WORKSHOP REPORT

Regional Public Awareness and Public Education (PAPE) Workshop

18-20 October 2016

Hive Hotel, Quezon City, Manila,

Philippines

International Federation of Red Cross and Red Crescent Societies

CANADIAN RED CROSS   Canada

Funded by European Union Humanitarian Aid

Background

With 1,265 reported disaster events during 2005-2014, Asia-Pacific is one of the world's most disaster-prone regions. As a result of these devastating disasters, approximately 500,000 people lost their lives with an additional 1.4 billion people affected, and $523 billion worth of economic damage. Furthermore, almost half of the region's population live in urban areas and is estimated to rise above two-thirds by 2050: this rapid growth will exacerbate pressures on infrastructure and resources, exacerbate socio-economic disparities, and magnify the risk of environmental hazards and health risks.

The 18-month Building Urban Resilience in Southeast Asia project, funded by the EU, supports Red Cross Movement partners in four countries, Cambodia, Lao, Viet Nam and the Philippines, to build capacities of National Society staff, government officials, school teachers and school children, Red Cross youth and volunteers, and partners, through a coherent, regional strategy building on good practice and using innovative methods. The Action emphasizes gender equity and social inclusion, among poor, vulnerable people, including people with disabilities and older people. The International Federation of Red Cross and Red Crescent Societies, in partnership with Finish, German and Spanish Red Cross societies, brings to the project extensive experience in school safety, public awareness and public education and risk mapping, with strength in regional sharing and learning, and peer support.

Public awareness and public education for disaster reduction seek to turn available human knowledge into specific local action to reduce disaster risks. It mobilizes people through clear messages, supported with detailed information. Hazard awareness alone does not lead directly to people adopting risk-reduction measures.

Objectives of the workshop

Main objectives of the workshop were:
- To design and develop PAPE for DRR in the urban contexts and train selected RCY and RCV on PAPE strategies and skills in the urban context
- To carry out PAPE for DRR in each urban area in the four cities, led by RCV and RCY, including developing and giving out new, inclusive PAPE and IEC materials on DRR and CCA for urban areas
- To improve the communication and facilitation skills of the participants
- To develop a plan of action for implementing the cascade PAPE training in their respective countries

Workshop

The workshop was conducted from 18-20 October, 2016 at the Hive Hotel, Manila, Philippines. The workshop was attended by thirty participants from Philippines, Vietnam, Cambodia, Lao PDR and Myanmar.

Workshop methodology

Interactive, participatory and adult learning methodologies i.e. brainstorming, small group discussions, experience sharing, conceptual games, role-plays, and small presentations were used in the workshop. During the training, every participant was provided with an opportunity to either present their group work or participate in the role play to develop and polish their presentation and facilitation skills in order to enable them to conduct the trickle down training on PAPE in their respective countries.

Workshop facilitation

The workshop was facilitated by a group of facilitators in English language. The facilitators created an open, flexible and enabling environment to encourage participants to actively participate in the discussions and enjoy the learning process. The use of simple language enhanced the effectiveness of the training. The facilitators ensured that all participants have developed a clear understanding of the key concept of PAPE approach and develop the key skills required for the PAPE facilitators.

WORKSHOP PROCEEDINGS

Opening of the workshop

Dr. Havib, Chairman Quezon City Chapter inaugurated the workshop. In his opening speech, he welcomed all the participants from four countries. He emphasized on well preparedness in DRR and narrated a story that how a farmer and his assistant who implemented DRR approaches were managed to survive during a typhoon hit, as they were well prepared. The chief guest also appreciated workshop facilitator for their time and commitment to organize this important workshop in Manila.
The Secretary General, Philippines Red Cross Mr. Oscar P. Palabyab mentioned about how PRC involved in many activities and initiatives in Philippines. He mentioned that PRC personnel in high demand across the region. He said that despite the developments in science and technology, we still believe that anticipation and preparation is a key in our work. He gave examples of preparedness, resulting in reduced casualties in Mariquina, Bicol.

At the end, Mr. Ramsey Rayyis, IFRC Representative from Philippines Delegation welcomed the participants. He emphasized on the importance of community engagement, participation and ownership in DRR. He also discussed innovation through peer-to-peer approaches and use of social media in his speech.

Expectation and Ground rules:

The workshop started with an interactive session on the participants expectations from the workshop. Participants were given flash cards and asked to write down their expectations regarding facilitators, workshop and participants. The participants pasted their flash cards under the relevant heading on the white board. At the end of the session, one of the participants presented the expectations. This exercise helped the facilitators to focus on the expectations of the participants throughout the workshop.

Following were the key expectations:

1. Expectations from the workshop:
   - Sharing, engaging, participative in approach, innovative, practical knowledge, to understand what PAPE means, get fruitful knowledge, comfortable, sharing of ideas, how to involve better communities in communication plan, how to conduct PAPE in community and urban setting

2. Expectations from the facilitators:
   - Facilitate learning process, to have a common message, create a happy atmosphere to learn, encourages sharing of experiences, experimentation, speak slowly, technical or facilitation skill, friendly, knowledgeable and energetic

3. Expectations from other participants:
   - Cooperate / sharing experience of your country's experiences / open / be open / sharing a lot / what is the goal of practice and doing PAPE / different countries from different experiences / how to conduct PAPE or similar activities in their countries / active


Before start of the first session, some key ground rules were also developed with the participants in order to have a productive workshop.

SESSION 1: Building Urban Resilience, Project Overview

A Regional Project Manager has provided an overview of the 'Building Urban Resilience Project'. She conducted an interactive session with participants to explain the key concepts of the project. She started with a group exercise and asked the opinion of the participants about resilience (What is the definition of "resilience"?). Following were the key responses from the 6 groups:

1) Resist and absorb. Bounce or build back better
2) Something to do with capacity of individuals and society to hazards
3) Planning and knowledge
4) When something happens people are strong to overcome it
5) Build back better
6) Adapting before the storm happens - if know the information
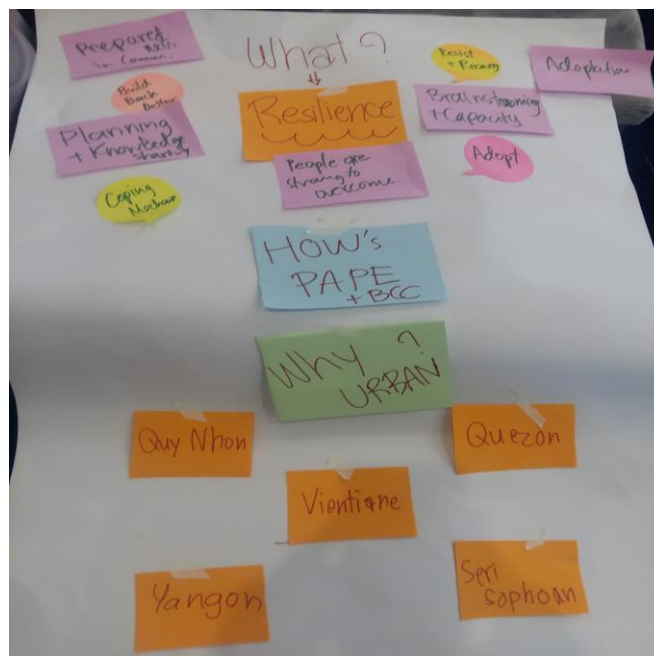
She summed up the group work and mentioned that all definitions link to key words of resilience. She gave Philippines example and discussed strengthening capacities to stay in home areas. She shared the key project components:
School safety – Philippines and Cambodia
- Focuses on building resilience of children and youth to disasters
- Safe school initiative – three components; management, DRR education, facilities
- VCA of school
- SBDRR (School based DRR) – core components align to SSI framework
- Safer behaviors, improved preparation for DRR, links to PAPE

