Guidance – draft of 06.12.2013

Introduction

This guidance is intended to help IOM country[1] offices, in partnership with their national counterparts, to develop a project for building the capacity of National Authorities[2] and their partners[3] to coordinate and manage camps and collective centres[4] for people displaced by natural disasters[5]. Focus here is on IOM and NA partners – what about CCCM cluster?

This guidance has been developed as part of a project for training National Authorities' operational staff in CCCM and establishment of a roster[6] of those trained under the project. TF to check reference with JK – project or programme or just series former informally linked

The guidance also flag ups where other capacity building options may be equally or more appropriate whether for the National Authority or the wider humanitarian system[7].

The guidance is designed to complement not replace the process outlined in the IOM Project Handbook[8] and is organised under the same headings focusing on the main steps in the first two modules of the handbook.

Finally it has been written with a clear focus of on preparedness to respond to displacement; it does not touch on the other strands[9] of disaster management

Note need for guidance on how to develop national packages from other global/national training packages based on existing and draft guidance shared by JK – should this be in this document or a separate document? TF preference is latter.

JK - Do not frighten people off so delete/integrate or move following bullet points elsewhere

- Develop a strategy to build the capacity of National Authorities to coordinate and manage camps and collective centres[10] for people displaced by natural disasters
- Identify whether training of National Authority staff should be a part of that strategy
- Indicate a range of options other than training to build capacity
- Design, plan, roll out and evaluate training if it is a selected option

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[1] Guidance for regional offices would be similar but in the text we refer only to country offices

[2] The definition of "national authorities" used in this guidance is the same as that used in the Inter-Agency Standing Committee (IASC) Operational guidance for cluster lead agencies on working with national authorities, July 2011 "For the purposes of this Operational Guidance, the term 'national authorities' refers to the internationally recognised or de facto national government of a country in which a humanitarian operation is taking place, including all line ministries, departments, institutions, agencies and other actors exercising governmental authority from the national to local level."

[3] IOM partners who are not National Authorities' partners would not necessarily be included

[4] Collective centres have been included as in some regions, for example Central America, they would be used rather than camps. Other options such as host families, rented accommodation etc. although important in any contexts are not addressed in this guidance

[5] In line with IOM's mandate within the CCCM cluster

[6] Need to include guidance on rosters which are currently not mentioned further.

[7] Referred to simply as the "system" in this guidance

[8] http://publications.iom.int/bookstore/free/IOM%20Project%20Handbook_6Feb2012.pdf

[9] Prevention/mitigation; recovery/rehabilitation

[10] Collective centres have been included as in some regions, for example Central America, they would be used rather than camps. Other options such as host families, rented accommodation etc. although important in some contexts are not addressed in this guidance

Conceptualization (Handbook Module 1)

Step One: Come Up with a Project Idea

In preparing this guidance, we have assumed that the idea of this project has come from:

- Past/current responses to internal displacement in your country indicate that the system's capacity to coordinate and manage camps requires building

and/or

- There is a real risk of internal displacement in the country due to natural disasters in future which is likely to overwhelm the system

and

- Building the capacity of the National Authorities and their partners to coordinate and manage camps is seen by the IOM country office as a realistic goal.

We suggest that these assumptions need to be tested during the development of the project and recognise that there will be other contributing factors including donor interest, government requests etc., which will influence the final decision on projects.

Step Two: Assess the Potential for Success of the Project Idea

Success factors

Needs of the beneficiaries: see past/present responses and risk analysis as above.

IOM capacity, mission and strategic focus

Capacity

References to IOM capacity building project successes TF to follow up with JK;

Assessing IOM's own capacity to build the capacity of the system and that of the National Authorities and their partners can be assessed using for instance a SWOT analysis.

JK checking use of SWOT in IOM also note that IOM's project handbook has slightly different approach.

SWOT analysis		
?	**Positive +**	**Negative -**
Internal to IOM	**S**trengths	**W**eakness
External to IOM	**O**pportunities	**T**hreats

IOM's Mission and strategic focus[11]: notably:

"Uphold the human dignity and well-being of migrants[12]"

"To offer expert advice, research, technical cooperation and operational assistance to States, intergovernmental and non-governmental organizations and other stakeholders, in order to build national capacities and facilitate international, regional and bilateral cooperation on migration matters."

Donor priorities and fundraising

Donors, especially OFDA, have proven interested and willing to fund National Authority capacity building projects, see table TF finalise with JK

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[11] http://www.iom.int/cms/en/sites/iom/home/about-iom-1/mission.html
[12] Internally displacement due to natural disasters is a sub-set of Migration, see glossary

Country	OFDA	USG	SIDA	ECHO	CIDA	Gov't
Argentina						X
Bolivia						X
Botswana	X					
Chad						
Colombia						X
Dominican Republic				X		
Ecuador						
Haiti	X		X			
Indonesia						
Mozambique	X					
Myanmar						
Namibia	X					
Nepal						
Nigeria						
Pakistan						
Paraguay						X
Philippines						
South Korea						
Thailand						
Thailand						
Zimbabwe						

Stakeholders

We suggest that the most important stakeholder(s) are your potential national authority partner(s)[13].

The preferred partner would normally be the Government Ministry or Department responsible for coordinating and managing camps and collective centres for people displaced by natural disasters[14]. Hopefully this would also be a partner IOM is already working with.

