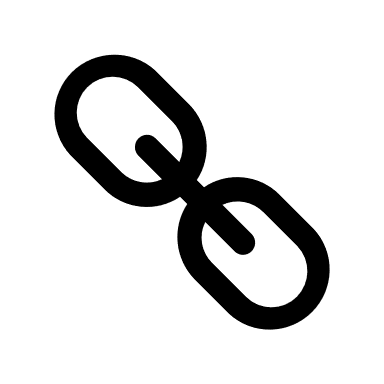
Coordination of Service Provision in Camps and Camp-like Settings

**MODULE 8**

**Introduction**

This module explores coordination of services in camps. The main focus of this module is the camp managers’ responsibility of coordination of in camp environments of different services with camp stakeholders. This is dependent on capacities and expectations of the CM team and recognising in first instance the relevance of national mandates and response systems (where available).

This module also includes an optional section to introduce Sphere Standards and the link with the coordination and monitoring tasks of camp managers to ensure equal access to human rights.

It is thematically linked to:

* **Module 2: Roles and responsibilities**
* **Module 5: Interpersonal communication skills**
* **Module 6: Data collection and information management**
* **Module 7: Monitoring protection risks**

**Module at a glance:**

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| **Topic / Activities** | **Description** | **Time**  **(min)** | **Resources** |
| **1. Introduction to coordination**  Optional Activity 1A or B | Presentation on:   * Objectives |  | PPT |
| Activity 1A | Group work on:   * Identifying protection needs | 90 | Print Annex 6.1  Print Annex 8.1  Print Annex 8.2 |
| Activity 1B | Group work on:   * Discussion questions | 25 | Flipcharts |
| **2. Coordination and standards**  Optional Activity 2A or B |  |  |  |
| Activity 2A | Presentation on:   * Defining coordination * Monitoring standards | 30 | PPT  Blank paper |
| Activity 2B | Group work on:   * Matching vocabulary * Standards and indicators   Optional video on:   * Sphere Standards | 50 | Print Annex 8.3  Print Annex 8.4 (optional)  Print Annex 8.5 (optional) |
| **3. Coordinating service provision in camps**  Activity 3 | Group work on:   * Coordination tasks in camp management | 25 | Blank paper  Flipchart |
| **4. What to coordinate in camps and camp-like settings**  Activity 4 | Group work on:   * Coordination responsibilities and actions | 45 | Print Annex 8.6  Print Annex 8.7  Print Annex 8.8 |
| Optional topic  **5. Coordination mechanisms and tools** | Video on:   * How does a camp manager coordinate? | 15 | PPT |
| **6. Effective coordination pyramid**  Activity 6 | Presentation on:   * Mandates, systems and interpersonal communication   Group work on:   * Driving or restraining change | 45 | Flipcharts  Post-it notes |
| **Total Activity timeframe** | | **325 minutes** | |

**Contextualisation and adaptation tips**

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| **Activity** | **Adaptation tip** |
| **Activities 1 and 2** | Activity 1A and 2A are recommended for use together. They provide a practical activity, led by participants, where groups engage with action since the start of the module.  It’s recommended to use this option for operational contexts with an audience of field practitioners engaged with day-to-day activities in camps.  Conduct the exercise and use the presentation as a recap, after participants debrief. The Sphere Standards section of the presentation can be skipped, unless the participant group needs it.  Activity 2A and 2B are recommended for use together. They provide an interactive session, led by the trainer, with practical exercises to illustrate the module’s objectives.  It’s recommended to use this option to analyse coordination-related issues in the operational context. |
| **Activity 2B** | This activity includes an optional Sphere introduction video with quiz sheet. |
| **Activity 4** | Depending on the training context, this activity can either draw on participants’ operational experiences or can be used in preparedness settings to brainstorm about coordination responsibilities and actions. |
| **Activity 5** | This activity is optional and is meant for participants who did not take the online course prior to the training. |