Finally, she introduced the PAPE approach which was developed in 2011 and it is a Red Cross specific tool. PAPE is quite similar to the behavior change communication approaches and uses similar theoretical models to influence positive changes in the community members. PAPE help increase capacity of local government and RC for DRR such as in Vietnam – GRC. PAPE is an important tool to communicate with youth and volunteers.

SESSION 2: Introduction to Behavior Change Communication

The facilitator introduced the concepts of behavior change communication. He shared the historic perspective of how the approach evolved from one-way and expert driven health education to more participatory and interactive behavior change communication. The key points of the session were:

- 1970s approach: 'health education' - used experts to share knowledge which failed, as it was expert driven and lacked ownership
- In early 90s the approach moved to IEC – information education and communication which provided colorful materials and tools to deliver consistent messages. It tried to reduce expert to community gap, by community health worker / volunteers providing the information. However, it was still not successful as there were lack of community participation and engagement in the process
- The Behavior Change Communication (BCC) approach applied recently which not only develops culturally approach and well informed BCC messages but also create an enabling environment for community members to follow and adopt these behaviors. This enabling environment is created through peers, families, wife, husband, friends, community members and government policies.

Later he explained what is a behavior? An action that is observable, concrete and directly linked to outcome in called a behavior. For example in malaria, using bed net is a concrete behavior. The facilitator explained that to change behavior, we need to understand the determinants of those behaviors. The key determinants of behaviors are:

- Internal: knowledge; personal belief; attitude; skills; self-efficacy; perceived social norms
- External factors: Access to resources; policies; cultural aspects and norms

He explained the 4 key elements of behavior change which everyone goes through or experience in the behavior change process. These elements are information, motivation, obstacles and support.

Public Awareness and Public Education, Key steps or questions
The 8 key questions in PAPE campaign were explained in detail:

1. Why is the initiative so important?
- Visit community with open and unbiased mind, conduct situation analysis to learn and understand the existing knowledge and behaviors of the community. There are various tools to conduct the situation analysis. A risk matrix tool conducted to understand the hazards and key risks in different contexts:

2. Who is the initiative aimed at?
Identify the target audience and develop the PAPE strategy based on their need, knowledge and level of engagement or participation:

- Participants are in different circles, the inner circle; most 'aware and motivated' and already engaged in the project such as volunteers. They should be engaged and motivated to continue playing their positive role in the project interventions.
- The next circle, audience are aware but not fully engage, therefore we need to provide more focused information and develop their roles and responsibilities to engage them in the project planning and implementations

- Tailored messages: context specific, targeted as per engagement and capacity levels
- Innovative approaches key. Use conversation, qualitative research – Focus Group Discussion, in depth interview

3. What could the initiative consist of?
- The key PAPE or BCC steps starts from contemplation to maintenance
- The community members take action only when they have the knowledge, skills and self-efficacy to perform the behavior
- Always encourage community to start with easy steps such as cleaning drains or fastening furniture for earth quack

4. Partnership
Always develop partnerships with volunteers, national government, local government, community, target audience, civil society organizations and private sector to achieve the goals.

5. When and where is the initiative appropriate?
- It is very important to understand that where and when the PAPE initiative is appropriate.

6. How will we approach the initiative? PAPE Approaches
- Four key PAPE approaches were explained which are appropriate for different levels, audiences and situations:
  - Campaigns
  - Participatory learning; PRA – Participatory rural appraisal [*BUT urban focus….]
  - Informal education
  - Formal school-based interventions

7. What tools should we use? Tools or channel of communications
- We use various tools or channels of communications including interpersonal communication through volunteers, street theatre, radio, TV, brochures, flip charts, pamphlets, banners, bill board to reach out to the community.

8. What else do we need to consider? Key challenges in communication; Barriers
- It is always important to understand your key challenges and barriers in communication. They key barriers could be language, lack of community participation, hard to reach populations, lack of interest of community members, lack of trust etc.

SESSION 3: Market Place

An interactive session 'market place' was conducted in the afternoon to learn from each other and understand the best practices in BCC or PAPE in the target countries:

Cambodia:
- Desk top flip chart of health messages
- Uniforms of RCY and volunteers

Lao
- Large poster with simple diagrammatic message on handwashing
- CCA posters with many messages on including causes and actions
- Fans with messages

Discussion: Which of your materials is the most popular with target?
- Feedback: Handwashing poster is clear, but other materials have too much information
- Feedback: Fans are a great, context specific example and idea for engagement

Philippines
- Riskland game targeted at youth
- Brochures including hazard app and first aid app
- Posters
  Discussion: Has PRC conducted any M&E capturing impact of the riskland game?
  It was emphasized that evaluation of all the communication tools and channels should be done to better understand the effectiveness and impact of these tools

Vietnam
- Cartoon video on dengue, which presenter translated at key points
- Brochures and badges
- Feedback: think about target audience re language and communication supporting methods

The market place session provided an opportunity to go through all the IEC and communication materials of the countries and learn from each other.

SESSION 4: Key approaches in PAPE

The four approaches in PAPE were discussed in detailed in the session. Each approach is meant for a different level and target audience:

1. Campaigns
- campaigns are conducted at the larger level to bring positive changes in the policies
- Billboards, posters, flyers, brochures, performing and cultural arts, game competitions, audio and video materials, social and telecommunications are key tools for campaigns
- Key component of campaigns
- Message / Audience (national, district, local) / Strategy / Timing (i.e. international DRR day)
- KAP plus qualitative tools to learn from community

2. Participatory learning
- Participatory learning consists of tools which can be used at individual and community level to learn from the community members
- Transect walk, community risk and capacity mapping and seasonal calendar are the key example of the participatory learning
- Focus Group Discussions (FGD) are conducted with 6-8 community members. The group needs to be gender balanced and homogenized with regards to age, class, education for quality information.