There are obvious sensitivities in discussing a project which appears to assume that the capacity of the National Authorities is the issue[15]. The suggested way forward is to focus on the capacity[16] of the system as a whole in the country to coordinate and manage camps and collective centres for people displaced by natural disasters which includes IOM and other partners as well; this will also test and possibly challenge assumptions about the capacity of National Authorities being the main constraint.

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[13] There may be more than one key national authority partner but subsequent text refers to only one for ease of reading.
[14] If the same counterpart is responsible for conflict related displacement or indeed refugees, it may be appropriate to consider UNHCR as a partner as well.
[15] Need also to consider sensitivities in how this guidance is written and should be shareable with National Authorities
[16] 'Capacity is the ability of a human system to perform, sustain itself and self- renew' (Ubels et al 2010)

In addition while this guidance focuses on building capacity in areas of weakness, the suggested approach is to identify:

- Areas of strength within the system, what is working well and should be retained/nurtured
- Areas where further strengthening would be useful/desirable
- Other reflections standing back from the system

We would suggest that a key success factor at this stage is an agreement at least in principal between IOM and the most appropriate national authority partner to work together to identify strengths and weaknesses of the current system, and how to build on those strengths to address weaknesses.

Step Three: Conduct a Situation Analysis

Perform stakeholder analysis

We suggest the issue is, for example:

Capacity building of the humanitarian system in XX country for the coordination and management of camps and collective centres for internal displaced persons due to natural disasters

Problem analysis

TF to develop further - will always be context specific but opportunity to reinforce message that poor NA staff ASK may only be one of a range of contributing problems
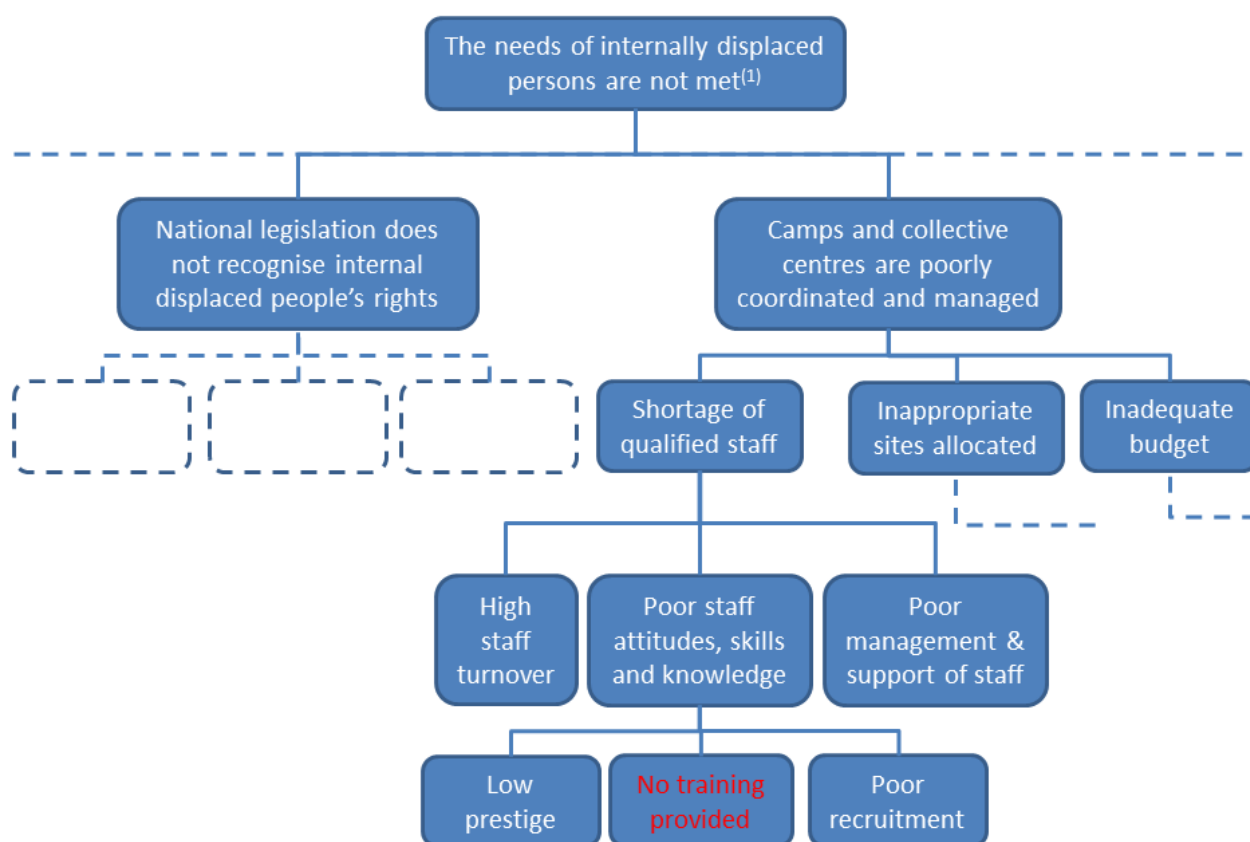
(1) See Guiding principles on internal displacement

See also "The mission of CCCM is to ensure equitable access to services and protection for displaced persons living in communal settings, to improve their quality of life and dignity during displacement, and

advocate for solutions while preparing them for life after displacement."[17] TF to précis and use as problem at top of tree above

In carrying out the problem and results analysis, we suggest that:

- the focus should be on the capacity of the system as a whole at three levels: environmental, organisational and individual
- reviewing past responses will provide useful indicators of system capacity and options for capacity building
- risk analysis will be a useful indicator of future capacity needs

Capacity of the system

Capacity of the system can be considered at three levels: environment, organisational and individual, illustrated in the table below.

