



OVERALL OBJECTIVES OF COBRA ASSESSMENT TEAM TRAINING

1. Participants gain a full understanding of the CoBRA methodology and can explain and discuss the key issues to/with local communities; and
2. Participants have a full understanding of how to use the CoBRA assessment tools for FGDs and KIIs and are able to elicit and record quality data for analysis.

DURATION OF TRAINING

Day 1	Classroom
Day 2	Classroom
Day 3	Field
Day 4	Classroom

Please see [SD4: CoBRA Assessment Field Team Training Indicative Schedule](#) for more details on the training programme. Training should ideally be immediately followed by full field data collection, and thus all the logistical arrangements for the fieldwork should be completed (with the facilitation groups possibly travelling to the first field site) by the end of Day 4.

LOCATION OF TRAINING

The venue for the classroom sessions should be away from participants' normal working location. It should provide space for LCD presentations, rooms for plenary and breakout group sessions and space to hang flipcharts. Field-based session for trial FGDs and KIIs must be reasonably close to the venue of classroom sessions to minimize travel time.

TOOLS, EQUIPMENT AND LOGISTICAL SUPPORT REQUIRED FOR TRAINING

The following tools, equipment and logistical support must be prepared/arranged:

Items required for classroom sessions include:

- Complete sets of CoBRA assessment tools for all the facilitation groups (See Table 1 of [SD 2 Indicative List of Resources Required for CoBRA Assessment](#) for more information on the assessment tool)
- Overhead projector and computer
- Flipchart, marker pens and tape/Blu Tack
- Full list of administrative (sub-) locations/divisions within the assessment target area & population data developed in CoBRA Phase I Step 1.
- Training programme developed with reference to SD4
- Hard copies of [SD5 Annex 1: Emergency Airlift Exercise](#) (# of break up group), [SD9: FGD Recording Sheet](#) (# of facilitation groups + extra) and [SD12: KII Recording Sheet](#) (# of facilitation groups + extra) for simulation exercises
- Hard copies of CoBRA Implementation Guidelines (if relevant)
- Map of assessment target area (If available)


Items required for field session include:

- Vehicles and drivers for travelling to the location of trial FGDs and KIIs
- Complete set of CoBRA assessment tools (one set for each facilitation group)
- FGD participants, i.e. community representatives, identified and sensitized in advance during Day 1 and 2 of classroom sessions
- Refreshments for the assessment team and FGD participants as agreed in CoBRA Assessment Plan (See [SD2](#))



DETAILED SESSION GUIDE

Classroom-based training is divided into sessions focusing on/related to: 1) resilience concepts and CoBRA framework (highlighted in yellow in the table below); 2) assessment sampling frame (highlighted in green); and 3) general community assessment approach and techniques (highlighted in purple). In cases where the shock/stress-related and other socio-economic data in the assessment areas is available in advance and/or the exact number and locations of the FGDs and KIs are selected prior to the training with reference to [SD6: CoBRA Sampling Frame Guidance Note](#), sessions related to the assessment sampling frame (highlighted in green) may be partially or fully skipped.

