

Guide and program

Training of enumerators on the contextualised analysis of local construction

Project: Self-recovery from humanitarian crises
(GCRF funding)

<https://self-recovery.org/>

April 2021

IMPORTANT NOTE:

THIS DOCUMENT HAS BEEN PRODUCED FOR A PROJECT IN MALAWI (SELF-RECOVERY FROM HUMANITARIAN CRISES) IN 2020 AND NEEDS TO BE ADAPTED WHEN USED IN A DIFFERENT CONTEXT AND MOMENT

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Objectives

Objective of the training

The objective of this training for enumerators is:

- To learn how to undertake a contextualised analysis of local construction and how to report on it in order to inform the development of shelter or housing projects or programs in place, taking the context into account and making the best possible use of relevant local construction practices, and potentially useful local materials.

Objectives of the contextualised analysis of local construction

It is important to implement a contextualised analysis of local construction in the early stages of any project or programme of support in the shelter/housing sector as part of the first step “Understanding the context” of the Protocol “Informing choice for better shelter”: <https://www.sheltercluster.org/promoting-safer-building-working-group/protocol-informing-choice-better-shelter>

The objective of the analysis of local construction is to allow partners to better approach the identification and observation of local building cultures and practices in order to:

- Understand the value of what already exists in terms of site, settlement, architecture, design, culture and technical solutions linked to the housing;
- Understand the techniques and the evolution of local building practices;
- Understand the reasons behind the choice of specific design, material or techniques solutions;
- Understand the impact of « natural » hazards on habitat, and identify local strategies to deal with these.

Expected results

- Modules for enumerators training regarding analysis of local construction are finalized.
- An increased understanding by participants of cross cutting issues related to the Shelter projects: participatory approaches, localized solutions and typologies, site planning and technical improvements to building practice.
- Context is understood and taken into account to make the best possible use of relevant local construction practices, and potentially useful local materials to support self-recovery.

Training general program

DAY 1 INTRODUCTION TO AIMS, METHODS AND TOOLS

Morning session (08.30 to 12.15)

Session 1	(15 mn)	Welcome and short introduction of participants Values and mission of the organization they represent
8.30-8.45		
Session 2	(30 mn)	Introduction of the objectives of the training Context and importance of "supporting self-recovery" Philosophy of the approach (Strengths based approach)
8.45-9.15		
Session 3	(15 mn)	Exercise: Question regarding the vision attendants have about the objective of the work of enumerators
9.15-9.30		
Session 4	(15 mn)	Share of training program with attendants
9.30-9.45		

Break (15 mn / 10.15-10.30)

Session 5	(105 mn)	Introduction to local building practices concept Evidence of local building practices (site visit around the training room, or PPT using the Shelter Response Profile)
10.00-11.45		
Session 6	(15 mn)	Exercise: Question regarding the vision attendants have about the objective of the work of enumerators; continuation.
11.45-12.00		

Lunch Time break (12.00-13.00)

Afternoon session (13.00-17.00)

Session 7	(30 mn)	Expected results, example of an assessment report How can the results be used for further project implementation. Introduction to LRRD (linking relief, rehabilitation and development)
13.00-13.30		
Session 8	(30 mn)	Explanation of the Methodology for contextualised analysis of local construction
13.30-14.00		
Session 9	(30mn)	Different photographs to be taken (global, site, environment, settlement, local resources, buildings, details, size of the picture for further use and sharing...) + GPS
14.00-14.30		
Session 10a	(60 mn)	Explanation of the tools (field questionnaires 1 to 6 and template report)
14.30-15.30		
Break	(10 mn / 15.30-15.40)	
Session 10b	(70 mn)	Explanation of the tools (field questionnaires 1 to 6 and template report)
15.40-16.50		
Session 11	(10 mn)	Exercise: Question regarding the vision attendants have about the objective of the work of enumerators; continuation.
16.50-17.00		

DAY 2 & DAY 3

FIELD PRACTICE (CONTEXTUALISED ANALYSIS OF LOCAL CONSTRUCTION IN A GIVEN AREA)