3. Informal Education
- 'Campaign' at local level e.g. health education / Small group discussions / demonstrations / visual aids / story telling with positive outcomes / street theatre - edutainment

4. Formal school based intervention
- Formally integrated in the school curriculums. The formal school based education makes teachers and students accountable for each other as this is part of their school curriculum.
- The student driven environmental cleaning campaigns are the key example of the formal school based interventions

Facilitator feedback discussion
- Some participants not fully involved or engaging – language issue?
- Visual support and extra examples could be helpful. Need more exchange
- Ensure it's clear that the key message is not about promoting Red Cross as an organization
- Opportunity for participant feedback – 'parking lot' / question cards on table

SESSION 5: Key messages and how to develop effective and consistent messages

All four countries were asked to prepare a key message and choose a creative method to deliver the message in the plenary on day 2 of the training. The focus of key messages was urban DRR. All the countries used various interesting tools to present their messages in the plenary. Following tools were used:
1) Vietnam: Street theatre / role play
- Office setting. Roleplayed a fire and 'stop, drop and roll' actions. Roleplay was followed by holding up written signs each with one word on – stop, drop and roll
- Feedback: the group received a very positive feedback that it was a very engaging performance and with a clear message

2) Philippines: Dance and projector
- Dance to RCY song with projector displaying message at same time
- Feedback: Engaging to watch dance and music
                Having the dance and projector at the same time was difficult to properly take in the message / both aspects

3) Lao: Video
- Video on first aid – in Lao language
- Feedback: Use other forms of communication to support video

4) Cambodia: Street theatre / role play
- Roleplay on preparedness; husband and wife are given information in their own home by a community visitor (local government), before then undertaking actions to prepare their household
- Feedback: Engaging and clear message

The facilitator's summary on the messages and methods:
- Message should be short and simple, include a benefit and should be easy to retain
- Understand community's context first; one village can be very different to another in the same area
- Know the culture, community and context – but still sensitivity re jargon, religion, etc. neutral messaging
- Images – cultural sensitive i.e. adults wouldn't look at cartoons in Pakistan as see them as for children, but in Myanmar cartoons are popular across age ranges
- Images should be context specific i.e. wear similar clothes and colours to target audience
- Negative messaging has failed i.e. smoking and showing lung cancer. Show positive example i.e. sitting with a happy family and children to motivate people to change their behaviours

Following four ingredients are very important for key messages:
  i)   <u>Attention:</u> Health education material needs to be read by people who will benefit
  ii)   <u>Comprehension:</u> People need to understand the health education messages
  iii)   <u>Recall:</u> After understanding the message, you need to remember it!
  iv)   <u>Adherence:</u> Action on information - KEY

SESSION 6: Theories of Behavior Change

The facilitator explained the primary fields from which most current health behaviour theories come from which include: Psychology, sociology, anthropology and communications. Following theories were discussed with the participants:
1. Stages of change model:
The community members are at various stages of change, therefore, we should learn at what stage they are to develop appropriate messages and materials to take them to the next appropriate level of change. Following are the key stages of behaviour change:
 i)   Pre-contemplation: At this stage, people are unaware of problem
  ii)   Contemplation: Thinking about change in near future
  iii)   Decision / Determination: Making a plan to change
  iv)   Action: Implementation of specific action plans
  v)   Maintenance: Repetition of desired behaviour
2. Social Learning and Social Cognition
The key concepts of the social learning theory were discussed with the participants. Behaviour capability, expectations, self-efficacy, observational learning, reinforcement and social support are the key ingredients of the social learning theory.

SESSION 7: Community Engagement Approach

The facilitator provides a historical perspective of the various development approaches i.e. top down approach vs. bottom up approach and how the lack of community participation resulted in failure of top down approaches. The Community Engagement Approach (CEA) was discussed in detailed and group works. The CEA improve acceptance and trust, more effective programme, feedback and complaints mechanism, help save lives and empower people and community
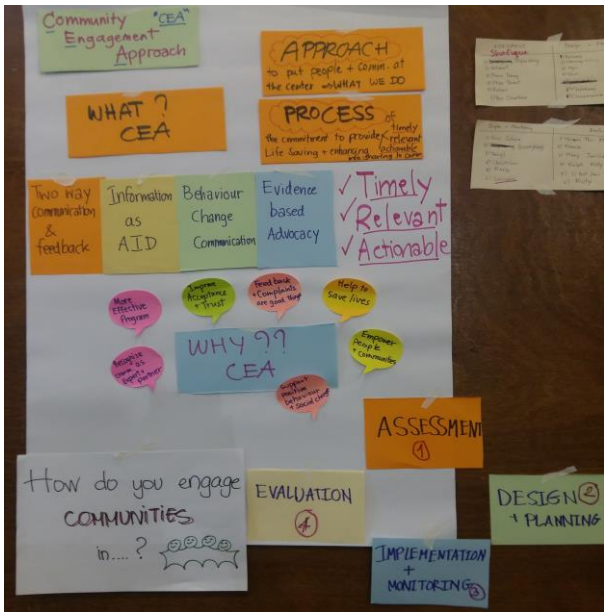
Group Work : TASK 1

An interactive group work was conducted to explain that how community participation is important at each step of the project cycle i.e. assessment, design & planning, implementation & monitoring and evaluation.

Group Work : TASK 2

The participants were divided into four groups, across countries and given one of the project cycle stages. The facilitator asked the groups to think of ways how to ensure community engagement at their assigned stage. Group divided into four, across countries and given one of the project cycle stages. Asked to think of ways to ensure community engagement at their stage.

- Who should we engage? Depend what the objective is –engagement and sensitization
- How do you plan and how do you time activity? What should the role be of communities?
- Assessment and now sit with them on how to design the project and activities
- Broad mind – be aware that they may be busy, aware that initial objectives may not align with community priorities? i.e. discussing DRR, but community say they want water, or health issues
- Can't separate, essential to include capacity of community

Results from Group work:

Group 1: Assessment	Group 3: Implementation and monitoring
- Meeting with the leaders of community - Identify different sectors of community - Hold orientation workshop - FGD; ask volunteers or community - Transect walk / Observation / Mapping / In depth interview / Community profile - Conduct of verification	- Volunteer recruitment (community) - Selection of target audience - Committees; community members with guidance - Village recovery committee, monitor the process of the project - PASSA: participatory approach to safe shelter awareness - Training awareness and workshop - Feedback mechanisms - Tools: Dropbox, community assembly, meetings, templates, guidelines
Group 2: Planning and Designing	**Group 4: Evaluation**

- Community consultation and Focus Group Discussion
- Meeting of Community; consider time and place convenient to target
- Gender
- Motivation of community to find the needs
- Use information from the assessment.
- Use of local resources
- Consider people with disabilities
- Consider marginalised groups (i.e. politically marginalised)
	- Community members should be involved in evaluation itself; community evaluation
	- Current gap: results not always given back to the community
	- External consultants – disadvantage; don't get the community involved that much
	   o But what about bias if the implementers also evaluate?
	   o One good example was with an external consultant, where a participatory approach was used, working closely together with Philippines Red Cross

SESSION 8: Innovative Approaches to PAPE

Three innovative approaches including social media, climate smartening DRR and positive deviance discussed in detailed by three facilitators in the training.

