Coaching in Camp Management

Capacity Building for Camp Communities

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Introduction to the Camp Management Coaching Materials

Background to Camp Management Coaching and NRC
Experience in camp management has shown NRC that the more precisely capacity building projects are planned and implemented in line with context-specific requirements, and the learning needs of specific groups, the more impact training has. What is also clear is that the achievement of sustainable changes in camp management practice, as an outcome of camp management training, requires regular and consistent follow-up with the target group. NRC's capacity building work with camp communities – particularly in Sri Lanka and Kenya/Somalia (Dadaab) – shows that it is through ongoing support and continued follow-up, that the process of learning and applying new knowledge, skills and attitudes, becomes sustainable and has the required impact.

Coaching has proved to be an effective methodology for providing such ongoing support at the camp level. The ultimate goal of such camp management capacity building initiatives has been to raise standards and increase levels of self-management in camps. This has been achieved when the target group has become proactive and competent practioniers of camp management, and when their expertise has impacted on standards of living in the camp. Communities have developed their capacities to manage the camp sustainably and independently of an external Camp Management Agency, at least to the extent possible bearing in mind their skills, administrative capacity and security issues.

The Aim of Camp Management Coaching Materials
Camp management coaching is a learning methodology. A coaching initiative is a process which entails support to camp communities and/or other camp stakeholders over time.

These camp management coaching materials aim to provide an overview and some sample materials for programme staff engaged in training/coaching initiatives who have been trained on a Training of Trainers (ToT), as well as Programme/Project Managers and Coordinators, and other stakeholders who have an interest in learning more about coaching and the way it can be used in camp management.

It is hoped that these materials will contribute to:
- Meeting the need for effective capacity building methodologies in camp management.
- Providing procedures and tools for regular and consistent follow-up over time to support changed behaviours and raising standards in camps.
- A focus on sustainability through the development of the self-management capacity of camp populations.
- The inclusive and active participation of all stakeholders in camp operations, including those with specific needs.

➔ For more information on how coaching achieves these goals, see Chapters 1 and 2.

The Target Audience for the Coaching Materials
These coaching materials are intended to be used by the following target audience:
- National and international NRC camp management programme staff facilitating coaching initiatives, who have been trained to coach, and/or who are managing an NRC training/coaching team.
- Camp management expert trainers on the inter-agency roster (a sub-group thereof), specialised in training trainers and coaches, and building the camp management training and coaching capacity of national staff.

- Camp leaders and camp communities (particularly camp committees) and representatives of host communities and local CBOs (community-based organisations) who have an interest in learning more about the coaching process and how it is used in camp management by NRC.

ⓘ **NRC Staff Who Train and/or Coach Camp Management**

Coaching, like training, is a learning methodology and being a coach, like being a trainer is a specific set of skills which is acquired over time. Learning to train and/or to coach effectively is achieved through expert input, through practice and experience, as well as through feedback and reflective practice. **All staff who are employed to train and/ or coach camp management for NRC should be trained to do so on an NRC Training of Trainers.** This is essential to uphold NRC's commitment to consistency and quality in all capacity building initiatives. It safeguards not only NRC's reputation but the Do No Harm principle to which the organisation is commited – as outlined in the NRC Policy Document.

Any capacity building camp management project – training, and/or coaching to any target group, should plan for and budget for capacity building and ongoing support for project staff employed to train/coach. This should be done in coordination with NRC Head Office who can assist in providing trained trainers and materials for such events.

These coaching materials are designed primarily to be used in combination with such capacity building events. They may be read in conjunction with the camp management training materials (learner profile 1, 2 and 3 available to camp management/CCCM trainers). They may also prove to be useful for project planning and project management purposes, and for those who are interested to learn more about coaching and how it is used in a camp management context by NRC.

The Content of the Coaching Materials

The coaching materials consist of seven chapters. Chapters 1 to 3 focus on a further definition and description of coaching principles, methodologies and roles and responsibilities, in the context of working in camp settings with camp communities. Chapters 4 to 7 go on to introduce and to apply the coaching model step-by-step, in the three project phases of planning, implementation and evaluation of a project. Throughout the text there are case studies and information boxes, which highlight key issues and lessons learned. Each chapter contains a section for tools and references. The aim is to provide a practical toolbox for a coaching initiative with a set of adaptable materials that can be used flexibly to plan, implement, monitor and report.

The Use of the Coaching Materials

These coaching materials are a synthesis and a summary of NRC's experiences and expertise in using coaching in camp management to date. The activities, materials and tools in this publication should be used and amended judiciously and in line with:
1. The objectives of the coaching initiative.
2. The needs of the target group.
3. The capacities of the coaching staff.
4. The language requirements of the context.
5. The culture of the coaching context.
6. Links to any camp management training materials used (learner profile 1, 2 or 3).

It is recommended that the Camp Management Adviser at NRC Head Office in Oslo is contacted should further guidance in the use of these materials be required.

The Place of Coaching in Camp Management Programmes /Projects

Coaching in Relation to the Three Approaches to Camp Management
In the NRC Camp Management Policy document, three approaches to camp management are outlined:

- Direct Implementation
- Camp Monitoring
- Camp Management Training

→ For more information on approaches to camp management, see the NRC Camp Management Policy document and Handbook available on the NRC intranet.

In reality a combination of these three approaches may be combined simultaneously or sequentially. Coaching as a learning method could in theory be a component of any of these approaches. In practice however, camp management coaching has to date been developed and used as a component of a **camp management training** approach, and then only in relation to camp communities/committees. This has been the case in Sri Lanka in IDP camps and in Dadaab (Kenya/Somalia) in refugee camps. Most recently coaching is being integrated into the Uganda camp management programme where coaching sessions will be run with returning communities, both in camp phase-out activities and in building capacity for sustainable return in sites and villages.

NRC's goals for using coaching in these contexts, has been one or a combination of the following objectives:

- To follow-up and further develop the camp community's skills, knowledge and attitudes in effective camp management – following-up camp management training.
- To provide ongoing support to developing the community's self-management capacity; that is to manage their own camp without the support of or with less support from a Camp Management Agency.
- To maximise the sustainability of community involvement and participation in the daily life of the camp and in camp closure, return settlements/sites/villages.

In relation to a **direct implementation** or a **camp monitoring** approach to a camp management project, coaching could equally be used to maximise the project's impact in the camp setting, and support core camp management tasks (see the Camp Management Toolkit chapters 3 to 7 for more details on core tasks).

Examples of how coaching could be integrated in **direct implementation** and **camp monitoring** approaches, would potentially include using coaching:

- To develop levels of mobilisation and community participation in the camp.
- To ensure the representation of and involvement of groups with specific needs e.g. single mothers, people with disabilities, PLWHA (People Living with HIV/AIDS).
- To raise community awareness of environmental management issues in the camp.
- To mainstream a gender perspective in community initiatives.
- To develop a more extensive/effective coordination network in the camp amongst different stakeholders.
- To develop a clear, user-friendly data base on cross-sectoral camp issues.
- To engage camp community members and/or other stakeholders about the value of data collection and/or coordination at camp level.

- To ensure the quality and consistency of data collection through coaching data collectors.
- To support accurate data analysis and regular data dissemination.
- To maximise follow-up, response capacity and feedback to the camp community following data collection.

Coaching in Relation to Different Stakeholders/Target Groups

Whilst NRC's current experience to date is in coaching camp communities, coaching as a learning methodology is equally applicable to other target groups. For example in Dadaab (Kenya/Somalia), NRC has worked to build the capacity of an international NGO, the Lutheran World Federation (LWF) to be the Camp Management Agency. This work was done through a training approach, but such a capacity building role could equally incorporate a coaching component, whereby NRC would support another organisation over time to develop their capacity to take on the management of camps, be that a national or international NGO partner or a handover programme for the government. Coaching would be an equally appropriate methodology for working with host communities, for example in relation to the sustainable use of natural resources, or the development of education or livelihoods initiatives aimed at benefitting both camp and host community populations.

ⓘ **Coaching in Relation to Training**

Where the aim of the coaching component is to build capacity in effective camp management, it is very likely that any coaching initiative will be preceeded by a camp management training component – (even if its only one or two training workshops with the target group) – in which the key topics of best practice in camp management are explored before coaching begins. The knowledge base offered by a training initiative creates a foundation upon which the coaching sessions can build. This could make use of the camp management training materials for any one of the three learner profiles – 1, 2, or 3 depending on the target group. For more information on these materials and NRC camp management training see the NRC Camp Management Handbook.

In all cases, regardless of the approach followed or the target group, it is imperative to answer the following questions at the planning stage of a coaching initiative:
- What is/are the overall objective(s) of the camp management initiative?
- What will specifically be achieved using coaching as a methodology?
- Who is the target group? What exactly will they be coached to do?
- How cohesive/effective is this target group? To what extent are they already functioning as a group/team?
- Who will coach? Are staff trained to implement coaching effectively?
- Is coaching the most effective methodology to employ? How else could the objective(s) be achieved?
- How will the coaching component complement, support and be aligned with other activities or initiatives?
- Is there an exit/handover strategy in place? What is the criteria for phasing-out coaching?
- To what extent has the target group themselves been involved in discussions and decisions about the implementation of a coaching initiative?

Symbols used in the text:

➜ For more information

)) **Coaching Case Study from the Field**

ⓘ **Information Box for Key Issues/Top Tips**

Chapter 1: Introduction to Coaching

1.1 What is Coaching and What is Coaching Not!

Coaching – like teaching, training or mentoring – is a learning method. Coaching is a method of helping others to improve, develop, learn new skills, find success, achieve aims and manage change and challenges. It invariably involves growth and change, in perspective, attitudes and behaviours. Coaching however, needs to be distinguished from other learning methods. Coaching helps people to learn rather than teaching them.

> ⓘ Coaching draws out rather than puts in. It develops rather than imposes. It reflects rather than directs. Coaching is reactive, flexible and enabling, not prescriptive or instructional. Coaching is non-judgemental. Coaching helps people to develop and grow in a wide variety of areas.
>
> The Coaching Academy

The starting perspective of coaching is that everything you (the coachee) need is already within you. Coaching is about discovering and actualizing a person's potential, unlocking their capacities to maximize their performance. In the case of camp communities this potential is often dormant, masked, eroded, and undervalued in the camp setting. One of the most frequent consequences of displacement is that people's independence and consequently their dignity and self-esteem are undermined by a culture of poverty, and reliance upon external agencies. This can quickly become a vicious circle of dependence and vulnerability. In situations of protracted displacement, the camp population are no longer effective actors in their own lives, and over time lose the capacity and the will to be so. According to John Whitmore, 'a coach must think of people in terms of their potential, not their performance.'

> ⓘ We are more like an acorn, which contains within it all the potential to be a magnificent oak tree. We need nourishment, encouragement and the light to reach towards, but the OAKTREENESS is already within.
>
> Coaching for Performance, Nicholas Brealey, 1996, pp. 8-9

Coaching can provide the metaphorical 'nourishment, encouragement and light' mentioned in the text above. It does this by developing the coachee's **awareness** and by supporting them to take **responsibility** for achieving what they want and fulfilling their potential.

'To use coaching successfully, we have to adopt a far more optimistic view than usual of the dormant capability of people – all people,' according to John Whitmore.

What is the coaching method? Coaching is an ongoing relationship between the coach(es) and the coachees (camp community). This relationship, built up over time, focuses on the camp community identifying their own goals and taking action toward the achievement of what they want. Coaching does this by using questions, enquiry and step-by-step discovery to build the community's level of awareness and responsibility. Coaching

provides the community with structure, support and feedback. (Based on information from the International Coaching Federation.)

The key concepts which describe the essence of coaching as a methodology in the paragraph above are:
- Relationship
- Time
- Community taking action
- Achievement of their visions and goals
- Asking questions/enquiry
- Step-by-step discovery
- Awareness
- Responsibility
- Structure
- Support
- Feedback

A Coach and A Coaching Group in Camp Management
In camp management, the coaching group is often, but not always, a camp committee. This committee might be thematic or sectoral – e.g. a youth committee, a women's committee, a WATSAN committee or a shelter committee. The coach(es) are usually NRC national staff, or at least staff members who are able to communicate fluently with the coaching group in their native language. The coaches must be trained in both camp management and coaching. Often coaches work in pairs in a coaching session or initiative.

➔ For more information on working in a coaching pair, see 6.3.

What is a coach? A camp management coach asks questions, listens and observes. They change their approach according to the needs of the coaching group and they elicit solutions and strategies from the camp community. They believe that the coaching group is creative and resourceful and that the coach's job is to provide support to enhance the skills, resources and creativity that the community already has. A coach provides feedback and an objective perspective. A coach supports and challenges. The coaching group is responsible for taking the steps to produce the results they identify as desirable.

Coaches assist, reflect back, challenge and encourage. They do not direct, advise or teach.

ⓘ
- Coaching is about partnership.
- Coaching is a dialogue between equals.
- Coaching develops a coaching group's acceptance of themselves and of others.
- Coaching is blame-free.
- Coaching reflects WHAT IS.
- Coaching is a process aimed at developing self-management.

A coach is not a teacher, a trainer, an adviser, a counsellor or a mentor. A good coach never takes the role of the expert. The coach needs to give up instructing and must believe in the human potential of the coachee to find their own answers. Coaching is NOT

about offering your opinions or your advice. Coaching is not about what YOU think or feel as a coach, it is about what the coachee thinks and feels. In coaching we don't say:

- Why don't you....?
- How about......?
- I think you should......
- If I were you, then I would....
- What you need to do is......
- The answer would be to........

This does not mean that an NRC coach accepts anything and everything that comes up in a coaching session. Good coaching is process management and often involves challenging a group or an individual on their thinking and their actions and probing for more information. Asking them to reflect, say more or explain the reasons behind something. Coaching may also involve making an observation that their actions may not be constructive or helpful or asking the group if this is really the best they can do. To do this a coach may use language like:

- I'm interested to hear you say that.....
- I wonder if you could explain what you mean when you say....
- If you did that, what consequences might it have for yourself and/or for others?
- Is that exactly what you mean? Could you give an example?
- What I see is that this plan could have consequences for.....What do you think?
- I would like to challenge that idea, because I'm not sure its constructive
- What do you think might happen as a result?
- What I observe is that your behaviour may be making it difficult for others to participate...
- I'm looking around the group and I wonder if the others would agree with you.
- Maybe there is someone here with a different point of view....
- I notice this is a very sensitive subject for you to discuss. What could we do to keep this discussion calm and respectful?
- I would like to ask you if that is really the best you can do?
- How committed are you to that idea?
- Is that plan realistic for you?
- Is that really your bottom line/what you are prepared to accept?

NRC's role. As a Camp Management Agency, conducting capacity building in camp management, NRC may ALSO play the role of an expert in the camp context – as an adviser, a trainer or a mentor. NRC is also committed to working to uphold international human rights, responsible environmental management, principles of equity and impartiality, and the support of groups with specific needs within the community. These values form the framework of all NRC's camp management work, including coaching.

In many camp management programmes/projects, it is therefore quite possible that NRC may have more than one identity, or wear more than one hat – as trainer, as coach, as monitor and as technical adviser. Whilst it is challenging to manage these different roles effectively, it is quite feasible, but **only** if there is complete clarity for all concerned from the outset, about the differences in these roles. It is therefore of the utmost importance to have:

- Clear project objectives and descriptions, with detailed project plans and ToRs.
- Clarity on what coaching is and on which element(s) of the project uses coaching as a method (as opposed to training or advising for example).
- Agreement on the parameters of a coaching session (in terms of time and space and team members involved).

- Distinctions between roles and responsibilities on the NRC camp management team, especially as team members may occupy more than one role at different times; for example coach, trainer and technical expert.

ⓘ There's a huge difference between coaching and advising. Coaching is centred around the coaching group, whereas advising tends to be centred around the beliefs, values and opinions of the adviser. The coach's role is to help people find their own solutions, not to have them follow an adviser's recommendations or suggestions. This is a fundamental principle.

ⓘ **An Example of a Coaching Approach**

Abdul is a camp leader. He is working to solve a conflict in his camp about the fair distribution of water. NRC is supporting him. Compare the approaches below. Which one is coaching? Who is being coached?

Situation 1:

Abdul: I have spoken to the families concerned and it just isn't working.

NRC Staff: Well, I don't expect they understand the water problem. Have you explained our idea about moving the pumps? Maybe you've said something to upset them and now they're not listening. Why don't you go back and tell them that I'll come and meet them and we'll sort it out.

Situation 2:

Abdul: I have spoken to the families concerned and it just isn't working.

NRC Staff: OK. Could you find out exactly what the problems are on all sides, and if the families have any suggestions for how it could be solved?

[An hour later]

Abdul: We're making progress! There's no final answer yet, but both families are talking, explaining their perspective and coming up with possible solutions. At least they seem to be communicating with each other and there are some good ideas.
NRC Staff: Great! How would you be able to help them think through their options?
Abdul: There's a lot of shouting going on! There are so many ideas. We need to write them down.
NRC Staff: Who would be able to make a list? Is there someone in the group who could?
Abdul: Well, Fatima can write and she is outside the argument. I'll ask her.
NRC Staff: Sounds fine. I'll come by at 4 o'clock and see how you're doing. OK?