DAY 4 (AFTER A FIRST CONTEXT ANALYSIS ON SITE. OTHERWISE, ANOTHER PROGRAM SHOULD BE THOUGHT)

Morning session (08.30 to 12.00)

Session 12a (90mn) 08.30-10.00	Return from experience from field assessment. Analysis of report on local assessment (from practice done in days 3&4)
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Break (15 mn / 10.00-10.15)

Session 12b (90mn) 10.15-11.45	Questions and answers regarding methods and tools. Recommendations regarding potential improvement
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Session 12c (15mn) 11.45-12.00	Conclusion of the morning session and discussion of priorities for the afternoon session
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Lunch Time break (12.00-13.00)

Afternoon session (13.00-17.00)

Session 13 (120 mn) 13.00-15.00	Improvement of methods and tools
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Break (15 mn / 15.00-15.15)

Session 14 (45 mn) 15.15-16.00	Exercise: Question regarding the vision attendants have about the objective of the work of enumerators; finalisation.
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Session 15 (45 mn) 16.00-16.45	Debate the results of the training
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Session 16 (15mn) 16.45-17.00	Ways forward
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Notes regarding procedure and characteristics of enumerators

In principle, the contextualised analysis of local construction should be carried out over two days, but the time allocation can vary according to the season, the security situation, the context, the complexity of local conditions and the number of enumerators available.

Composition of work teams tasked with conducting the research:

- The duration of the field analysis or the number of researchers (enumerators) need to be adjusted in line with researchers experience and the complexity of sites being assessed.
- A minimum of two persons is necessary to undertake an assessment, as it is necessary to conduct the interviews and to take notes and to be able to give some relay if necessary.
- In order to be able to carry out an assessment in two days, at least 4 persons would be necessary, in order to make two teams of two persons each and be able to carry two Focus Discussion Groups or two Interviews with individual households in parallel.
- It is highly recommended that all the persons making part of the team of enumerators take part of the interview with the authorities, of the collective interview and the visit to the target area. This is important in order to have a common understanding of the general situation.
- For each field assessment, mixed teams are recommended: woman / man or non-binary + technical background / social background.
- For each separate interview (individual, FDG), a mixed team is recommended: woman / man or non-binary.
- For each separate interview (individual, FDG), a mixed team is recommended: technical background / social background.

Important to note:

- The research tools act as the guiding thread and the record through the different interviews and research.
- These do not necessarily have to be followed strictly in order. It is more important to 'let the conversation run' rather than 'keep control of the discussion'. Some elements that come up out of a spontaneous discussion will contribute to the depth and richness of the assessment.
- The relationship established in a 'free' discussion allows the researchers and community members to create a climate conducive to sharing of experiences and information.
- It is therefore important that one of the researchers facilitates the discussion, while the other takes notes and makes new questions when that is necessary. The latter can also return the discussion to points that have not been covered, or covered only partially.
- Whenever possible, it is good to complement the information gathered with photos and sketches.
- Don't forget to take the telephone contacts of the local people who might be able to provide further information after the main assessment has been done.
- Once the assessment report has been written, hand it over to the community and the local authorities who gave permission for and facilitated the assessment.

Training detailed methodology and content

DAY 1

Day 1 Session 1 8.30-8.45	Welcome and short introduction of participants Values and mission of the organization they represent
<u>Learning Objective:</u> Help all participants to know each other All participants will know about the organisation in charge of the training and the behaviour they should respect while in the field	
<u>Description:</u> The agency in charge will presents itself, mandate, vision, etc. Introduction by each participant (10 mn) Logistical aspects and principles related to the training (5mn)	
<u>Methods :</u> Organize a round table presentation. Distribute functioning principles of the training (if any) Visit of the training site (if necessary)	
<u>Outputs:</u> <ul style="list-style-type: none"> - Organisation <ul style="list-style-type: none"> o Origin o Facts and figures o What it is doing o Main activities o Vision o Strategy o Activities achieved in the zone regarding Habitat. o Main partners and partnership. - Participants and moderators <ul style="list-style-type: none"> o Short bio - All participants will be familiar with the site and the rules to be followed 	
<u>Accompanying documents:</u> <ul style="list-style-type: none"> - Short pamphlet regarding the organisation (if existing) - Short bio of all participant - Plan of the site if necessary 	
<u>Supplies/Materials Needed:</u> None	