Day One – Classroom Sessions		
Session Titles (Duration)	Session Details	Items/Logistic Support Required
C1. Introduction and welcome (30 min)	<p>Plenary</p> <ul style="list-style-type: none"> Representative(s) from CoBRA assessment (co-)lead agency and/or host government in the target area to welcome the field team. All the participants to introduce and get to know each other. <ul style="list-style-type: none"> Team Leader or external technical expert (hereafter Trainer) should introduce him/herself with some background on his/her experience. Participants are encouraged to introduce themselves and be explicit about their current role and experience in facilitation/community-based experience.  <p>Output: Training participations adequately introduced to each other.</p>	<ul style="list-style-type: none"> Copies of training programme for all participants
C2. Overview of field team training (15 min)	<p>Plenary</p> <p>Team leader or external technical expert (hereafter Trainer) to outline the scope, modality and schedule of the training. Participants may also jointly develop ground rules and identify participants' roles/tasks such as timekeeper.</p> <p>Output: Trainees with full understanding of the training scope, modality, schedule and ground rules.</p>	<ul style="list-style-type: none"> Training programme Flipchart, marker pen, tape
C3. Objectives and purposes of CoBRA/ Introduction to CoBRA conceptual framework (30-60 min)	<p>Plenary</p> <p>Trainer to present general objectives and conceptual framework of CoBRA and specific purpose of the CoBRA assessment in the target area. The presentation may outline, among others:</p> <ul style="list-style-type: none"> What the CoBRA is in general (Refer to CoBRA Conceptual Framework and Methodology); Why the CoBRA assessment in the target area in specific and what the assessment will bring out; and How CoBRA findings are intended to be used. <p>Output: Trainees with good understanding of overview of general CoBRA conceptual framework and specific CoBRA assessment in the target area.</p>	<ul style="list-style-type: none"> Overhead projector and computer CoBRA Implementation Guidelines (optional)
C4. Questions and discussion (15-30 min)	<p>Plenary</p> <ul style="list-style-type: none"> Trainer to respond to questions on above presentation and training in general. All the participants to exchange insights/ideas and deepen understanding on resilience. <p>Output: All the unclear points in Session C3 and earlier sessions clarified.</p>	<ul style="list-style-type: none"> Flipchart, marker pen, tape
Health Break (15-30 min)		



Day One – Classroom Sessions

Session Titles (Duration)	Session Details	Items/Logistic Support Required																																											
C5. Mapping shocks and stresses in target area (30 min)	<p>Plenary</p> <ul style="list-style-type: none"> Trainees to use local knowledge and brainstorm on major shocks and stresses affecting the assessment Target area in the recent past and main livelihood activities practiced by the populations: <ul style="list-style-type: none"> E.g. Shocks/stresses: Drought, flood, cholera, bush fire, strong wind, armed conflict. E.g. Livelihood activities: Crop farming (CF), Agro-pastoral (AP), Pastoral (P), Fishing (F), Business/trade (BT), etc. <p>Plenary</p> <ul style="list-style-type: none"> Trainees to list the severity of shocks/stresses facing different parts/locations (e.g. administrative divisions) of the target area, and divide these parts into livelihood zones, if applicable, as shown in the sample table below. Trainees may use their network outside the classroom to obtain detailed information. <table border="1"> <thead> <tr> <th>Locations</th> <th>Division A</th> <th>Division B</th> <th>Division C</th> <th>Division D</th> <th>Division E</th> </tr> </thead> <tbody> <tr> <td>Population</td> <td>1,000</td> <td>1,500</td> <td>3,000</td> <td>1,200</td> <td>2,000</td> </tr> <tr> <td rowspan="4">Shocks/ Stresses</td> <td>Drought</td> <td>xxx</td> <td>xxx</td> <td>xx</td> <td>xxx</td> <td>x</td> </tr> <tr> <td>Flood</td> <td>-</td> <td>xxx</td> <td>x</td> <td>x</td> <td>xxx</td> </tr> <tr> <td>Cholera</td> <td>x</td> <td>xx</td> <td>-</td> <td>x</td> <td>xxx</td> </tr> <tr> <td>Bush fire</td> <td>xx</td> <td>xx</td> <td>-</td> <td>xx</td> <td>x</td> </tr> <tr> <td>Livelihood zones</td> <td>P, AP</td> <td>P, AP, F</td> <td>CF, BT</td> <td>CF, F, BT</td> <td>AP, F, BT</td> </tr> </tbody> </table> <p>Output: Table of CoBRA assessment target area with population, shock/stress and livelihood data.