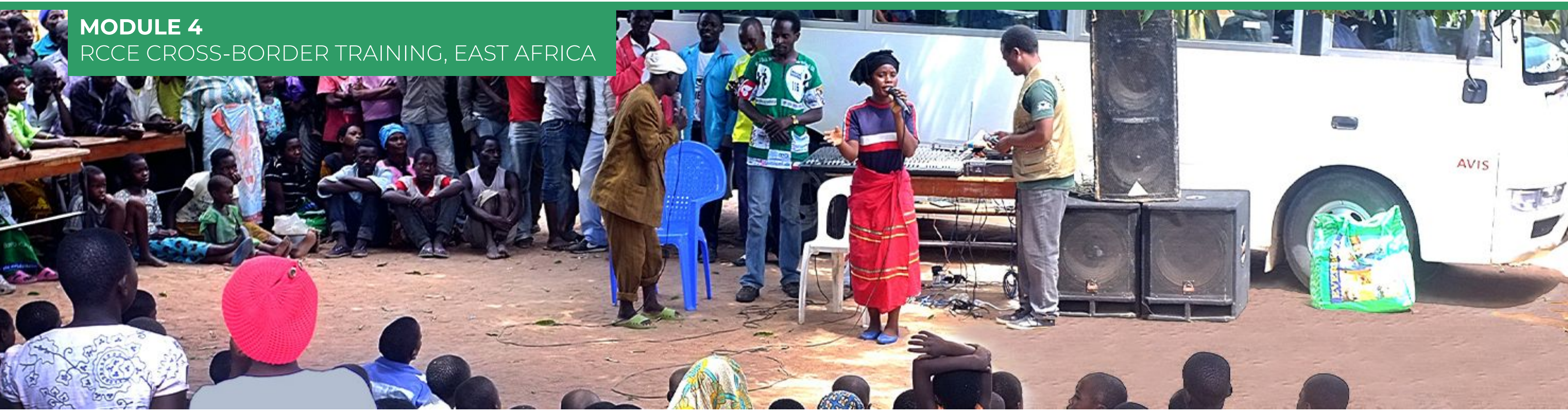
Collective service | Risk Communication and Community Engagement

MODULE 4
RCCE CROSS-BORDER TRAINING, EAST AFRICA



ASSESSMENT

LEARNING OBJECTIVES

1. Understand the **importance** of conducting a rapids needs assessment in an epidemic outbreak and identify the **types of information** required to collect for understanding community needs, capacity, and context at cross border

2. Understand the essential steps involved in conducting a rapid needs assessment and **types of methods** available for collecting data