8.1 Positive deviance

Group Work: Each group offers something from their table to represent a house. Draw a paper card – cards with sad or happy faces represent whether the household is well or not etc.

Concept:

In every community there are individuals whose uncommon / positive behaviours enable them to find better solutions to problems than their neighbours who have access to the same resources. To initiate the approach: identify someone who is similar to the majority of people, and has no special knowledge or access to a special resource. They set the example. Others see, and see that they too could emulate this issue.

- First used for childhood development and malnutrition in Vietnam, now used across 40 countries, by many organisations, for range of topics
- Focused on behaviour not knowledge, whereas stereo-type BCC starts with knowledge
- Expedites the behaviour change process and enables action today as doesn't require addressing issues such as poverty, disempowerment, class, women's status

Process: train volunteers to implement

1) Community orientation

Sensitize first - community mobilization is always fast if they know. Invite community members and explain Positive Deviance concept through games and stories. Promise to assemble again in a week with solution

2) Situation analysis

Conduct Focus Group Discussion (FGD). Establish normative behaviors of community around the issue. Identify potential positive deviants through FGDs, to identify the role models

3) Positive Deviance inquiry

In-depth interviews with potential Positive Deviance role models (male / female) and identify successful Positive Deviance behaviors and strategies

4) Participatory analysis

Write Positive Deviance behaviors on flipchart. Invite key community stakeholders to validate Positive Deviance behaviors

5) Feedback session

Conduct at the end of Positive Deviance process to share Positive Deviance findings. Do this through the Positive Deviance role model(s)

Summary:

Promoting someone in a community as a role model is important to get right. They can belong to any class, group, party and there is a risk it can reflect or result negatively on an organisation. Other examples are in communities where the topic is very sensitive, so then do not name the role models – just refer to as 'someone in the community.' This can also help when there are class systems such as in India, where one caste may not follow an example of another caste.

8.2 Building Urban Resilience and Climate Smart Messages

Ms. Brigitte Rudram, Climate Change Specialist from Red Cross Climate Center (RCCC) has delivered her session as the key points are followed:

- Resilience is an integrated approach.
- Resilience is relevance to Climate Change in urban DRR.
- PAPE and climate smart participatory approaches are linked in many areas.
- PAPE approach can utilize to communicate as Climate Smart messages.
- Climate Change is not always relevant to all urban contexts

- Putting too much emphasis on climate change can lead to people attributing all their problems to climate change
- Even when climate change is an issue, it may not be appropriate to go into much details
- Participatory methods of PAPE Approach are key for success

8.3 Use of Social Media to reinforce PAPE Campaigns

Ms. Lyn V. Gracia, Social Media Officer, Philippines Red Cross has provided the usage of social media to reinforce PAPE campaigns session. Following were the key points on the advantages and the disadvantages of using social media included;

ADVANTAGES:
- Low overhead cost leverages but large scale distribution channels such as Facebook, Twitter
- Sharable; engage volunteers, and uses word-of-mouth and reputation to snowball
- Has the power to drive traffic to other resources such as campaign sites, webpages, blogs and articles
- Enable regular communication which builds relationships
- Enable short messages to be pushed regularly, in bite-sized chunks

DISADVANTAGES:
- Content must be updated regularly
- Needs feedback system to interact with audiences
- Needs to keep pace with technology
- Requires commitment of time and creativity

SESSION 9: Monitoring and Evaluation of PAPE campaign

The key concepts of monitoring and evaluating of BCC program were disused in the session. We conduct monitoring and evaluation to ensure that our BCC and PAPE interventions are on track. It allows amendments and improvements.

Monitoring
The purpose of monitoring is to understand:
- What is happening to the delivery system / training and why? (consider flaws and gaps)
- What are the interim effects? (in the target audience, in health workers)
- How can it be fixed or redesigned? To correct, re-orientate, or re-design delivery systems
- And to readjust communication strategy and messages
- Monitoring begins as soon as possible from BCC strategy initiation. Include a midline?
- Monitoring helps to understand the logistics of the IEC materials distributions, interim effects that how community receive the IEC messages and materials.

Evaluation
- What happened as a result of the intervention?
- What behaviour change took place?
- To determine the level of behaviour adoption and the program impact on [health] status

Knowledge and reactions
- Knowledge: How many community members recall DRR or health education talks or radio messages? You may have to change when you broadcast, the stations, or time

Target Behaviour Monitoring
- Once you are sure that the interim effects are in place, you may begin to look at behaviour changes. However, it is not important to demonstrate significant statistical changes in the first few months

How to monitor the BCC interventions;
We should conduct regular audits of materials, broadcasts, field trips, FGDs and observations to understand how the BCC activities are being implementing. The information help to correct, re-orientate or redesign the IEC materials and improve delivery systems.

SESSION 10: Designing and implementing KAP survey

The main purpose of the session was to gain an understanding of Knowledge, Attitude and Practices (KAP) survey and discuss some relevant tools for data collection. KAP survey essentially records an 'opinion' and is based on the declarative (i.e. statements). In other words, the KAP survey reveals what was said, but there may be considerable gaps between what is said and what is done.

Constructing the survey protocol

- A survey protocol and data collection tools are developed and sent to ethical clearance before the start of the survey
- Probability sampling techniques are used in the KAP survey to ensure that everyone has same probability to be chosen. Provides the whole community an equal opportunity to be in the survey. This avoid any bias in the survey

The qualitative method is used to understand the results of the KAP survey. It provides more in-depth information and answers the why and how questions. Qualitative methods use the non-probability sampling techniques i.e. purposive sampling, convenience sampling and snow ball sampling techniques. In FGD usually 6-8 people persons participate. The interviews are conducted by facilitators and two note takers. The notes and digital recordings are transcribed verbatim and translated in English (if required). Two main data collection methods in qualitative research are:

Focus Group Discussion (FGD):
- Introduce and outline objectives
- Start with easy questions i.e. occupation, livelihoods, rapport building
- Gender sensitivity and awareness in questions
- Take names for FGD, then anonymise by numbers after the transcription is completed
- Normative behaviours
- Report 'majority' 'few' people etc. Generic understanding. Record also non-verbal behaviours, expressions, tones during the process

EXAMPLE on KAP Survey Questionnaires

NEED to know KAP baseline / Target audience – high school
Knowledge: Do you know where is a safe place in your school?
Attitudes: Who do you think should responsible for providing safe space in school?
Practice: Do you have Disaster Preparedness plan / contingency plan in your school?