</p>	Locations	Division A	Division B	Division C	Division D	Division E	Population	1,000	1,500	3,000	1,200	2,000	Shocks/ Stresses	Drought	xxx	xxx	xx	xxx	x	Flood	-	xxx	x	x	xxx	Cholera	x	xx	-	x	xxx	Bush fire	xx	xx	-	xx	x	Livelihood zones	P, AP	P, AP, F	CF, BT	CF, F, BT	AP, F, BT	<ul style="list-style-type: none"> List of administrative (sub-) locations/divisions & population data Map of assessment target area (If available) Flipchart, marker pen, tape Overhead projector Computer to save outputs Refer to SD6: CoBRA Sampling Frame Guidance Note
Locations	Division A	Division B	Division C	Division D	Division E																																								
Population	1,000	1,500	3,000	1,200	2,000																																								
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Livelihood zones	P, AP	P, AP, F	CF, BT	CF, F, BT	AP, F, BT																																								
C6. Mapping interventions and change in target location (30-45 min)	<p>Plenary or Group Work (Depending on the target area size and participants' knowledge)</p> <ul style="list-style-type: none"> Trainees to use local knowledge and brainstorm on typical services and interventions provided in the assessment target area in general and map out their availabilities in different parts (e.g., administrative divisions) as shown in the sample table below. Trainer may develop a standard list of services and interventions in advance to save time. <ul style="list-style-type: none"> E.g. Services: Schools (including primary, secondary and/or tertiary); Clinic/health centre/dispensary; Tarmac road; Electricity supply; mobile phone coverage; Market (farming, livestock, fishery), Bank/bank agents, etc. E.g. Interventions: Cash transfer, Food aid, Irrigation schemes, Saving and credit group, etc. Trainees may use their network outside the classroom to obtain detailed information. <table border="1"> <thead> <tr> <th>Locations Services/Interventions</th> <th>Division A</th> <th>Division B</th> <th>Division C</th> <th>Division D</th> <th>Division E</th> </tr> </thead> <tbody> <tr> <td>Primary School</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>Secondary School</td> <td>x</td> <td></td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>Tertiary School</td> <td></td> <td></td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>Electricity supply</td> <td>xx</td> <td></td> <td>xxx</td> <td></td> <td>x</td> </tr> <tr> <td>Food aid</td> <td>x</td> <td>xxx</td> <td></td> <td>xxx</td> <td>xx</td> </tr> <tr> <td>Irrigation schemes</td> <td></td> <td>xxx</td> <td></td> <td>x</td> <td>xxx</td> </tr> </tbody> </table> <p>Output: Table of CoBRA assessment target area with additional data on services and interventions.</p>	Locations Services/Interventions	Division A	Division B	Division C	Division D	Division E	Primary School	x	x	x	x	x	Secondary School	x		x			Tertiary School			x			Electricity supply	xx		xxx		x	Food aid	x	xxx		xxx	xx	Irrigation schemes		xxx		x	xxx	<ul style="list-style-type: none"> Table developed in Session C5 Map of assessment target area (If available) Flip chart, marker pen, tape Overhead projector Computer to save Outputs Refer to SD6 	
Locations Services/Interventions	Division A	Division B	Division C	Division D	Division E																																								
Primary School	x	x	x	x	x																																								
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Food aid	x	xxx		xxx	xx																																								
Irrigation schemes		xxx		x	xxx																																								