Level	Illustrative areas of weak capacity	Possible means of building the system's capacity in these areas
Environment	National legislation does not recognise the rights and/or discriminates against internally displaced persons	Advocating for and supporting changes in legislation
Organisation	National Authority with IDP mandate has responsibility but neither the budget nor authority to respond in an emergency	High level meetings and lobbying; direct support by IOM/UNHCR during all strands of disaster management
Individual	National Authority staff do not have the necessary motivation, attitudes, skills or knowledge	Workshops/training courses/ briefings/ general information depending on seniority

Reviewing past responses

Useful indicators of areas of weak capacity within the system and possible solutions should be available from:

- Formal evaluations of responses to past/current internal displacement
- Informal feedback from colleagues and partners obtained through semi-structured interviews

Considering Risk

Drawing on the risk analysis/contingency planning/scenario building carried out by:

- UN globally, see for example http://inform.jrc.ec.europa.eu/,
- National Governments, see for example XXX
- Humanitarian Country Teams, see for example XXX
- IOM country offices, see for example XXX

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[17] http://www.globalcccmcluster.org/system/files/publications/CCCM%20Brief_052012.pdf

Identify the risk of internal displacement from natural disasters. Comparison with the scale of past responses and system weaknesses should indicate the required scale of the capacity building at all three levels. For example if past small scale displacements overwhelmed National Authority capacity but far greater displacements appear in likely scenarios, then capacity building becomes urgent.

Desired outcome of this step

Definition of the scale, priorities and level(s) at which the capacity of the system as a whole needs to be built to respond in anticipated future emergencies.

Identify areas of strengths as well , while recognising that focus will increasingly be on addressing areas of weakness.

Results analysis

TF to develop "Positive" problem tree once completed

Step Four: Conduct a Project Strategy Analysis

Developing range of options

In the table above illustrating the levels, some hypothetical weaknesses are listed with hypothetical solutions.

This table can now be developed, placing areas of weakness identified in previous step in the second column against the relevant level. Possible solutions can then be developed/brainstormed in the third column

Desired outcome of this step

Selection of options to take forward.

Learning needs assessment

Assuming that the attitudes, skills and knowledge (ASK)[18] individuals within the National Authorities and their partners have been identified as a problem and that learning new attitudes, skills and knowledge has been identified as a possible the solution, the next step is to conduct a learning needs assessment.

The focus of this assessment should be the individuals within the National Authority who will respond to the next displacement in an operational role.

> *"Perhaps the number one rule in identifying and analysing training needs is to keep in mind that training is not necessarily the answer to performance problems."*
>
> Peterson, R. 1998, *Training Needs Assessment,* Practical Training Series, Kogan Page

Different levels, different approaches

JK – need to put this in flashing lights

Two understandable assumptions are frequently made at this stage, namely that:

1. The most appropriate means of learning is a training course.
2. The most important group of individuals to focus on is those who are directly involved in coordinating and managing camps at the operational level.

These assumptions need to be checked carefully.

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[18] Motivation is often added to make MASK. Well-designed interactive training should touch on all four TF to add more in section on developing training

In regards to the first assumption, a well-designed and delivered training workshop does of course result in learning, but:

- it is an expensive means of learning if all the costs are considered, see annex XX? TF to develop
- can only build on not replace life experience and formal education

Alternatives to training workshops include:

- Providing the support, tools and resources that staff need to perform – see below
- Mentoring and coaching
- Structured study of key resources, for example the Camp management toolkit
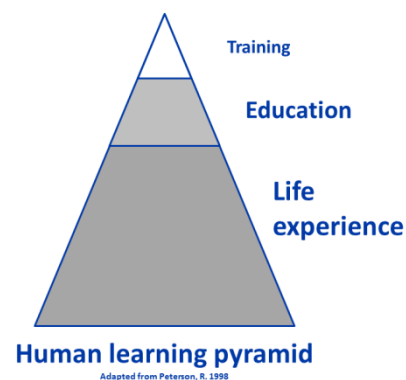
In regards to the second assumption, those same individuals may identify as far more important constraints than their own competence:

- The level of support they receive from their managers and political masters
- The level of support they receive from their peers and more junior staff within the organisation

In addition rather than a training course, it may be more appropriate to run workshops to:

- Develop national standards based on international standards
- Adapt international tools for national use

The type of learning event is very different for each level/group.

CCCM Level	Audience	Capacity building		
		Event	Duration	Aim/content
Strategic ⇧	Politician	Meeting, panel discussion	1-2 hour	Gain their commitment and support, overview emphasising political importance
	Civil servant	Workshop	½ to 1 day	As above plus additional detail on DM, Risk, Humanitarian Architecture, Roles and Responsibilities
	Staff directly involved	**Training workshop**	**1 – 5 days**	**As above plus operational sessions on opening, managing and maintaining camps etc. very much as current package**
⇩ **Operational**	Staff indirectly involved	Information session within other event, possibly induction	1-2 hours	Organisational commitments, what this might mean for you

CCCM cluster has developed guidance on learning needs assessments which can be adapted as required, see annex XX, noting that again the focus is on operational staff directly involved in CCCM; the questions would need to be significantly adapted for other groups.