**Module Key Messages**

* Coordination in camps is the **core responsibility for a CM agency**. Through coordination, services are provided adequately through needs and gaps being identified, duplication being avoided, participation enhanced, humanitarian standards applied and human rights are protected.
* Camp response must be built on **national administrative structures** where these are operational and humanitarian actors support by building capacity when needed.
* **Standards** are universal statements to qualify essential actions to uphold dignity and support the human rights of IDPs and refugees or any disaster affected population. In this regard, international standards are foundational alongside the key actions and indicators which show whether a standard has been attained.
* Effective coordination and **successful partnerships** depend upon attitudes, skills, good leadership, clear and transparent communication. This translates on the ground into the ability to **establish consensus and build trust**. The involvement of all relevant stakeholders, in particular representatives of the affected population, including groups with specific needs, is key to effective coordination.
* Effective coordination is underpinned by **reliable, relevant and up-to-date information**. The camp management agency must analyse this information cross-sectorally for effective information management to have meaningful follow up by service agencies.
* Effective information sharing is key to **avoiding duplication of activities, filling gaps in provision and ensuring consistent monitoring and reporting**. The Camp Management Agency needs a monitoring system linked to reporting that highlights and addresses identified gaps for an informed overall response.
* The CM agency needs to use common and agreed country-specific **coordination systems and tools** within camps, including well-planned meetings, contact lists, 4W matrices, camp committees, minutes tracking forms, etc.
* Successful coordination is dependent on **mandates, systems and interpersonal communication skills**, including: inclusive and transparent attitudes, good leadership, clear communication and ability to reach agreements.

**1. Introduction to coordination in camps and camp-like settings**

**Activity 1A: *Identifying protection needs***

**Learning objective**

Review who the camp stakeholders are and analyse their expectations of the CM team on coordination and relevance of partnerships.

**Preparation and materials**

* Set up projector
* Print Annex 6.1: Case study for all participants
* Print Annex 8.1: Role sheet for all participants
* Print Annex 8.2: Trainer’s guidance for the facilitator as needed

**Duration:**  **90 min**

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| **Slide** | **Instructions** | |
| **Objectives** | * Share the objectives of the module. |
| **Group work**  group work logo.png | * Divide the plenary into groups and distribute the case study (Annex 6.1: case study) and role sheet (Annex 8.1: Roles). Assign each group a role:   + Camp management team   + Women’s group   + Police officers   + Local authorities   + Aid volunteers   + Christian community   + WASH NGO   + Mosque community (optional)   + Health clinic team (optional) * Allow the groups 10 minutes to plan and prepare their strategy. They need to identify the protection and assistance needs of the camp based on the case study and on their own capacities according to their role. They can add in any missing details and embellish their roles as they would like. They will need to coordinate with the other groups to address the most urgent needs at the site. The Camp Management team should focus on setting up functional systems that would allow for effective coordination. * If necessary, rearrange the chairs in the training room to set up the coordination meeting. Ask the Camp Management team to begin the meeting with all participants acting in their assigned roles. Allow them 45 minutes to conduct the exercise. * Regroup in plenary to debrief. Refer to the Trainer’s guidance document to see examples of the priorities and actions to compare with the group’s work. * Guiding questions for the debrief:   + What was the outcome of your work (e.g. needs addressed, new partnerships, sustainable systems in place, new projects, coordination mechanisms set-up, useful information relevant to your work, etc.)?   + What challenges did you face (e.g. resources, capacity, attitudes, communication, etc.)?   + What worked for you when coordinating with others?   + What didn’t work for you when coordinating with others?   + What did you learn? * Participants answers will vary however they should highlight that they learned:   + how hard coordination was   + how essential it was to ensure that gaps in assistance are filled (not just to coordinate for its own sake)   + that specific measures to avoid duplication of activities were required, etc. | |
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| **Key message** | **Recap on key message:** Coordination in camps is the **core responsibility for a CM agency**. Through coordination, services are provided adequately through needs and gaps being identified, duplication being avoided, participation enhanced, humanitarian standards applied and human rights are protected.  Camp response must be built on **national administrative structures** where these are operational and humanitarian actors support by building capacity when needed.  ***Facilitator’s tip: Ask the participants to discuss the key message before changing slide from photo to message.*** |
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**Activity 1B: *Discussion questions***

**Learning objective**

Review who the camp stakeholders are and analyse their expectations of the CM team on coordination and relevance of partnerships.