Day 1 Session 2 8.45-9.15	Introduction of the objectives of the training Context and importance of the concept of “supporting self-recovery” Philosophy of the approach (Strengths based approach)
<u>Learning Objective:</u> Help all participants to know about the training objectives. All participants will have a clear idea about what the training will be about, and can get prepared for every session. All participants will be sensitized about the “Strengths based approach” and committed to adopt this attitude while they will have to do the onsite analysis.	
<u>Description:</u> The moderator will introduce the question of self-recovery. Some questions may be shared with participants such as: <ul style="list-style-type: none"> • After a big disaster, what are the % of families impacted in the affected zone? • During the response (2 to 3 years after the disaster) how many families are receiving direct support from agencies (gyt and non gvt)? • During the response, how do families not receiving direct external support manage to recover? • After the end of the external support, how do all families manage to move back to a decent housing situation? This “debate” can be led orally by the moderator. The role of the moderator will be to help attendants to speak out about the main aspects related to self-recovery. (15 mn) Then the moderator will summarize what is self-recovery and the reasons why it is important that organisations keep in mind their potential impact on self-recovery while implementing a project, even if there is a need to deal with national and international rules running the responses. (5 mn) Finally, the moderator will introduce the concept of Strengths based approach to the participants (10 mn)	
<u>Methods:</u> Participatory approach. Power point Presentation or Board presentation. Debate. Questions and answers.	
<u>Output:</u> Philosophy of the approach will be understood. Participants may benefit of the next session having in mind that philosophy.	
<u>Accompanying documents:</u> <ul style="list-style-type: none"> - https://self-recovery.org/about - Strengths Based Approach Presentation (based in Cadecom Malawi presentation) 	
<u>Supplies/Materials Needed:</u> Equipment for PPT presentation. Paper board. Markers.	

Day 1 Session 3 9.15-9.30	Exercise: Question regarding the vision attendants have about the objective of the work of the enumerators
<p><u>Learning Objective:</u></p> <p>Attendants should be invited to understand what is expected when they will be assessing on site, and how the results of their job will serve to define the activities and strategies of disaster-response projects. This will help them to look at the following training sessions with that perspective.</p> <p>Moreover, it will help the moderators to evaluate the evolution of the attendants’ “vision” all along the training (this exercise will be iterative all along the training to help attendants to increase the understanding of their future mission).</p>	
<p><u>Description:</u></p> <p>The moderators will ask the attendants to describe the key information they need to collect from the field about the existing housing situation in order to better inform projects, to define strategies, activities and implementation. (15mn).</p>	
<p><u>Methods:</u></p> <p>The idea is not to challenge the attendants to come to a full understanding of what they will have to do. It is just to help them to start thinking about the whole picture and their roles within it. The moderator should be open-minded and let people share what they think. Later during the training, the moderator will come back to that exercise and attendants will be invited to fine tune their understanding of their roles.</p> <p>As the training progresses, the moderator may help to be more precise by asking specific questions that may help attendants to come to the point.</p> <p>Attendants’ ideas and vision should be organized and left visible to all in a board all along the training. The moderator may organize their ideas, step by step, regarding all the information to be collected (refer to the template report or to an example of report in order to have the keys for organizing participants’ ideas and eventually missing aspects).</p>	
<p><u>Output:</u></p> <p>Attendants will follow the training with a better idea of the final purpose of the sessions that will follow. All attendants will share their ideas, and that will benefit the whole group.</p>	
<p><u>Accompanying documents:</u></p> <p>Cadecom and CRS pre-test local analysis report (if necessary to guide)</p>	
<p><u>Supplies/Materials Needed:</u></p> <p>Paper board where ideas from attendants can be written and remain exposed to all.</p>	

