# Remote Capacity Development

The COVID 19 pandemic has considerably reduced the access to displacement sites for CCCM practitioners and humanitarian workers. To limit possible human to human transmission and in certain cases on the directive of local authorities' camp management teams worldwide are re-thinking their day to day activities. The risk COVID 19 presents to populations living in camps and camp-like settings is most pressing, especially as recommended mitigation measures seem an impossibility in many such settings. The displaced populations often live in overcrowded shelters and densely populated settlements and use communal basic facilities such as latrines or water points. Their living conditions and pre-existing vulnerabilities including lack of access to basic health services, legal documents, and reliable source of livelihoods make them particularly exposed to the spreading of COVID 19 and its consequences.

In light of the current COVID 19 pandemic and restrictions in accessing the field, the Capacity Development working group, an initiative of the CCCM Global Cluster, prepared this guidance document to support CCCM practitioners on adapting activities and strengthening CCCM operational capacity in their respective responses. When we need to train camp teams, organize a workshop with stakeholders or build the capacity of community governance structures in displacement sites where in-person contacts are limited if not even impossible, we can use various methods to adapt our capacity development activities, like webinars, tailored podcasts or videos, e-training, live internet training or even blended methodologies.
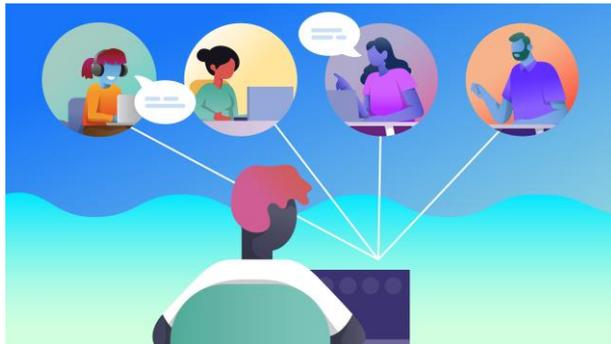
The aim of this document is to provide inspiration on how to continue providing capacity building, mentoring and coaching activities for field staff and affected communities, adapting them to the new situation where access to displacement sites is not possible or is extremely limited. It may also be used to ensure the continuation of lifesaving activities and strengthen CCCM activities and operational capacity.

Remote Trainings

Training camp teams and supporting Camp Committees through capacity building activities are key responsibilities of the Camp Management Agency. When only a limited number of team members can access a displacement site, re-training camp teams might also be needed to re-distribute tasks and responsibilities among the members and support them to delivery essential services to the displaced communities. When in person trainings are not an option, the trainer must consider that communication dynamics in virtual or remote training are different from face to face interactions. These are some of the key aspects the facilitator should consider while planning a remote training:

Adopting a Participatory Approach

Trainers know that when designing and conducting a training, it is essential to consider that adults learns primarily through experiences and that trainings targeting adults should always have a participatory approach: this remains valid for remote trainings too. The facilitator should keep things practical and context specific. Teams should be trained on specific essential information and the facilitator should spend

time on answering questions which may seem very basic. When re-training camp teams to allow certain members to take over tasks from others, the facilitator could assign specific team members to mentor one another: this contributes to keep things practical and help team members to be directly involved in the learning process.

To make the learning more participatory, the facilitator could consider mixing different methodologies, like remote online sessions with individual assignments. When using this method, the facilitator should send participants brief articles, videos or documents that are both relevant to them, pertinent to the topic of the sessions and easy to assimilate. The facilitator should stimulate the reflection around the shared material through specific questions which can be followed up during the remote online sessions. During the following remote session, the facilitator kicks off the discussion encouraging participants` reflection on what was shared with them. Reactions can be shared either in chat or verbally if time allows. The facilitator should build upon these reactions, having the participants explain how it was relevant for them or what would be their practical applications. Use a mixture of open and closed questions to apply how their learning links back to their role.

Another blended methodology for remote training is mixing e-trainings with online sessions. There are many e-trainings available to support the delivery of humanitarian response, including the Global CCCM E-Learning. When using this method, the facilitator could assign participants to take specific modules of a specific e-learning course and during the following remote session, stimulate reflections on how to apply what they learnt or contextualize their takeaways to their response. As previously highlighted, when the facilitator uses a mixture of open and closed questions, it is easier to stimulate the participants` reflections on how their learning links back to their role. The Global CCCM E-learning can be accessed here: http://www.cccmlearning.org/login/index.php.

Remember that communicating remotely and through devices impact on the learning and participation dynamics. Find the right balance for your capacity development activities. Bringing your whole target group together for a 3 hours skype sessions might not be the best idea! Consider privileging short sessions, with a limited number of participants (5 to 6 is ideal). This would make easier for the facilitator to keep the attention high and the methodology more participatory.