3. Explain **approaches for ensuring transparent, respectful, and participatory assessment**

4. Understand how assessment findings can **inform decision-making** in an epidemic outbreak

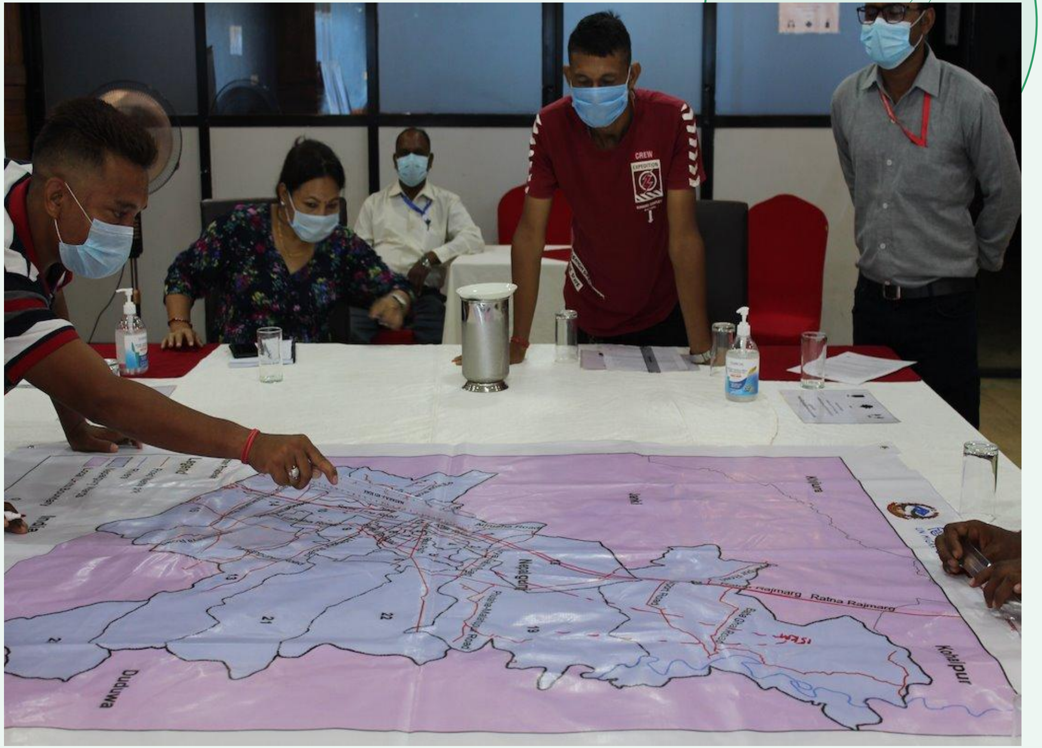
CROSS BORDER NEEDS ASSESSMENTS

- Why is it important to conduct a needs assessment during an epidemic response?

    - Helps to understand the needs, priorities and context
    - Avoids wasting time and resources in the long run
    - Minimizes cases and deaths when we understand people's knowledge, behaviours and attitudes towards a disease
    - Enables evidence-based decision making

UNDERSTANDING THE CONTEXT IN AN OUTBREAK

- How have community beliefs and power dynamics affected your work in the past?



UNDERSTANDING THE CONTEXT IN AN OUTBREAK

For an epidemic response (RCCE)

1. Culture and beliefs and how they impact on behaviour
2. Gaps in knowledge
3. Level of threat attached to the risk
4. Gender roles and attitudes towards different groups, including discrimination
4. Common beliefs and rumours
6. Stigma
7. Barriers to safe behaviours or practices
7. Common and trusted sources of information

NEEDS ASSESSMENTS

- Cross border - What types of data would be most important to collect as part of a rapid needs assessment?

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WHAT'S IN A NEEDS ASSESSMENT?

Priority needs

- People's main needs
- Preferences for receiving support
- Preferences on assistance

Community demographics & structures

- Demographics
- Type and locations of PoEs
- Gathering sites, vulnerable hotspots
- At-risk
- Mobility dynamics
- Religious and ethnic groups
- Languages
- Education
- Livelihoods

Community relations & communication

- Decision-making processes
- Participation of different groups
- Trust and social cohesion
- Sources of information
- Barriers to information and participation
- Problem-solving
- Conflict or tensions

Culture & beliefs

- Gender roles
- Attitudes towards different groups
- Discrimination
- Religious practices
- Gender norms
- Social norms
- Traditional beliefs and practices

Community capacity

- Community resources
- Capacities and skills of different groups
- Actions already taken by the community
- Traditional knowledge

Perceptions and trust

- Knowledge of the organisation
- Trust in the organisation
- Perceptions of the organisation
- Various data on traveller characteristics and behaviours

ASSESSMENT METHODS

Key Informant Interviews (KIIs)

- One-on-one interview with community representative
- Specific group's point of view on issues
- Good for qualitative & in-depth questions – community structures relations, culture & beliefs and capacity
- Not representative

Focus Group Discussions (FDGs)

- Group discussion with people of similar characteristics
- Qualitative and open-ended questions
- Helps understand community structures, relations culture and beliefs and capacity
- Not representative of the whole community

Community Survey (e.g. KAP, Perception)

- For answering multiple choice questions
- Representative data
- Easier to disaggregate results
- Requires a lot of planning and resources
- Good for demographics, needs, preferred communication channels, perceptions
- Not suited for qualitative information

Community Mapping

- Visual map of the community and key reference points
- Identifies risks and exposure to risk
- Helps identify vulnerable population, health facilitates, infrastructures and community resources
- Needs active participation from community
- Resource intensive (time and funds)

Observation walks

- Real-time data on community behaviours
- Provides deeper understanding of local context
- Can be limited in scope
- Should be used to compliment other data collection methods