**Preparation and materials**

* Set up projector
* Flipchart sheets written with one discussion question on each and posted around the training room:
  + What is coordination in camps and camp-like settings?
  + Why is coordination important in camps and camp-like settings?
  + Who should camp management team coordinate with?
  + What are essential elements for effective coordination?

**Duration:**  **25 min**

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| **Slide** | **Instructions** |
| **Objectives** | * Share the objectives of the session. |
| **Group work**  group work logo.png | * Organise the participants into four groups and give each group a marker. Ask each group to stand in one corner in front of a flipchart and allow them 2 minutes to provide inputs. Then, ask them to move to the next station and build on their colleagues’ inputs. * After the groups have moved through all four flipcharts, ask each group to read aloud from their final flipchart to summarise the content. Discuss in plenary. |
| **Key message** | **Recap on key message:** Coordination in camps is the **core responsibility for a CM agency**. Through coordination, services are provided adequately through needs and gaps being identified, duplication being avoided, participation enhanced, humanitarian standards applied and human rights are protected.  Camp response must be built on **national administrative structures** where these are operational and humanitarian actors support by building capacity when needed.  ***Facilitator’s tip:*** Ask the participants to discuss the key message before changing slide from photo to message. |

**2. Coordination and standards**

**Activity 2A: *Monitoring standards***

**Learning objective**

Define coordination of services at camp level and its relevance linked to access to rights and standards.

**Preparation and materials**

* Blank paper and pens

**Duration:**  **30 min**

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| **Slide** | **Instructions** |
| **What is coordination?** | * Ask participants to write down a simple definition of coordination at their table. * Show the coordination definition from the CM Toolkit. Ask how many included the following coordination essentials:   + Ensure gaps in assistance are filled   + Avoid duplication of activities   + Ensure equitable provision and access to services   + Ensure that agreed upon standards are respected by all service providers * Ask: Why would this be essential in a temporary setting? Take answers from the group and advance to the next slide |
| **CM House** | * Show: Camps and camp-like settings exist for the provision of assistance and protection to displaced communities because they are outside their usual homes and therefore require that someone stand in for them to make sure they have what they need. * Note the connection with Standards which are the foundational to camp management and coordination. |
| **Camp life cycle** | * Divide participants into 3 groups. Provide a flip chart paper and marker to each group and have them briefly brainstorm activities that are relevant in each phase and a source to determine them: * Planning and set-up/consolidation:   + Location of the sites   + Space of the shelters   + Amount of food, water   + Ratio of toilets   + Etc. * Care and maintenance:   + Relocation of households due to risks or density   + Maintaining infrastructure such as water pumps   + Etc. * Camp closure:   + Engaging with community groups to determine intentions   + Ensuring service continuation for residual populations   + Etc. |
| **Standards are…** | * Review the defining characteristics of standards. |
| **Sphere Standards** | * The Sphere Handbook is a common reference for international guidance on how to reach standard levels in humanitarian emergencies. The Sphere Handbook was revised and republished in 2018, and camp management standards are being developed. |
| **Standards and indicators** | * Review the definitions of the key vocabulary around standards. To further explore these definitions, the following two slides include a small group activity. |
| **Standard, KA, Indicator, Guidance note** | * Ask the participants to work in plenary, in tables, or in pairs to take the quiz. Read the numbered phrases on the slide and ask participants to jot down which category works for the phrase. Answers:  1. Key action 2. Guidance note 3. Standard 4. Indicator |
| **Monitoring standards in camps** | * Monitoring and coordination aim to uphold standards and hold agencies accountable for provision of services and assistance. * Effective coordination needs reliable, relevant and up-to-date information. Effectively analysing secondary and primary information enables the CMA to provide cross-sectoral findings to implement improved representation and deliver services related to the camp population’s needs. * Where performance levels are poor, and quality or quantity is inadequate, the Camp Management Agency, with the support of the Sector/Cluster Lead Agency as appropriate, has a duty to advocate strongly for conformity to agreed standards and guaranteed delivery of minimal levels of assistance. |
| **Key message** | **Recap on key message: Standards** are universal statements to qualify essential actions to uphold dignity and support the human rights of IDPs and refugees or any disaster affected population. In this regard, international standards are foundational alongside the key actions and indicators which show whether a standard has been attained.  ***Facilitator’s tip:*** Ask the participants to discuss the key message before changing slide from photo to message***.*** |

**Activity 2B: *Standards and indicators***

**Learning objective**

Define coordination of services at camp level and its relevance linked to access to rights and standards.