Training roll out strategy

If training is identified as the preferred option, there are two broad strategy options;

| Options	Details	Comments
Training of trainers (ToT)	Train trainers who then run roll-out training courses for the target participants	Potential to train larger number of participants in a shorter time Need to ensure that the roll-out training courses will actually take place with the right participants and be of the required quality, especially if the roll-out training does not form an integral part of the project.
Roll-out training (RoT)	Train the target participants directly	Potentially will take longer to train the same number of people Quality of training potentially more easily controlled if all courses form an integral part of the project.

The CCCM cluster has already developed training packages for ToT and RoT for operational staff directly involved in CCCM, see table

Package	Participants	Content	Comments
Training of trainers	Individuals with the knowledge and skills required for training and/or CCCM who will in turn train the participants below	How to train CCCM subject matter Action planning for roll out	A "global" package which only requires minor adaption before being run
Roll out training	Individuals who are currently or are likely in future to have an operational role in CCCM	CCCM subject matter Action planning for taking learning forward	There is a "global" package from which "national" packages have been developed in eight countries as of November 2013[19]

These packages could be adapted for use with the other events but would require significant work.

The profiles of the participants for these two courses are different as illustrated in the graphics below.

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[19] Thailand, Pakistan, Namibia, Botswana, Mozambique, Colombia, Dominican Republic and Philippines

Participant profiles - RoT

Participant profiles - ToT
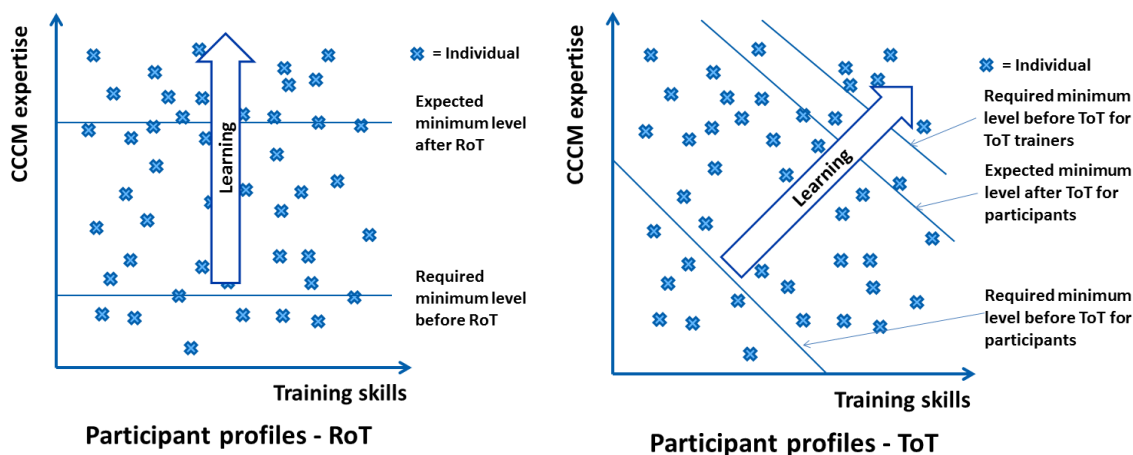
Other capacity building options

Other successful IOM capacity building initiatives include:

Displacement Tracking Matrix (DTM) TF – need to précis with additional detail possibly in annex

One of the strengths of IOM's work with government networks, based on institutional mandates, integrates the Displacement Tracking Matrix (explained below) with targeted training/capacity building of humanitarian actors and national authorities to increase the awareness on the particular CCCM operations during times of emergency and natural disaster. IOM as a service provider to member states has strong relationships and networks within most of the countries where emergencies are occurring and would therefore be able to quickly scale and build CCCM response measures in partnerships with local and national partners.

DTM is an operational tool developed within the CCCM Cluster to collect, assess, and manage information. It allows camp managers to map displacement trends and understand the locations and demographics of the affected population. It can pinpoint vulnerabilities and prioritize needs in service provision for a Camp Management agency and its partners. By offering the DTM to CCCM national counterparts, IOM extends responsible national governments, to be able to access tools and guidance that enhance protection and services to IDPs. The DTM has thus far proven to be a flexible tool, with successful adaptations in use in a variety of country contexts.

Over the course of the past year, a new mobile DTM platform was piloted in Thailand, Pakistan, Haiti, and the Philippines to facilitate real-time data collection and reporting, inclusive of immediate reporting on urgent concerns and needs, such as protection-related incidents. Recently in Mali IOM offered support accepted by UNHCR as lead of the Protection Cluster to track internal displacement. The Commission on Population Movements is hence led by IOM, and releases the most accurate displacement figures available in the Malian context. The use of a CCCM tool such as the DTM in support of other clusters has not been activated is part of what the CCCM cluster called their CCCM-specific transformative agenda.

