

Reminder on how to use Google Jamboard

The image shows a Google Jamboard interface with several instructional callouts:

- Top Callout:** "Switch between pages from this arrow button and make sure you are on the page for your own group." (Points to the page navigation arrow in the top right corner.)
- Left Callout:** "Enter your responses from the sticky note button" (Points to the sticky note icon in the left-hand toolbar.)
- Center Callout:** "You can move the notes around by dragging them and resize by dragging from the corner. To change the color, double click on the note and select the color." (Points to a yellow sticky note labeled "Sample Response" in the center of the board.)
- Bottom Callout:** "The group number is also given on the page, so make sure you are on your own group's page." (Points to a small "GROUP 1" label in the bottom right corner.)

The Jamboard content includes three questions:

- 1) What caused the situation?
- 2) How it could have been prevented?
- 3) What are the similarities between this situation and Red Cross Red Crescent work in communities?

The interface also shows a top navigation bar with "Bus Service", a page indicator "1/4", a "Share" button, and a bottom toolbar with "Set background" and "Clear frame" options.

SCENARIO – GROUP WORK

- You are working for the IFRC in Bangara in South Africa in the middle of a cholera outbreak.
- You are starting a research project with the Bangara National Society to understand how to reduce open defecation among children and adults in a rural area.
- The research will help the design of a community engagement strategy to increase the use of latrines and to slow down cholera transmission risks.
- As a group discuss the eight stages in Table 1 on the next page and what you might do in each stage to ensure that research is collaborative, draws on local expertise, prioritizes communities' knowledge, capacities, and needs, and contributes to local action.
- 15 minutes

SCENARIO – GROUP WORK

Defining what information is needed

Identifying who needs to know this information

Checking whether this information already exists

Deciding who can collect this information

Selecting methodology and tools to collect and analyse this information

Communicating information back to communities so it informs community-level decision-making and action

Ensuring information can support operational and/ or strategic decisions

Tracking information use to ensure that it contributes effectively

YELLOW color sticky note points 1 to 3

green for the next 3 stages (4-6)

BLUE for points 7 and 8

- 1. Defining what information is needed
- 2. Identifying who needs to know this information
- 3. Checking whether this information already exists

- 4. Deciding who can collect this information
- 5. Selecting methodology and tools to collect and analyse this information
- 6. Communicating information back to communities so it informs community-level decision-making and action

- 7. Ensuring information can support operational and/ or strategic decisions
- 8. Tracking information use to ensure that it contributes effectively

Information about household composition, demographics, latrines composition

Cholera knowledge base from affected communities: transmission, treatments, etc

Communicating in ALL channels the community uses i.e social media or face to face

Data collection: FGDs, KIIs, Surveys, observations, etc with communities and local authorities

Local festivities, community-based own events

Local researchers engaged

Incentives to be part of community research- why they should care?

Internal advocacy- DATA FOR ACTION

field evidence presented in dashboard/reports to support decision making

risk perception of the disease

Identifying gatekeepers and key stakeholders from communities

where do members of your household normally defacate?

Creative way to share and report back data with communities in an culturally and appropriate way

Secondary data review!

Community meetings - reporting back on the findings

FGD with different community groups (men groups/women groups/ girl/boys)

evidence-based advocacy

Think about who are we going to engage - what stakeholders since the onset

Cultural aspects and social norms in place

What is the community water source?

understanding resources in the community

Does anything stop them or make it

YELLOW

BLUE for points 7 and 8

green for the next 3 stages (4-6)

YELLOW color sticky note points 1 to 3

Does the community have an existing action plan around tackling spread of cholera that we could use?

1. Defining what information is needed

Regular community meetings to define the social science objective and research goals which will define information needs

ask volunteers during briefing sessions and trainings

Information is needed from the community

Meet with existing groups

2. Identifying who needs know this information

Stakeholder mapping with community groups, leaders and influencers

Existing community groups/influencers are there?