**Preparation and materials**

* Print Annex 8.3: Matching cards and cut apart the statements (one set per small group)
* Print Annex 8.4: Sphere quiz (one copy for each participant if using the optional video)
* Print Annex 8.5: Sphere quiz answer key (one copy for the facilitator if using the optional video)
* Include reference to CM Standards as appropirate

**Duration:**  **50 min**

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| **Slide** | **Instructions** |
| **What is coordination?** | * Explain to the participants that global displacement is increasing and is usually caused by a combination of drivers. * Review the coordination definition from the CM Toolkit. Link the definition with the outcomes on the flipcharts from the previous exercise. Emphasise that the point coordination is essential to:   + Ensure gaps in assistance are filled   + Avoid duplication of activities   + Ensure equitable provision and access to services   + Ensure that agreed upon standards are respected by all service providers * Focus on the second phrase in the definition - “Standards of living in the camp must be maintained, as well as full and equal access to basic human rights for the camp population”. (Page 60 CMT.) * Ask participants: What do we mean by that? Take answers from the group. |
| **CM House** | * State: Camps and camp-like settings exist for the provision of assistance and protection to displaced communities. Technical standards are foundational to service provision in camp management. * Recently the CCCM Cluster has drafted Camp Management Standards that relate to the way a Camp Management Agency should deliver their agency services and capacity to the displaced population. |
| **Camp life cycle** | * CM Standards apply in all phases of the camp life cycle. Some examples include:   + Planning and set-up phase: Site management agencies should have the right number of staff who are capacitated to be able to fulfil their roles. This means that the agency will be able to coordinate and ensure that technical standards like those found in Sphere (Shelter, WASH, HEALTH, etc) are synchronised. The design or consolidation of the physical layout of the camp should match up with each service providers work plan to consider the dignity of the displaced population and ensure appropriate living conditions.   + Care and maintenance: Camp Management in this phase of the camp life cycle relate to monitoring the daily running of the camp, as well as the repair and upgrade of facilities/infrastructure and camp reorganization and/or expansion as required. The CMA ensures that agencies providing assistance and services continue to deliver programs in line with the agreed technical workplans in order to uphold the rights of displaced communities.   + Closure: Camp closure is driven by context and must consider the camp’s population, infrastructure and environment. Closure plans of service providers must consider the continuity of assistance and access to services of residual populations remaining in the camp after closure. It is the CMAs responsibility to ensure that cross sectoral plans and needs of the population are considered during the closure phase. In particular, the CMA should inform and engage all community groups as some groups that are marginalised or with special needs may require additional services. It is important to work with all stakeholders, including local authorities, donors and service providers at the earliest stage possible (set-up/settlement design) regarding the closure process as the CMA will need to observe and monitor that core and sectoral standards are upheld. |
| **Standards are…** | * Review the defining characteristics of standards. |
| **Group work**  group work logo.png | * Divide the plenary into small groups or ask participants to work at their tables. Distribute a set of the matching exercise cards Annex 8.3 to each group and ask them to match the examples to the correct standard characteristic. |
| **Sphere Standards** | * The Sphere Handbook is a common reference for international guidance on how to reach standard levels in humanitarian emergencies. The Sphere Handbook was revised for the 2018 edition. * Sphere includes four technical chapters (water supply, sanitation and hygiene promotion; food security and nutrition; shelter, settlement and non-food items; and health action). The Core Standards are process standards and apply to all technical chapters.   ***Optional activity: Sphere videos***   * In English, published by Sphere on 17 June 2011: <http://www.youtube.com/watch?v=zpXxVg-Cv8A> (8:50) * In Spanish, published by Sphere on 30 June 2011: <https://www.youtube.com/watch?v=Y7HryPUuCVA> (12:41) * In French, published by Sphere on 28 June 2011: <http://www.youtube.com/watch?v=7S28v47YBfA> (12:40) |
| **Sphere Standards and indicators** | * Review the definitions of the key vocabulary around standards. To further explore these definitions, the following two slides include a quiz. |
| **Sphere Standard, KA, Indicator, Guidance note?** | * Ask the participants to work in plenary, in tables, or in pairs to take the quiz. Read the numbered phrases on the slide and ask participants to jot down which category works for the phrase. Answers:  1. Key action 2. Guidance note 3. Standard 4. Indicator |
| **Monitoring standards in camps** | * CM Standard Commitment 3 upholds a CM Agency's role in making sure that services agencies meet the needs of the displaced. * Effective coordination needs reliable, relevant and up-to-date information. Effectively analysing secondary and primary information enables the CMA to provide cross-sectoral findings to implement improved representation and deliver services related to the camp population’s needs. * Where performance levels are poor, and quality or quantity is inadequate, the Camp Management Agency, with the support of the Sector/Cluster Lead Agency as appropriate, has a duty to advocate strongly for conformity to agreed standards and guaranteed delivery of minimal levels of assistance. |
| **Key message** | **Recap on key message: Humanitarian Standards** are universal statements to qualify essential actions to uphold dignity and support the human rights of IDPs and refugees or any disaster affected population. In this regard, international standards are foundational alongside the key actions and indicators which show whether a standard has been attained.  ***Facilitator’s tip:*** Ask the participants to discuss the key message before changing slide from photo to message***.*** |