1.2 Understanding People's Motivation

Coaching is about working with and understanding people. One way to get a sense of what constitutes a person, is through a framework of "LOGICAL LEVELS". These can be a useful starting point for coaching, because they enable the coach to understand more about why people think and behave in particular ways.

Logical levels are an analytical and explanatory model. They are a way of analysing a person's belief system. This is important for coaching because a person's behaviour often results from their beliefs about themselves, the way the world works, and their place in it. What human beings do and don't do, is usually a result of beliefs and attitudes about many different things.

People's behaviour will be influenced by the following 'Logical Levels:'

- **An understanding of what, if anything, is beyond our identity – the spiritual dimension, or the absence of it**. A sense of how, for whom or for what reason we exist. What is our mission? Why are we alive?
- **An understanding of our identity.** A sense of who I am and who others are. Who am I as a person? Who am I in relation to others?
- **An understanding of our beliefs and values**. A sense of why things are as they are/happen as they do. What should I do? How should he respond?
- **An understanding of our capabilities.** A sense of how and what is possible. How can I achieve that? What can she do about it?
- **An understanding of our behaviour.** A sense of what I and others do. What am I doing? What are they doing now?
- **An understanding of our environment.** A sense of where and when we are. – What is around us; external and social and internal. What's that doing there? Why is that happening here?

All of these logical levels or belief systems have an impact on how a person thinks and behaves. If I believe that it makes a big and positive difference to my health to do regular exercise, I am likely to have a sport or exercise routine. If I believe that I am someone capable of making of difference (the level of identity/capability), I am more likely to take action.

As a camp management coach we should always ask ourselves 'how do the coaching group understand the world and themselves in the world? How do they see themselves, what they are capable of and what they want? How do they see others around them? What systems of meaning and value make sense for them?' This will help the coach to get into the world of the coachee, and to understand them and their motivations.

👂 **How Logical Levels Can Work**

Imagine a WASH (Water, Sanitation and Hygiene) committee in a camp were brainstorming priorities for action. They had been involved in several coordination meetings and listened to the representative from the WASH service provider, who was looking for ways to get consistent and reliable data on the status of the wells and pumps in the camps. The committee has established a trusting relationship with the service provider (the level of identity). They believe that the goals set for developing WASH are worthwhile (the level of beliefs and values), and they trust and respect the representative. The committee really believes that their monitoring of the water pumps and wells could make a difference (the level of capability) and would provide the data needed, which in turn would increase the quality and quantity of water in the camp (the level of environment). They were motivated to organise themselves affectively and to monitor and report consistently (the level of behaviour).

Likewise when we get stuck, when we don't know what to do, or have a problem we want to solve, we need to look for a solution at one of the logical levels. For example, I want to drive a car, but I keep failing my driving test. At the level of capability I would be able to drive, but maybe at the level of identity I don't 'see myself' as someone who would be able to learn to drive. I can picture myself on a bicycle but not driving a car! The result is that I keep failing my driving test!

> ### ◉ How Logical Levels Work when We Get Stuck
>
> A group of women are talking in a coaching session about forming an education committee with the aim of raising levels of attendance in the camp's schools. The coach is listening to their conversation and considering why they are apparently quite resistent to the idea. Using the logical levels the coach is able to understand the following:
>
> The women see themselves as a strong group, with leadership skills and as able to make a difference in the camp (identity). They know they are able to do the work, and there are even secretarial skills in the group to note the committee meeting minutes (capability). They are still not motivated to act. Why not? They do not see it as appropriate for parents to be actively involved in the education system (behaviour). Due to this they are rarely in the proximity of the school and do not feel they belong there (environment). Rather they see all things educational as the work of the Head and the teachers, with the support of the authorities, and are very reluctant to get involved (beliefs/values).

The power of coaching is its potential to generate positive action through increased awareness and responsibility. Awareness and responsibility are the two key principles of coaching. Understanding a community's beliefs and motivations for action is key to effective coaching. Below are some examples from the field.

> ### ◉ Motivation for Coaching in Dadaab (Kenya)
>
> In Dadaab refugee camps, what factors have contributed to or influenced the communities and their motivation to improve their camp management capacity?
> 1. Dadaab is a protracted scenario with big protection and assistance gaps.
> 2. There is little donors' support: Dadaab camps do not attract funding!
> 3. The only viable durable solution is resettlement, and opportunities are few.
> 4. The displaced community are highly reliant on humanitarian assistance and external allowances/remittances.
> 5. Dadaab camps are large and the leadership structure is formally elected.
> 6. Community representation is wide though disorganised!
> 7. CM training introduced new and fresh participatory approaches.
> 8. CM training activities reached different community groups and individuals motivated to participate in different aspects of camps management.
> 9. NRC camp management had a very small team, but with regular presence in the camps.
> 10. NRC camp management was approchable, accessible and available.
> 11. The coaching concept was introduced after the CM trainings and several individuals wanted to participate. Others decided not to get involved aware of the conditions NRC established (voluntariness, community-based initiatives, realistic targets,...).
> 12. Coaching groups decided when, where and why they wanted NRC to meet them.
> 13. NRC monitored them and encouraged them to continue, though often challenges hampered their motivation!
> 14. NRC's constant presence and their hard work kept the process up!

> ✍ **Motivation for Coaching in Sri Lanka**
>
> Post-tsunami in Southern Sri Lanka, why were the communities motivated to improve their camp management capacity?
>
> 1. They had very little support from outside agencies or the GoSL (Government of Sri Lanka).
> 2. Durable solutions were slow in coming; permanent housing took longer than expected and some groups were not eligible for new homes (renters; sub-families-squatters).
> 3. The communities were a manageable size and people knew each other and had often been neighbours.
> 4. The camp management project had a small budget to help them with materials and items they needed, e.g. 'shramadana' tools, lunches, wood for cupboards, a badminton net for the children. The small budget was used with strict guidelines and bargaining: What would they do? What could we do to support, but not do it for them?
> 5. NRC helped them to network and set up meetings with agencies and with the GoSL, and accompanied them to support.
> 6. NRC set meeting times and consistently turned up. NRC was there to motivate and encourage and the team stayed consistent, so they built trust and relationships with the coaching team.
> 7. The PC (Project Coordinator) also visited the coaching meetings and supported both teams and committees.
> 8. NRC got results which people could see and experienced as positive (linking back to 'What do you want?')
> 9. NRC monitored and kept records; if a community didn't meet us half way, NRC was clear and had plenty of other priorities.
> 10. NRC had an evaluation of the project at the end. The committees were told about this evaluation and were interviewed as part of it.

In chapter 3 of these materials there is further analysis around issues of community motivation and 'buy in' through the themes of 'coachability and uncoachability'.

1.3 Tools and References

Tool 1: The Coaches Training Institute: http://www.thecoaches.com/
Tool 2: The International Coach Federation: http://www.coachfederation.org/ICF/
Tool 3: The Global NLP Training Institute: http://www.nlptraininginstitute.com/
Tool 4: The Humanitarian Reform – CCCM Cluster: http://www.humanitarianreform.org/humanitarianreform/Default.aspx?tabid=672
Tool 5: Camp Managment Toolkit: http://www.nrc.no/camp

References:
- McDermott and W. Jago 2004. The NLP Coach. (Piatkus)
- John Whitmore 2008. Coaching for Performance. (Nicholas Brealey Publishing)

Chapter 2: Coaching and Camp Management

2.1 How has Coaching been used in Camp Management?

In a camp context, coaching aims to build capacity in camp management. It aims to mobilise, to organise and to build capabilities. Coaching facilitates continued learning and the support of changed behaviours and action planning. It does this through a series of consistent and sustained sessions, or meetings, between the coach, or coaching team, and the individual or the group being coached. Each session will usually last between one and two hours and employs coaching methodologies as outlined in chapter 6.

Up til now, NRC has used camp management coaching as a follow-up methodology in a **camp management training** approach, to build on and sustain the technical knowledge, skills and attitudes that camp community members have acquired through camp management training. Camp management training and coaching have been complementary and consecutive initiatives, although as outlined in the introduction, coaching may also be part of a **direct implementation** or a **camp monitoring** approach.

NRC's experience shows that some of the characteristics of a coaching approach, as outlined below, make it particularly suited for use with camp populations and following camp management training. These materials are the result of coaching with this target group.

Why is Coaching an Effective Capacity Building Methodology for Camp Communities?
- **Capability and Potential:** Coaching in camp management is based on the belief that all people, in this instance people living in camps, are skilled, capable and resourceful. That far from being passive victims of circumstance, they are active survivors, able to direct and contribute to the management of their lives and their camp. Coaching understands people in terms of their potential not in terms of their past performance.
- **Awareness and Responsibility:** Coaching in camp management starts from the premise that effective development and change comes when people see themselves as key actors at the centre of their own lives, responsible for identifying what it is that they want and working together to find ways of achieving it.
- **Learner centered:** Coaching supports people through the process of learning how to achieve what they want. It starts from where people are, their current reality and it moves at their pace. It mobilises their energy and vision to maximize their resources, identify their goals, plan activities to achieve results. In coaching, the reality of the learners/coachees is key.

How does Coaching provide Procedures and Tools for Regular Follow-Up?
- **Process:** Coaching methodology is a process, and the outcomes of coaching in camp management are realised over time. Through coaching sessions, camp communities learn to work together, to identify their own needs, to recognise their own capacities and how best to use them. In the process of learning they get results, which in turn gives positive reinforcement to the learning process. This progressive process has as much to do with the development of a resourceful attitude as with camp management knowledge and skills.
- **Consistency:** Coaching sessions in camp management take place regularly and follow a similar format using similar tools and procedures. This gives the coaching methodology a consistency and a level of support that is dependable and becomes

familiar and practised. As the sessions unfold the camp community becomes increasingly skilled at using the coaching sessions effectively to get what they want.

- **Simplicity:** The coaching methodology and tools are designed to be simple and developmental, adopting a step-by-step approach to continue capacity building. The materials contain a number of simple blue-print tools which can be adapted to best suit the needs of the coachees. Coaches from amongst the camp community should increasingly be able to lead the process, through using the tools and following coaching methodologies.
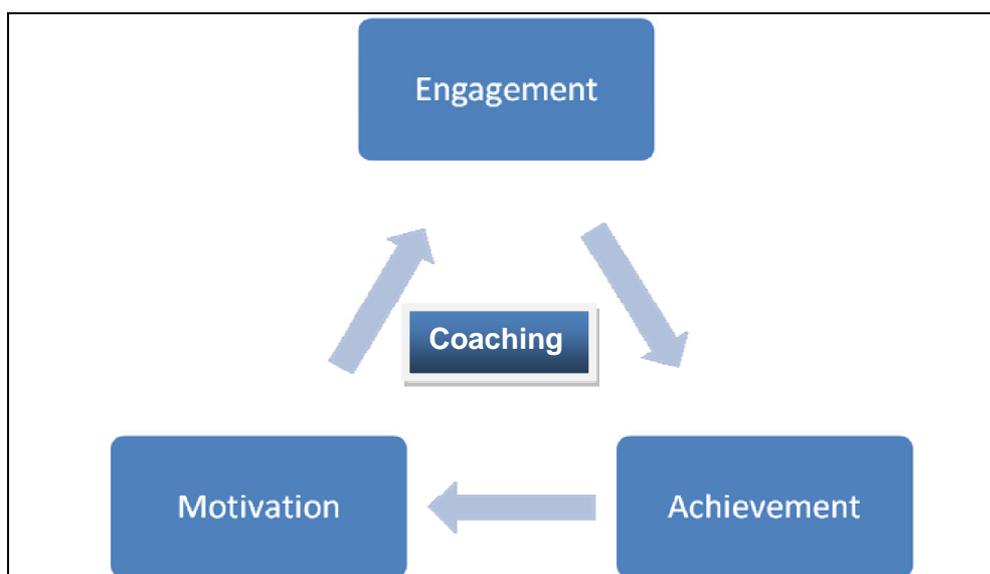
Figure: The Cycle of Effective Coaching

The cycle above illustrates how an effective coaching process can translate developing levels of community engagement, into the achievement of camp management coaching goals. The more a group is able to achieve, the higher their levels of motivation become to continue the coaching process and therefore to stay engaged.

How does Coaching support Sustainability through Self-Management?
- **Leadership:** Coaching in camp management recognises the important role played by camp leaders in the ongoing mobilisation and guidance of camp communities. The coaching process aims to empower legitimate, representative and respected community leaders – women and men – who have the ability to motivate and facilitate the ongoing process of involvement.
- **Representation:** Coaching in camp management recognises the right of all camp residents to be represented and their voices to be heard in the daily life of the camp. Coaching honours the diverity of needs of women, men, boys and girls, whilst simultaneously supporting communities in the processes of working together. The coaching methodology encourages and acknowledges the involvement and potential for contribution from all members of the camp population.
- **Independence:** Facilitating coaching with camp communities involves NRC in a process of getting beyond the dependancy relationship, which displaced populations so often have with humanitarian agencies. Coaching develops the aspirations of the camp community beyond the wish-list, and towards systems and plans for action and self-help that achieve longer-term results. Support materials/incentives, may in some situations, at some level, be part of this process. This is discussed in these materials in greater detail.

- **Ownership:** Trained communities identify their own burning issues in daily camp activities and address them through community based initiatives. Coachees plan their own actions and execute them accordingly, filling gaps in assistance, service provision and protection.

Who is the Coaching Group?

The target group(s) for a camp community coaching initiative will depend to a large degree on the needs of the situation at camp level. An NRC camp management programme or project may start up at a time when a functioning leadership structure and community groups are already in place. Leaders may be traditional or elected, and groups may have formed according to ethnicity, gender, age, interest, sector – or indeed according to any recognised sub-group within the community. On the other hand, a coaching initiative may begin when there are few, fragmented or non-functioning community groups or committees. Or the camp leadership may lack legitimacy or not be representative.

Relatively stable groups or committees, with the participation and/or support of legitimate leaders who are representative (in terms of age, gender and diversity), is an important starting point for a coaching initiative. The success of the coaching activity can depend to a large degree on the establishment of a strong committee. A coaching group needs to be a team, and a team needs to be developed before it can be expected to perform. It is therefore imperative that time is invested in an effective needs assessment which outlines the present status of the coaching group, and the starting point for their team work.

Establishing an effective point of departure for coaching will include finding out about such things as the levels of commitment and leadership of the groups, how they communicate with each other and with other groups within the camp community, and other stakeholders in the camp operation, e.g. NGOs, government representatives. Time taken in the establishment of coaching groups, who are motivated, understand what they are committing to, and share mutual goals, is a worthwhile and essential foundation for a coaching initiative. See chapter 5 for more information on Introductory Sessions for coaching.

Coaching committtees may be developed along sector-specific lines, e.g. WASH, shelter, distribution, education, or they may address cross-cutting issues such as gender, security, protection, environment or the involvement of vulnerable groups/those with specific needs. The number of coaching groups or committees depends on the needs of the situation and the capacity of the coaching team. It may also be that not every community group is worked with using a coaching methodology. Coaching may, in some circumstances, not be the most appropriate or effective way to make a difference.

🕭 Incorporating Coaching in D.R. Congo

Coaching was being considered as part of a camp management capacity building initiative in D.R. Congo. It was explained that reformulating 'coaching groups' in the camp would potentially be problematic. Strong traditional, male leadership would find the inclusive coaching methodology hard to accept, when they were used to playing a 'leadership' role and telling people what to do. They were accustomed to addressing 'their people' in a more authoritative and directive way. This was the accepted way leadership worked in the Congolese camp culture. It would be unrealistic and counter-productive to challenge that. So how could coaching be used? Did it have a place in this camp culture at all?

As the discussion progressed, it was decided it could be possible to use the coaching methodology for the achievement of one specific project goal: developing the involvement of vulnerable groups/those with specific needs in camp life. Coaching could be an ideal methodology for empowering groups with specific needs to come together, to find their voice and to participate and be represented in a number of committtees and camp management initiatives.

Due to ongoing and renewed emergencies coaching in the camps in D.R. Congo proved challenging to implement to date. There was inadequate stability to work consistently with groups, and in addition there was limited capacity to focus on developing a coaching initiative, in addition to the other responsibilities of NRC Camp Officers. To address this issue, the project recently recruited a new national training coordinator in order to have one dedicated person who can set up, follow-up and implement coaching in the camps.

The size of a coaching group should remain flexible according to the needs of the situation, with the overall aim of developing community involvement to the maximum extent. However, experience shows that large coaching groups are generally less successful because:

- The group is less likely to generate relationships of commitment and mutual support.
- In a large group it is more difficult to ensure confidentiality and to build trust.
- There are more likely to be a number of people present who attend initially out of curiosity but are not interested in a longer term investment in the group.
- The majority of people can't/won't actively contribute to the session.
- More vulnerable members of the group are more likely to be passive/silent in a large group.
- It is more challenging to get consensus on priorities.
- It can be more complex to organise action plans.
- Levels of accountability slip when individuals who have made commitments and not honoured them get 'lost in the crowd'.