Safe Schools FGD; School Disaster Management Committee – parents, teachers, students
Knowledge: Same as KAP – do you know where safe areas. Others link back to student
        questions – finding whether they know how to support
Attitudes: Your role? What kind of efforts?
Practice: Includes integrating community and other stakeholders,

Activity: Mixed country group work for practicing an FGD selecting one aspect of KAP

Example on Focus Group Discuss Step by Step (Based on group work experiences)

Assigned TASK: If you want to increase the efforts of DM at school what kind of activities will you do with students, teachers and communities?
There were two note takers and a facilitator. Others were community members. Below are some notes of discussions, some points as quotes from participants.
1) Introduced topic first
2) Any ideas? Encouraged an answer
- Have partnership with government agencies on part of education to have a part of the curriculum on the preparation what is disaster so that at least the students will be prepared so that they have time to listen. So that they have the essence.
3) What else? Why do you think partnership is important?
- Because DM will be part of the curriculum so effects will be understood from a young age
4) Other ideas? [Note taker – than helped the facilitator]
- Additional from what I said a while ago – Our practice here in Philippines is to have a drill at least once in a month – some of the schools are just focusing on what the students need to do. But still they do not have the deeper knowledge on what is disaster. So I think we need to combine. So I think the curriculum must have information on disaster.
- I think that we should finish another class during disaster effected. Provide another structure. Because we don't want school to effect. Should take another place for the study.
- As part of the increase in climate change we have a proposal to create a life vest especially for community with flood prone areas. To create from reusable materials. To lessen the effect of climate change.
- We need to do those activities. Part of community also.
- Also proposed the boat. The yellow boat. But it's not created as a regular boat. It's created from water bottles – rafts. From RCY
- Life vest, we haven't used this properly yet, it's still a prototype.
- They should create a fun activity in school. Link schools with another school. Street theatre competition. To promote. Supported by local society

5) But on part of teachers and parents. What do you think their role will be?
- I think part of the DRR promotion in the schools
- Teacher show picture to students and committees. Street theatre.
- Evacuation plan for the students?

6) Interesting ideas and examples? Do you have any activities that you have done before? And what will you do next.
- We have activities. DRR caravan. Go to different schools and educate and what are effects and how to prepare we actually use the workbook on the first day. From you? The students increase their awareness. More than 100 children know how to be prepared. Not only focusing on school. Initially they might not have any idea, later on they have gained knowledge and attitudes
- School communication – choose outstanding student – to motivate – their achievement

7) That sounds a good idea. If you were to choose an activity, how do you conduct activities?
- Interschool competition. It's a friendly competition about being prepared.
- One school has a DRR management operation team.
- During ASEAN day – have safe school performance. Who show Prime minister
- Mentions in terms of make students or schools aware about disasters. It is better if we can build capacity – how to protect beforehand. Including the equipment and tools. How to move to the safe area.
- **We don't have experience in schools. We only do about first aid and safety. Very important for me to get information. It would be good to get info about DRR day. They will know about how to protect. Better for you and how it happened**.

8) Do we have a simulation exercise? What kind of simulation?
- We have earthquake drills. Typical disasters
- For school activities, Red Cross invited to evaluate and see if they are doing it in the right way. If it's not ok, then we give comments and after a few weeks then we will do again.

9) How do we engage the community?
- In the community. Information to people everybody needs to know.
- Use social media
- Important info to community

10) How do we engage the community with regards to support for the School Disaster Management Committee (SDMC)?
- Every month they have a Monday meeting. Also quarterly meetings - community member are invited so they can show the issue in the school. Also during this we train on DRR. Co-facilitator – provincial department of education, may be invited. So all the government officials joined to.
- Myanmar: The government forms provincial – one office to work for DM. The provincial has a focal person to work for DM at school level. We invited them to join our ToT to be the focal person. And then they will transfer the knowledge and the teacher will transfer the knowledge to the student.
- Philippines: we train the students to be instructors on the ToT and also train the teachers on DRR. Also training at the community level.
- We are involved in the inspection of the provincial department.
- In Cambodia the role is given to community to lead the students
- Same in Lao

11) What about after the facilitators after? Do they lead the children to become the facilitators?

- Philippines - yes peer to peer education. In school, student is facilitator. At provincial department clear structure from top to down. Also have the directory from provincial down to village level to contact.

Reporting
- Quotations
- Where we held the FGD and who attended - should be accessible for all and politically neutral e.g. school / health centre, with a latrine. Consider safety as you are liable
- Incentives – if taking them away from work?
- Manage expectations
- Community mobilisation: don't only go with agenda. Sometimes visit

SESSION 11: Communication and facilitation skills

An interactive session was conducted on communication skills. The session started with a communication game. The participants were divided in two groups. One representative from each group was invited to deliver a secret message to them. They were asked to go back to their groups and whisper the message to the person sitting next to them. That person would whisper the same message in the next person's ear. This act would be repeated till the last participant receives the message. We instructed them that the message can neither be repeated nor asked again. After the message gone through everyone, we asked the last participant that what he heard. The sentence heard by the last person in each group was totally different than what was delivered to the representatives in the beginning. It was totally distorted. The purpose of the session was to explain the communication process, role of sender-received in the communication, possible barriers, communication environment and importance of the feedback in the communication process.

Types of communication both verbal and non-verbal communication were explained with interesting activities. The important role of non-verbal communication and active listening skills was also explained to the participants. A role play on active listening skills was performed to highlight the importance of listening to our communities to better understand their issues and solve their problems.

Active listening techniques i.e. ROLES were discussed with the participants:

R: Relax
O: Open and approachable
L: Lean towards the person speaking
E: Eye Contact (as appropriate)
S: Smiling and Nodding

Group work:
A group work was conducted to understand the main communication barriers in communication. All the four groups shared the results of the group work in the plenary.

	Barriers	Solutions
Group 1	Language, less information, gender, culture, religion, loose attention	Learn local languages, deliver our full message, speak loudly, clearly, slowly, make sure both men and women are included / Learn about them
Group 2	Language, culture, religion, tools, clarity, duration	Interpretation, need influential leaders (i.e. religious leaders), simple messages
Group 3	Gender, educational level, cultural, language, physical barriers, religion	Learn local context and understand the barriers
Group 4	Use of jargons, lack of attention and interest, technology gap, language barrier, comprehension, differently abled, emotions	Use the simple and easy dialogues and reduce jargons in the communication sentences
Group 5	Level of interest, communication devices, level of education, language, marginalised groups	Consider access, gender, age, adapt materials for different audiences

At the end of the session, key techniques of adult learning were discussed at length.
Techniques used
- Teacher orientated technique
- Interactive techniques: Programmed field work / Role playing / Simulations and games
- Case studies; Use examples and experience
- Probing / Manage the meeting process / Acknowledging / Proximity

SESSION 12: CONCLUSION & RECOMMENDATIONS

At the end of the workshop the country teams discussed the tentative schedules of organizing PAPE cascade training and other activities in their countries.