Day One – Classroom Sessions



Session Titles (Duration)	Session Details	Items/Logistic Support Required
<p>C7. Translating resilience into plain locally understandable terms (30-45 min)</p>	<p>Group Work Trainer to put trainees into groups, each with 5-10 people (possibly grouped by local languages spoken) and ask them to put down a brief description of the term “a resilient community”. The aim is that the description is simple and clear enough for elders or their ‘granny’ in a rural village to understand. In other words, if they asked their granny to describe a resilient community after they had given her their definition she would be able to. The description should be written down first in the official language(s) on flipcharts, and then translated into local language(s).</p>  <p>Plenary Each group to present their descriptions. Participants review and point out similarities and differences among the descriptions and develop a single description that is the most applicable to the local context and understandable to the local audience in both official and local languages. This may involve consensus on which key elements to be brought out and which plain words available in local languages to be used. Key points:</p> <ul style="list-style-type: none"> ▪ Avoid terms that are not frequently used on a daily basis: e.g. development, mitigate, adapt. ▪ Use practical examples to explain what ‘shocks’ are and what addressing and bouncing back from these looks like: e.g. “Family eats well all the time”. ▪ Explore the issue of being resilient even if there is no tangible crisis; for example, by focusing on long-term stress. <p>Output: Common and locally-relevant description of resilience in official and local languages.</p>	<ul style="list-style-type: none"> ▪ Flipchart, marker pen, tape ▪ Computer to save outputs
<p>Lunch Break (60 min)</p>		
<p>C8. Community representation (30 min)</p>	<p>Plenary or Group Work (Depending on the level of heterogeneity of assessment target area) Trainer to encourage trainees to give a list of key issues to be considered in selecting the assessment participants within a community to ensure that the collected data represent views and perspectives of populations on “resilience” in the community reasonably. More specifically, Trainer may ask:</p> <ul style="list-style-type: none"> ▪ Who in a community should participate in FGDs: e.g. “Men/women, elder/youth, people with disabilities, literate/illiterate, minority groups.” ▪ How the participants should be grouped/divided (i.e. how many people in a focus group and what type of participants to be grouped together/separately) in a community: e.g. “Men, women and youth (mixed gender) groups each with about 15-20 people.” <p>Output: Agreed number and compositions of FGDs in a community.</p>	<ul style="list-style-type: none"> ▪ Flipchart, marker pen, tape ▪ Computer to save outputs <p>Refer to SD6</p>
<p>C9. Agreeing on FGD/ KII locations (30 min)</p>	<p>Plenary or Group Work (Depending on the target area size) Participants to agree on communities/locations where FGDs (and subsequent KIIs) will be held within the target area, including pilot FGDs on Training Day 3, using Sessions 5-8 outputs and based on the scope/flexibility of assessment (time allocation, resources availability, accessibility, agro-ecological & socio-economic representation, etc.).</p> <p>Output: List of communities for data collection (and KII) in each location (e.g. administrative division) within the assessment target area integrated into the Table of CoBRA assessment target area.</p>	<ul style="list-style-type: none"> ▪ Table developed in Session C5/C6 <p>Refer to SD6</p>



Day One – Classroom Sessions

Session Titles (Duration)	Session Details	Items/Logistic Support Required
C10. Listening, hearing and recording (60-90 min)	<p>Trainer to moderate all (or some depending in the time availability) of the simulation exercises below to improve trainees' skills necessary for FGDs and KIs. These include effective facilitation, listening, and communications. During the plenary discussion after the exercises, participants may share experiences and insights on how to address common challenges in facilitating group discussions and one-on-one interviews, such as: dealing with talkers and non-talkers; creating a comfortable space for participants; bringing out honest opinions of participants without influencing groups with facilitators' own views and passions; allocating time for listening and talking/explaining.</p>  <p>Exercise 1: Stingy and generous listening (Group Work & Plenary) Put trainees in pairs with roles of a speaker and a listener. The speaker is given a subject to tell their partner about for one minute (work, family, hobby, etc.). The listener remains silent but must show as much interest and attention as possible. Then the roles are reversed and, while speaker talks for a minute, the listener listens as disinterestedly as possible, even walking away. Brief reflective discussion is made in plenary about how the two approaches made the speakers feel.</p> <p>Exercise 2: Emergency airlift (Group Work & Plenary) Split trainees into groups of 5-10 people and identify a facilitator in each group. The facilitators are taken out of the room and given three minutes to read SD5 Annex 1: Emergency Airlift Exercise individually and give their respective personal answers to Trainer. Each facilitator goes back to his/her group, circulates SD5 Annex 1, facilitates the discussion for 10 minutes to come up with a joint group answer and submit to Trainer. Trainer put the facilitators' individual answers and joint answers from all the groups in the flipcharts. In plenary, first, Trainer presents the joint answers from all groups for the participants to see the similarities/differences between groups. Trainer then present the facilitators' personal answers for each group for the participants to analyse whether the group decisions are influenced by facilitators' views and perspectives. Please avoid the discussion of which passenger should be prioritized.</p> <p>Exercise 3: Chinese Whispers (Group Work & Plenary) Divide trainees into groups, each with 5-10 people and put in a line. There are two statements to be passed along the line by each trainee whispering the statement to the next. The first statement is technical, long, jargonistic sentences: e.g. "Effective early warning system is critical for agro-pastoral communities to undertake adequate drought preparatory and response measures." The second statement is short and simple with plain terms: e.g. "My house has no water for drinking and animals." The statements are written on the flipchart, one statement per page, but hidden from the view of trainees. The persons at the beginning of the lines come to the flipchart, read the statement for 15 seconds and start whispering to the next. The persons at the end of the lines write down what they hear on the flipchart. Participants then review the results in plenary and discuss how well different ways of stating/explaining things translate.</p> <p>Output: Improved trainees' skills in discussion facilitation, listening and communications.</p>	<ul style="list-style-type: none"> ▪ SD5 Annex 1: Emergency Airlift Exercise ▪ Flipchart, marker pen, tape
C11. Wrap-up/ Community sensitization & mobilization	<p>Plenary</p> <ul style="list-style-type: none"> ▪ Trainer to respond to questions, queries and comments on any aspect of the training sessions. Any points not fully addressed should be noted on the flipchart for follow up the following day. ▪ After wrap-up, participants agree on whom and how to mobilize and sensitize the communities selected for FGDs/KIs and take actions accordingly (responsible persons may require transport, mobile phone, etc. to reach out to counterparts such as division chiefs and community leaders). <p>Output: Unclear points for training Day 1 clarified and FGD community sensitization/mobilization underway.</p>	<ul style="list-style-type: none"> ▪ FGD/KI location list developed in Session C9 with reference to SD6 ▪ Flipchart, marker pen, tape