It is difficult and perhaps unrealistic in the context of a camp situation, to give an 'optimum' number for a coaching group. Experience has shown that groups of 40 or 50 can show up for an introductory session. Indeed, this may be a wholly appropriate beginning, and it may take time to identify which members of a group are interested in participating consistently. It is advised that a group of more than 15/20 is much more challenging to manage effectively. In terms of a minimum number, this too depends what the aim is. For example, an NRC coach might be able to work very productively with a small group of camp leaders, perhaps 3 to 6 people, who would then be empowered to have a significant impact on other camp

residents in their block or sector. Coaching can be employed as a methodology with by individuals and groups.

In all circumstances however, it is a priority to think about how the coaching group and the work done with them, will 'trickle down' and/or be communicated to the rest of the population. Groups, meeting structures, networks, coordination mechanisms are all needed, to ensure that the impact of the coaching initiative is as far-reaching as possible.

Information dissemination mechanisms may include: public address systems, coordination meetings, focus group discussions, community theatre, camp radio, information leaflets, information notice boards, murals on walls of public buildings, training sessions, reports disseminated to sector groups, house to house visits.

> ## 👂 Incorporating Coaching in Dadaab
>
> Initiating the coaching process in Dadaab posed some substantial challenges concerning the target group and the expected outcomes. The size of the camps was the most evident challenge to the capacity building project: and aiming at big changes in a short time was not realistic.
>
> After training community leaders and youths' representatives in the three camps in camp management, we decided to start the coaching process involving CM trainees and some additional community members who were part of other camp committees.
>
> However, the number of participants was high and the NRC team was small and had to operate in three camps. In addition, camp management was a broad concept that was just taking shape in Dadaab. Furthermore, soon, additional shortcomings became evident: leaders were too busy to commit to coaching activities, there were obvious cultural, religious and social barriers within the groups, communication constraints, and a lack of engagement from some of the members. The whole project seemed to fall apart, and there was no visible impact.
>
> Both NRC and the community members were learning by doing, testing and re-testing new ideas to accommodate the process to our reality.
> The following are some of the changes we introduced in the project that had constructive and tangible effects in the coaching process:
> - working with smaller groups,
> - including youth, women, leaders and minorities' representation in all of them,
> - selecting team leaders,
> - defining a specific CM working sector which was manageable, interesting and sufficiently close to the coaching group's day to day activities.
>
> The impact of the coaching work was quickly measurable, having very positive repercussions in terms of motivation to keep up the process.

2.2 Successful Coaching with Camp Communities

Successful coaching is dependent upon a number of factors specific to the coaching situation, its context, and the people involved. Coaching is a method employed to achieve development across a wide range of areas, and the process and method that a coach

employs, may vary considerably in relation to the type of coaching being offered – be that 'life coaching', 'sports coaching' or 'business coaching'. Successful coaching with camp communities has much in common with other forms of coaching.

So what makes coaching successful? Much of the recent literature about successful coaching, puts an emphasis on the importance of the coaching technique, and on the technical skills of the coach. Whilst the skills, techniques and tools employed in the coaching process are key, it is also clear that successful coaching is highly dependent upon the coach as a person and a professional, the person/people being coached, and their psychological, emotional and environmental circumstances, and the relationship that is established between the coach and the coaching group.

It may be useful to consider **five key factors in successful coaching** and how they specifically relate to the context of coaching camp communities:
1. The coach's competence and commitment.
2. A sound coaching method.
3. A good coaching process.
4. The coaching relationship.
5. Coaching group factors (including their psychological, emotional and environmental circumstances).

1. **The coach's competencies are a combination of his/ her skills,** mindset and clarity about his or her role as a coach. Some people say that a coach with strong coaching skills, can coach anyone, whatever their background or situation. They argue that a coach doesn't really need other competencies, or areas of expertise, e.g. competence in camp management. This is an appealing idea and to some extent it may also be true. We could even argue one step further, that it is better for the coach not to have that background or 'expertise', because they are then not tempted to play the 'expert' or 'advisory' role or offer 'solutions'. However, in the context of camp management coaching initiatives with camp communities, experience shows that **a level of expertise in camp management is not only desirable, but should be seen as a necessary prerequisite**, for a number of reasons:

   - NRC, as an organisation has an expertise primarily in camp management. Capacity building projects are one vehicle for raising standards in camp management. Coaching is one method for developing camp management capacity. It is NRC's expertise in camp management that gives coaching credibility and value, with donors, with governments, with beneficiaries and with other stakeholders in camp operations.

   - The overall aim of coaching with communities is to build capacity in camp management. Whilst the community coaching group are responsible for prioritising what they want to achieve and how to achieve it, to a certain extent the framework of the coaching intervention, in terms of its overall objectives is predetermined by NRC. Expertise in camp management is needed to plan this framework.

   - Without playing the role of the adviser, or telling the community what to do, the NRC camp management coach should nevertheless be able to provide information,facts and feedback about camp management that will assist the coaching group in forwarding their decisions and action plans.

   - The NRC camp management coach may be involved in other activities apart from coaching within the camp management programme, and possibly be using different learning methodologies, for example training, for which camp management expertise is a necessity.

- The NRC camp management coaching team need to advocate with other camp stakeholders to introduce coaching activities: In the camps there are usually a number of service providers on whom coaching activities may have a direct affect. The NRC training/coaching team needs to pave the way for community coaching with other partners and initiatives, and ensure it gets the 'buy in' that it requires. This may be done in a variety of ways, for example through meetings, through presentations, through publications, through radio announcements, theatre or a public address system. This would be part of NRC's overall information management strategy.

2. **A sound coaching method** is partly about the coach and the kind of coach they are. It's also about working to sound coaching principles. These would include:

- **Coaches work through facilitated discovery and questioning and not by 'telling'.** In many camp management contexts, this approach to learning is likely to be very new and quite strange to the camp community. Particularly in humanitarian relief situations where international agencies have considerable power over national citizens, and in countries where the educational culture is formal and traditional, community groups can be very accustomed to being told what to do.

- **Coaching sessions are conversations, not interviews**. The coach needs to be really present, emotionally and mentally – listening to and working with the group inside their reality at that moment. In a camp setting, especially with larger groups, open spaces and transitory populations, this process of focus and concentration can be very challenging.

- **Coaching sessions are practical and participatory**. The coach needs to use methodologies and tools that guide and direct the coaching process, making the issues clear and tangible. Coaching will have an impact with camp communities when the session is moved beyond conversation and the sharing of ideas – towards visible, structured outcomes and action plans that will have results.

- **A coach needs to balance being supportive and being challenging**. Too much support can leave the group bored, stagnant and irresponsible. Too much challenge can make the group feel attacked and unsafe. Either can be demotivating. In a camp context the issue of motivation can be one of the largest challenges. Working with communities who may have been dependent for many months or years, and mobilising groups to move beyond apathy and hopelessness towards meaningful action demands determination and time. Most of all it demands that the coaching process gives them a sense of success – a reason to 'buy into' the process, which feeds their desire to do more.

Coaching as a learning method is a structured process composed of a step-by-step approach. The nature of each specific step, the number of steps, and the procedures followed will vary according to what is being coached and the context in which the work is being done.

> ⓘ **Coaching with camp communities is about:**
> - establishing with the community what their reality today is.
> - defining what the community's aims or intentions for the future are.
> - working with the community to produce a plan of action that the community can follow with confidence.

One useful coaching model which can help in structuring coaching with camp communities is known as the GROW model:

> ⓘ **GROW** stands for **G**oal, **R**eality, **O**ptions and **W**ill. In this four step process, the coach guides the coaching group to:
>
> 1. Establish their **goals.**
> 2. Describe their current **reality.**
> 3. Brainstorm **options** for actions which would lead to change.
> **4.** Make commitments for follow-up and action- establishing the **will.**

Good coaching process. How the coaching process is planned and set-up can have a significant impact on its future success. This is largely because coaching, like camp management is a relatively new discipline, and mutual understandings cannot be assumed from the start. It is essential that the NRC camp management coaching team begin by taking time to introduce NRC, its mandate and project objectives and how these relate to camp management and to a coaching initiative.

The key aspects of good coaching process are:
- **Assessing the needs** of the coaching group(s).
- **Understanding the realities** of the camp environment.
- **Planning the coaching intervention.**
- **Introducing the coaching concept** and aims clearly.
- **Taking time to establish transparency and trust** in the relationship between the coachees and the coaching team.
- **Establishing group norms**, roles and responsibilities and codes of conduct.
- **Establishing common goals** so the group has a shared vision.
- **Conducting the coaching sessions in a consistent**, regular, constructive way.
- **Reviewing, monitoring, and amending** the process regularly and listening to and acting upon feedback.
- **Evaluating the coaching product** and ensuring the transfer of lessons learned.
- **Ensuring that all these processes are participatory** and representative of the camp population in terms of gender, age and diversity.

The coaching relationship is often seen not just as a critical success factor, but the critical success factor. This is hardly surprising given that a coach can be a highly skilled and experienced, use sound method and good process yet not necessarily 'click' with the coaching group. There is the question of 'chemistry' and personality to some extent. It is unrealistic to think that coaches will establish the same level of rapport with all groups. Nevertheless there are things we can learn about forming effective coaching relationships in a camp context. A coaching relationship requires:
- **unconditional positive regard** and acceptance of the community group, which means communicating in a way which is non-judgemental.
- **accurate empathy with the coaching group**, which means, understanding the world from their perspective, as a displaced community and trying to 'walk in their shoes.'
- **genuineness in approach**, which means behaving in accordance with your own belief systems and values. Mean what we say, and say what we mean.

- **non-possessive warmth,** which means being friendly and respectful and retaining a degree of professional distance.

Coaching group factors are those aspects of the coaching process directly linked to the coaching group itself and the factors of their life situation and environment. Many would argue that this is the most important element of the change process. So what could this include?

- The group's strengths and weaknesses (including their sense of identity as a group and the effectiveness of their leadership).
- Supportive and challenging elements in the environment (including socio-economic and security factors).
- Unexpected, chance events during the coaching initiative (including conflict, renewed displacement, return).

From a coaching perspective, these factors have a significant influence on the camp population's **motivation, persistence** and **sense of responsibility**. When these key ingredients are present, there is a greater likelihood of successful outcomes. Camp communities are frequently dealing with issues which have a profound effect on their priorities, and their motivation for coaching – be that securing enough to eat, a shelter, basic health and medical care, or ensuring physical security for their family or some form of income. In situations of protracted displacement, camp communities may have become passive, dependent, depressed and disengaged from camp management activities.

ⓘ The Lore 7-point coachability model rates people on a scale between 'not coachable at present' to 'excellent coachability'. At the lowest end, the key obstacles to coachability are deemed to be psychological or medical problems such as depression and substance abuse. In the middle range a lack of motivation to change or complacency, are seen to be the key factors. The 'good' to the 'very good' coachability categories, show ascending levels of commitment and desire to learn, and to work with feedback. And the highest coachability group described as 'excellent coachability' is characterised as those who have an intrinsic need to grow and develop.

In a camp context, where there may be high levels of trauma and instability, it is essential to consider from the outset, the timing of a coaching intervention and to what extent it is appropriate in the circumstances and likely to be effective.

➔ For more information on 'uncoachability' and ways to approach it, see Chapter 3 of these materials.

2.3 Coaching Case Study from Dadaab

In Dadaab there are three large camps (Ifo, Hagadera and Dagahaley) built back in 1991 with currently more than 250.000 people. 95% of Dadaab population are Somalis, although there is also presence of other nationalities such Eritreans, Sudanese, Ethiopians, Congolese, among others.

Why Coaching in Dadaab?
- Those reasons stated above in 1.2 (long-standing camps, dependency syndrome, 'donor fatigue', big gaps, trainees motivation,...).

- NRC was implementing a capacity building project with particular focus on community empowerment at the management level. Coaching provided an opportunity to follow up the CM training outputs and transform them into outcomes: an improved camp management practice to raise standards in the camps.
- Motivation: Trained community members (leaders, youth, minorities) showed interest in implementing some of the camp management training learning and embraced the coaching concept.

How was Coaching developed in Dadaab?
Developing coaching in Dadaab presented some challenges. From the NRC side, camp management staff had experience in CM training, but coaching was a new concept and methodology had not been developed yet. NRC's expertise was very limited. Therefore, the staff were initially learning by doing. Key factors in the process included:
- The team was very small compared to the camps' size and the trainees' number, so they agreed on designing plenary sessions at first to introduce the coaching concept, methodology and NRC team's role. Afterwards, they assigned a trainer/coach per camp to follow-up the coaching groups.
- In the first instance, and prior to the roll-out the coaching process they presented the coaching ToR to the key CM stakeholders (UNHCR, Camp Management Agency and service providers). They did not show any particular interest, and their incredulity on expected results prevailed.
- Defining the target group was originally clear: the team decided to work with those ones already trained in camp management (mainly community representatives), adding some other active community members who were part of other social structures in the camps, such as technical committees, and interest groups.
- The team's work plan was to move simultaneously forward in the three camps, conducting the plenary session as described above and splitting the participants into sectoral groups to develop their own action plans camp by camp.

How was the GROW (Goal, Reality, Options and Will) Model applied?
In the plenary sessions, the NRC coaching team had a big group of 60 coachees (previous trainees plus other community members), which considering the size and the plurality of the camps, in terms of gender, age and diversity, suited the reality quite well.

During the first part of the session, participants got to know each other, NRC introduced the coaching concept, presented the role of NRC as coach, established the coaching conditions, refreshed the CM training contents and let the participants select one camp management topic that they would like to work with (roles and responsibilities of CM team, coordination, food distribution, site planning, GBV).
- Each one of the groups prioritized the 3 key problems in that sector, shared them with the big group and agreed on the ranking and focus for the first one.
- At the group level, they identified a realistic goal to overcome that particular problem, considering where they were now.

The table below shows what Ifo camp coaching groups prioritised (problem number 1) to start to work with:

No	Coaching Group	Problem prioritised	Activity identified
1.	**Roles and responsibilities in CM**	Leaders' discrimination	ToR & Code of Conduct for leaders
2.	**Coordination at camp level**	Community does not participate in all coordination cycle stages	Meeting at Section level with block leaders to strengthen coordination mechanisms
3.	**Distribution**	Stealing food and missing card numbers	Identify and design specific ToR for all food distribution staff in order to establish a clear division of roles and responsibilities during implementation
4.	**Standards and camp planning**	Congestion in the blocks leading to plot expansion and encroachment	Identify sites to be used as dumping areas
5.	**GBV**	FGM	Awareness campaign at block level to sensitize parents on FGM consequences

Focusing on their goal, each group brainstormed different options to reach it. Eventually, once the HOW was determined, the teams designed an action plan they committed to fulfil using the following table:

What (action)	Who (responsible)	When	Resources

Group Challenges
After the first session, the groups were high on energy, full of commitment, motivated to move ahead with their planned activities, and empowered to execute them. NRC showed availability and readiness for providing support, if needed.

A week later, noticing that most of the groups did not contact NRC, NRC decided to visit them. Most of the team members did not attend, they were facing several challenges: language barriers inside the groups, lack of meeting space, communication constraints. Some of the service providers' staff did not recognize their tasks. Group members could not access agencies' offices due to the lack of identification.

So, coachees were disappointed, demotivated, negative, sceptical about the process and angry with NRC for encouraging them to get involved in it!

At this Point, how did NRC proceed?
NRC decided first of all to re-contact the agencies in order to pave the way for the coaching groups' actions, ensuring stakeholders 'buy-in' the process and, most importantly, ensuring that this information reached their field staff.

NRC called upon a second plenary session with the coaching groups. Attendance was low, but those ones committed attended and provided great ideas!

All together, NRC and the coachees decided the following:

- To identify more individuals who could be interested in joining the groups and train them in CM. For instance, more youth, most of them idle in the camps for lack of educational and job opportunities, and minorities who usually did not take part in integrated activities with the Somali population. Coachees distributed an advertisement calling for an information meeting to those ones interested.
- To carry out team building activities, since most of the team members did not know each other, NRC designed a series of activities to strengthen the sense of belonging.
- To identify team leaders as focal points and contact persons.
- To introduce incentives such as appreciation certificates, stationary, tools to organize team activities, divide tasks, record achievements, control attendance, set meetings' agenda.
- To carry out specific training on groups' sectors upon request: Conduct small group sessions on specific modules that groups wanted to build knowledge and skills on.
- To mediate with agencies' staff: most of the coachees requested some sort of identification in order to access NGO's compounds in case they needed to request support (such as hand tools, speakers) or coordinate their activities with them. In a large camp, where being a camp resident does not provide you any other right (apart from covering basic needs) unless you have an ID card – familiarizing the community with the essence of the inclusive coaching concept was hard!
- To bring together the coaching groups from all the camps, sector by sector, to share experiences and agree on ways forward.
- To provide additional material to support certain activities: Groups such as GBV or coordination decided to conduct trainings to build community knowledge, skills and attitudes on specific issues like the consequences of harmful traditional practices, or the importance of disseminating information to all community levels. They requested to borrow from NRC some training materials (flipcharts, markers, note books and pens) and requested NRC to finance the tea break.