Day 1 Session 4 9.30-9.45	Share of training program with attendants
<u>Learning Objective:</u> Help attendants to know about the agenda and content of the training.	
<u>Description:</u> Moderators will present the whole program (day 1 / field assessment practice -two days or more depending on the number of enumerators and complexity of the territory- / day 2). (15 mn)	
<u>Methods :</u> It can be done with a PPT presentation, or using a board where the program will have been written previously. Question and answer from attendants / moderators.	
<u>Output:</u> Attendants have a clear vision of the program and are comfortable with it. They can link the content with the vision related to the approach, as well as with the mission they will have to handle.	
<u>Accompanying documents:</u> Training program	
<u>Supplies/Materials Needed:</u> Presentation or board	

Day 1 Session 5 10.00-11.45	Introduction to local building practice concept Evidence of local building practices
<p><u>Learning Objective:</u></p> <p>Help participants to be aware of what is the concept of Local Building Practices / Cultures.</p> <p>Help participants to be aware of what can be learnt from Local Building Practices to better achieve the aims of disaster response projects and programs with a Self-recovery perspective.</p>	
<p><u>Description:</u></p> <p>The moderator will introduce the topic with a PowerPoint presentation; or with pictures related to Local Building Practices strengths and weaknesses (15 mn)</p> <p>Then a discussion with participants will be organized (10 mn)</p> <p>After that, a new presentation or a site visit will be organized to show evidence related to Local Building Practices (75 mn)</p> <p>Finally the moderator will summarize and give a short definition of Local Building Practices (5mn)</p>	
<p><u>Methods:</u></p> <p>Power point Presentation / Or picture presentation / Or site visit around the site where the training is organized. Moderation of a discussion with participants. The moderator will synthetize the discussion to come to a consensus about what are Local Building Practices.</p>	
<p><u>Output:</u></p> <p>Presentation</p> <ul style="list-style-type: none"> - Local Building Practices: definition and evidence from examples - Not only the walls and the roof, but also the resources, the environment, the whole settlement, the livelihoods, the construction processes, the use of the houses and spaces and the various impacts of all these topics. - From the past to the future. What is cultural, and how it evolves today and will evolve in the future. The idea is not to collect old practices which may not exist anymore, but to take benefit from the existing and to support relevant new development –if any- in order to achieve a better future. Local Building Practices are evolving every day. - Link to the concept of Sustainable development. <p>Attendants will have a more deep understanding about what will be the scope of their assessment.</p>	
<p><u>Accompanying documents:</u></p> <ul style="list-style-type: none"> - Malawi Shelter Response Profile - CAIMI, Annalisa, MOLES, Olivier (coordinateur), CRÉTÉ, Eugénie (coordinateur), et al., 2017. <i>Local building cultures for sustainable & resilient habitats: examples of local good practices and technical solutions</i>. Villefontaine : CRAterre. 178 p. ISBN 979-10-96446-13-1. https://craterre.hypotheses.org/1774 - Manifesto ‘Promoting local building cultures to improve the efficiency of housing programmes’. https://craterre.hypotheses.org/182 	
<p><u>Supplies/Materials Needed:</u></p> <p>Power point Presentation / Or picture presentation</p>	