Day Two – Classroom Sessions		
Session Titles (Duration)	Session Details	Items/Logistic Support Required
C12. Recap of Day 1 and update on community mobilization (30 min)	<p>Plenary</p> <ul style="list-style-type: none"> Trainer to present Day 1 sessions summary and respond to any unaddressed questions/queries/comments in Session C11. Participants to update status and progress in community sensitization/mobilization for both trial and full FGDs. <ul style="list-style-type: none"> If responsible persons encounter any insurmountable challenges in sensitizing/mobilizing particular communities, participants may come up with alternative communities/locations. <p>Output: Unclear points for training Day 1 clarified and FGD community sensitization/mobilization underway.</p>	<ul style="list-style-type: none"> FGD/KII location list developed in Session C9 with reference to SD6 Flipchart, marker pen, tape
C13. Introduction to CoBRA assessment tools (15 min)	<p>Plenary</p> <ul style="list-style-type: none"> Trainer to outline the schedule of Training Day 2, step-by-step sessions on CoBRA data collection process (Trainer may re-show part of Session C3 presentation). Trainer to present the contents within the complete set of CoBRA assessment tools.  <p>Output: Trainees with full understanding of the contents of the CoBRA assessment tools</p>	<ul style="list-style-type: none"> Training programme Set of CoBRA assessment tools
C14a. FGD: Introducing CoBRA to communities (30 min)	<p>Plenary</p> <ul style="list-style-type: none"> Trainer to circulate SD9: FGD Recording Sheet and explain the overall objectives of FGD. Trainees to jointly look at Section 0-2 of SD9 and Trainer to address any questions or comments raised by trainees. <p>Group Work</p> <ul style="list-style-type: none"> Trainees to be divided into groups of 5-10 people. As much as possible, these groups should correspond to the actual facilitation group structures, which will be used for the trial FGDs and KIIs on Day 3 of the CoBRA Field Team Training (Sessions F1 and F2) and during the subsequent full data collection process (Phase II: Step 4), with adequate gender balance in each group. Each group to work on Section 0-2 as a simulation exercise, with two people as facilitation group (one for facilitation and the other for supporting/filling in the responses in SD9) and the rest as community representatives. <p>Plenary</p> <ul style="list-style-type: none"> Each group to give feedback on how the exercise went and discuss how to improve the facilitation/moderation. Trainer to present SD13: FGD Data Entry Sheet on the screen and demonstrate how to enter results from Section 0-2 into the Excel format. <p>Output: Trainees with full understanding of how to undertake Section 0-2 of FGD and insert data into entry sheet.</p> 	<ul style="list-style-type: none"> CoBRA tool <ul style="list-style-type: none"> SD9: FGD Recording Sheet SD 13: FGD Data Entry Sheet Pens Overhead projector