However, the biggest challenge that most of the groups initially faced was the lack of recognition from the community. When the 'camp planning' group in Ifo camp decided to identify a site in their block for a garbage pit, borrow neighbours' hand tools and dig it, most of their neighbours, relatives and friends could not believe it! They did not understand their determination, willingness and above all voluntariness to do this work! Nevertheless, this situation gradually turned around and some of them joined the group!

Some Tips for Situations Similar to Dadaab

Perseverance: from both NRC teams and community. The community's mind-set in a protracted scenario is completely different than in an emergency situation. The community do not participate in all the stages of the project cycle, so they get used to receiving handouts without being involved in the process, remaining passive actors in their own protection. Most of them are out of the camp management structures. They usually do not believe they can improve the camp standards, some of them do not see it as their responsibility either. In Dadaab, the majority is only focused on getting resettled, and camps are seen only to provide for an interim period, so it is seen as worthless putting any effort into improving living conditions! The coaching process aims at changing this attitude. So, we need to persevere, belief in the process and keep the people engaged.

Patience: Things do not change over night! It takes time to see some of the coaching results. Community trust and engagement is hard to achieve in the beginning, they move at their own pace. Project timeframes are often too short to see the desired outcomes. Therefore, the most important is to consolidate the process from the onset.

Flexibility: Communities are busy. The coaching sessions need to be flexible, adapted to their schedules. Often, we programme a two hours session with all the 'food distribution' group and only two persons turn up, and they spent half of the time complaining about the challenges and the difficulties encountered! Furthermore, since this process is new for most of us, sometimes things turn in a way no-one expects, neither coach nor coachees. Displacement situations are fluid, in Dadaab for instance, stakeholders changed, staff turned frequently over, key community individuals got resettled, new arrivals came in, elections changed the whole leadership structure... So we need to be ready to adapt to any given situation!

Availability: This is the key of success! We have to be there any time the groups need us! Listening, observing, encouraging – our presence is key throughout the process, particularly in the early stages when the community groups start to walk!

Guidance: Groups get often stuck and frustrated. It happens when groups for instance have not set realistic goals, also when some members disengage from the process leaving the group and the activities stranded, or when they do not receive the expected support from other stakeholders. NRC should be able to offer guidance and clear the road for them when needed, in order to facilitate the work they set out to do.

Mediation: between a group and other stakeholders, and between group members. Despite the existence of a team leader, often there are opposing views threatening to undermine the process, in those situations it is advisable to intervene.

Don't let the process die! Once some groups have realised their activities obtaining positive results, there is the risk of considering their work done and their mission accomplished! It is important to keep the spirit, the essence and the philosophy of the process latent throughout. Encouraging them to engage more people, to expand their activities, to meet more challenges.

2.4 Coaching Case Study from Sri Lanka (East)

Coaching in Sri Lanka began with tsunami-affected communities in the South and North East of the island in 2005/2006. It moved to work in conflict-affected districts in the East in 2007/2008. In September 2008, there were over 20 IDP camps remaining with a total population of approximately 10,000 people (from the Tamil ethnic population).

Why the Coaching Approach?

Coaching was set-up in Sri Lanka as a follow-up, to build upon and support best practice in camp management, following on from camp management training, which took place at district and at camp level. There was a need to strengthen and support the commitment to camp management among camp communities where there was no external agency directly implementing camp management, and where camps were small. The continuing unstable political and security situation in Sri Lanka made camps unstable and fragmented, and led to fluctuating camp populations. This was a considerable challenge to capacity building.

However, despite a dynamic internally displaced population, camps remained, with the prospect of more to follow as a result of ongoing conflict. In order to function effectively, camp committees required both training and follow-up support in the management of the camps.

Key Activities in Support of Effective Coaching in Sri Lanka were to:
- Plan for and focus on feasible activities which were appropriate for the context and took current camp realities into account.
- Focus on empowerment of the camp population at every level, to build their capacity and make them as independent as possible.
- Ensure that the coaching process was community driven and that there was 'buy in' from the committees.
- Insist upon commitment to the coaching process and to coaching sessions.
- Establish a clear framework of coaching as voluntary work to prevent misunderstandings and manage expectations.
- Frame the session objectives in terms of: 'What can YOU do? What problems do you have influence over?' This entailed realism, but also the realization of their own potential for solution, action and impact.
- Recognise that the learning process, building capacity and developing organizational skills were as important as (short term) results on individual camp management problems/challenges.
- The community took responsibility and were accountable for taking decisions and action.

Adapting Coaching Methodology
NRC Sri Lanka's new coaching methodology and tools, developed during the first six months of the project in 2008, gave more firm direction to the coaching process, and had tangible outcomes (such as flip charts with problem analysis, prioritization, action plans). This was needed due to the tendency of the previous coaching sessions to be too much focused on 'popping problems' – randomly jumping from one problem/issue to the next without analyzing and moving forward into solutions, responsibilities and action.

The GROW coaching model needed to be adapated for Sri Lanka, to include more visual/tangible methodologies and tools that people could relate to. The staff needed more guidance on how to structure sessions, set the agenda, and have a way to stay in their coaching (non-advising/teaching) role. They needed to manage the process and set the structure for the committee to prioritize and analyze. The resulting tools can be seen in chapter 6 of these materials.

The adapted methodology had a positive impact in terms of: 1. The committee taking more responsibility to find solutions, 2. The IDPs realizing that they can find solutions for most of the challenges themselves, and 3. Committee members more involved and active, enabling them to generate the involvement of the other IDPs as well.

The coaching process was organized according to the 'Coaching Process Plan', which is attached in full to the tools and references section of this chapter.

Challenges
Challenges for coaching included:
- The degree of instability at the camp level.
- Having a small mobile team covering a substantial geographical area.

- Capacitating the team members to develop their skills from the trainer to the coach role.
- Prioritising long-term capacity building over short-term results in the camps.

Breakthroughs

Breakthroughs in the initiative included:
- The coaching process and methodology developed and became more systematic and consistent, and therefore more effective, using a coaching sessions tracking sheet
- The coaching groups developed in terms of their ability to make decisions and keep to a focused direction
- Coaching sessions and coaching groups became more democratic with less tendancy for one member to dominate the conversation and agenda
- Through the development of tools and materials, the steps involved in coaching which led to action planning became more practical. Coaching became a tangible process with tangible outcomes. Participatory visualization techniques were used in the various steps of the coaching process
- There was a clearer direction and facilitation of the process. NRC's role in process management was clarified and developed.

Incentives used in coaching initiatives in Sri Lanka and Dadaab have included:
- Certificates: recognition certificates to coaching groups for performance of activities identified and planned in coaching sessions.
- Sectoral training on specific issues like food distribution: for example in standard and monitoring tools upon a group's request.
- Lunch provided: at the end of the sessions to allow people to stay in the session and not have to cook.
- Technical training in drainage and carpentry: to enable coaching groups to participate in repairs and upgrades.
- Inter-camp sessions: which lead to a recognition of their work and networking between camps, bringing coaching groups together across camps.
- Plenary sessions: for sharing lessons learned, as a monitoring and feedback opportunity.
- Revised coaching materials and stationery items for coaching groups.
- Advertisements for the coaching sessions.

2.5 Tools and References

Tool 1: Camp Management film/documentary (Sri Lankan Case Study) – on DVD
Tool 2: Camp Management Toolkit: http://www.nrc.no/camp
Tool 3: Camp Management Policy: on NRC Intranet and Internet
Tool 4: NRC Policy Paper: on NRC Intranet
Tool 5: Scanned copy of Coaching Training for NRC Managers and Trainers (Sri Lanka, 2006)
Tool 6: Coaching Process Plan (Sri Lanka, 2008)
Tool 7: NRC Camp Management Handbook: on NRC Intranet

Chapter 3: Roles and Responsibilities in Coaching in Camp Management

3.1 The Role of the Norwegian Refugee Council (NRC)

Camp management is a broad and relatively new humanitarian sector, in which the roles and responsibilities of a Camp Management Agency can be varied, complex and dynamic. Clear and well-defined roles and responsibilities for NRC as an organisation and for all camp management programme staff are critical in establishing effective projects. An understanding of the needs of the target group, the roles of other stakeholders and the realities of the context and NRC's capacities, need to be clearly established as a starting point to the project planning process.

Coaching is likewise a relatively new and rapidly developing learning method, and one which has only recently been employed by NRC in a camp management context. The experience, the tools and the lessons learned to date have been acquired through learning by doing. Consistent monitoring, reflection and adaptation of coaching initiatives is required to ensure that it develops as an increasingly effective and professional approach.

Clarity and agreement on roles and responsibilities is a priority in coaching because:
- Shared understandings about current realities form the basis of an effective relationship building between the coach and coachee.
- Mutual understanding and respect for the relationship between the coach and coachee is at the heart of successful coaching.
- When it is clear who will do what, effective action can be taken and coaching has an impact.
- Clarity of roles and responsibilities underpins effective expectation management and enables the coach to hold the coachee accountable.
- Sharing responsibilities enables everyone involved in coaching to participate in the pursuit of shared goals.

➔ For more information on the different approaches to Camp Management, see the NRC Camp Management Handbook.

In addition all programme staff need to be trained in/familiar with the following and keep these key issues in mind throughout the duration of the project:
- The mandate of the NRC, its values and organisational identity.
- The key initiatives in the country programme strategy and action plan.
- The overall objectives of the camp management programme/project.
- The value of a participatory approach throughout the project cycle and a familiarity with its methods and tools.
- The rights of the target group and an understanding of protection in relation to camp management.
- The key topics within camp management (or CCCM) as a humanitarian sector.
- The needs/dynamics of the specific camp context and population.
- Other partners involved in camp operations (e.g. government, UNHCR, IOM, service providers).
- The ways in which cross-core activity links are to be developed and maintained.
- How cross-cutting issues will be mainstreamed into the project, e.g. gender, age and environment.

- The capacities of programme staff, their backgrounds, experience, strengths and weaknesses.
- The roles and responsibiliites of individual staff members/teams.

> ### ⓘ Coaching is Participatory and Transparent
> The development of camp management coaching activities including assessments, planning, and decisions taken, should employ participatory methodologies and be transparent for all key stakeholders. This includes NRC staff (both those employed in the project and in other country office posts) camp and host community members, government representatives, the sector-lead agency, and service providers, involved in the camp operation.

The GAP (The Global Accountability Project) framework, provides an overview of what is important if organisations are to improve their accountability to all stakeholders. This framework is a useful tool for organisations internally, to increase their levels of participation and accountability, and for stakeholder groups to advocate for accountability reform within organizations that affect them.

The GAP Framework unpacks accountability into four dimensions: 1) transparency, 2) participation, 3) evaluation, and 4) complaint and response mechanisms. These elements enable an organisation to give an account to, take account of, and be held to account by all the stakeholders involved. This model may be of use to Project/Programme Managers/Coordinators, looking for tools to increase levels of accountability within coaching initiatives.

➔ For more information GAP reference, see http://www.oneworldtrust.org and camp management training materials, learner profile 1.

> ### ⓘ Communicating NRC's Role with Partners
> Communicating your coaching project's objectives will require a different approach based on the communities you are aiming to network with. How and what you present to an NGO consortium, or a group of government representatives, will be different from your presentation style and content when presenting a project to the camp residents at the camp level.
>
> Be clear on why you are doing the networking and what your goals for the networking activity are. E.g. you may want to present your project objectives and services at an inter-agency meeting in order to get the word out about hiring coaches for the work in camps. In contrast, you may do a simultaneously translated presentation at a community centre in a camp to key camp leaders and committees to gain buy-in and attract participation of the camp residents in the project. Be clear on why you are doing the activity and ensure the information you are presenting is clear and concise about your identity and key objectives.

3.2 Roles and Responsibilities of Camp Management Programme/ Project Manager and Coordinator

The Programme/Project Manager and Coordinator plays a multi-faceted and central role in a coaching initiative, as he/she is responsible for:

- The **administration of operations:** i.e. human resources management, office procedures and documentation, managing the project cycle, finance and budget, logistics, donor relations, agency relations, security management.
- The **soft skills associated with operation:** i.e. team development, training and capacity-building, team well-being and management, intra-team and office staff relations, community outreach and relations.

Most importantly, the Project Coordinator/Manager represents through professional practice, relationships and conduct, the overall identity of the initiative as well as the spirit of the mission statement of NRC as whole.

Project Coordinators/Managers leading a camp management project with a coaching component would normally be responsible for the following activities, depending upon the specifics of the country operation in terms of organization and staff capacity:

- Project planning
- Management of the project budget
- Staff recruitment
- Office space and project procurement
- Staff training and monitoring
- Project/staff security in the field
- Ongoing project monitoring and management of staff
- Project assessments/evaluations
- Phase-out and exit

➜ For more information, see a Programme/Project Manager or Coordinator's ToR in the NRC Camp Management Handbook.

In addition, as a Project Coordinator/Manager of a camp management project with a coaching component it is important to consider:

- **Expertise and competence**: Take time to develop coaching understanding and expertise, and adopt coaching techniques, that feel comfortable and appropriate.
- **Leadership**: Lead by example, adopting and using coaching techniques and a participatory approach in daily work.
- **Being a role model**: Take the role of a learner, by listening to others and asking them to share their expertise, and encourage the project staff to do the same.
- **Tools and methodologies:** Create tools and methodologies with your team and project and share with others for feedback and input. Try them out at field level and be prepared to amend, adapt and be flexible. Be creative!
- **Standardisation:** Develop and use a standard set of tools, documents and administrative procedures that work. More is less in many circumstances (e.g. standard and appropriately written ToRs, simple and effective interviewing questions, simple reporting documents and filing systems). Keep it simple!
- **Sharing best practice:** Do not re-invent the wheel if you do not have to! Inquire with NRC Head Office to see what standard tools and documents already exist and alter things to fit your project and team needs. Share your tools with NRC Head Office who can further their use globally.
- **Key messages**: Develop a simple set of key messages for communicating the coaching initiative with other NRC projects and stakeholders. E.g. have the communications officer at the Country Office write a short newsflash on or introduction to your project and team; write a brief and simple summary of your project's identity and objectives and distribute this through humanitarian information channels such as UNOCHA or NGO consortiums; do brief project introductions at

inter-agency meetings to get the key messages out; post notice board advertisements within humanitarian agency circles.

- **The coaching team**: Take time to hire and assemble your team carefully. Hold a minimum of two interviews with each candidate that you are interested in hiring and think about how the individuals will operate as a team in terms of complementary knowledge, skills and attitudes. Often, hiring for trainability is more realistic and rewarding than hiring for expertise and professional experience in a given field area. Generalists often make great coaches! Keep gender and age balance in mind when hiring.
- **Training the team**: Spend time with your newly hired team, training and introducing them to NRC as a whole as well as the project specifics BEFORE they become the public face of the project! You should have considerable time with your team before they represent NRC, and the project at the camp-level.
- **Be present!** Go with the team to the field. Meet the coaching groups and observe them working. Get to know what they do in some detail, ask questions and offer support – be available and well-informed.
- **Team involvement**: Be as transparent and consultative as possible with the team. Have regular times for planning, feedback and review. Ask them about the changing needs of the community, especially if they know or are from the displaced community themselves.

✆ Hiring a Team – The Single Most Important Activity of a Project!
Case Study from Sri Lanka

In Sri Lanka, the hiring and team training process for the initial Camp Management Training Project (which included training and coaching) took six weeks. The process was as followed:

1. Project Coordinator (PC) met with key stakeholders to collect camp snap-shot data (conducted some camp visits), as well as briefly introduced the project to key agencies;

2. PC presented the project at the NRC office to invited agency guests and the NGO consortium;

3. PC wrote ToRs and job posting advertisements for the project in consultation with office staff and PM (in keeping with the project budget, proposal, and LFM);

4. Job postings were advertised throughout the district and at camp levels on the radio, by e-mail list serves, on the community announcement channel of local television, newspapers, NGO newsletters, notice boards etc.;

5. Following job postings being advertised, PC held job posting information sessions at the NRC office for interested candidates. This was to limit inappropriate job applications and was also another way of networking with the greater general public. A standard CV-application form was drafted and distributed for easy review of interested candidates.

6. PC conducted first round of interviews after screening CV-applications. Interviews were conducted in local language with a translator present and assisting. Standard interview questions were drafted and used and all candidates were asked the same set of questions. All interviews were recorded with note-taking and filed for reference and transparency. There were at a minimum two NRC staff (PC plus an office manager) present at all interviews.

7. Second interviews were held, in the same manner as point 6. A second set of interview questions were drafted and used. Candidates were given a case study to respond to as a written assignment and computer skills were tested. All interview details were noted and filed for reference.

8. References* were followed up on and offers were made to candidates.

9. ToRs and contracts were translated, reviewed and signed. The team was assembled! PC held the project's first team meeting!