**3. Coordinating service provision in camps and camp-like settings**

**Activity 3: *Coordination tasks***

**Learning objective**

Identify the coordination tasks of CM teams to address existing gaps and emerging needs in camp response.

**Preparation and materials**

* Actor maps developed in Module 2: Roles & responsibilities
* Blank paper and pens
* Flipchart

**Duration:**  **25 min**

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| **Slide** | **Instructions** |
| **Who do you coordinate with?** | * State: Effective coordination can be challenging to achieve on the ground. This is especially true in situations of conflict and disaster, where there is chaos and confusion and where different agendas between stakeholders may undermine cooperation. * The CMA oversees making sure that efficient coordination mechanism and monitoring systems are in place, both for the whole camp and different sectors or working groups. * Ask participants to regroup with the same colleagues they worked with to create their actor maps in the Roles and Responsibilities module. * Instruct each group to list and categorise actors according to the proposed grouping in the slide:   + Camp population   + Host community   + Camp coordinator   + National authorities   + Service providers * After groups have worked through the categories in their own contexts, assign each group one category (camp population, host community, etc.). Allow the groups 10 minutes to discuss what they expect of the CM agency in terms of coordination (e.g. what does service providers expect the CM agency to coordinate with them? What does the camp administrators expect the CM; agency to coordinate with them? etc.). * Debrief in plenary and supplement with the information provided in the Background section (Coordination in camps and camp-like settings: who you coordinate with?) |
| **Coordination tasks** | * Review the tasks on the slide in comparison with the expectations expressed by the groups. Ask participants to raise their hands for each of the tasks listed that the CMA in their operational setting is doing well. For more than 50% show a happiness index. Link this exercise to activity 6. |
| **Principles of Partnership** | * Ask participants:   + Are you familiar with these principles? (If not, review the principles using the notes on the slide.)   + What are the benefits of applying these principles in your context?   + What are the existing challenges? * Write the challenges down on a flipchart. |
| **Key messages** | **Recap on key messages:** Effective coordination and **successful partnerships** depend upon attitudes, skills, good leadership, clear and transparent communication. This translates on the ground into the ability to **establish consensus and build trust**. The involvement of all relevant stakeholders, in particular representatives of the affected population, including groups with specific needs, is key to effective coordination.  ***Facilitator’s tip:*** Ask the participants to discuss the key message before changing slide from photo to message**.** |

1. **What to coordinate in camps and camp-like settings**

**Activity 4: *Coordination responsibilities***

**Learning objective**

Illustrate how evidence-based decision-making can improve coordination.