Standards calculator

IOM also has a "standards calculator" tool which is integrated into the Colombia monitoring tool with the government. JK - further details required from Colombia

Other training and capacity building projects with Governments

The best example is what is happening is DRR in Namibia perhaps because it built on from the CCCM

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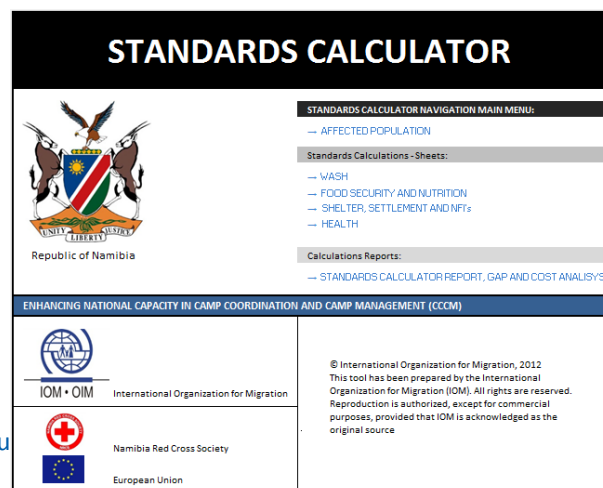
project. IOM Namibia is supporting the Directorate for Disaster Risk Management in Office of the Prime Minister (DDRM/OPM) in Namibia through the implementation of a capacity building programme in CCCM and DRM. Attached is their update from November which describes the project in more detail. TF -edit

Step Five: Write a Concept Paper (Optional)

TF to include at least one good example

Proposal development (Handbook Module 2)

Step One: Project Title

No specific guidance

Step Two: Project Data

No specific guidance

Step Three: Project Summary

No specific guidance

Step Four: Project Rationale

What is the problem and why is it significant?

- Unmet humanitarian needs of internally displaced people in camps and collective centres – TF revise to reflect problem and results tree

Why is the approach being proposed the right one?

No specific guidance beyond previous sections

Who are the key stakeholders?

No specific guidance beyond previous sections

How is the project linked to broader national, regional, and/or global initiatives?

At global level:

- Humanitarian reform, cluster approach and transformative agenda
- IOM's co-leadership of the CCCM cluster
- Role of Global cluster co-leads especially capacity building

Step Five: Partnerships and Coordination

No specific guidance beyond previous sections

Step Six: Evaluation

Training courses can be evaluated at a number of levels:[20]

Level 0 – Numbers: the number of participants in the training, or the number of participants x number of days of training = number of participant training days

Level 1 - Reactions: looks at participant satisfaction with the training and their immediate reactions to it.

Level 2 - Learning: looks at what has been learnt. What do participants know now that they didn't know before the training? What new skills have they mastered?

Level 3 - Behaviour: looks at what participants are doing differently as a result of the training. How has what was learnt on the course been transferred to their everyday life and work.

Level 4- Results: looks at the impact that the training has had on participants' performance and the community in which they are working.

Level 5 – Return on investment (RoI): compares the results, Level 4 with the overall costs of the training

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[20]. Level 0 is often seen in training programme reports, all too often only quoting the number of participants rather than the more informative participant-day figure. Levels 1 -4 were first proposed by Donald L Kirkpatrick while JJ Phillips proposed level 5

Possible methodologies:

Level	Methodology	Comments
During course		**By training team**
0 - Numbers	Use daily attendance records and calculate participants or participant-days	Attendance records should be kept in any case so simple and quick to calculate, participant-days allow results from courses of different lengths to be aggregated
1 - Reactions	Uses feedback from participants using say 3x3 or smileys (see annex XX)	Useful not only for good indication of participants' rating of course but also to give immediate feedback to trainers during the course. Beware over-evaluating/over-complicating, participants will be irritated and give top marks for everything/trainers will not have access to the timely feedback they need.
2 - Learning	Assess participants at the start and end of course. Can be self-assessment (rate yourself against the course objectives) or more objectively with some sort of test.	Self-assessment is straightforward to organise – the only challenge is to ensure all participants complete the forms at the start and the finish of the course, and that these forms are collected. Testing is more challenging and may be resented – "We are not school children!" Key decision is whether results are anonymous and/or used/seen to assess participants as well as course.
After course		**By training team members or others**
3 - Behaviour	Observe participants some time after the course to assess whether their behaviour has changed and their performance increased.	Can be direct observation: evaluator observes; or indirect, the evaluator asks a colleague/manager to observe and report back.
4 - Results	Assessment of whether change in performance has led to better CCCCM	Major challenge is to identify performance changes due to the course as opposed to other factors. Indeed performance may have decreased overall due to other factors despite the course.
5 - RoI	Attempts to compare the improvements in CCCM due to the course with the costs of the course	Requires success at Level 4 and then comparison with other possible investments.

Step Seven: Results Matrix

TF to develop further – example below from JK draft

	Actions	Outputs	Result
Objective: **To enhance the effective coordination and delivery of services to displaced persons prior to emergencies and natural disasters** thereby increasing net global preparedness in crisis response.			Effective management and coordination of CCCM response by national authorities during emergencies and natural disasters that utilizes methods and tools based on best practice and standardized CCCM guidance to deliver timely and accurate assistance to target populations
Outcome 1.1 Develop partnerships with national authorities.	Government counterpart is established Identification (description) of the particular operational and /or professional development activities and tools are identified and shared with HQ *options for operational support include: -information management ie: DTM - site or evacuation planning - NFI/shelter needs - accountability tools * options for capacity building topics include: - disaster risk management - protection in relocation sites	- Concept note/funding proposal based on particular operational and capacity building support intervention - Draft work plan with priority interventions - Signed MoU or Partnerships agreement	- Key competencies and abilities are identified and a program that supports these needs is designed, agreed upon and initiated.

