these risks?

ANNEX 3: Project appraisal checklist

S. No	Name of the project	Yes	No
	Is the projects demand-driven (does it address the main needs of the community)?		
	Would this project address main consequences of the corresponding problem tree?		
	Is the project technically feasible?		
	Can this project be owned and sustained by the community in the future?		
	Is the project within the budget limit?		
	Will the project be beneficial for all community members equally not causing any community-level conflicts and disputes?		
	Is the project culturally appropriate? Would it be accepted by all community members equally?		
	Is the project gender-responsive, equally beneficial for men and women?		
	Is the project not duplicating another similar project in the location?		
	Is the project financially and economically feasible?		
	Is the project motivating for the community?		
	Is the project not on the implementation list of other agencies, governments, etc.?		
	Is the project consistent with the local government plan?		
	Is the project environment-friendly?		