Samples of Country work plan for PAPE design and implementation

Activity	Target Audience	Oct-Dec 2016	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec	Responsible Person
Develop PAPE material and training package	RC staff and YRC	X					PAPE consultant Health and Comm. VNRC, GRC, FRC
PAPE training for VNRC chapter, city and ward, YRC	VNRC chapter, city & ward youth RC	X					
KAP survey	Community	X					VNRC, GRC, YRC, consultant
Develop key message plan and M&E plan	Community		X				VNRC, TWG, YRC, community
Implement communication Plan	Community			X	X		VNRC, TWG, YRC, community
KAP survey end line					X		VNRC, GRC, YRC, consultant
Sharing Workshop	VNRC, partners government, NGOs, CBOs,					X	VNRC, GRC
Revise PAPE Materials						X	Consultant, VNRC, GRC

TECHNICAL RECOMMENDATIONS:

- A regional refresher training (plus follow up workshop) of the PAPE staff should be conducted to refresh their knowledge, understand the progress and address the issues/challenges of the project during June – July 2017
- The cascade training should be monitored and supervised to provide the required support to the facilitators to ensure the quality of the training. At least 3 facilitators should conduct the trickle down training in their concerned countries in the local language
- A trickle down training of PAPE should be conducted in all target countries to train the staff/community volunteers in the communication and facilitation skills, PAPE messages to ensure the quality of intervention
- The country teams should conduct a formative (qualitative) research (along-with the KAP survey) to understand the community's existing behaviors, attitude, preferred communication channels in order to develop a well-informed PAPE strategy on urban resilience/DRR
- The PAPE (BCC) messages and materials should be revised and/or updated based on the formative research. The stages of change theory should be considered while developing the key messages to better address the stages of change of the target audience
- Focused and simple IEC/BCC materials should be developed based on the need of the volunteers and community. Poster, pamphlet and flip chart with consistent messages will be effective to educate the target audiences. No need to develop ten types of materials, it confuses community (less is more)
- Attractive IEC/BCC materials such as games, story books, fans (with messages) should be developed to increase the interest of the communities in PAPE and also the IEC messages and materials should be develop with the community (in the field) to ensure the ownership and acceptance of the community in PAPE interventions
- Caps, T-shirts, bags should be developed to motivate the volunteers on quarterly basis. Only one item per time should be given to volunteers to increase motivation and commitment
- Community should be considered as 'active partners' and should be actively engaged in the project cycle of PAPE to develop and strengthen their ownership in the project
- Regular meeting mechanism with the village volunteers should be developed (on monthly or bi-monthly basis) to follow up on the progress and provide supportive supervision to improve the interventions

ANNEX

Annex 1: Evaluation Results

Please tick the appropriate box – if you need more space, please use the back of the form or ask for more paper.	Excellent	Good	Average	Poor
1. How well did the workshop meet your expectations?	15	10	5	
2. How would you rate the workshop's overall value to you?	14	15	1	
3. How would you rate the facilitators?	17	13		
4. How would you rate the usefulness/relevance of the sessions to your work	21	9		

Comments/explanation:
- Each session is very useful and important for my implementation on BUR project
- The content was covered and facilitated well engaging
- Every session provided me knowledge and skills for currently work
- It was insightful and interactive
- The learning gained from the workshop is very useful though we have already known some theories but the discussions and group work were good to be reminded and learn new approach and terminologies.
- This is very useful as part of the project activities.

5. How was the balance of theory and practice?	8	19	3	

Comments/explanation:
- Facilitators used activities balancing of theory and practice
- Generally good and engaging. But more application to urban resilience would have been helpful to explore
- Even it was too much but very good and important. I like this workshop
- As we are working with communities adhering reminder of the effective community engagement is perfectly useful.
- A very participate way of Learning!

6. How was the workshop session length and timing?	13	14	3	

Comments/explanation:
- It was a very good workshop because I have increased knowledge and skills with very funny way of learning. That made audiences not feel sleep.
- Not too long / Short but meaningful
- Time management was perfect, all of the topics were concise to share and elaborate well.
- I hope a longer training because it is very fun.
- Time Management is excellent.
- Time consciousness and well scheduled sessions

7. How would you rate the quality of the materials/resources/handouts?	16	12	2	

Comments/explanation:
- It is good way to get information / enough for the training / if there will be any update information, it is good to share to all participants
- No handouts but good materials for exercises and group works
- The materials were completed and effective as well as the package.
- Light presentation but very well explained.
- Some PPT slides are heavy texts.

8. How would you rate the logistics & admin arrangements?	15	14	1	

Comments/explanation:
- Very good workshop
- The arrangement of the place was nice and clean, I felt comfortable.
- Everything is well prepared.

9. How would you rate the facilities (training room, hotel etc)?	13	15	2	

Comments/explanation:
- Good training room and good hotel location
- Everything is well.
- The meeting room is good while the hotel's room sometime it had bad smell from the toilet and the A/C not work well.
- Training room is not quiet and you can hear the other room.
- Small hotel but convenience for learning

10. Which session of the workshop was most helpful or useful for you? Why?
- All sessions because from my experiences in my country not so much experiences about this activity before
- PAPE key approaches, IEC learning materials, key messages, BCC theory, Facilitation & communication skills, M&E on BCC Campaign
- All sessions are related to my current work and the project
- FGD exercise was very good and sharing experiences / well time management in each session, while participants were happy to share.
- Communication barriers were also good examples and the KAP surveys example on School Safety was very useful also.
- Communication and KAP survey orientation including data collection method
- PAPE initiative and how to design IEC materials
- Facilitator Skills / function of facilitator is very important
- PAPE Tools and approaches
- KAP Survey / Qualitative research
- Key message development is very important to make it short and simple messages to easy remember of the targeted audiences
- Community Engagement Approach and Facilitator Skills
- BCC as this will definitely help us in the project implementation.
- The Positive Deviance because there is a huge potential to integrate and apply in Philippine DRR Approach.

11. Which session of the workshop was least helpful or useful for you? Why?
- Climate Change because I used to learn several times
- Due to the time constraint, we were not able to go into details on how positive deviance is applied. It would be interest if this approach can apply with youth also DRR & CCA. It will be potential effectiveness.
- KAP surveys because I have already known about it.
- Social Media

12. Was there a topic that was raised during the workshop that you would like to learn more about? Or a topic that was not covered that you would like learn more about next time?
- Yes, please conduct it as a refresher training
- Positive Deviance Approach
- More on inclusive approaches to communicate including challenges and risks of short term project
- Social Media, communication and data collection
- Adult Learning / Identifying demographics data / Development of Key messages
- Learn more about community engagement and the experiences in community

13. What will you do differently now as a result of this workshop? And how?
- Observing and engaging 3-day workshop, seeing the flow, structure of activities theory and practice were very useful for me to improve my facilitator skills.
- Understand more on PAPE Concept and tools
- Put communities into the central of all activities
- Targeted audiences' analysis of the key messages
- Sharing and learning from the communities
- Will use my learning in engaging to the community
- Will try to take into consideration involving the community move on the project we are implementing.
- Apply PAPE concept and principles in my roles as research and development programme coordinator for DMS. I will include some topics in our existing training curriculum where relevant.