	- roles and responsibilities - site planning, setup, care and maintenance, camp closure - durable solutions - participation and accountability - coordination		
Outcome 1.2 Widen specific operational tools.	Identify specific tools and nationalize them to specific country context.	- Nationalized DTM and IM tools	Tools are established and improve CCCM coordination and management responses.
Outcome 1.3 Design CCCM training materials.	Identify an expert CCCM trainer to lead the project[21]	- Develop training material profile (LNA) - Draft and adapt CCCM materials together with national authorities - Conduct a joint work-shop with key stakeholders to develop scope and specific priorities and locations of project objectives - Obtain endorsement of materials by national counterpart - Translate materials into training language - Print final versions of tools	Endorsed and specific national training package (materials and tools)

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[21] CCCM trainers and capacity building project coordinator can be identified through HQ cccmsupport@iom.int.

		and training manual	
Outcome 1.4 Deliver training events including agreed upon participants.	Plan and deliver ToT workshops according to work plan Identify key trainers and involve them in implementation plan Offer refresher training courses as required to pool of national ToT trainers	- Trainings are delivered - Ongoing ToT events further identify key trainers to conduct future training events	Trainings are delivered and a common approach to CCCM as it relates to national authorities response in natural disaster (according to CCCM standards and best practice) is developed among national authorities and other stakeholders.
Outcome 1.5 Establish standby force (network of trained individuals) to deploy and provide technical guidance during a national disaster/displacement	Develop protocols for database management system including which information to include from CB program Input data on persons trained including contact information and particular CCCM areas of expertise Compile statistics related to trainings conducted to be shared with Global CCCM training coordinator Train dedicated focal persons to update information on trained personnel	- Protocols are adopted - Focal Person updates training database as planned - Standby rosters are circulated to central level - Deployment procedures are agreed upon and tested	Deployment of trained personnel during situations of national disaster

Step Eight: Workplan

A particular challenge of running a training course is to ensure that there is sufficient lead time to:

- Identify, invite and confirm participants, see below
- Identify and contract trainers
- Allow trainers to prepare for each course – see below
- Book venues
- (Make travel arrangements if trainers or participants if these involve international flights and visas)

Six months is ideal; three months is tight but achievable; any less has risks for the quality and impact of the training.

Participants

Getting the right participants in the room is critical but often not given the priority it deserves. Some common challenges:

- Competent, ambitious and enthusiastic staff members (the sort of participants you want) are bound to be very busy – they may simply not be available at short notice, so invitations have to go out early!
- If the course is not sufficiently attractive (timely, addresses real needs, programmed for a quiet time of the year, in a good location and of appropriate length et.) the right participants, even if invited, will either be reluctant to attend or send more junior staff or indeed send staff who are extremely unlikely to take on the role the training is preparing them for.

Trainer preparation

TF to revise to reflect significant work involved in developing national packages in first place with only subsequent "tweaking" in between courses

Trainers will need time to prepare before the course starts however "standard" a training package may be, in particular, they will need to:

1. Familiarise themselves with the course if it the first time they have run it, or refresh their memory if they ran it some time ago

2. Revise the materials if they have run the course before and improvements have been identified

3. Update the materials to reflect developments in the sector, for example new guidelines from IASC

4. Adapt the materials to the country, culture and religion: For example, tents are rarely used in Central America while collective centres may be similarly uncommon in sub-Saharan Africa, and some governments will lead the clusters while others will be so weak that the UN/IO /NGO led clusters may be the dominant partner.

5. Adapt the materials to meet the needs of the participants based on a survey of those needs

6. Adapt the materials to meet the needs of IOM and partners in-country.

1-4 can be started well in advance of the course, but experience has shown the considerable value of tackling 5-6 on-site immediately before the course for a number of reasons including:

- The final list of participants is rarely known more than a week before the course and questionnaires on their experience, expectations etc. are often only coming in during the week preceding the course

- Key IOM and partner staff are busy people and they will find it hard to focus on the course until the opening ceremony is days away and more importantly, until they have had time to meet the training team and discuss the course face-to-face.

CCCM National Capacity Building Exercise Timetable

TF to developed further, expand to 26 weeks (six months) from time of decision to train to first training course!

Tasks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Review CCCM responses to date																					
Carry out LNA, direct observations in the field, interviews with key informants																					
Review results and develop program objectives																					
Write concept note, seek funding, technical support from HQ																					
Identify expert CCCM trainer(s) and																					
Obtain MoU/Agreement with high governmental office/permanent secretary office																					
Establish Government Counterpart and CB focal point (Disaster Management Unit) and develop joint work plan																					
Design LNA/Q, scope of CB activities, conduct assessment																					
Adapt CCCM ToT and capacity building materials together with National Counterpart																					
Design a training schedule/implementation (regional) approach																					
Conduct introductory CCCM training for key stakeholders (National Authorities + others)																					
Revise CB and training materials based on outcomes of training/inputs from participants																					
Plan and deliver ToT workshops																					
Identify key trainers and brief them on implementation																					

plan together w/ counterpart																							
Obtain endorsement of training materials from National Response Unit (counterpart)																							
Hold official event at national level																							
Develop protocols for database management system on CB program results/statistics related to trainings conducted (dedicate a focal person(s) for updating web content)																							
Begin roll out of national CCCM trainers in regional response (geographic focus)																							
Update national rosters as trainings are conducted																							
Report on training results																							
Establish follow up mechanisms for communities after trainings (coaching?)																							
Implement follow up mechanisms																							
Document changes in CCCM/IDP response																							

Step Nine: Budget

 "If you think training is expensive, try ignorance".