What partners and groups are already working in this area?

3. Checking whether this information already exists

Identification of stakeholders already working in the community who we could work with

Looking for secondary data collected by other groups or organisations, to reduce burden on community members

4. Deciding who can collect this information

Ensuring we use trusted volunteers / community groups / leaders / partners to collect data

Integrating with other planned data collection/research initiatives to avoid duplication of work or assessment fatigue from the communities

Checking for existing structures, can someone locally collect?

Coordination with partners

5. Selecting methodology and tools to collect and analyse this information

How much time commitment are the community able to contribute? How can we align methodology with availability of community?

Validating trainings community members that other organisations have already given and they have learned/gotten familiar with.

Don't reinvent the wheel

Use already existing community structures -- we don't have to bring a new method in

Using existing community structures, we don't need to bring in new methods

6. Communicating information back to communities so it informs community-level decision-making and action

7. Ensuring information can support operational and/ or strategic decisions

8. Tracking information use to ensure that it contributes effectively

BLUE

YELLOW color sticky note points 1 to 3

green for the next 3 stages (4-6)

BLUE for points 7 and 8

- 1. Defining what information is needed
- 2. Identifying who needs to know this information
- 3. Checking whether this information already exists

- 4. Deciding who can collect this information
- 5. Selecting methodology and tools to collect and analyse this information
- 6. Communicating information back to community so it informs community-level decision making and action

- 7. Ensuring information can support operational and/ or strategic decisions
- 8. Tracking information use to ensure that it contributes effectively

Who gets sick with Cholera...