Day One – Classroom Sessions

Session Titles (Duration)	Session Details	Items/Logistic Support Required
<p>C14b. FGD: Resilience statements (90-120 min)</p>	<p>Plenary</p> <ul style="list-style-type: none"> Trainees to jointly look at Section 3 of SD9, and Trainer to demonstrate the process, including how to bring out answers (based on Session C10) and when/ how to use various supporting documents (SD 10 and 11) and assessment tools (extra cards, markers, beans) with possible help of a few trainees. Trainer to address any questions or comments raised by trainees. <p>Group Work</p> <ul style="list-style-type: none"> Each group to work on Section 3 as a simulation exercise in the same way as Session C14a (two as facilitation group and the rest as community representatives). <p>Plenary</p> <ul style="list-style-type: none"> Each group to give feedback on how the exercise went, including lessons learned and challenges faced, and discuss how to improve the facilitation/moderation. Trainer to present SD13 on screen and demonstrate how to enter results from Section 3 into the Excel format. <p>Output: Trainees with full understanding of how to undertake Section 3 of FGD and insert data into entry sheet.</p>	<ul style="list-style-type: none"> CoBRA tool <ul style="list-style-type: none"> SD9 Pens Extra cards Markers Beans SD10: Graphics for FGD Section 3 Scoring SD11: Indicative List of Resilience Statements SD13 Overhead projector
<p>Health Break (15-30 min During C14b Session)</p>		
<p>C14b. FGD: Resilience statements</p>	<p>To be continued</p>	
<p>Lunch Break (60 min)</p>		
<p>C14c. FGD: Resilient households & resilience-building interventions (60 min)</p>	<p>Plenary</p> <ul style="list-style-type: none"> Trainees to jointly look at Section 4-6 of SD9, and Trainer to demonstrate the process, including how to bring out answers (based on Session C10) with possible help of a few trainees. Trainer to address any questions or comments raised by trainees. <p>Group Work</p> <ul style="list-style-type: none"> Each group to work on Section 4-6 as a simulation exercise in the same way as Session C14a (two as facilitation group and the rest as community representatives). <p>Plenary</p> <ul style="list-style-type: none"> Each group to give feedback on how the exercise went, including lessons learned and challenges faced, and discuss how to improve the facilitation/moderation. Trainer to present SD13 on screen and demonstrate how to enter results from Section 4-6 into the Excel format. <p>Output: Trainees with full understanding of how to undertake Section 4-6 of FGD and insert data into entry sheet.</p>	<ul style="list-style-type: none"> CoBRA tool <ul style="list-style-type: none"> SD9 Pens SD13 Overhead projector