10. Lead by the PC, intense team training and capacity-building started and lasted for approximately one month. After this time, the team was ready to be the public face of the project at the camp level as well as inter-agency meetings. Project timelines were set and in-camp activities were planned. Team capacity-building sessions were on-going throughout the project.**

NOTE 1*: depending on the cultural situation and a candidate, references can be written (in letter form) or followed-up with verbally (in person by conversation or by phone). When political memberships and affiliations of potential staff members are sensitive or questionable (e.g. for security of the staff and the overall project reputation and acceptance,) following-up with references should provide answers to any questions.

NOTE 2**: the PC continually gained professional development training in areas that would support the overall project. It was arranged for PCs associated with this project to get training in required areas (e.g. coaching principles and methodologies, security management) with the expectation that the PC would return to the national staff team to transfer knowledge, awareness and skills.

3.3 The Role of the National Coaching Team

The overall role of the national training/coaching team is to be the face of the project and NRC out in the host communities and camps. The national team on a coaching initiative may be working within many different professional arenas – at the various camp and host community levels, which have their own cultural, gender, power and leadership structures, as well as possibly with key stakeholders and other agencies. It is essential that this team of people feel confident to work in these different arenas, and are supported by a Project Coordinator/Manager when necessary. The professional cohesiveness between the national coaching team members themselves as well as their relationship with the Project Coordinator/Manager are critical elements contributing to a project's overall success.

The national training/coaching team will typically be responsible for the following, with support and assistance as required:

- **Conducting participatory needs assessment** in camps.
- **Contributing to project planning**, including the identification of objectives, activities and indicators.
- **Contributing to and reviewing a project action plan.**
- **Developing and/or adapting capacity building materials** – including tools, activities and session plans.
- **Procuring training and coaching resources.**
- **Conducting presentations and awareness-raising sessions** about the project with a variety of stakeholders.
- **Coordinating with other actors at camp level** and attending meetings accordingly to input/feedback.
- **Planning and conducting training and coaching sessions** for a variety of stakeholders, depending on the objectives of the project.
- **Monitoring community progress** in terms of their developing camp management capacities.
- **Supporting coaching groups** to ensure that action plans are implemented, including contacting other actors involved in camp operations as appropriate.
- **Feeding back to the Project Coordinator/Manager** in relation to project progress and challenges.
- **Evaluating and reporting** on capacity building events (training and coaching sessions) and amending plans accordingly.
- **Keeping project documentation in good order** and providing data to the Project Coordinator/Manager for the purposes of report writing.

The national training/coaching team should:

- Have an understanding of the Project Cycle and the project's LFM (Logframe Matrix) and the project plan of action.
- Take as much ownership as possible in developing or providing feedback on project tools for planning, implementing, monitoring and evaluating their project. The greater the ownership over tools development, often the higher the use of these tools by the team in the field. The same is true for translating documents and tools. When a national staff takes an active part in translating documents and tools for their project, an increased ownership as well as skills acquisition process occurs.
- Start working in camps and host communities once they feel capacitated and ready to do so. The Project Coordinator/Manager should provide the national training/coaching team with regular and structured feedback on their professional skills and development. The national staff should also be expecting to have performance appraisals during their contract. This is a two-way review, and should include an opportunity to give feedback to their line manager.

- Be provided with ongoing capacity building so that they develop with the project. The Project Coordinator/Manager can offer on-going capacity-building and training based on their skills and abilities. Having the team train and teach each other skills is an excellent approach to team-building as well as fostering ownership of the project (e.g. IT-computer skills, accounting and finance, language learning, information, data and office management, mediation and stress management, writing and reporting.)
- Be supported with their own personal and professional challenges with understanding, creativity and patience. Camps are complex places to work. Coaching work with camp communities involves intense person to person interaction under often stressful circumstances. Coaching teams are exposed to a wide variety of reactions from camp communities. These may bring challenges of a socio-cultural, gender, linguistic or security nature for specific team members. These will be different depending on whether the training/coaching team are themselves living in the camp or come from elsewhere. Be aware that national training/coaching staff will come with their own issues, assumptions, expectations and pre-determined ways of seeing and working with a displaced community within their own country. These will directly influence their relationships and the work that they do.
- The ultimate role and responsibility of the national training/coaching staff is to remain professional and have impeccable conduct at all times when working with host and camp community members. **In coaching, maintaining professionalism, a non-judgmental attitude and high levels of motivation and confidentiality is critical**. In addition, consistent commitment to a given camp location (or host community) and committee (or set of committees) is also essential. Turning up on time and well-prepared with a supportive and positive attitude ready for work, is crucial, even in the most challenging of circumstances.

ⓘ **Train, Train, Train Again!**

Field experience has proven that coaching is a concept that does not always translate and transfer easily in a cross-cultural setting! Refer to Chapter 1 to be clear on what coaching is and what it is not! Few staff are likely to be familiar with it or have any experience. Time spent on a Training of Trainers (ToT) event, high quality team capacity building and subsequent refreshers is essential.

Training a national team for a coaching initiative needs to be clear and concise. Keep it simple and practical, and involve plenty of practice and role play. Everyone on the team needs to be absolutely certain about what their roles are as coaches, and what they are not. It is likely that the team may come under considerable pressure once out in the community, to deliver 'tangibles' and incentives. Make sure the boundaries are clear.

Extra time taken by the Project Coordinator/Manager to make sure that key coaching messages, methodologies, principles and roles are transferred to national staff, is never wasted time. Commencing with a project without doing this work is ineffective, inefficient and can do more harm than good – to the camp community, to the staff and to the reputation of NRC. It is easier to catch-up on project activities with a well-trained team than to have to re-train team members once field practice has started. Ensuring team knowledge and skill from the start is much easier than repairing a team's reputation at the field level later down the line, once the damage is done!

3.4 The Role of the Camp Community

In initiatives where they form the target group or coachees,the camp community are the focus of the overall coaching process. The overall aim of a camp management coaching initiative is then to develop the camp community's capacity in the self-management of their camp.

In turn, the success of the coaching initiative depends to a large extent on the coachablity of the camp residents, that is their motivation and ability to engage constructively in the process and to commit to its outcomes. Coaching groups may or may not be in place and functioning when the project begins. Coaching groups may need to be set-up, reorganised, rationalised, reenergised and/or refocused.

Developing the motivation, cohesion and capacities of these groups is central to the success of a coaching initiative, and it is also often the main challenge. Do not despair! NRC's experience shows that this is to be expected when undertaking coaching in camp settings, with all the complexities this entails.

The challenges and attitudes experienced in a camp are based on real experiences, and need to be understood by the coaching team. Refugees and IDPs have highly traumatized life experiences that naturally frame their worldviews and community interactions in a camp setting, with each other and with external agencies. The coaching team needs to be ready to face these challenges and be creative about ways in which they can address them productively while moving the project forward. As with many things, coaching in a camp setting is about timing and mobilizing the right people with the right attitudes at the right time.

The coaching team needs to be tenacious but at the same time reflective and able to assess when the coaching methodology may not be appropriate for the context. Making realistic assessments of the camp community's capacities as well their limitations is important – as is developing creative ways in which to build the capacities of the same group of people.

The camp community coaching groups, and the individuals of which they are comprised, are responsible, with support as appropriate, for the following:

- **Making a choice and a commitment** to being a member (or not) of a coaching group.
- **Agreeing to abide by the ToR** for the coaching group and to the Code of Conduct; and helping to draft these documents to everyone's satisfaction.
- **Engaging with the coaching goals and processes** in a spirit of good faith, motivation, responsibility and a will to make a difference to the camp.
- **Participating regularly** in coaching sessions and giving apologies for absence when unable to attend.
- **Contributing constructively** through listening to others, asking questions, making suggestions and seeking solutions and ways forward.
- **Giving opinions concerning priorities** within the camp, which do not necessarily reflect their own immediate concerns, but are rather based on knowledge of the needs of others, the greater good and take into account the needs of those who are more vulnerable/have specific needs.
- **Developing and being held accountable for contributing to specific and feasible action plans** as a result of the coaching sessions and with support from NRC.
- **Behaving in ways which support others** in a positive and practical sense, and offer criticism/challenge constructively and sensitively.

- **Taking responsibility** for, and being accountable for, participating in camp-level activities which are agreed upon by the group and which aim towards raising standards in the camp.
- **Treating others, both fellow camp residents and the NRC team with respect** and consideration.
- **Terminating membership of the group in a timely and respectful manner**.
- **Ensuring that issues of confidentiality stay within the coaching group**.

➔ For session plans on developing camp committees, including drafting ToRs and Codes of Conduct, see Chapter 5.

Common attitudes and challenges related to the communities in a camp environment, might be:
- High levels of dependency, apathy and despair generating hopelessness and disinterest and/or anger and cynicism, especially in protracted refugee and IDP camp situations.
- High levels of physical and/or mental trauma and/or acute material need for food, water, shelter, and basic assistance – especially during an emergency – generating desperation to ensure survival or physical/mental exhaustion. Either way, there is no time or energy for anything other than necessities.
- Assistance and donor dependence: Agencies have provided this, this, this and I still want more attitude*...*
- Camp shopping around: I am not getting what I need here so I will move to that camp over there*...why stay here...*
- Disinterest in coaching when there is a war going on and the priorities are about getting one meal a day and the safety of family members and children.
- Disbelief in committee elections or a democratic approach when the clan/traditional leaders are the 'real' leaders and nothing will challenge that power base (imported traditional versus local elected leadership in a camp setting).
- Focus only on return or another durable solution: We have nothing, so why talk about what we want! I want to go back to my place of origin! Can coaching do that*...*
- Lack of belief in the possibilities of the present. We only want our children to have a better life, why talk about what we want now, it is up to the next generation to make things better*....*
- Focus only on the bigger picture and international attention: Can coaching help get international attention about our homeland and the human rights abuses and war crimes there*...if not, why bother...*
- Priority needs are preconceived and defining: Can coaching feed my children, pay medical fees and reunite my family*...if not, why bother...*
- Coaching is a western concept with nothing to offer *...in our culture the elders tell us what to do...*

> ⓘ **Identifying and Dealing with Difficult Coaching Situations**
> Coaching is centred on timing, environment and the shared willingness and values of people involved in the caching relationship and process. It will be highly likely that coaches and committee members being coached (coachees) will face situations that may delay, stall and even stop the coaching process for a short or even longer period of time. See section 3.6 for a definition of uncoachability and top tips for a coach in some of these expected, normal but nevertheless challenging coaching situations.

3.5 The Role of Partners and Stakeholders in the Camp

As in all camp management projects, stakeholders involved both at the camp level, as well as those involved more broadly in camp operations, need to be identified, liaised with, and involved during the various phases of the project cycle. It is the responsibility of the Project Manager/Coordinator and the national training/coaching staff to plan for this according to context and the deliverables of the project and to ensure that appropriate coordination mechanisms are in place. In addition, partnerships will need to be grounded in a clear understanding of:

- NRC's mandate and values.
- Coaching as a capacity building methodology.
- Roles and responsibilities within the project.
- Roles and responsibilities in support of the project.

Partners and stakeholders should be engaged in the discussion of how sectoral standards in the camp can best be raised, and adequate levels of assistance and protection ensured in sectors such as WASH, shelter, food and NFIs, education, health and protection. This is the ultimate goal of all camp management projects.

In addition it is the role of the Camp Management Agency to advocate for community participation in all camp interventions, and to support age, gender and diversity mainstreaming, the representation of groups with specific needs and sound environmental management. As for camp management programmes/projects in general, the following are likely to be partners and stakeholders in a camp management coaching initiative:

- **Camp-level committees** not necessarily involved directly as a coaching group; including elected (formal leaders) and traditional (informal) leaders from within the camp setting
- **Host community leaders** and key contact persons in the local community
- **Local government officials** or politicos (including ministries and public service providers, depending on context)
- **UN agency** representatives
- **Local CBOs and NGOs**
- **Camp Management Agency** (if not NRC)
- **Service providers**, NGOs
- **Religious community leaders** and members
- **Red Cross Movement** (ICRC, IFRC and national Red Cross/Crescent societies)
- **International Organizations** (IOM)
- **Security forces** (e.g. UN or AU peacekeeping forces)
- **Rebel groups**
- **Formal family units or organized tribal groups**
- **Donors**

Identifying and engaging partners has one common goal: optimising the impact of interventions towards the common goal of raising the standards of living and protection in that camp. In most established camps, basic services are monitored, supported and often implemented in partnership with camp-level sector committees (e.g. WASH committee, livelihoods committees, shelter committee, community security committee, youth committee, etc). The coaching team may be perfectly placed to establish and maintain productive coordination between camp committees of a given sector (e.g. the WASH committee) and a specific NGO service provider. If well-managed, facilitating these relationships can create win-win situations for all concerned.

> 🖎 **Sectoral Capacity Building through Committees, Dadaab**
>
> One of the most successful coaching groups in Dadaab was the food distribution committee in Ifo camp. Their goal was clearly stated at the outset; they wanted to monitor the food distribution process to stop stealing of food by both camp residents and food distribution staff. For that purpose, the group designed a work plan where the NRC CM team had also a role to play: mediating with the food distribution agency to meet the coaching committee. Thus, the group presented their action plan to the food distribution supervisor.
>
> The process was long. The food agency stated that according to the food distribution standards they already had community food monitors in place. However, the group persevered and asked for an opportunity to join the monitoring team during the food distribution and report findings back to the food agency. Eventually, the food agency accepted. Most of the findings were already well known by the agency, though introducing new community monitors without any vested interest in the distribution other than improving the system was approved of by the community, and had a positive impact for the food service provider.
>
> The committee's ideas were introduced by the food agency and despite having serious problems with some of the food distribution staff, the coaching group ended up having a crucial role within distribution. Following the field work, joint trainings on food distribution standards, guidelines and procedures were conducted by NRC to the food committee, food distribution staff and supervisors.

The roles and responsibilities of partners are to:
- **Engage with the NRC coaching team and camp coaching groups** in a supportive and cooperate way with the aim of raising standards for the camp community.
- **Seek to understand and support the objectives of the coaching initiative** and in turn communicate the objectives of their work.
- **Work towards shared coordination systems and mechanisms** so that data and information is consistently and accurately disseminated.
- **Work toward ways in which the impact of projects can be maximised**, and developments can be mutually beneficial.
- **Address issues of gaps or duplications** in assistance
- **Engage with the principles of a participatory approach** in their own projects, so that consistent and clear messages go from external agencies to the camp community about their involvement.

3.6 Identifying and Dealing with 'Uncoachability'

Coaching is centred on the shared willingness and values of people involved in the coaching relationship and process. It will be highly likely that coaches and committee members being coached (coachees) will face situations that may delay, stall and even stop the coaching process for a short or even longer period of time. This section defines uncoachability and provides considerations for a coach in some of these expected, and normal coaching situations experienced at the camp-level.

What is 'Uncoachability'

An 'uncoachable situation' would be any situation in the coaching process where the values, attitudes and behaviours of the committee members and their coaching work, are in direct conflict with the principles, methodologies and desired outcomes of the coaching process. In addition, an uncoachable situation would also include a situation where the well-being, safety and security of the coaches and/or the coachees could be at risk.

Common Indicators of an 'Uncoachable' Situation

NOTE: Such indicators would need to be witnessed on consecutive occasions over a period of time, for the situation to be considered as 'uncoachable'.

1. Group/committee attitudes towards the coaches and the coaching process deteriorate. This may include complete disengagement, apathy, hostility, rude comments or threats against the coaches.
2. Continuously no movement forward or progress is made (chronic stagnation) even when alternative coaching methods/tools are used.
3. Committee members repeatedly collectively and openly resist any new information or group process methods.
4. The coach feels the coaching relationship with the committee is either unsafe and/or unprofessional in nature.
5. The coaches feel that they are trying to coach outside the limits of their competencies and the needs of the group require professional support and follow-up (e.g. trauma support, psycho-social counselling, drug/alcohol abuse counselling, power abuse/anger management identification, GBV issues/indicators reported and followed up etc).
6. The presence of a power struggle between committee members (or between committee members and the coaches) seriously compromises the ability of the coaches and the other committee members to fully express their thoughts and opinions openly.
7. Committee members are unable and/or unwilling, even with repeated support, to align their common values, needs, wants and goals in the coaching process.
8. There are clear relationships within the committee, characterized by emotional, psychological and/or physical abuse and/or threats of abuse.

> ⓘ Part of the coaching process involves being 'stuck' sometimes. Coaching includes acknowledging 'stuckness'; taking responsibility for being stuck; understanding why we are stuck and asking the right questions to get unstuck. This involves time, patience and the ability to remain optimisitic and solution oriented. There are also times of prolonged 'stuckness' when for whatever reason, the coaching methodology is clearly not tenable and when this needs to be acknowledged, and the coaching initiative should be stopped. Knowing the difference between these two situations takes experience and detailed knowledge of the community and their situation.

Top Tips for Dealing with 'Uncoachability'

The tips below involve **both** the coaches and the camp committee members. As coaching is centred on the needs and wants of the coachees, it is important to involve them in identifying the issues leading to uncoachability as well as the playing a central role in thinking through the possible solutions for a way forward. Coaches do not own the uncoachable issues of the committee. It is not NRC's responsibility. These issues must be identified, understood and owned by the committee members being coached, with the support of the coaching team.