CRITICAL STEPS IN CONDUCTING A MULTI-SECTOR RAPID NEEDS ASSESSMENT

- ✔ Establish clear objectives
- ✔ Define scope and methodology (e.g. target population/geographical focus)
- ✔ Ensure data collected is disaggregated
- ✔ Identify relevant stakeholders
- ✔ Consider the team composition (i.e. gender balance, language skills, trainings, etc)
- ✔ Define how data will be analysed and used
- ✔ Ensure participation of affected community from across different demographic groups
- ✔ Coordinate with partners
- ✔ Consider multi-sector assessments
- ✔ Document and identify how findings will be shared to inform decision making

INTEGRATING RCCE IN RAPID CONTEXT AND NEEDS ANALYSIS

Phase 1	Phase 2	Phase 3
Initial assessment	**Rapid Assessment**	**In-depth Assessment**
First 48 hours	First 14 days	Within 40 days
• Needs and priorities • Access to information • Community response actions and capacity	• Needs and priorities • Demographics / structures • Community relations and communication • Community capacities	• Needs and priorities • Demographics / structures • Community relations and communication • Culture and beliefs • Community capacities • Perception of RCRC
Secondary data, direct observation, key informant interviews	Secondary data, direct observation, key informant interviews, focus group discussions	Secondary data, direct observation, key informant interviews, focus group discussions, surveys

RESOURCES NEEDED TO CONDUCT A RAPID NEEDS ASSESSMENT

- Which resources can you think of that you will need before rolling out a rapid needs assessment?

CASE STUDY: DIFFERENT APPROACHES TO GETTING INFORMATION

- During COVID-19 pandemic response in Indonesia, the Red Cross included questions in assessments to understand who the trusted sources of information in the community across different community groups
- They used online surveys to collect information on people's perceptions of COVID-19, however, they found that only 1% of responses were from people over 60 years of age
- To address this, the National Society organized focus groups discussions with older people to gain insights into their needs. Through these discussions, they identified that radio is a preferred way to receive information for older people – information that would have been missed otherwise

ACCOUNTABLE ASSESSMENTS

- How could this situation have been avoided?

"Some NGOs come here, gather information, and don't come back. People are frustrated. Other organisations follow in their steps, and people are no longer willing to engage in conversations."

ENSURING A TRANSPARENT, RESPECTFUL AND PARTICIPATORY ASSESSMENT

- Discuss the assessment in advance with community representatives, volunteers and local authorities
- Adapt assessment methods to the context and culture
- Brief the assessment team on the assessment so they can answer questions accurately and avoid raising expectations
- Ensure ethical standards and informed consent
- Coordinate with external partners and authorities
- Maintain flexibility and responsiveness throughout the process
- Verify assessment findings with the community

TRIANGULATION OF DATA

What does data triangulation mean?

Why:

- Enhances data validity and reliability
- Provides a comprehensive understanding of people's insights and the context
- Identifies patterns and trends across various data sources
- Minimizes bias
- Increases confidence in decision making

HOW TO TRIANGULATE

- Check if your findings can be confirmed or explained by other information sources
- Discuss findings with communities, colleagues, and partners
- Discuss findings with data collectors
- Combine the findings with other operational data e.g. community feedback, monitoring, epi data
- Compare findings with other reports and research e.g. social science reports, local media, articles

SHARING AND DISCUSSING ASSESSMENT FINDINGS

- Internally with colleagues
- Discuss findings with communities
- Externally with partners and across coordination pillars

How?

- In meetings
- Setting up a workshop to discuss the findings (if there's time)
- Share report through an email
- Relevant coordination platforms

USING ASSESSMENT FINDINGS FOR DECISION-MAKING

Assessment findings can help with:

- Informing a community-centred approach
- Tailoring response interventions based on identified needs and vulnerabilities
- Tailoring risk communication strategies and approaches
- Policy development across surveillance, IPC, case management, point of entries
- Establishing benchmarks and indicators to monitor progress, track changes in need and evaluate impact

SUMMARY

- If we don't understand the needs, capacities ad context we can fail or even cause harm
- Integrate RCCE into multi-sector assessments - it saves time and prevents fatigue!
- Ensure communication and participation with communities at all stages of the assessment
- Share and discuss findings with Government, partners and communities