Day Two – Classroom Sessions		
Session Titles (Duration)	Session Details	Items/Logistic Support Required
C15. KII with resilient households (60 min)	<p>Plenary</p> <ul style="list-style-type: none"> Trainer to circulate SD12: KII Recording Sheet and explain the overall objectives and rationale of KII, specifically how information builds on FGD Section 4 on Resilient Households, solicit trainees’ opinions as to how relevant key informants could be identified (e.g. nominated among FGD members). The group agrees on possible options. Trainees to jointly look at Section 0-4 of SD12 and Trainer to demonstrate the process, including how to bring out answers (based on Session C10) with possible help of a few trainees. Trainer to address any questions or comments raised by trainees. <p>Group Work</p> <ul style="list-style-type: none"> Trainees to be divided into pairs and each pair to work on Section 0-4 as a simulation exercise (one as an interviewer and the other as an interviewee). <p>Plenary</p> <ul style="list-style-type: none"> Trainees to give feedback on how the exercise went, including lessons learned and challenges faced, and discuss how to improve the facilitation/moderation. Trainer to present SD14: KII Data Entry Format on screen and demonstrate how to enter results from Section 0-4 into the Excel format. <p>Output: Trainees with full understanding of how to undertake Section 0-4 of KII and insert data into entry sheet.</p>	<ul style="list-style-type: none"> CoBRA tool <ul style="list-style-type: none"> SD12: KII Recording Sheet Pens SD14: KII Data Entry Sheet Overhead projector
Health Break (15-30 min)		
C16. Planning for field trial data collection (60 min)	<p>Plenary</p> <ul style="list-style-type: none"> Participants to identify the number of field sub-teams and facilitation groups (a pair of facilitators) as well as supervisors, if applicable, under each sub-team, depending on the FGD/KII location list developed in Session C9 such as the number of/distances among FGDs locations/communities, number of days allocated for data collection, number of vehicles available, etc. Participants to agree on how to divide the trainees into respective field sub-teams/facilitation groups and insert the details (who to go where and when, which facilitation group to work on which focus group, etc.) into the CoBRA Assessment Logistics Plan with reference to Page 1 of SD7: Sample Outline of a CoBRA Assessment Logistics Plan. Each field sub-team to develop a programme for entire field data collection period with reference to Page 2 of SD7, including the identification of resource requirements such as refreshments. <p>Output: Complete CoBRA Assessment Logistics Plan(s) and CoBRA Assessment Filed Sub-Team Programme(s).</p>	<ul style="list-style-type: none"> FGD/KII location list developed in Session C9 with reference to SD6 SD7: Sample Outline of a CoBRA Assessment Logistics Plan Overhead projector
C17. Wrap-up/ Community sensitization & mobilization	<p>Plenary</p> <ul style="list-style-type: none"> Trainer to respond to questions, queries and comments on any aspect of the training sessions in Day 1 and 2. After wrap up, participants may continue community mobilization/sensitization actions as a follow-up to Session C11 and make necessary logistical preparations, particularly for trial FGDs and KIIs (vehicles/drivers, refreshments, CoBRA Assessment Tool supplies, meals/accommodations for field sub-teams, etc.). <p>Output: Unclear points for training Day 2 clarified, and community sensitization/mobilization and logistical preparations for both trial and full assessment periods undertaken.</p>	<ul style="list-style-type: none"> CoBRA Assessment Logistics Plans & Field Sub-Team Programmes (from Session C16) Flipchart, marker pen, tape



Day Three – Classroom Sessions		
Session Titles (Duration)	Session Details	Items/Logistic Support Required
F1. Trial FGDs	<ul style="list-style-type: none"> Ideally, FGD participants should be selected in advance as part of the sensitization process (Session C11 and C17) or earlier, if the exact number and locations of the FGDs and KIIs are selected and prior to the CoBRA field team training. However, depending on the local context, such as weather and other competing priorities of community members in the season, the number of participants may not be completely in line with what has been agreed during Session 8. If the number is unacceptably higher or lower than anticipated, the facilitators may discuss the issue with community leaders/representatives, and adjust the number. Each FGD is facilitated by a facilitation group consisting of two facilitators (and supported by the assessment supervisor). The facilitators should take the FGD sections in turn to facilitate and record different sections of the FGD to get experience of both aspects. The supervisors' role is to observe, mentor and improve the skills of the facilitators rather than take over facilitation roles. The supervisors should note down facilitators' performances during the FGD and highlight specific examples where they did well or could have done something differently or better. The supervisors may have to step in to address technical problems facing the facilitation groups. If there is no full-time supervisor, all facilitators take their own notes and share with the part-time supervisor (one of facilitators in a field sub-team) for consolidation and joint review later. If time permits, at the end of the day, the supervisors (and Trainer) may sit down with facilitation groups jointly or individually and go through their performances, address any issues or problems they faced and review the FGD record sheets. The supervisors must ensure that data on SD9 fairly reflects what was said by the focus group participants, is coherent, logical and well recorded, for data entry in SD 13. If the data quality is high enough, it could be included in analysis. <p>Output: Trial FGD completed with adequate data quality and improved capacity of trainees in FGD facilitation.</p>	<ul style="list-style-type: none"> CoBRA tool SD9 Pens Extra cards Markers Beans SD10 SD 11 (Internal reference) Refreshments
F2. Trial KII	<ul style="list-style-type: none"> Key informants, or interviewees for KII (a representative of perceived resilient household), should be identified either during or after the FGD, following the approach agreed in Session 15 in consultation with local communities. Ideally, two to three key informants are identified after each FGD and each facilitator (and supervisor, wherever possible) should interview each key informant and complete one SD12 form. If only one key informant is identified, two facilitators may take the KII sections in turn to get experience. However, KII should be undertaken one-on-one in principle during the full assessment period, where only one interviewer communicates with one interviewee, with adequate gender consideration, to elicit detailed information. Where appropriate, the supervisor may observe this interview in a non-disturbing manner to monitor the facilitator's abilities as well as the data quality. If time permits, at the end of the day, the supervisors (and Trainer) should sit down with facilitation groups jointly or individually to discuss how KIIs went, review how well responses were recorded and deliberate on whether any responses could have been further probed or explored. <p>Output: Trial KII completed with adequate data quality and improved capacity of trainees in KII facilitation.</p>	<ul style="list-style-type: none"> CoBRA tool SD12 Pens