Day 1 Session 6 11.45-12.00	Exercise (continuation): Question regarding the vision attendants have about the objective of the work of enumerators
<p><u>Learning Objective:</u></p> <p>Attendants should be invited to review their precedent understanding on what is expected when they will be on site, and how the result of their job will serve to define the activities and strategies of future disaster-response projects.</p> <p>Moreover, it will help the moderators to continuously evaluate the evolution of the attendants' "vision" all along the training. Accordingly, they may decide to adjust the training as to achieve the expected results.</p>	
<p><u>Description:</u></p> <p>The moderators will ask the attendants to go back to their initial thoughts, discuss them, and make the necessary adjustments if any. (15mn).</p>	
<p><u>Methods:</u></p> <p>The idea is not to challenge the attendants to come to a full understanding of what they will have to do. It is just to help them to start thinking about the whole picture and their roles within it. The moderator should be open-minded and let people share what they think. Later during the training, the moderator will come back to that exercise and attendants will be invited to fine tune their understanding of their roles.</p> <p>As the training progresses, the moderator may help to be more precise by asking specific questions that may help attendants to come to the point.</p> <p>Attendants' ideas and vision should be organized and left visible to all in a board all along the training. The moderator may organize their ideas, step by step, regarding all the information to be collected (refer to the template report or to an example of report in order to have the keys for organizing participants' ideas and eventually missing aspects).</p>	
<p><u>Output:</u></p> <p>Attendants will follow the training with a better idea of the final purpose of the sessions that will follow. All attendants will share their ideas, and that will benefit the whole group.</p>	
<p><u>Accompanying documents:</u></p>	
<p><u>Supplies/Materials Needed:</u></p> <p>Paper board where ideas from attendants can be written and remain exposed to all.</p>	

Day 1 Session 7 13.00 – 13.30	Expected results, example of an assessment report How can the results be used for further project implementation Introduction to LRRD (linking relief, rehabilitation and development)
<p><u>Learning Objective:</u> To help attendants to have a good idea about what are the expected results from the work they will have to carry out in the field. This aims to help attendants make the link between the tools they will be using, and how they will contribute to achieve the expected results of the field assessment.</p> <p>While doing the assessment on real conditions, attendants will know if the information collected is enough detailed, or if they need to ask more questions, or in a different way in order to collect the relevant information.</p>	
<p><u>Description:</u></p> <p>Share the existing assessment reports with the attendants and explain all chapters. (30 mn)</p>	
<p><u>Methods:</u></p> <p>Linking information collected with all chapters to further steps of the project development (strategies, activities, and implementation).</p>	
<p><u>Output:</u></p> <p>Attendants will have a clear idea of what information to collect on site and what will be the purpose of their work.</p>	
<p><u>Accompanying documents:</u></p> <p>Cadecom and CRS pre-test local analysis report.</p>	
<p><u>Supplies/Materials Needed:</u></p> <p>Projection of the pre-test analysis reports. Template of the analysis report to be shared with participants.</p>	

Day 1 Session 8 13.30-14.00	Explanation of the Methodology for contextualised analysis of local construction
<p><u>Learning Objective:</u></p> <p>Participants will acquire the proposed methodology in order to achieve the contextualised analysis of local construction.</p>	
<p><u>Description:</u></p> <p>Moderators will go through the different steps of the methodology. Discussion will happen after each step so that the attendants understand all the aspects related to the proposed methodology. (30 mn).</p>	
<p><u>Methods:</u></p> <p>Presentation; Question / Answers ; Debate</p>	
<p><u>Output:</u></p> <p>Attendants will become familiar with the method to handle local assessment.</p>	
<p><u>Accompanying documents:</u></p> <ul style="list-style-type: none"> - Guide for the contextualized analysis of local construction (Updated version developed in the framework of the GCRF project) - CAIMI, Annalisa, 2015. <i>Assessing local building cultures for resilience development</i>. Villefontaine : CRAterre. 121 p. ISBN 978-2-906901-86-5. https://craterre.hypotheses.org/999 	
<p><u>Supplies/Materials Needed:</u></p> <p>Print copies and/or projection of the Guide for the contextualized analysis of local construction.</p>	