Choose the right platform
Telecommunications applications such as Skype and WhatsApp, or social media like Facebook or TikTok, are powerful tools to spread information and knowledge. The use of these platforms can be applied to staff development and remote trainings. Using social media can make your instructions or sessions more interactive and can be mixed with other online tools and platforms to enhance impacts. For example: a skype session with your team can be accompanied by a shared workbook to log in and track team assignments. Shared folders can be used to store camp team`s handover from one day to the other, whereas quick surveys or polls can help the facilitator make the capacity building sessions more interactive Technology is an ally, but facilitators should be mindful of target group`s different technological expertise and impediments. Some platforms or social media are more user friendly or might be more commonly used in your targeted location, compared to others. When connectivity is low or your target group does not have sufficient access to the equipment needed to participate fully to the activities: not only phones and tablets, but also USB flash drive, portable wifi devices or airtime for 3G connectivity. Consider carefully which platform works better with poor connectivity and what additional equipment you need to distribute and to

whom. Involve your target group on what their preferences would be. Depending on the platform you use, your target group and the equipment needed to attend the sessions, you can create short manuals explaining how to download, install and run the platform of your choice. When connectivity is an issue, the facilitator could encourage the participants to connect with devices that might work better with low bandwidth (for example smartphones rather than laptop) or distribute the training material in advance through USB flash drives.

Monitor and Evaluate
Monitoring and evaluating your capacity development activities, even when they happen remotely, will give you the opportunity to verify the transfer of knowledge as well as adjust your methodology. In addition to pre and post- training test that could be done through online surveys, facilitators could consider having individual follow up with the participants, asking them specific examples of how they applied what they have learned and discussed together: take notes of these examples and include them in future remote learning events. To evaluate the training, you can also consider launching a poll where results can be seen in real time at the end of the session.

Webinars
Webinars are another effective methodology for remote capacity development when the facilitator wants to focus a discussion over a specific topic, and involve different speakers to contribute. Webinars can be recorded and later on be used to contribute to other capacity development activities (for example as assignment for remote training). These are some of the key aspects the facilitator should consider while planning a webinar:

Plan your webinars ahead
Planning is key for every successful capacity development initiative. Start with an outline of the event detailing who is going to be responsible for what during the event.

Next, consider what your target group is and what the best method to announce the event is, for example targeted emails, social media, and coordination groups or contact list. Deciding in advance what would be the best platform to host your webinar depending on connectivity, adaptability of the platform to different devices (for example phones or tablets), number of expected participants and possibility to support full-video breakout rooms, will also help you plan.

When you share your invitation, consider giving practical instruction on how to ask questions, register to event and indicate if the attendee will be required to keep their camera on. You can also ask participants to submit questions in advance: this will help your planning and ensure proper time is allocated to answer crucial questions. Consider kicking off your webinar with general information slides, explaining ground

rules. If the session will be recorded, giving background information on the speakers and practical instructions on the use of the chat or the microphone to ask questions. When you facilitate an event, run a technical trial ahead of the event (or ensure to log in at least 15 minutes prior to the start together with the speakers), in order to check for any technical issues and have the time to find an alternative solution. Trying to connect from different devices, switch off videos, avoid having speakers with low bandwidth sharing the screen directly might be tips that could solve your connectivity issues. It is advisable to plan for events not longer than 90 minutes.

Make it interactive

It is commonly known that most people find it challenging to retain information passed through passive sessions; but even when you have multiple speakers and presentations, you can still make your webinar interactive and keep participants engaged. Whenever connectivity allows you and your target group is not large, keeping your camera on and asking participants to do the same: allowing participants, speakers and host to see each other will keep a certain level of activity and engagement. For larger groups, online polling or surveys are a good option to involve participation: direct poll https://directpoll.com/ or other platforms are new methods where results can be seen in real time, and certain platforms like WebEx have the possibility to ask polling questions as a standard feature (like WebEx, for example). Remember to encourage participants to ask questions but also share experiences from operations and best practices
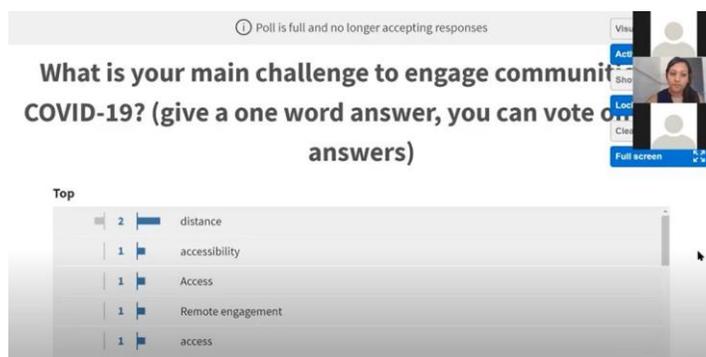
related to the topic that can enrich the discussion. Breakout Sections are another excellent way to make a webinar interactive and simulate in person group work: before breaking out the audience in sections, give super-clear, simple instructions about how much time is available and what the participants should do/discuss in the breakout groups. Video breakout sessions are supported by different platforms, for example *Zoom* and *Videofacilitator.* Make good use of the chat function as this is another channel that allows for participation during a webinar: the attendees can use it to interact with each other or with the plenary, give feedback, ask or answer questions; the facilitator can use it to interact with the attendees, collect feedback and/or use it to share links to additional resources or documents that are mentioned during the presentation.

Monitor and Evaluate

During the event, remember to regularly ask if there comments or feedback: an easy way to do this is to write in the chat and collect real time information on how the event is proceeding and what areas the participants would like the conversation to focus on. The transcripts of the chat conversation can be used to learn about your audience, evaluate the event and collect ideas on content and priorities for future learning events. At the end of the webinar, remember to allocate time for debriefing and evaluation: Attendees can be called to actively contribute to the debriefing or you could consider launching a poll where results can be seen in real time at the end of the discussion. Send the recorded session to your participants and remember to share other resources used or mentioned during the webinar, such as presentations, video or links to external documents.