Day Four – Classroom Sessions		
Session Titles (Duration)	Session Details	Items/Logistic Support Required
<p>C18. Reviewing and debrief of fieldwork</p>	<p>Plenary or Group Work</p> <ul style="list-style-type: none"> Depending on the number of trainees, Trainer to organize the session in plenary or in group (field sub-teams) and encourage each to review the field session in Day 3, and share their experiences for both FGD and KII, particularly noting in flipcharts: 1) what went/did not go well; 2) what they learned; and 3) how they will improve the facilitation. If the post-trial discussion between the supervisors and facilitation groups did not take place on Day 3, time may be allocated for individual performance reviews. Trainer to request each facilitation group to incorporate their FGD/KII Recording Sheets (SD9 and SD12) from Session F1 and F2 into SD13 and SD14. If not enough number of computers are available, this exercise may be carried out in a group (field sub-teams) or in plenary using several sample recording sheets. Trainer (and supervisors) to review the data entry and make necessary corrections/provide relevant inputs. <p>Output: Improved capacity of trainees in FGD/KII facilitation and data entry.</p>	<ul style="list-style-type: none"> CoBRA tool SD9 from Session F1 SD 12 from Session F2 Overhead projector SD 13 SD 14 Computer Flipchart, marker pen, tape
<p>C19. Planning for full field data collection</p>	<p>Plenary</p> <ul style="list-style-type: none"> Participants to jointly review the CoBRA Assessment Logistics Plans and the Field Sub-Team Programmes developed at Session C16 and discuss the need for any revisions based on the experiences in Day 3, e.g. Field Sub-team compositions, itineraries such as timing for traveling and duration of each FGD/KII. Trainer to respond to questions, queries and comments on any aspect of the training sessions in Day 1-3. After wrap-up, participants may continue community mobilization/sensitization actions as a follow-up to Session C17 and make necessary logistical preparations (vehicles/drivers, refreshments, CoBRA Assessment Tool supplies, meals/accommodations for field sub-teams, etc.). <p>Output: Unclear points for training Day 1-3 clarified, and community sensitization/mobilization and logistical preparations for full assessment period undertaken.</p>	<ul style="list-style-type: none"> CoBRA Assessment Logistics Plans & Field Sub-Team Programmes (from Session C16) Flipchart, marker pen, tape





SD5 ANNEX 1: EMERGENCY AIRLIFT EXERCISE

Ten people listed below are left on the top of a burning building. The ONLY way to rescue them is to use a helicopter, but the helicopter has space for only three passengers (regardless of gender, age and weight).

Please select three passengers from the following:

1. **Dr. Peter** – The one and only highly experienced surgeon, working in *[your location]* for the poor
2. **Sarah** – 10-year-old child orphaned by AIDS
3. **Eric** – 39-year-old widow and father of seven school-age children
4. **Sister Martha** – 59-year-old Catholic nun, running and fundraising for local orphanage which houses 75 highly vulnerable orphans
5. **Dickson** – 25-year-old grade A student who has just secured a scholarship to study for a Master's degree in Business at Harvard University
6. **Mary** – 24-year-old mother of two small children aged one and three years
7. **Martin** – 22-year-old Olympic athlete, tipped to win gold for *[your country]* in the next Olympic games
8. **Mohammed** – 42-year-old environmental campaigner and activist who works tirelessly to secure land rights for local groups
9. **David** – 50-year-old millionaire, planning to build a meat and milk processing factory in *[your location]* that will employ 1,500 people
10. **Your own child**