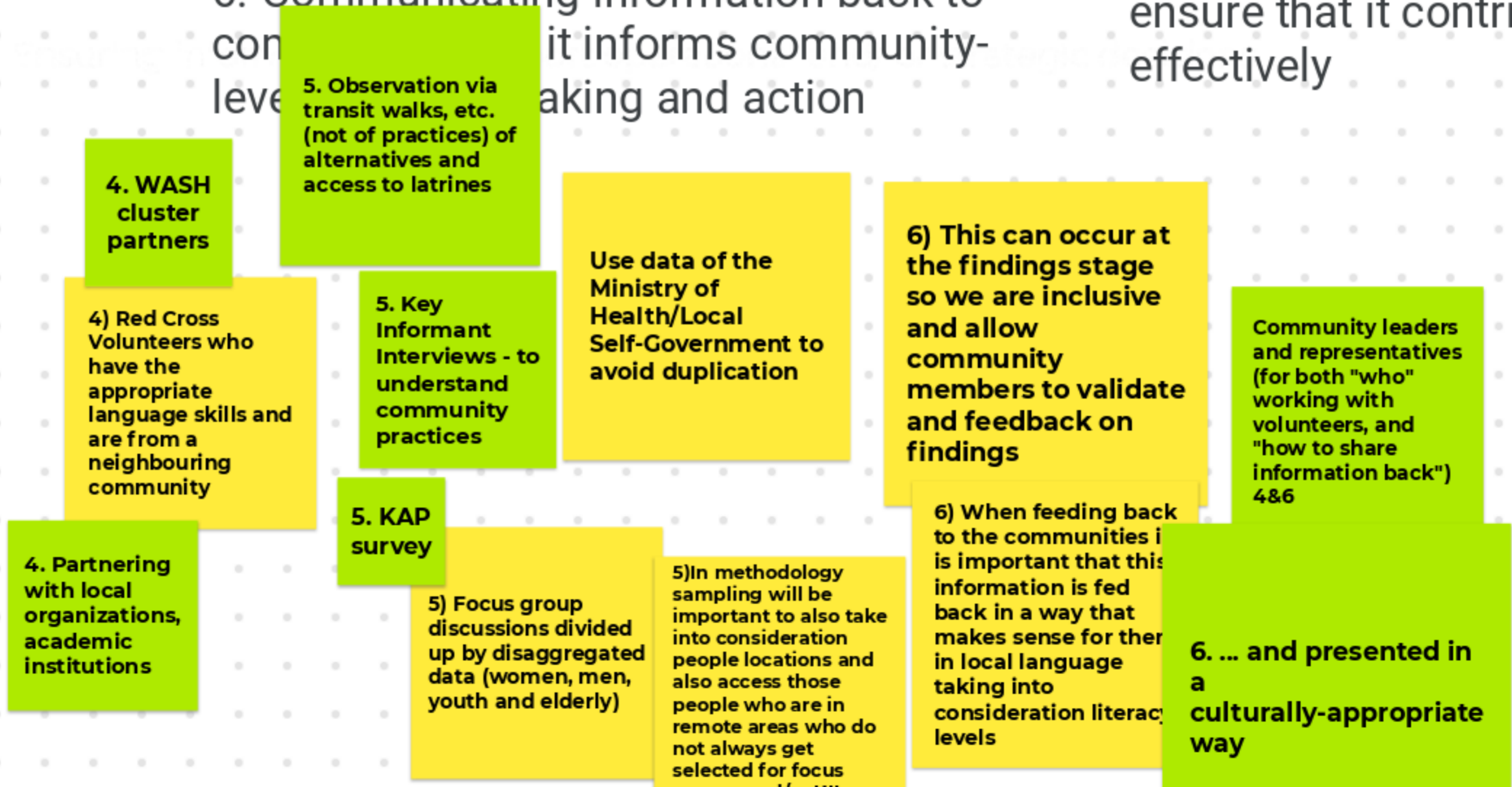
What are causes of Cholera in Bangara

Sources of transmission

Context info: demographics, geographical location, socio-economic situation

Understand cultural aspects: how open community is for medical treatment and which medical treatments

Perception of disease and whom a community trust on this



GREEN

YELLOW color sticky note points 1 to 3

bouchra

Hamzeh

BLUE for points 7 and 8

Red cross and red crescent volunteer should collect the data

discuss the results with SMT

1. Defining what information is needed
2. Identifying who needs to know this information
3. Checking whether this information already exists

4. Deciding who can collect this information
5. Selecting methodology and tools to collect and analyse this information
6. Communicating information back to communities so it informs community-level decision-making and action

7. Ensuring information can support operational and/or strategic decisions
8. Tracking information use to ensure that it contributes effectively

Map the existing I/NGOs who work on WASH projects

What research has been done before on this topic

The population statistics

Context analysis information

Understand community perceptions, information needs, information gaps, community cultural practices that lead to open defecation

M&E plan

using surveys,FDG...

Collect information: mix of community, volunteers, community influencers

Kobo tool to collect data

designated sector focal points

Action plan after the info. published

Establish feedback mechanism to communicate with community

Have a communications plan: channels, messages

Have an advocacy strategy

ORANGE

• 15 mintues

YELLOW color sticky note points 1 to 3

green for the next 3 stages (4-6)

BLUE for points 7 and 8

- 1. Defining what information is needed
- 2. Identifying who needs to know this information
- 3. Checking whether this information already exists

- 4. Deciding who can collect this information
- 5. Selecting methodology and tools to collect and analyse this information
- 6. Communicating information back to communities so it informs community-level decision-making and

- 7. Ensuring information can support operational and/ or strategic decisions
- 8. Tracking information use to ensure that it works effectively

Talk to members of community about current safety practices

conduct field research/visit to the targeted location

Barriers to safer practices information needed by engaging with the communities

Find out the influential people in the community

Focus Group Discussion

community in the research team

Community consultation to get community members collect the data

Open discussion on opportunities who can do what how to be engaged

Online/Offline digital tools to collect data

Making sure findings are relevant and actionable-checking with communities

Conduct Validation action by cross-checking the findings with available secondary data

PURPLE