14. Do you have any suggestions to improve this type of workshop in the future (e.g. on session timing, facilitation/presentation methods, practical issues, etc.)?
- If there will be any kinds of workshop like this next time, it would be better if we can spend more than 3 days to learn
- Nothing. Well done.
- More time for practicing / group work and discussion
- More activities on energizer
- More group works to measure facilitation skills of participants

15. Do you have any additional feedback?
- Thank you very much, really engaging, interesting and enjoyable
- Monitoring on PAPE process in country to improve the NSs skills
- Show examples of case study or how to apply the learning
- Participants are friendly and facilitators are very nice and polite
- Satisfied with the facilitators as they were good at non-verbal language
- Facilitators are good to facilitate because they elaborate, explain and clearly emphasize the topics
- Thank you for this workshop, I am glad to be a part of this PAPE workshop
- In the gratitude of Philippine Red Cross, thank you for this workshop that we can use in the community.
- The workshop was more than I expected.

Annex 2: Workshop Agenda

DAY 1: 18 October, 2016

Time	Description	Objectives	
08.30 – 09.00	Participant registration		Registration table, list of participants, etc. Have tables ready for participants to display their materials
09:00 – 09:30	Opening session Introduction to the workshop (objectives, agenda, logistics, security)	The welcome participants and provide general introduction to the workshop	10 mins for welcome remarks 10 mins for keynote speech 10 mins for introduction
09:30 – 10:00	Expectation and ground rules	To understand the expectation of the participants from the training	15 mins for expectation Brainstorming on training ground rules for effective training Record suggestions on a flip chart and post it on the wall 15 mins for ground rules
10:00 – 10:30	Pre-test	To establish the baseline for training evaluation	30 mins Pre-test forms, pens
10:30 – 10:45		**Coffee break**	
10.45 – 11.15	**Session 1 -** Building Urban Resilience Project Overview (15-20 mins)	To provide participants an overview of the 'Building urban resilience' project	20 mins for the overview - presentation Q&A for 10 mins, (total 30 mins)

11.15 – 11.45	**Session 2 –** Introduction to BCC - Why BCC - What are behaviours and determinants of behaviours - Process of behaviour change	To explain the BCC and related concepts To develop the understanding of participants about the key determinant of behaviour change To explain the key steps of behaviour change	Brainstorming, presentation 15 mins discussion 15 min Flash cards, flip charts, markers
11.45 – 12.30	**Session 2 (Cont'd)** Overview of key steps and components in planning & implementing a **PAPE campaign/initiative**. (refer to 8 key questions) **Why** is initiative important - Empower communities as active partners **Who** is initiative aim at - Identify target audience **What** could the initiative consist of? - creating enabling environment	To explain the key steps and components in planning and implementation of PAPE/BCC campaigns or initiatives	Key steps to strategy development of the PAPE campaign Group work: who are key partners in your context and what is their role? Flip charts, markers, 20 min
12:30 13:30	Lunch		
13:30 – 14:45	**Session 2 (Cont'd)** **Who should we work with?** - Partnership **When and where** - Integrate PAPE **How** will we approach - Selection of the appropriate approaches **What** tools should we use - Channels of communications - Interpersonal, folk media or mass media **What** else need to consider	Touch upon the key approaches (the details will be in next session) To identify the key communication barriers in our communities	Brainstorming, identify the key partners and stakeholders Flip charts and markers 20 min Group work: What are the appropriate channels of communication in your context?

14.45 – 15:45	**Session 3:** Market place to showcase best practices	To share and present the best practices and innovative strategies in an interactive way to other participants	The target countries bring and display the key PAPE materials from their countries to showcase in 4 booths The facilitators (assigned to each booth) facilitate the discussion and question answers (60 min)
		Coffee break	
15.45 – 17:00	**Session 4** Key approaches in PAPE i.e. Campaigns, Participatory learning, Informal education, formal school based intervention	To introduction the 4 key approaches to public awareness and public education i.e. Campaigns, Participatory learning, Informal education, Formal school based interventions	Possible questions: **1. Campaigns:** Provide some example of large scale campaigns from your countries? **Group work:** What are some of the activities that you have conducted in the recent campaigns
17:00 – 17:30	**Facilitators meeting**		

Day 2 – 19 October 2016

Time	Description	Objectives	
08.30 – 09.00	Recap of Day 1		Reflections from day 1
09:00 – 09:30	**Session 5** Key messages	To discuss the key ingredients of the effective messaging - Well- crafted messages - Powerful imagery - An engaging and compelling tone - Adapted localized context	Brainstorming and presentation 30 min, flip charts, markers **Group assignment:** The participants will design key message The participants will present the

			key message using interactive and innovative tools to convey the message
09:30 – 10:30	**Session 5 a** Tools What are the main tools (print, electronic)	To explain the different types of tools and advantages and disadvantages of these tools	Brainstorming Group work: What types of BCC tools you use in your project?
10:30 – 10:45		**Coffee break**	
10:45 – 11:15	**Session 6.** Theories of behaviour change (Stages of change theory)	To explain the five stages of behaviour change i.e. pre-contemplation, contemplation, planning, action and maintenance	Brainstorming, presentation 15 min, flip charts and markers
11:15 – 12:30	**Session 7.** What is community? Community engagement throughout project life cycle	To share the concept of community, importance of community engagement	Brainstorming, presentation flip charts and markers
12:30 – 13:30		**Lunch break**	
13:30 – 15:00	**Session 8** Innovative PAPE/BCC strategies *"Positive Deviance"* Orientation to positive deviance Use of social media to reinforce PAPE campaigns	To introduce the concept of innovative approach positive deviance	Conceptual game: 15 min Key steps to positive deviance, presentations Group work: identify positive deviance from your family
15:00 – 15:30		**Coffee break**	
15:30 – 17:00	**Session 9** Monitoring and evaluation of PAPE campaign	To share the monitoring and evaluation of PAPE/BCC activities/campaigns/materials	Presentation & discussion on monitoring and evaluation
18.00-18.30	Close of the day,	debriefing with co-facilitators	

Day 3 – 20 October 2016

Time	Description	Objectives	Speakers / Facilitators	Comments / logistics
08.45 – 09.00	Recap of Day 2			Feedback from day 2
09:00 – 10:00	**Session 10** Designing and implementing a KAP survey Purpose: Establishing baselines; gathering information to identify problem, understand target, shape approach Quantitative vs. Qualitative	To orient the participants on the purpose of KAP and qualitative surveys and different between quantitative and qualitative researches and purposes in PAPA		Key questions: What is KAP Start with taking stocks on their experiences Brainstorming and discussions Why qualitative assessments
10:00 – 10:30		**Coffee break**		
10:30 – 12:30	**Session 11** Facilitation & Communication skills	To orient the participants on the communication and interpersonal communication skills for effective communication and facilitation		- What is communication - Types of communication - Verbal vs. non verbal - Brainstorming and discussion
12:30 – 13:30		**Lunch**		
13.30 – 15.00	**Session 11 (Cont'd)** - What is adult learning - Teaching vs. adult learning techniques - Effective facilitation	To stimulate participants to consider important principles and practices of training adults, drawing on their own experience as learners		- Role Plays & Simulations - The country teams will practice the facilitation skills by conducting training session
15:00 – 15:30		**Coffee break**		