Tip 1. Review the design of the committee. Note roles, behaviour, communication styles and leadership patterns that have been witnessed. Plan problem-solving approaches in line with these.

Questions to ask:
- What does the committee do when the work gets hard or the group is stuck in a disagreement or problem?
- Who does what?
- Ask the committee to describe the group behaviour and the relationships within the group. Do they like the feeling of the group? Do they like the way the group functions?
- What can be done to make the coaching sessions more productive?

Actions:
- As a group, review the coaching Code of Conduct and any formalized ToRs. Edit these as a collective effort.
- Revisit the election process for leadership.
- Review ToRs for leaders. Assess whether these are working. Remove leaders as required, based on a group process.
- Review the group composition, e.g. women may not be sufficiently represented.
- Take a coaching break! This could be a short session break (15 minutes during a coaching session that is difficult or a longer break, which means sessions are recessed for a while).

Tip 2. Review highs and lows and revisit 'fears and expectations' of the committee. Let the committee identify and talk about their low points in the coaching process. Do not allow the committee to stay focused on the low points as these will prolong the uncoachable situation. Be prepared to contrast the low points with the high points that you have witnessed with the committee since the start of your relationship. Link high points to drafting a Code of Conduct, ToRs, holding elections, developing as a group etc. Remind people about the committee's success, even if these successes feel small and insignificant to you as a coach.

Questions to ask:
- When was the group at its highest point? What did that feel like?
- What was the group's lowest point? What did (or does) this feel like?
- What do you expect from this coaching process? How can you achieve this?
- What do you expect from the coaches? Is this realistic?
- What are your fears? What are these based on? How can you overcome these?

Actions:
- As a team of coaches, facilitate a 'fears and expectations' session. Encourage all in the group to participant and create a safe environment for this.
- Link low and high points of the committee, and make these apparent to the members so that they see themselves as a group.
- Do not be afraid to share your observations but frame your remarks as being a part of the group. E.g. When the argument started last week between Nilesh and Premika, I felt as if my role in the group was disrespected because*...*

Tip 3. Educate the committee about 'uncoachable' attitudes. Create a session to discuss uncoachability, and allow the group to identify with it. As a coach, tell the group

what you [as the coach] are feeling and seeing during coaching sessions – the good, the bad and the ugly!

Questions to ask:
- How would you describe this committee? How would you describe your working relationships together as a team? What progress is being made?
- What role do you see yourself playing? How do you feel others treat you in your role? How do you treat them? Is it productive? What changes, if any, would you like to see and experience?
- If you were to use a symbol or object, what would best describe this committee? Has this symbol or object changed since you started to work together? If so, explain.

Actions:
- Have the committee identify their uncoachability issues. Use metaphors and symbols as much as possible to describe this if possible. E.g. last month this committee was like a 'racing camel', but now you are acting like a group of fighting baboons at a water hole!
- Remember that these attitudes are not bad; they are normal, but not productive in coaching. Make sure that you express this in your discussions.
- Get clear about the impact the shift in attitudes and behaviour is having. How do they feel about that? What do they want now?
- The committee needs to recognise their past successes and productive attitudes and in doing so will be able to realign the current attitudes in order to return to this. What can they do now?

Tip 4. Identify if the uncoachability is based on destructive attitudes of a person or persons in the group. If yes, ask the committee the following questions.

Questions to ask:
- Have issues in the coaching sessions become too emotional/sensitive/difficult?
- Is the destructive attitude a result of stress, unhappiness, power struggles in the group?
- What do they think is the reason behind this destructive attitude?
- How can we support this person/people?
- How would they like to be supported? What would they like to do?
- Are the committee members trying to meet the expectations of the coaches? Are un-needed pressures/expectations on the committee being created by the coaches?

Actions:
- As a coaching team, change your session style and be mindful of stress levels in the group.
- Plan on some fun and upbeat activities that celebrate the group as oppose to push the group to work on issues that they are not ready to face.
- Encourage peer to peer evaluations on coaching styles between coaches. Arrange for some coaching capacity-building and training to refresh the team, and give them some new ideas.
- Request that the member(s) of the committee who are less than constructive leave the group, or take a break.
- Uncoachable attitudes are contagious and can easily spread from one group member to another. Try and isolate this attitude (the person or persons) and have them take a break from the coaching process.

Tip 5. Employ methods of conflict resolution/management, when committee members are arguing with each other and coaching sessions are spending more time on group management issues than action planning and implementation.

Questions to ask:
- What is causing this level of argument and confrontation?
- Why is the group having to spend so much energy on group management issues (e.g. not arriving on time, absenteeism of members, members not following through on commitments etc)?
- Has the group recognised the impact of this? Are they turning to each other or to the coach for solutions?
- What can be done? What do people want?
- When the coach asks difficult questions, what are the committee members able to openly and honestly say?

Actions to take:
- If there is a lot of arguing between two people (or small groups of people) have these people redirect their comments and anger towards the coach and not each other. This style of communication defuses the tension. It puts the issue out front for the group to reflect on, through the facilitation of the coach. This approach moves the issues between committee members out into the group setting, providing a shift in problem-solving and communication process.
- When an issue is out front, follow up with questions that probe the group about why it is important to resolve the issue as a committee? Follow this up by always asking: What will the committee get if we work towards resolving this issue/or disagreement among our group?
- Always take a break/recess if tempers get too hot! It is better to walk away than create an unsafe and volatile group environment!
- Implement some team-building activities such as games.
- Introduce some tools to support the group to plan together in an organised way.

'Uncoachability' and the Practice of Self-Management for Coaches
In situations of uncoachability, the coaches facing these challenges need to be able to self-manage their own professional and personal reactions. The following are things to keep in mind for positive and professional self-management as a member of a coaching team:

1. As a coach, know when you are losing your objectivity and/or becoming cynical.
2. As a coach, know when you need a break (10-15 mins) during a coaching session or longer (one to two weeks away from a particular committee).
3. As a coach, know what triggers you emotionally, especially if the committee's coaching work is closely related to any life/personal experience or the coach is from the camp population.
4. As a coach, know when you are getting too emotionally attached to the needs and wants of the group.
5. As a coach on a team, share the above information about yourself with your colleagues and take care of each other.
6. Know when you need support, capacity-building and further training!
7. Stop the coaching process if you feel you are being harmed or doing harm to yourself and others!

3.6 Tools and References

Tool 1: ToR for CM Trainer and Coach (Sri Lanka, 2008)
Tool 2: ToR for leader of a camp committee, reference the Camp Management Toolkit
Tool 3: Sample Staff Training Agenda Coaching Workshop (Sri Lanka)
Tool 4: Committee elections (rules and regulations) and step-by-step electoral processes for committees in camps, reference the Camp Management Toolkit
Tool 5: Methodology for Sector Monitoring Team (Dadaab/Kenya)
Tool 5: Links to PRA/RRA and participatory project tools:
       http://www.fao.org/docrep/006/ad346e/ad346e00.HTM and PLA:
       http://www.planotes.org/
Tool 6: Appreciative Inquiry:
       http://appreciativeinquiry.case.edu/practice/organization.cfm?sector=23
       http://www.taosinstitute.net/
       http://www.icvet.tafensw.edu.au/resources/appreciative_inquiry.htm#websites
Tool 7: NRC Code of Conduct
Tool 8: NRC Gender Policy

Chapter 4: Planning Coaching in Camp Management

4.1 Introduction to Planning and the Project Cycle

The aim of chapter 4 is to give practical guidance and input into how to plan and structure a coaching initiative, which will consist of a number of coaching sessions, often with a number of coaching groups at the camp level. As coaching is likely to be an integral part of a broader camp management project (often but not always camp management training), this process will also often entail mapping out how the training and coaching elements of capacity building projects can be combined in a way that brings continuity and progression to the project as a whole.

The planning process for a camp management coaching initiative will include identifying:
- The overall objective(s)
- The specific objectives
- The results
- The activities
- The indicators
- The assumptions
- The project period
- The project budget and resources
- Staff training and capacity building

These planning priorities are linked directly to the process outlined in the Logical Framework Approach and the titles in the LFM (Logframe). Furthermore, at the planning stage the project should:
- Be aligned to the country programme strategy.
- Mainstream cross-cutting issues – gender, age, diversity, environment, protection.
- Include cross core-activity links – especially with other core activities working at the camp level – for example: emergency food security and distribution, shelter repairs, school construction, teacher training, YEP, ICLA activities with the camp community.
- Map out how training and coaching activities with a diversity of stakeholders can be complementary.
- Lead into a detailed action plan for the project of who does what, when and where.

➔ For more information on the LFA/ LFM (Logframe Approach/Logframe) and the project cycle, see the NRC Camp Management Handbook.

4.2 Coaching Objectives, Activities, Results and Indicators

Below are some examples of camp management training and coaching objectives, results, activities and indicators which may act as a resource. The example is taken from the camp management capacity building project in Kenya/Somalia (Dadaab refugee camps), of which a coaching initiative formed a part. NRC played a capacity building role with LWF (Lutheran World Federation), the Camp Management Agency, as well as with other actors –particularly UNHCR, the Government of Kenya and the camp community.

For the purposes of this material, the extracts below focus only on training and coaching work done with the camp community. The example demonstrates how the training and

coaching components of a capacity building project with the camp community can be combined.

➜ For more information and a copy of the final report for this project, see Tools and References in Chapter 6.

Planning a Training/Coaching Initiative with the Camp Community	Example Resource Text
Objectives – Overall	NRC's overall objective is to enhance protection and promote the rights of the IDPs, Refugees and Returnees in humanitarian need by improving living conditions and seeking durable solutions.
Capacity Building Objectives – Specific	Improve quality and raise standards in service delivery and management in the camps through training and capacity building of the various camp management stakeholders in Dadaab. Encourage community based initiatives whereby camp residents and host community participate in identification, planning, implementation, monitoring and evaluation of camp activities.
Results	Training and coaching of refugee committees and host population.
Activities	Use recruitment and training to increase and strengthen the NRC capacity building team to cover Ifo, Hagadera, Dagahaley camps. Introduce the Camp Management Toolkit in relation to camp management training and coaching activities in Dadaab and make adjustments to the training materials based on the Toolkit. Ensure that cross-cutting aspects such gender, HIV/AIDS and environment are mainstreamed and/or part of the camp management training/coaching. Deliver camp management training to particular community groups according to demand (youth, teachers, block leaders). Continue coaching sessions for community leaders and other community representatives, particularly youth to support them to enhance the management practice in the different camp sectors.
Coaching Indicators	Learning Needs Assessment (focus group discussion in the 3 camps) TRAINING Pre-training information delivered through several rounds of meetings with leaders 3 CM Trainings for refugee leaders (community representatives, youth rep., sectoral committees' rep.) 3 CM Training for youth representatives (Ifo, Dagahaley and Hagadera camps 2nd CM Training Ifo community to join coaching groups 2 CM Training for YEP staff (Ifo and Dadaab) CM Training for youth girls (Dagahaley)

	COACHING
	Coaching 1st Plenary Session in Ifo and Dagahaley camps
Coaching 2nd Plenary session in Ifo and Dagahaley camps
Coaching 1st Plenary Session in Hagadera
Coaching follow-up with team leaders
Inter-camp sectoral training with all coaching groups
Coaching 2nd Plenary Session in Hagadera
Risks/Assumptions/ Challenges	• Criminal activity: such as banditry.
• Civil unrest: in the camps, the influx of new arrivals might create unrest among refugees in the forthcoming months due to assistance provision.
• Acts of nature (flooding): Dadaab region is an area prone to floods during the rainy season. Roads from Dadaab to camps are seriously affected during this season and vehicle access is restricted.
• Working in Dadaab camps entails several challenges such as the lack of services, gaps in assistance and protection, overstretched resources and capacity of agencies, the increasing number of refugees and a high turn over of personnel.
• The dependency syndrome within the camp is one of the most difficult challenges to tackle. Population reliance on humanitarian aid and external allowances has increased people's vulnerability discouraging coping mechanisms within the community.
• Community representatives have undergone a number of trainings and it is usually difficult to engage them in new ones.
• Lack of funding for capacity building activities is also a common feature of Dadaab camps.
• Government is gradually but firmly stepping up in Dadaab camps. However, capacity, staffing and allocated resources are still limited.

ⓘ **A Note on Process-Based Objectives in Coaching Initiatives**

In the matrix above, there are two specific objectives which relate directly to the coaching component of the project:

- Improve quality and raise standards in service delivery and management in the camps through training and capacity building of the various camp management stakeholders in Dadaab.
- Encourage community-based initiatives whereby camp residents and host community participate in identification, planning, implementation, monitoring and evaluation of camp activities.

Monitoring the achievement of the first objective, partly entails using indicators, in line with international technical standards, which show changes in standards of living in the camp. For example, this may be the availability of an adequate supply of clean drinking water or the number of functioning latrines per family/20 camp residents.

However, measuring technical standards will not necessarily provide very complete or accurate information about the standards of camp management or the impact of capacity building. Indicators are also needed which **measure the development of camp management capacity within the camp,** and these are likely to include 'process indicators'. The second objective above would require a set of process indicators. Process indicators in capacity building, measure such things as:

- The formation of representative groups.
- The consistency of membership within the groups.
- The regularity of meetings.
- Who contributes in meetings/how they are documented.
- The quality of leadership and/or listening skills within the group.
- The demonstration of technical camp management knowledge in coaching sessions.
- The ability of the group to apply what they have learned in training.
- How suggestions/challenges/conflicts are handled in the group.
- How decisions are made.
- How inclusive action planning is.
- The motivation of the group to achieve results.
- The degree to which meetings are constructive and productive.
- The ability of the group to design simple monitoring tools.
- The extent to which members hold each other accountable for following up their action plans.

An example of how process indicators in coaching can be reported upon, is outlined in the box below. Key words related to process are in italics. Measuring process in camp management capacity building is especially important because:

- Capacity building takes time to achieve. It is a process, not a product.
- Training and coaching take time to impact on raising the standard of living in camps. The process which leads to this, and achieving the indicators along the way, is a large and wholly legitimate part of a capacity building project, which must be documented for the purposes of accountability, both to the community and to the donors.
- Many other variables can impact on the standards in a camp. Measuring the standards sometimes tells us relatively little about the strengths and/or weaknesses of camp management.

- The coaching process, by its nature, is lead by the camp community and looks to the coaching group to take responsibility for their own process. This fundamental shift in how to learn and develop can be very challenging. Sometimes coaching groups can get very stuck! These times of challenge, when there may be little visible progress are absolutely part of the process. Reporting on times of 'stuckness' and describing what is challenging and how, is crucial for maintaining focus; maintaining motivation and providing documentation for those NRC is accountable to.

> ✎ **An Example of Reporting on Process Indicators from a Coaching Group**
>
> The women's group is meeting regularly to talk about the garbage issue and take steps. They feel they need more support from the men/children to do a good job and have asked for this. The pit digging woman is very motivated to dig more pits and she is accepted and respected as a leader in this area. The older women can be negative in their approach, but the youth shows motivation for action. Hostile attitude has changed and the group are generally more cooperative and looking for their own solutions. They are taking responsibility for this as THEIR issue and looking to each other for support. Their language is more polite and they are learning to listen to one another. Trust has been built. The conversations are lighter. They dare to challenge each other and not only the coach. They champion each other and are not stuck in the negative. They make commitments which they stick to and hold each other accountable for agreements. Their meetings are constructive. If someone talks too much, there is someone who will ask for the bottom line (to come to the point), to move things along. They are beginning to ask powerful questions. Though planning is still a bit ad-hoc, there is more structure in it and they are steadily moving towards their outcome.
>
> Galle, Sri Lanka 2006

4.3 Planning Challenges and Solutions

Planning a capacity building project with the camp community can present a number of specific challenges. Some of these are outlined in the matrix below along with some potential solutions.