**Preparation and materials**

* Print Annex 8.6: Coordination matrix (one copy per participant)
* Print Annex 8.7: Coordination matrix answer key (one copy for the facilitator if necessary)
* Print Annex 8.8: Coordination tasks of a camp manager (optional, one copy per participants in preparedness contexts)

**Duration:**  **45 min**

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| **Slide** | **Instructions** |
| **8 photos grid** | * Divide the plenary in groups, purposely ensuring mixed profiles in each group (e.g. geographically, by camp or collective center, etc.) * Explain that in the next exercise each group will need to discuss and agree upon on “what the CM team would do to address and respond to each one these different stakeholders to address the coordination questions raised.” * Elaborate that they are to look at the different photos presented in the slides and image that they are faced with answering the question from that particular stakeholder. * For example: a protection officer might ask “Who is in charge of emptying the latrines? They are full!” The small group would then discuss:   + What information do they need?   + Who would provide it?   + How would it be collected (method/process in particular noting if it is not already done.)   + What way the information would be shared?   + Who would need to be coordinated with?   + Any particular issues that might be related to this issue? * Using the points raised in the discussion, the group can then fill out the blank matrix:  |  |  |  | | --- | --- | --- | | **Issue** | **Coordination responsibility** | **Coordination actions** | | Who is in charge of emptying the latrines? They are full!  (Protection officer asking) | Mapping all stakeholders (Who/What/Where) and facilitating a clear and agreed division of tasks. | You give a phone call to the WASH focal point.  You explain the issue in the coordination meeting.  You monitor the contractor work. |   ***Activity alternative***  For groups in preparedness contexts, distribute Annex 8.8: Coordination tasks of a Camp Manager to help participants match the issues presented in the slide with the coordination responsibilities listed in the Annex.   * Groups should do this for each of the 8 scenarios presented on the photo images. |
| **Debrief** | * Focus the debriefing on the process, rather than the outputs.   + Did the group easily agree on the information to be collected, the mechanisms for sharing information, the actors they would coordinate with, etc.?   + Did all members have clarity on needs, how to address them and follow-up response(s)?   + Are roles and responsibilities clear in the training context? Are there effective coordination mechanisms and tools in place, known and used by all participants? Are there existing SOPs and partnership agreements?   + What challenges did groups identify in the current coordination system?   + What additional actions are recommended to move forward to improve the operational environment? (optional question, recommended for operational contexts only.)   ***Activity alternative***  The trainer is encouraged to utilise the operational follow up indicators in operational training contexts, including:   * Standardise monitoring frameworks * Action plans * TORs * Reporting pathways * Contact lists * Meeting schedule * Information boards * Meeting outcomes/actions shared |
| **Coordination and IM** | * Revisit the Coordination and information management cycle. Ask participants which area in the IM and Coordination cycle needs the most attention based on the above discussion? * Answers may include:   + by providing analysis that is cross sectoral   + evaluation to share lessons learned and improve performance over time * Ask for a participant to share an example of when this did not happen by the CMA and the effect that it had among partners, or in preparedness settings as a trainer provide your own examples. |
| **Key messages** | **Recap on key messages:** Effective coordination is underpinned by **reliable, relevant and up-to-date information**. The camp management agency must analyse this information cross-sectorally for effective information management to have meaningful follow up by service agencies.  Effective information sharing is key to **avoiding duplication of activities, filling gaps in provision and ensuring consistent monitoring and reporting**. The Camp Management Agency needs a monitoring system linked to reporting that highlights and addresses identified gaps for an informed overall response.  ***Facilitator’s tip:*** Ask the participants to discuss the key message before changing slide from photo to message**.** |

1. **Coordination mechanisms and tools OPTIONAL TOPIC**

**Activity 5: *Video***

**Learning objective**

Explore different mechanisms and tools to support the coordination role of a CM.

**Preparation and materials**

* Projector
* Check the sound of the video before this activity

***Facilitator’s tip:*** This activity is for participants who did not take the online course prior to attending the training.