"Every dollar invested into disaster preparedness saves seven dollars in disaster aftermath."

"A stitch in time saves nine"

Training is undeniably expensive, and understandably there is pressure to limit costs, however pressure on costs without an eye on benefits is dangerous.

The suggested starting point is to calculate the full costs of delivering training, including in particular, participants' time; and then to consider very carefully whether savings can be made without a disproportionate reduction benefits.

The following example demonstrates this issue when considering whether, for instance, to save on the number of trainers:

Training team and participants			
Trainers	2		
Administrator	1		
Participants	24		
Course duration, preparation and travel			
Course duration	5	days	
Trainer preparation time/course day	2	days	Adapt not rewrite, independent of number of trainers
Administrator, prior to course	5	days	Arrange participan travel and accommodation, organise venue, print materials etc.
Participant preparation	1	days	Pre-reading, questionnaire etc.
Travel days to course, trainers	2	days	
Travel days to course, administrator	0	days	
Travel days to course, participants	1	days	
Person-days			
Trainers	24	person-days	
Administrator	10	person-days	
Participants	168	person-days	
Total	202	person-days	
Calculation 1			
Trainers' time is included in the training budget but neither the administrator's nor the participants' is			
Budget line for salaries/fee therefore	24	person-days	
Cost cutting measure proposed, use one less trainer			
Budget line for salaries/fee reduced to	17	person-days	
Representing saving of	29%		Worth considering?
Calculation 2			
Trainers', administrator's and participants' time is all included in the training budget			
Budget line for salaries/fee therefore	202	person-days	
Cost cutting measure proposed, use one less trainer			
Budget line for salaries/fee reduced to	195	person-days	
Representing saving of	3%		Marginal!

Conclusion, two trainers can easily ensure that the benefits are greater than 3% compared with only one trainer!

Similar calculations can also be done to challenge potentially false economies on the standard of the training venue.

Training team

TF to review as this section assumes the only personnel required are trainers or SME

A possible organogram for the planning, design and delivery of a training course is shown in the diagram.

The Steering Committee would normally be made up of senior IOM and key partner staff; it is responsible for oversight of the project, ensuring it meets organisational goals.
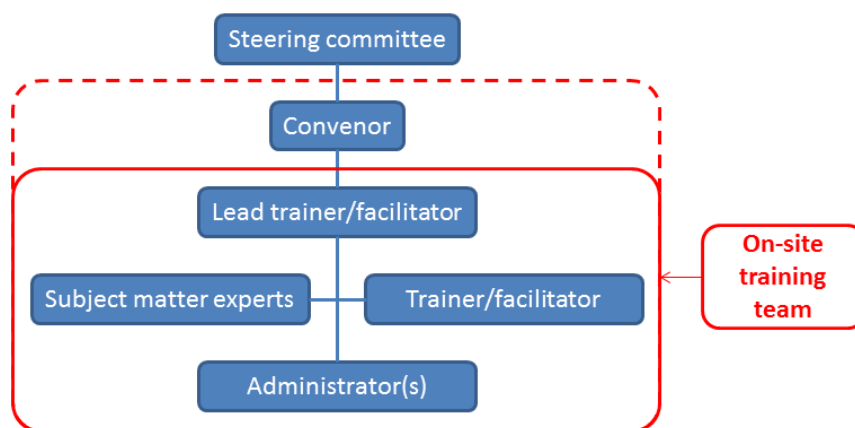
The convenor is the point of contact between the training team and the steering committee and should have the authority to take decisions within the overall remit from the steering committee. The convenor would normally be an IOM staff member.

The lead trainer/facilitator could also be the convenor, but if they are a consultant, then it is probably better to keep the roles separate.

For a five-day training course, two trainers are essential. For a two-day course, one trainer could be considered but may be a false economy, see above.

The trainer or trainers would be present throughout the course; the convenor, if that role is taken by someone other than a trainer need not attend full time.

Subject matter experts do not normally attend full time but contribute to particular sessions on a subject in which they have particular expertise; if well selected, they are always much appreciated by participants.

A training course requires a significant amount of administrative support. Failing to provide that support means that tasks are either left undone or fall onto other members of the training team. In both cases the quality of the training and therefore the potential benefits are reduced.

The administrator should attend full time, last minute printing, equipment failures, changes in travel arrangements, etc. will always arise and the trainers will be fully occupied preparing, delivering or recovering from their sessions

If the convenor or steering committee members or indeed other observers are present during sessions and have any concerns, these are best addressed outside the sessions in review meetings at the end and preparatory meetings at the start of each day.

Identifying/recruiting team members needs to be done well in advance and should be done at the start of the planning process. Good trainers are busy people and it will be difficult to secure their services at short notice.