Challenges	Solutions
Creating understanding amongst all concerned of the value of capacity building interventions.	• Take time to do thorough participatory assessment using focus groups.
	• Assess the extent to which capacity building activities and coaching in particular is a useful, feasible and efficient intervention.
	• Ensure that community members are asked about levels of participation in the camp and their reactions to participating.
	• Invest time in identifying and mapping gaps in camp management provision and explaining what options are available for filling those gaps.
	• Ensure that the concept and the values of a participatory approach are thoroughly understood.
	• Advocate for donors to prioritise and support projects with participatory methodologies and a capacity building component.
	• Use other NRC interventions strategically to meet

	people's needs and provide buy in to the coaching initiative (see information box below). • Ensure that terms and conditions for participation are clear and agreed. For example, expected input and expected outcomes with all stakeholders.
Establishing legitimate representative participatory groups.	• Take time to assess the leadership and coordination structures that are already in existence among the camp population. • Incorporate and use the existing structures wherever possible and don't duplicate. • Consolidate and rationalise groups to ensure their commitment and manageability over time. • Ensure that the ToR for a capacity building project is agreed by all. • Involve the coaching group in drafting its own ToR. • Ensure that community groups have a Code of Conduct. • Train/coach group leaders separately as/if appropriate.
Dealing with instability in the camp/camp population.	• Ensure that there is a sufficient chance of stability for a capacity building project to be feasible at the outset. • Plan for security to maximise chances of access to the community at all times. • Try to establish early on how stable the group leaders are likely to be (e.g. how long have they been there/ what would have to happen for them to leave?). • Address the issue of stability and consistency with the groups from the start of the coaching process. Ask for their ideas. • Keep group membership as consistent as possible, whilst allowing enough flexibility for new-comers if/when people leave. • Keep an attendance list and follow-up when people don't attend. • Make expectations of attendance and commitment clear to camp communities, and as necessary consider moving NRC's capacities to other more stable camps.
Creating consistent motivation and buy-in.	• Address the issue of motivation from the very start and ask the community for their ideas! • Make it clear from the start that NRC cannot, or can (and under what circumstances), provide any compensation for the work done. • Give concrete examples of the results that the capacity building process could achieve. • Ensure that the composition, attitudes and behaviours of the coaching team remains consistent. • Create leverage by consistently acknowledging contribution and success, however modest that is. • Plan steps that are small and specific enough to be achievable. • Monitor motivation and the reasons it might fluctuate. Some circumstances may be beyond the control of the coaching team, or coaching sessions may need to

	adapt/change focus to accomodate the commmunity's priorities at a specific moment. Incorporate this flexibility into the planning.
	• Anchor a coaching initiative to a 'material intervention' if appropriate. This can help to make the outcomes much more tangible. (see box below).

ⓘ **Anchoring a Coaching Project with a 'Material' Intervention**

In situations where camp communities have very little and where material needs (including food, water and shelter) are a primary motivator, combining a capacity building initiative with a more tangible deliverable, can be a practical solution to increase levels of motivation.

Using material interventions strategically, in combination with coaching responds to people's material needs and creates a tangible outcome when coaching alone might inspire little interest. 'Anchoring' a coaching project with a material intervention needs to be done at the planning stage to ensure that expectations and roles and responsibilities are clear.

Two examples of where this worked well were in Sri Lanka (post tsunami) and in Dadaab. In Sri Lanka, at the time capacity building was launched in the camps, many agencies were pulling out. It was just before the rainy season and repairs and upgrades to shelters were a priority for camp residents. NRC had sufficient funding to run a care and maintenance project alongside the coaching component. The combination worked very well. Community groups used coaching sessions to make assessments and work plans for shelter repairs, which they themselves helped to carry out. The coaching team was supported by an NRC technical shelter team, and the promise of materials alongside technical training and guidance for shelter repairs, acted as motivation and encouraged regular coaching attendance.

In Dadaab camps, one of the key challenges was the lack of working space for community representatives and coaching groups where they could plan, design and develop their activities and responsibilities. Most of the service providers had their own offices within the camps where only official community leaders could freely go. Other specific community groups found their own space through social programmes promoted by NGOs. However, the great majority of community groups, such as youth, did not have of any particular space available.

The community centres initiative came from the community itself, who identified the need for a shared communal space where they could hold learning, participation and decision making activities. NRC had a budget to support this idea and together with them and other relevant stakeholders, such as host community, local authorities, UNHCR and other service providers.

The community centres were constructed. The spirit of the centres was based in strengthening community participation, coordination and capacity building providing offices, meeting/training space, an adult library, and sufficient outdoor ground for community events.

4.4 Human Resources, Finance, Logistics and Security – Considerations for Coaching

This section focuses on some administrational and project management issues which may be influenced by the specific objectives and activities of a coaching initiative, and should be taken into account at the planning stage. For more information on all these topics in relation to camp management, see the NRC Camp Management Handbook, and other NRC handbooks and guidelines available on the intranet.

Human Resources. Key things to remember in line with planning human resources for camp management coaching include:

- **Transferable skills:** Few national staff are likely to have had previous experience in either camp management or coaching. It is therefore essential to recruit on the basis of transferable skills and capacities which can be further trained and developed. Excellent communication skills, including the ability to listen and inspire, an empathetic manner and a will to learn are essential.
- **Language requirements:** Depending on the language competencies and requirements of the Project Manager/Coordinator, the national coaching team and the coaching groups, provision needs to be made to enable effective communication between all parties involved. This relates to the recruitment process, the training of coaching staff and monitoring of the coaching sessions in the camp. What language skills do the team have and how can they best be supported? In addition, materials and tools for training coaching and its implementation may require translation. A translator may need to be employed for the effective management and development of the national coaching team.
- **Staff training:** Plan staff training in blocks according to priorities. Staff training is a process and new recruits can't learn everything at once. Ensure that training begins by participating in a basic camp management training with a solid introduction to the Camp Management Toolkit. This may be followed by a focus on training/coaching methodologies and by an introduction to training and coaching materials on a ToT.
- **Peer to peer support:** Wherever possible, it works well to put new members of staff in teams with those who are more experienced so that they can shadow them and learn by observation.
- **Preparation:** Make sure coaching teams are well trained, prepared and resourced, before they begin to work with community groups and that the coaching concept is clear.
- **Coordination:** If the coaching teams are going to work alongside another NRC team, for example a technical team, think about how the teams are going to coordinate effectively.
- **Gender:** Be aware of the importance of gender balance on a training/coaching team. It may be impossible to access women/women's groups without female coaches. Be aware of any added challenges that female staff might face in the camp setting.
- **Awareness:** Include recruitment interview questions about working in camps to ensure that potential staff are aware that whilst training may take place in local hotels (or not!), coaching invariably takes place on-site and involves walking around the camp wherever possible.
- **Transport:** Plan staff transport to camps in advance and talk about this at the recruitment interview. How will coaches get to the camp(s)? If you are planning to use motorbikes, are staff prepared for this? What about the women on the team? Is this an acceptable form of transport?
- **Flexible working hours:** Depending on the circumstances of the coachees, coaching sessions may need to be held at weekends or outside regular working hours

to get the desired level of attendance. Assess how flexible staff are able and prepared to be.

Finances. Key things to remember in line with planning finances for camp management coaching include:

- **Motivation:** People are motivated by what they need. Financial incentive/reward is a huge human motivator. Few of us would invest substantial amounts of our time and energy in work without compensation, and the same is true of camp communities, especially in situations where other livelihoods opportunities may be non-existent/ very limited, or indeed where participating in coaching and camp management activities may mean using time that could be spent earning money. Providing material/financial remuneration can, however, have negative consequences and undermine voluntariness, and these need to be planned for and managed.
- **Incentives:** Consider the judicial use of incentives for supporting a coaching initiative and for rewarding commitment and contribution. Careful planning of modest incentives will in turn inspire camp residents to participate. This may be something as simple as refreshments at coaching meetings or a camp management coaching t-shirt. Make sure that the issue of incentives is discussed and agreed upon by all organisations working in the camp, so that they can be aligned.
- **A material component**: Does the project involve an 'anchor' to a material or technical component, e.g. construction, repairs, upgrades, which may make the capacity building project more costly and possibly less flexible? Plan accordingly for effective coordination between teams and budgets.
- **Food and drink:** Depending on the timing of coaching sessions, will NRC provide refreshments/a meal for those participating? For example, will there be a need to budget for lunch, if women are busy with coaching at a time they would usually be cooking? Will the coaching team also be provided for?
- **Resources:** Under what circumstances, if at all, will NRC contribute anything material to support the coaching groups in their endeavours? For example: stationery items, tools for cleaning/building/making, raw materials, technical expertise, transport.
- **Effective financial management**: If cash for work or food for work is included as an element of the project, how will this be managed transparently, accurately, professionally and with accountability?

⟆ Incentives in Sri Lanka

The coaching and capacity building approach was highly successful, and this was in part due to planning in incentives and rewards as part of the coaching 'deal'. These included:
- A community camp 'clean up' project. The first day of work was remunerated for those who attended: first come first served, equal representation of gender, age.
- A coaching group wanted to build food cupboards to keep out the rats. The community provided the labour and NRC procured the timber.
- An awareness raising children's day with games and prizes including pens, notepads, and small kitchen items.
- Technical skills training for camp residents alongside master trainers hired from the host community.
- Lunch provided for coaching groups on coaching days.

Logistics and Security. Key things to remember in line with planning for logistics and security for camp management coaching include:

- **Mobility:** Coaching teams usually work across more than one camp, or at least need to be consistently mobile. How will this be organised? What security and logistics implications will this have?
- **Communications:** What communications equipment will be needed for each coaching team/member of the team?
- **Procurement:** What systems are in place for the procurement of training and coaching materials? Is it possible to store resources at the camp? For example, a white board, flip chart paper, markers etc., so that they don't have to be transported every day or week?
- **Security:** What routines are in place to ensure that security assessments inform safe access to the camps on a daily/weekly basis for the coaching teams?
- **Security training:** What SoPs (Standard Operating Procedures) are in place if the security situation should deteriorate suddenly when the teams are in the camps? Have all the staff had security training?.
- **Acceptance:** Does the behaviour of the NRC coaching team in the camp support their acceptance and hence their protection amongst the camp community and in the camps?
- **Visibility:** What is the policy on visibility items amongst camp management coaching staff?

ⓘ Coaching and Donor Flexibility

Capacity building projects with the camp community assume access to the camps, access to the coaching groups and a safe space in which to work. Coachng needs a situation that is stable enough to allow for the development of skills and knowledge and for action plans to be implemented within the camp.

There are times in a camp context when these conditions may not be in place and when a coaching project may need to metamorphose, either temporarily or more permanently, into a different project. Such an eventuality should be considered from the start and planned for, so that the funding and project capacity can be used constructively to meet the needs of the population and be within the boundaries of the proposal and acceptable to donors.

The case study below describes the changes that took place in Sri Lanka (East) in 2006 and led to a change of focus for the coaching project. The key message from this experience is as follows:

The environment in which coaching is undertaken needs to be one of relative stability in order for all involved to remain focused, consistent with their levels of participation and responsible to the role of the coaching engagement. It was very clear that the overall return to ethnic conflict in this Sri Lankan case was not a conducive coaching environment. When IDPs feared for their lives, and thus the lives of the families and communities, they went into 'survival mode'. In response, the coaching team needed to reinvent itself in order to fulfil their appropriate role in protection and assistance response at the field level.

👂 From Coaching to Monitoring in Sri Lanka

In Sri Lanka, the plan to implement coaching in camps, specifically set-up for tsunami-affected IDPs needed to be re-evaluated when the ceasefire agreement began to collapse and the political and humanitarian climate was characterised by the fast deterioration of security and inconsistent access to the camps. NRC's response was as follows:

- SECURITY: The field security for the coaching team needed to be reviewed on a daily basis, resulting in the establishment of a weekly field movement plan alongside reduced camp-level activities.
- CAMP ASSESSMENTS: Camp assessments through interviews and camp committee meetings, conducted to evaluate the current needs and fears of IDPs. As the security situation worsened, it became clear that coaching was not what IDPs needed or wanted and the coaching team needed to adapt field activities accordingly.
- NETWORKING WITH STAKEHOLDERS: Coaching team attended weekly inter-agency security and sectoral meetings to hear what other agencies required from the field in order to plan and implement a multi-sectoral emergency response for conflict-IDPs residing in, or leaving, the camps.
- TEAM PLANNING: NRC team-level coaching and camp management skills were inventorized by the PC so that the team knew what it had to offer other UN and humanitarian agencies and IDPs in the field. Teams were then 'embedded in the field for 3-4 days at a time' to monitor the formal and informal camp locations and report back.
- PROJECT STRAGEGISING: The greatest asset the team had was the close and professional relationships that had been fostered with the IDP communities and the overall ability of the coaching staff to ask appropriate questions and to record the needs and concerns of those being displaced by the conflict. Before intervention commitments and responses were made on the basis of the information gathered, the team consulted with the following partners to help ensure the security of all concerned and the effectiveness of interventions:
  - o The security forces and the rebel group engaged in the conflict.
  - o The NRC programme team and the donor.
  - o Security professionals working for NRC and other organisations.
  - o Other coaching team members and project staff.
  - o Service providing agencies.
- Towards the end of the project period, the coaching team became a camp monitoring team that was embedded in the field in rebel controlled areas for 3-4 days at a time. In order to carry out this change in project focus, the following occurred:
  - o All supplies for the team's living and work were procured and registered/security cleared with the conflicting parties and transported to the camps on a weekly basis.
  - o Strict security procedures were followed, as well as daily security updates.
  - o Psychosocial support was arranged for the team and rotation 'days off' were planned for team members.
  - o Daily camp-level data was reported to the PC and team support staff who disseminated this to district-level agencies and the UN. The 'coaching team turned monitoring team' became the protection and assistance 'eyes and ears' among the conflict-IDPs and were able to accurately report back to the district capital information that assisted in the planning, coordination and implementation of a humanitarian response that soon followed.

4.5 Timeframe and Coaching Visit Outline

There is no fixed or optimum period of time for a camp management capacity building project. So much is dependent upon context and circumstance, and on what the project aims to achieve. However, it is important to see it as a step-by-step process, and to factor-in time for the following:

- Staff recruitment
- Staff training
- Needs assessment with the camp community
- Coordination with other key actors to secure their support, e.g. UNHCR/government representatives/service providers
- Camp management training
- Formation of representative coaching groups
- At least three introductory sessions, where the content of the training can be reviewed, where the concept of coaching can be introduced, and where the Code of Conduct and ToR can be drafted (see Chapter 6)
- Steps in the coaching process: from identifying goals to drafting action plans (see Chapter 2 and Chapter 5)
- Implementation of action plans in coordination with other stakeholders, e.g. service providers
- Review and evaluation of the results

The process of planning, implementing and evaluating a full training and coaching initiative, as was undertaken in 2005-2006 in Sri Lanka cannot be realistically undertaken in a timeframe shorter than a year if all of the above steps are to be accomplished. Furthermore, it is worth remembering that making coaching progress sustainable involves ensuring that the camp community have ownership of the process all the way through. This takes time, and needs to allow for periods when there is little or no progress. There are no short-cuts to building sustainable capacity.

➔ For more information, see 7.6 Phasing-Out a Coaching Initiative.

📢 **Sustainability? – Can they do it without NRC's Support?**

One of the evaluation criteria of a project is often 'sustainability', or the extent to which the impact of the project will continue to be felt or sustained after NRC phases out. In relation to capacity building projects this is an interesting criteria for the future emergency preparedness of the community and longer term development. In the post-tsunami context, sustainability was relevant because NRC phased-out and handed over camp management responsibilities to the camp residents and to a local NGO with limited capacity. Addressing the issue of sustainability needs to planned for from the start of the project.

At this level there is clear evidence that the on-site learning workshops, the follow-up coaching sessions and the integrated care and maintenance components have had a significant impact upon community capacities for understanding and engaging with the requirements of site (camp) management.

However, although there has been a demonstrable increase in community capacities there is a concern that this impact may be dependent upon the continued involvement of NRC support and the incentive of care and maintenance provision. Without these inputs it is questionable whether the community's will to utilise its capacity for site management would endure. The capacity would however remain irrespective of whether it is active or inactive.

Site Management Training for Tsunami Affected
Transitional Settlements in Sri Lanka, Evaluation 2006

4.6 Tools and References

➔ For more information on project planning in camp management, see the NRC Camp Management Handbook.

Tool 1: Project Description Coaching and Capacity Building (Dadaab, Kenya)
Tool 2: Blank Follow-Up Coaching Site/Camp Visit
Tool 3: Sample Follow-Up Coaching Site/Camp Visit
Tool 4: Project Proposal Camp Management Capacity Building (Dadaab, Kenya)
Tool 5: Camp Management Assessment Form (Sri Lanka)
Tool 6: NRC Security Instructions
Tool 7: NRC Financial Handbook
Tool 8: NRC Human Resources Strategy
Tool 9: Conditions for Providing Materials to Coaching Groups

Chapter 5: Introducing Coaching to Camp Communities

5.1 Preparation for Coaching

Experience shows that in camp management capacity building, a structured approach is central to its success and its impact. Coaching initiatives and coaching sessions should follow a step-by-step approach and be clearly structured so that the direction of the initiative is clear and learning has consistency and progression.

However, the approach taken, the nature of each step, the number of steps, and the tools used will vary according to the context in which the work is being done. There is no 'one right way' to do a coaching session, or to structure a coaching initiative.

The aim of chapters 5 and 6, is to give some practical guidance and materials to coaching teams to support them in introducing a coaching initiative and implementing coaching sessions. The following two chapters include some suggested session plans and tools which can be used during each step of the introductory phase (Chapter 5), and the coaching process (Chapter 6). These materials are all based upon the work done by NRC in Sri Lanka and Dadaab and most recently in Uganda, where these coaching materials were piloted in 2009.

Key Issues for Introducing a Coaching Initiative

Buy-in to the coaching concept and process: The way that the coaching initiative is set-up and introduced is key, because the success of coaching relies on the group's understanding and support of the concept and the process itself. It is important for the group to be clear what coaching is, what it offers and for camp communities and members of coaching groups to make informed decisions about being involved or not.