**Duration:**  **20 min**

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| **Slide** | **Instructions** |
| **Group work**  group work logo.png | * Watch the video CM online course:   “How does a Camp Manager coordinate?”, published by Escuela Internacional de Formation on 1 December 2016: <https://www.youtube.com/watch?v=7xlp6vmo_L0> (7:28)   * Following the showing, ask in plenary: How many methods did you see used for a Camp Manager to facilitate coordination? |
| **Share your opinions** | * Debrief by using the guiding questions:   + What are most common tools used in your context?   + What tools work best? Why?   + What type of meetings are most relevant for you? Why?   + How effective are the meetings you attend? |
| **Key message** | **Recap on key message:** The CM agency needs to use common and agreed country-specific **coordination systems and tools** within camps, including well-planned meetings, contact lists, 4W matrices, camp committees, minutes tracking forms, etc.  ***Facilitator’s tip:*** Ask the participants to discuss the key message before changing slide from photo to message. |

**6. Effective coordination pyramid**

**Activity 6: *Driving or restraining change***

**Learning objective**

Explain how good and bad behavioural practices in coordination have an impact on the camp response.

**Preparation and materials**

* Flipcharts for each small group of 5 – 9 persons. Each flipchart should be labelled on one half “forces driving change” and on the other half “forces restraining change” with a line down the centre.
* Flipchart at the front of the training room for the facilitator
* Post-it notes and pens

**Duration:**  **45 min**

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| **Slide** | **Instructions** |
| **Coordination pyramid** | * Introduce the pyramid. Elaborate how effective coordination is supported by mandates, systems and behaviours. Ask participants how they see the present state of affairs with regards to coordination in their setting. Record answers on a flip chart paper labelled “Current State of Coordination” for the group to recall. NB! Be sure to modify descriptions so that the entire groups is in agreement, or eliminate them. |
| **Mandate** | * Linking the ideas above, explored the linkage with Roles & Responsibilities module, including challenges. * State: mandated agencies must lead partners in a camp response to work on clearly defined and agreed upon outcomes. However, displaced people are not lineal processes. Ask how the group would describe the desired future situation with regards to coordination. Record answers on a separate flip chart labelled “Future Desired State” for all in plenary to see and recall. |
| **Systems** | * Explore the systems presented in this module (4W, minutes, sharing agenda points with representatives of camp committee prior to town halls, etc.) as well as those presented in the Roles and Responsibilities. Ask if there are any systems that would need to be added to support, supplement the future desired situation? Record those answers on a flip chart labelled “Systems”. Further add to the discussion by contributing more coordination systems and tools (e.g. Principles of Partnership, ToRs, Code of Conduct, training, capacity building programs, etc.) if these were not brought up by the participants. |
| **Interpersonal communication skills** | * Ask: Do behaviours matter in coordination? Recall the module on Interpersonal Communication Skills (if presented). Quickly brainstorm as a group about what “interpersonal communication” means and what it includes, specifically in relation to coordination. * Answers may include the following:   + PFA: caring for yourself and practicing self-care   + NVC: express the observation, state the feeling, state the need and make a clear call for next steps   + Listening at 4 levels: emotions, needs, facts, considering cultural context (verbal/non-verbal)   + Asking questions: open-ended; closed-ended   + Attitudes: open-mindedness, empathy, humanitarian principles to guide decision-making |
| **Group work**  group work logo.png | * Based on participants’ experiences, ask them pick up their prepared flip chart with the labels “Forces Driving change” and “Forces Restraining Change.” Have each group brainstorm each column based on the above discussion. * Once all groups have finished writing reflections on post-it notes (or directly on the paper) ask them to assign a relative weight of the brainstormed elements.   ***Facilitator’s tip:*** For participants from a homogenous area this can become a potential strategic discussion to identify interventions which they think can be strategies to diminish all the restraining forces.   * Review the responses in plenary to find areas that are uncommon among the groups and whose potential will have the highest impact on affecting the desired change on coordination. Challenge the group to adopt these systems and behaviours when they have a specific mandate to affect the coordination in a camp environment in the most productive way. |
| **Key message** | **Recap on key message:** Successful coordination is dependent on **mandates, systems and interpersonal communication skills**, including: inclusive and transparent attitudes, good leadership, clear communication and ability to reach agreements.  ***Facilitator’s tip:*** Ask the participants to discuss the key message before changing slide from photo to message. |
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| **Questions** | **Address any questions or comments** |
| **END OF MODULE** | |