15:30-16:30	Communication Strategy for the cascade trainings	To develop the communication strategy with the country teams to organize cascade PAPE training in their countries	World Café style group work on the development of plan. 45 min
16:30 – 17:00	Post-test Workshop Evaluation Form	To evaluate the outcomes of the training	Post-test forms Pens
17:00	**Closing workshop**		**Closing remarks by IFRC**

Annex 3: Pre-test and Post-test results

No.	Name	Title	Country	PRE-TEST	%	POST-TEST	%	Difference %
1	Ms. Noun Rommy	BUR Project Operation Manager	Cambodia	13	87	14	93	7
2	Mr. Sou Sokna	RCVs and RCY Coordinator	Cambodia	6	40	8	53	13
3	Mr. Oeung Haileng	Technical Officer in Banteay Meanchey	Cambodia	9	60	13	87	27
4	Mr. Yen Chanthou	Technical Officer in Kampong Cham	Cambodia	5	33	8	53	20
5	Ms. Nguyen Thu Phuong	Officer of Disaster Management Dep.	Vietnam	11	73	12	80	7
6	Ms. Pham My Trang	Officer of Disaster Management Dep.	Vietnam	12	80	14	93	13
7	Ms. Hoang Thi Nga	Officer of Communication	Vietnam	9	60	12	80	20
8	Mr. Dao Van Don	Officer of Health Care Department	Vietnam	8	53	12	80	27
9	Mr. Bounyong Phommachack	Deputy Head of Disaster Response	Lao PDR	10	67	12	80	13
10	Ms. Thipasong Akamountry	DRR Officer, BUR Project	Lao PDR			10	67	
11	Mr. Phonexay Sivilay	Deputy Head of Emergency Health	Lao PDR	5	33	7	47	14
12	Mrs. Meena Phimphrachanh	Head of Communication Unit	Lao PDR	7	47	9	60	13
13	Ms. Beryl Ruby Pinohan	National Project officer DMS- SRC	Philippines	13	87	15	100	13
14	Ms. Charmaine Marinas	National Project officer DMS- GRC	Philippines	11	73	14	93	20
15	Mr. Gilbert Tampos	Chapter Project Coordinator - SRC	Philippines	11	73	13	87	14
16	Mr. Rizty Dogcio	National Field Representative	Philippines	13	87	14	93	6
17	Ms. Mary Janice Salinas	Technical Officer, RCY NHQ	Philippines	11	73	14	93	20
18	Ms. Christian Dacdac	National Field Representative	Philippines	10	67	14	93	26
19	Mr. Ruben Claraval	CSR RCY/VS QC Chapter	Philippines	12	80	14	93	13

20	Mr. Rolly Maliwat	Pres. RCY PRC QC Chapter	Philippines	10	67	13	87	20
21	Mr. Jermaine Bahandi	RCY volunteer	Philippines	13	87	14	93	6
22	Ms. Lyn V. Garcia	Communication Officer	Philippines	12	80			
23	Ms. Bui Liên Phoung	Project officer, DRR and CCA Programme - GRC	Vietnam	13	87	15	100	13
24	Mr. Luciano Jimenez Ramos	Spanish Red Cross Delegate	Philippines	12	80	15	100	20
25	Mr. Juan Daniel Reyes	Country Delegate - FRC	Philippines					
26	Mr. Phyo Thant	Safer Access Manager, HV&Com Dept	Myanmar	8		10		
27	Mr. U Tint Zaw	Progam coordinator, DM Dept	Myanmar	5		10		
28	Mr. Roxanne Nicolas					10		
29	Ms. Charmain Mentiza					14		

Annex 4: Pre & Post-test Questions

Please check the appropriate answer

1. Why we need behavior change communication approach to:
   a) Increase knowledge
   b) Initiate community dialogue
   c) Promote services
   d) Create demand for services
   e) Changes in attitude and behaviors
   f) All of the above

Correct answer: f

2. Real community participation in disaster risk reduction means
   a) Community is involved in the surveys or periodic data collection
   b) Community members are involved in the DRR meetings
   c) Community members are invited to the PAPE session
   d) Community members are involved in the planning and decision making related to the DRR activities

Correct answer: d

3. Which of the following example is not the part of non-verbal communication?
   a) Body language
   b) Gestures
   c) Writing
   d) Facial expressions
   e) Smile

Correct answer: c

4. Which of the following in not the part of communication process?
   a) Sender
   b) Message
   c) Channel
   d) Receiver
   e) Feedback

Correct answer: a

5. Which is the best way to design a tailored behavior change strategy for the community?
   a) Consult a BCC expert to design a communication strategy
   b) Consult with the director of the national DRR program
   c) Conduct formative qualitative assessment in the target community to understand community needs, behaviours and communication channels
   d) Develop a strategy based on your own expert knowledge and budget availability

Correct answer: c

6. What is the MAIN advantage of community participation in DRR?
- a)   Facilitates in the implementation of DRR interventions
- b)   Helps in organizing community DRR sessions
- c)   Organizes community members for environmental sanitation
- d)   Develops community ownership in the program

Correct answer: d

7. Which one of the following is not the part of PAPE's 4 approaches?
- a)   Campaigns
- b)   Participatory learning
- c)   Communication theory
- d)   Informal education
- e)   Formal school-based interventions.

Correct answer: c

8. Which type of communication is most effective?

- a)   one-way broadcast (from one single source to a wide audience)
- b)   two-way face-to-face interactions (interpersonal communication)
- c)   'many-to-many' interactions (as in social networking using telephone and web tools)
- d)   None of the above
- e)   Combination of all of the above

Correct answer: 5

9. Knowledge Attitude and Practice (KAP) survey is a quantitative method?
- a)   True
- b)   False

Correct answer: a

10. The KAP survey uses a representative sample and everyone has an equal opportunity to be selected as respondent
- a)   True
- b)   False

Correct answer: a

11. The qualitative study uses representative sample and everyone has an equal opportunity to be selected as respondent
- a)   True
- b)   False

Correct answer: b

12. The qualitative research uses the structured tools/questionnaires to ask questions to the respondents?
- a)   True
- b)   False

Correct answer: b

13. Positive deviance approach relies on:
      a)   the external experts to design the strategy and implement the project
      b)   the internal strengths of the communities to develop the strategy

Correct answer: b

14. The main role of the training facilitator is to:
      a)   control the training participants
      b)   give lectures to the training participants
      c)   dominate the discussions
      d)   facilitate the sharing and learning process

Correct answer: d

15. The following statements are part of the monitoring process?
      a)   It lets you know what in your strategy is not working as expected.
      b)   It reveals if the materials have been delivered in time, to the correct people, at the correct place.
      c)   It permits you to take steps to ensure that activities and strategies occur as planned
      d)   It lets you correct the plan when you find it is in error or inadequate.

Correct answer: a