Budget outline prepared by JK

Item	Unit	Nr of Units	Unit Cost (USD)	Total (USD)
A. Staff Costs				
CCCM Capacity Building Coordinator (P2/NOB)	month	9		
National DTM Coordinator	month	9		
Information Manager	month	9		

DTM / CCCM website developer (support)[22]	month	3		
Total Staff Costs				$
B. Operational Costs – DTM & CBNA				
Displacement Tracking matrix 3 teams of 2 including transport	unit	1		
Associated DTM costs (stationary, Computers, servers, PDAs, GPS, etc	Lump sum	1		
Data entry and analysis	unit	1		
Associated Training costs (trainers, venue, training materials/equipment, per diem, etc)	unit	1		
Manual development and printing costs	unit	1		
CBNA website development/software	unit	1		
Visibility materials	Lump sum	1		
Total Operational Costs				$
Total A+B				$
IOM Overhead (5%)				$
GRAND TOTAL				$

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[22] this function needs to be taken over by appointed counterpart within the scope of the project

Project Endorsement, Submission, and Activation (Handbook Module 3)

<mark>Guidance beyond this point will be very context specific for developing the project but guidance on developing national packages from global or other national packages needs to be included existing/draft guidance.</mark>

Step One: Forward to the Chief of Mission or Regional Director

Step Two: Review and Sign Off by the Chief(s) of Mission or Regional Director

Step Three: Submit to the Regional Office(s) or Relevant Division at Headquarters

Step Four: Designate an endorser

Step Five: Review, Revise, and Endorse / Approve for Submission

Step Six: Register the Proposal

Step Seven: Submit the Proposal to the Donor

Step Eight: Negotiate with the Donor and Revise the Project Proposal

Step Nine: Negotiate and Conclude Contractual Arrangements

Step Ten: Activate the Project

Step Eleven: Hand Over to the Project Manager

Project Management and Monitoring (Handbook Module 4)

Step One: Establish the Project Team

Step Two: Establishing the Project Implementation Structure

Step Three: Launch the Project

Step One: Time Management Planning

Step Two: Resource Scheduling and Financial Planning

Step Three: Risk Mapping

Step One: Close the Project Accounts

Step Two: Dispose of Assets

Reporting (Handbook Module 5)

The Importance of Donor Reporting at IOM

How to Prepare and Draft Donor Reports

How to Review and Finalize Donor Reports

Exceptions to Standard Report Review Procedures

How to Submit Reports

Project Information Management

Evaluation (Handbook Module 6)

Step One: Define the Overall Objective of the Evaluation

Step Two: Define the Specific Objectives of the Evaluation

Step Three: Select the Evaluation Methodology

Step Four: Prepare Terms of Reference

Step Five: Select Evaluators

Step Six: Prepare for the Evaluation

Step Seven: Implement the Evaluation

Step Eight: Review the Evaluation Report

Step Nine: Disseminate Relevant Information from Evaluations

Step Ten: Follow-up and Receive Feedback

Annex XX: Learning Needs Assessment (LNA)[23]

In training, one size does not fit all! All learners and groups of learners are different. Different learners need different training or capacity building events, with different objectives and activities, at different levels and within different timeframes.

A learning needs assessment is the starting point for effective planning. It helps trainers to understand the needs of the training participants. It tells trainers what participants know, what they need to know, and where the gaps are.

A good learning needs assessment helps trainers to plan context-specific sessions to meet the needs of the participants and plan a training that makes a difference.

When we do a learning needs assessment, we need to decide:

- What needs to be done? – An analysis of the current situation, people involved and the assessment that is needed.

- Who will do it? – Can be done by an internal or external person – often by a trainer if time and resources allow.

- Why it needs to be done? – Usually to inform appropriate training planning and justify investing in training and capacity building.

- How will it be done? – Through observations, questionnaires, interviews, performance appraisals (see below).

- When will it be done? – How long before training events are planned and delivered.

- Where will it be done? – In the organisation/field – where participants are working.

We use the following methods to do a learning needs assessment:

- **Observation** – of records, facilities, events, people, processes, capabilities, skills.

- **Questioning and Listening** – for information, for existing knowledge, for existing attitudes and experiences.

- **Job/role analysis** – getting detailed information about the requirements of a job, role or task (including challenges).

- **Performance review** – Setting performance objectives, monitoring and reviewing achievements over time.

- **Reflective thinking and ranking techniques** – Using tools to test analytical skills and problem solving.

- **Self –assessment** – Using the learners' own assessment of their performance and their needs.

- **Recording** – Keeping accurate records on all the above to help with planning. Address any issues of confidential information before sharing.

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[23] This LNA focuses on learning needs for training course participants; other approaches look at learning needs of individuals in a wider sense without assuming that the best way of meeting these needs is a training course

An Example Template for a Learning Needs Assessment Questionnaire

Name of participant:

Position/Job/Role:

- What are the main objectives/goals are you required to achieve in your post (in relation to CCCM)?

- What specific tasks and activities are you required to do/carry out (in relation to CCCM)?

- Do you have a background in or previous experience of these tasks or any training?

- When are you required to begin? Have you already begun?

- How long will you be required to do these tasks for?

- Do you have guidance and support in fulfilling these tasks?

- Do you currently have what you need (the knowledge, the skills, the attitude) to achieve the above objectives?

- Where are the gaps in your competences?

- Do you have the right environment to succeed in these activities? Why or why not?

- Are you lacking specific areas of experience which need addressing for them to succeed? What?

- What could they learn that would be of most value to you at this time?

- How capable are you currently in achieving your goals/performing your tasks?

Very capable	Capable	Reasonably capable
Not very capable	Not at all capable	Unsure/unable to comment

- Do you have a choice whether you attend this training?

- Have you attended previous training in relation to these tasks?

- How do you feel about attending this training?

- What would you most like this training to be about and focus on?

- What are you most anxious about in relation to this training?

- What are you most looking forward to in this training?

- How would you like to feel when you leave this training?