Day 1 Session 9 14.00-14.30	What type of photography to be taken (global, site, environment, settlement, local resources, buildings, details, size of the picture for further use and sharing...)
<p><u>Learning Objective:</u></p> <p>Help attendants to capture the details that are of interest to make evidence of the situation in the field.</p> <p>Be cautious that some complementary expertise can identify some information that won't have been identified during the on site assessment. So there is a need to document the different parts of the buildings and surrounding in order to allow complementary expertise to be usefully committed.</p> <p>Picture taken during local assessment may be used for IEC materials. This is important to be aware of it while documenting the assessment (quality of the picture, good detail for easy understanding).</p>	
<p><u>Description:</u></p> <p>Pictures documentation of an existing building, site, surroundings, environment... (30 mn).</p>	
<p><u>Methods:</u></p> <p>Before the training, the moderator will select some interesting sites to document in the surrounding of the training area.</p> <p>The moderator will document it and will build the lecture accordingly.</p> <p>During the training, the moderator will go on site with the attendants and explain what should be documented and how. Attendants will be invited to take pictures with their phones or cameras.</p>	
<p><u>Output:</u></p> <p>Attendants will practice picture documentation of a site and so will become more familiar with this step of the assessment.</p>	
<p><u>Accompanying documents:</u></p> <p>Document proposed by CRAterre team</p>	
<p><u>Supplies/Materials Needed:</u></p> <p>Phones, cameras</p>	

Day 1 Session 10a & 10b 14.30-16.50	Explanation of the tools (field questionnaires 1 to 6)
<u>Learning Objective:</u> Help attendants to become familiar with the different forms. Understand the aim of each form and each question within the forms.	
<u>Description:</u> The moderator will go through each form, explaining the objectives, the questions and answering attendants' questions if there is a need for clarification (140 mn – 10 mn break).	
<u>Methods:</u> Exchange between moderators and attendants. Link questions with assessment reports.	
<u>Output:</u> Moderators are familiar with the tools already developed to handle field assessment.	
<u>Accompanying documents:</u> <ul style="list-style-type: none"> - Guide for the contextualized analysis of local construction. - Forms 1 to 6 developed under GCRF project. - Cadecom and CRS assessment reports. - Template for report. 	
<u>Supplies/Materials Needed:</u> Print copies and projection of the different documents.	

Day 1 Session 11 16.50-17.00	Exercise (continuation): Question regarding the vision attendants have about the objective of the work of the enumerators
<u>Learning Objective:</u> Continue helping attendants to have a better comprehension on what will be their role while in the field.	
<u>Description:</u> The moderators will ask the attendants to come back and complete their previous work on that exercise (10mn).	
<u>Methods:</u> The idea is not to challenge the attendants to come to a full understanding of what they will have to do. It is just to help them to start thinking about the whole picture and their roles within it. The moderator should be open-minded and let people share what they think. Later during the training, the moderator will come back to that exercise and attendants will be invited to fine tune their understanding of their roles. As the training progresses, the moderator may help to be more precise by asking specific questions that may help attendants to come to the point. Attendants' ideas and vision should be organized and left visible to all in a board all along the training. The moderator may organize their ideas, step by step, regarding all the information to be collected (refer to the template report or to an example of report in order to have the keys for organizing participants' ideas and eventually missing aspects).	
<u>Output:</u> Attendants will follow the training with a better idea of the final purpose of the sessions that will follow. All attendants will share their ideas, and that will benefit the whole group.	
<u>Accompanying documents:</u>	
<u>Supplies/Materials Needed:</u> Paper board where ideas from attendants can be written and remain exposed to all.	

DAY 2 AND DAY 3

Activity of Contextualised analysis of local construction in a given area. The preparation of this activity shall be done before the training starts.

For information about the ideal organisation of this activity, read the document: “Guide for the contextualised analysis of local construction”, particularly chapter 6 “Procedure and indicative planning for the site visits”.

DAY 4

<p>Day 4 Session 12a, 12b, 12c 8.30-12.00</p>	<p>Return from experience from field assessment. Analysis of report on local assessment (from practice done days 2&3)</p> <p>Questions and answers regarding methods and tools. Recommendations regarding potential improvement</p> <p>Conclusion of the morning session and discussion of priorities for the afternoon session</p>
<p><u>Learning Objective:</u></p> <p>Consolidate the skills of the enumerators through a return from experience after a first onsite practice.</p>	
<p><u>Description:</u></p> <p>Attendants will share the results of the assessment on site and discuss results, difficulties, ideas for improvement, etc. (full morning)</p>	
<p><u>Methods:</u></p> <p>Ask attendants to present their results. Help the group to discuss the results and how they can be useful for next steps of the project (strategies, activities, implementation...).</p> <p>Discuss potential gaps. Analyse strengths and weaknesses of the results. Identify potential improvements for the process (methods / tools / etc.) Define priorities to be discussed for the afternoon sessions.</p>	
<p><u>Output:</u></p> <p>Attendants will endorse methods and tools after having practiced the whole process on the field.</p>	
<p><u>Accompanying documents:</u></p> <ul style="list-style-type: none"> - Guide for the contextualized analysis of local construction - Questionnaires / Forms developed under GCRF project. - Cadecom and CRS pre-test local analysis report - Results of the assessments 	
<p><u>Supplies/Materials Needed:</u></p>	

Day 4 Session 13 13.00-15.00	Improvement of methods and tools
<u>Learning Objective:</u> Attendants will improve the existing tools and methods according to the experience acquired during the first field experience.	
<u>Description:</u> Attendants will rework existing tools and methods in order to make them more adapted to their own context (120 mn).	
<u>Methods:</u> The groups will achieve the improvement of the tools and method according to the results of the morning session. All groups will share their achievements with the others. Consensus of the whole group regarding proposed improvements.	
<u>Output:</u> Attendants will feel more comfortable with the material they are participating to develop.	
<u>Accompanying documents:</u> <ul style="list-style-type: none"> - Guide for the contextualized analysis of local construction - Questionnaires / Forms developed under GCRF project. - Cadecom and CRS pre-test local analysis report 	
<u>Supplies/Materials Needed:</u>	

Day 4 Session 14 15.15-16.00	Exercise (finalisation): Question regarding the vision attendants have about the objective of the work of enumerators
<u>Learning Objective:</u> Consolidate the attendants' vision regarding their role once they have practised in the field.	
<u>Description:</u> The moderators will ask the attendant to come back one last time to this exercise and complete their "job description". Then discuss the final results with attendants (45mn).	
<u>Methods:</u> The idea is not to challenge the attendants to come to a full understanding of what they will have to do. It is just to help them to start thinking about the whole picture and their roles within it. The moderator should be open-minded and let people share what they think. Later during the training, the moderator will come back to that exercise and attendants will be invited to fine tune their understanding of their roles. As the training progresses, the moderator may help to be more precise by asking specific questions that may help attendants to come to the point. Attendants' ideas and vision should be organized and left visible to all in a board all along the training. The moderator may organize their ideas, step by step, regarding all the information to be collected (refer to the template report or to an example of report in order to have the keys for organizing participants' ideas and eventually missing aspects).	
<u>Output:</u> Attendants will have a good idea about their tasks and duties. Moderators will be able to evaluate how attendants understood the approach.	
<u>Accompanying documents:</u> All material used during the training.	
<u>Supplies/Materials Needed:</u> Paper board where ideas from attendants can be written and remain exposed to all.	

Day 4 Session 15 16.00-16.45	Debate the results of the training
<u>Learning Objective:</u> Consolidate all the training aspects.	
<u>Description:</u> Debate all aspects of the training and answer remaining questions (45 mn)	
<u>Methods:</u> Questions and answers.	
<u>Output:</u> Attendants consolidate their learnings.	
<u>Accompanying documents:</u> All documents used during the training.	
<u>Supplies/Materials Needed:</u>	

Day 4 Session 16 16.45-17.00	Ways forward
<u>Learning Objective:</u> Finalise the training and give ideas on ways forward for future implementation of the training.	
<u>Description:</u> Synthesis of the training (15mn).	
<u>Methods:</u> Open discussion.	
<u>Output:</u> How to make it better next time.	
<u>Accompanying documents:</u>	
<u>Supplies/Materials Needed:</u>	