Building a team: The coaching group needs to function as a team. A team needs to be developed before it can be expected to perform, and this takes time. In camps where there are limited or non-functional committees, the first part of the project will entail establishing teams that is functioning committees, through a participatory process. If the committee structure is sound and representative, the membership consistent, and the goals shared, a coaching initiative has a much higher chance of success.

Topics to cover: This introductory phase may include sessions on:
1. Recapping on and linking to topics in camp management training.
2. Further technical training in specific areas, depending on the role of the committees.
3. Establishing what coaching is and the roles of the coach and the coachees.
4. Drafting the coaching group Code of Conduct.
5. Drafting/agreeing upon/being familiar with the coaching group Terms of Reference.
6. Having clear and agreed upon goals and timings for the group and for each session.

Continuity of input and support: Achieving results through coaching involves changes and developments in patterns of thinking and behaving for the community. Like learning any new skill, it is important to practice regularly. It is likely that in the beginning the coaching process may be strange and effortful and there may be considerable resistance or barriers. Consistency and continuity of input from the NRC coaching team is key. Regular sessions, at regular times, in regular places, honouring commitments to the process, and acknowledging small achievements even when its challenging.

Realistic and achievable plans: Ensure that the coaching initiatve undertaken is realistic and achievable for the group in question. It is important that what they undertake they can also achieve, because success is the best positive reinforcement for community engagement. Coaching groups need frequent opportunities to experience and celebrate the success of being able to make a difference in the camp.

Advocate for support from other stakeholders: Participation of the camp community in camp management operations necessitates the support and cooperation of other partners and stakeholders, not only the NRC coaching team. For example, it may be that sector-specific coaching groups attend sector coordination meetings. In such cases, the reaction of sector agencies/NGOs and government representatives can be key in contributing to levels of community motivation, confidence and involvement. NRC needs to advocate for employing the group's capacities and acknowledging their contributions to the success of specific initiatives. It may be helpful for the NRC coaching team to conduct awareness raising workshops for other actors on the objectives of the coaching initiative.

Monitor and amend accordingly: All coaching initiatives need to be monitored to ensure that they remain on track in the achievement of planned results. Likewise, in situations where there is often a high degree of instability and/or insecurity, it is a priority to remain flexible and prepared to redirect coaching initiatives in response to changing needs and circumstances.

5.2 Using Introductory Sessions

The materials below consist of **six sample session plans** for introducing coaching to camp communities. Each session is outlined in the matrix and explained in the information box below. It is important to emphasise that the topics covered in introductory sessions will be context-specific and the session content remains entirely flexible.

For example the extensive introductory session on What is Coaching? (session 2), has some quite abstract content and may NOT be appropriate with camp community members depending on needs, levels of interest, levels of education and experience. It may indeed be counterproductive and confusing. Coaches may choose to make a very simple introduction of what coaching is and what it achieves. In another situation working with an NGO partner for example, taking time to inspire motivation in the coaching theory/concept may be key to their level of buy-in. In such a situation session plan 2 below may be appropriate. Project planners need to use their knowledge of the group and their judgement.

> ⓘ Planning these introductory sessions, just like planning for effective coaching, is non-prescriptive. The training/coaching team need to be able to assess the needs and abilities of the group and plan accordingly. This is the reason why a Training of Trainers (ToT) for the national training/coaching team is an essential prerequisite, giving them the skills to make these planning decisions.

Use these introductory session plans selectively and creatively according to need.

Plans for Introductory Sessions

Session Plans	Title of the Session
Session 1	Revisiting Camp Management Training
Session 2	What is Coaching? A Coaching Role Play to Observe (the process)
Session 3	Coaching Group: Sectoral Training
Session 4	Coaching Group: Code of Conduct and Terms of Reference
Session 5	Coaching Group: Leadership Election or Selection
Session 6	Introduction to the Coaching Process: Step 1 to 4

ⓘ **Before Coaching Begins**

As already indicated the following sessions may be amended in whatever way is most appropriate. However, achieving the following objectives is considered a priority before the coaching phase begins:

- Linking the camp management training phase to the coaching phase.
- Getting clarity on the coaching concept – what it is and is not. Enabling the group to experience the process/methodology of a coaching session.
- Sharing NRC's objectives for the coaching initiative with the committee/coaching group.
- Supporting sector-specific committees with technical knowledge and skills to do the work. This may be done as part of the camp management training at community level.
- Ensuring each coaching group has an agreed Code of Conduct and a Terms of Reference which they have actively contributed to developing. This is fundamental.
- Ensuring that coaching group leadership is representative and legitimate.
- Introducing the structure of the step-by-step coaching process that will follow so that expectations are clear.

Remember these sessions will most likely be conducted by the coaching team in their own language. **Keep activities and resources simple to translate.**

➔ For more information and an example session plan for each of these sessions, see the remainder of Chapter 5.

5.3 Session Plans for Introductory Sessions

Session 1: Revisiting Camp Management Training

Note! This is a long session and could be split into two or more sessions as appropriate. The content of this session will depend upon what topics have been trained in camp management at the site level. This session plan assumes that no functioning committees are in place.

Objectives

By the end of the session, participants will have:
- Revisited the key messages of the camp management training modules.
- Revisited the importance and benefits of community participation in camp management, as a bridge to the coaching phase.
- Identifed possible coaching groups/committees corresponding to priority areas.

Training modules to revisit

Topics covered will vary according to context and to the learner profile (LP) used in the training – LP 1, 2 or 3.

1. Introduction to camp management
   a. Why do we need camps?: protection & assistance circles
   b. Camp Life cycle
   c. Camp Management definition
   d. 'Camp Management House'
2. Roles and responsibilities in camp management
   a. Actor mapping
   b. Camp management structures in the camp
   c. Camp residents/camp management expectations from each other
   d. Who is a leader?
   e. Leader responsibilities/ToR: 'Leader DOs'
   f. Camp management Code of Conduct
3. Coordination at camp level
   a. Coordination cycle: data collection, information sharing, dissemination of information and monitoring
   b. Coordination mechanisms
4. Community participation
   a. Vulnerability-dependency cycle
   b. Strategies to encourage community participation
   c. Community groups involvement in camp activities
5. Standards and camp planning
   a. Why do we need standards
   b. Sphere standards in the camp
   c. Camp design following standards
6. Distributions
   a. Items: food and non-food
   b. Cultural and environmental considerations
   c. Activities prior to, during and after a distribution
   d. Store room responsibilities
7. Protection and GBV (gender-based violence)

a. What is protection, who is responsible for protection, protection from what and who needs protection in a camp?
b. How to protect vulnerable groups/those with specific needs
c. Sex/Gender definition
d. GBV
e. Traditional practices and human rights

Resources
- A short verbal quiz with one question on each session from the training
- A prize for the winner!
- A flip-chart of quiz answers
- A flip-chart list of training sessions/modules
- One simple handout for each CM training module, summarising key messages and symbols from the training
- Dependency/Vulnerability vs Self-Reliance/Dignity Cycle (see learner profile 3, camp management training materials)
- Balance Wheel and sticky stars/coloured dots for voting: enough for 3 each. See Chapter 6
- Soft cards
- Marker pens

Activity One: Revisiting the Training Modules
- Run the camp management training quiz, either working in pairs or individually. Read the questions aloud and either get them to write the answers down, or do it verbally (first hand up with an answer).
- Run through the answers, preferably written on a flip-chart to make it easier for people to check the right answer.
- Give out the prize to the winner(s)!
- Take the training modules one by one. Ask the group what they can remember. Elicit and give clues as appropriate.
- Elicit one experience from the group in relation to each topic that describes something about their camp level reality.
- Distribute handouts and read the handout aloud emphasizing key messages.
- Take questions and answers for clarification and further explanation.

Activity Two: Community Participation
- Revisit the Dependency/Vulnerability Cycle. Show the image to the group. How many remember it? Who can explain to the others what it means?
- Split the group into smaller working groups of 4 to 6. On sticky notes, ask each group to identify the key challenges to community participation in the camp. Put them up on the flip-chart, group them and read them aloud. Give the group 10 minutes to discuss possible solutions, or things that could be done to overcome the challenges.
- Feedback round the group.
- With the plenary group, explain NRC's commitment to supporting the community to contribute to effective camp management. Be clear of the project framework, its objectives, participatory methodology and any incentives which may generate interest. Don't describe the project in detail or explain the coaching concept yet. That will come in the next session. Guage interest and 'buy-in' at this stage and take questions about participation of the community.

Activity Three: Prioritising Topics to address

- Ask the participants to consider all the topics covered in the camp management training, and which ones touch upon the most pressing or burning issues/challenges for them and the daily life of the camp.
- Allow them 15 minutes to discuss in small working groups with the session topics clearly visible on soft cards at the front of the room arranged on a flip chart as a reminder.
- Give two/three blank soft cards to each group and ask them to write their **top 3 priorities –** one on each card (3 cards x 4 groups= 12 sections of the wheel, but adjust accordingly). These may be topics from the training, or other issues.
- Arrange the soft cards in the balance wheel. If there are too many for the wheel, ask each group to select their TOP priority/burning issue. Read them aloud.
- Distribute thee sticky stars to each participant. Ask them to come and vote for their **three top priority topics** using the stickers. They may stick all 3 stars on one topic or distribute them.
- Ask a participant to come and do the counting, and another to double-check.
- Depending on the capacity of the coaching team, explain to the group that the priority topics on the wheel represent potential specific committees/coaching groups. These groups will work to address the priority issues within each topic area with the support of NRC. Take questions about this.

Activity Four: Wrap-Up

- Wrap-up by announcing the results of the priority topic vote.
- Ask the community if they would be interested to work on these priority topic areas they identified.
- Take final questions and close the session, with a time and date for the next meeting, when more will be explained about what coaching is.

Objectives

By the end of the session the coaching group will have:
- Gained some awareness of what coaching is as a learning method.
- Observed a coaching session role play and discussed it.
- Debriefed the process and the method with the NRC team.

Resources
- A4 paper
- Marker pens
- Coconut and Palm Tree picture
- Football for throwing
- Flip-chart and paper
- Soft cards prepared for sorting: what coaching is and is not....
- Handout of a simple weekly timetable – to be used by individuals and groups
- Handout of what is coaching/who is a coach/role of NRC
- Prepare flip-chart of coaching definition
- The NRC coaching team. Ideally four in total: one to take the role of the coach and three to be coached.
- A coaching scenario which the team has written and practised. Keep it simple and relevant to the camp community!

Activity One: Group Participants Introduction – Get to know each other
- Game: Ask the group to stand up, ask each one of the team members to introduce him/herself, and also the person on their left TO the person on the right. E.g. Hello Judy, I am Bob and this is Richard. Ask all the group members to do the same, but adding those persons already introduced in order to memorize all the names of the team. Hello Soma, I am Judy, this is Bob and this is Richard etc.
- All the plenary together: Throw a ball to someone in the plenary. The person who receives it shall say his/her name, the name of the person who threw it, and the name of the person that s/he will throw it to Thank you x, I am y and this is z.
  - Provide a blank sheet of A4 to every person in the group and ask them Please, draw an activity that you do in your free time – your choice, your decision).
  - Once they finish, participants to volunteer to show some of their drawings, and explain what activity they do.
  - Ask the group: How much time do you invest in this activity over a week or a month? Participants respond.
  - Ask some members of the group if they get better at doing what they do when they practise? Does it have any consequences if they don't practise?
- Link this personal activity theme to camp management and to coaching. Tell the group: In order for the standards of the camp to be raised, time needs to be invested. Through coaching groups/committees, time is made for the community. The community can raise the standards of the camp through their commitment and investment and with NRCs support.
- Make is absolutely clear that no one has to do this. No one does it because any one tells them to do it, or because they have to. It will only work if people work together because they want to do it and decide to do it .

- Imagine what could happen to the standards in the camp if everyone invested some time a week for community benefit. The camp could look completely different!
- Spend some time visualising changes and asking the participants to **describe what differences they would like to see.** As time allows, participants could also draw their vision for the future of the camp in groups: What would the camp look like/ how would people behave/what would people do?

Activity Two: The Coaching Definition

(See chapters 1 and 2 of these materials for more information)

Note! The following two activities can be quite theoretical, as they look at the definition of coaching and the role of the coach. They may be inappropriate for some groups. In some cases, the poster of the palm tree with the key message 'Everything is in you', and a very simple explanation of the role of the coach is completely adequate for the community to understand the main coaching message. More detail would simply be confusing. Simple language and images are more likely to be remembered.

- Tell participants that coaching is a learning method which is different to training. Coaching aims to build the community's capacity and competence to self-manage, use the knowledge they learned during the training, and to play an active role in looking after the camp. Coaching aims to build awareness and responsibility in best practice in camp management. See chapters 1 and 2 of the coaching materials for more information.
- Show the flip chart: 'Everything is in you!' What does this mean? Coaching is about discovering and actualizing people's potential. All the skills, knowledge and competence that everyone has already.
- Read aloud the following definition (flipchart):
  o Coaching is unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them. We are more like a coconut, which contains within it all the potential to be a magnificent palm tree. We need nourishment, encouragement and the light to reach towards, but the palmtreness is already within. (from John Whitmore)
- Show the drawing of a coconut and a palm tree. Leave it displayed on the wall and explain to the group.
  o Coaching is a method of helping others to improve, develop, learn new skills, find personal success, achieve aims and manage change and challenges.
- Ask the group to think back to a time before displacement, when they lived at home. What challenges did they face? How did they solve these problems? What skills and knowledge did they use? How did they support each other to get what they wanted? Allow time for discussion and feedback. As appropriate, write key skills and strategies up on the flip chart. Reflect on the wealth of competence in the room.
- Ask the group how many of these skills they are using now? Have they learnt new skills? Do they feel they use what they know?

Activity Three: What is a Coach? NRC's Role

(See chapters 1, 2 and 3 of these materials for more information.)

- NRC works to raise standards in camps. One way to do this is through coaching. NRC has a coaching team to do this. What is the role of a coach? See chapters 1, 2 and 3 of the coaching materials for more information.
- Read aloud the coach definition.

- o A coach listens and observes. They change the approach according to the needs of the ´community´ and they elicit solutions and strategies from the ´community´. They believe that the ´community´ is naturally creative and resourceful and that the coach´s job is to provide support to enhance skills, resources, creativity that the ´community´ already has.
  - o A good coach asks good questions, assists, challenges and encourages. They do not direct, advise or teach.
- Prepare two columns on a pin board with the two titles below. Distribute to participants soft cards with the following contents and ask them to decide to which column they belong (coaching is about/ coaching is not about) and come to the front to post them up.

The camp management coaching process is about….
- Community driven initiatives
- Prioritizing community problems and finding solutions
- Working together with other community representatives
- Involving other stakeholders and partners
- NRC facilitating the process
- NRC supporting teams with reasonable resources
- Community working for their own benefit
- Empowerment of everyone to make a difference
- Ownership of our own lives
- Community rolling out our own projects
- Constructive and postive attitudes
- Facing challenges
- Coming up with suggestions
- Building trust between team members
- Commitment to each other and our group
- Supporting each other to get things done
- Giving our time and energy voluntarily
- Taking initiative to move things forward
- Allowing community members to excel!
- Celebrating our successes!
- Making a difference to our camp!

The camp management coaching process is not about….
- NRC telling the community what to do
- Complaining until someone does something to help us
- Relying on agencies to cover community needs
- Being pessimistic about community potential
- Getting demotivated every time we face a challenge
- Individuals working on their own
- Individuals working for their own interest
- NRC solving all our problems
- NRC paying community members to come to coaching meetings

- Give out the handout (What is coaching?) and allow participants some time to read.

Activity Four: Challenges in Coaching
- Tell participants that this activity will provide us with an opportunity to start to tackle some of the challenges of the coaching process. Hand out soft cards and ask

members of the group to brainstorm. In the case where a previous meeting has been held, then use the feedback/reflections from that, for this activity. Ask the group: What did/has/can be a challenge for the coaching process? Ideas may possibly include the following:

  - o Poor communication within the group: e.g. no phone cards, or way to contact people...
  - o Language barriers so people can't understand.
  - o Lack of working space/meeting space.
  - o Lack of cooperation from the agencies and other stakeholders.
  - o Lack of cooperation from NRC coaching team.
  - o Lack of enthusiasm from people.
  - o Lack of incentives/rewards.
  - o Lack of trust among team/group members.
  - o Distance within the camps. Too far to walk to the meetings.
  - o Lack of commitment of some of the team members: e.g they do not turn up at the meetings.

- Ask the group to share their ideas and add any challenges that are relevant to the situation, but may not have been mentioned.
- Ask the group to see if they can reach consensus on the top 2 challenges in their context and invite discussion and comment on what could be done to find solutions. This is an important opportunity for the coaching team to take note of what are perceived to be the biggest obstacles to the coaching process and ways in which they might be overcome.

Activity Five: Introduction to the Role Play

- Revision of the concept. Think back to the start of the session. What can you remember about coaching? What is it? What is it not? What makes coaching different from training? What does a coach do?
- You are about to see a short coaching session in action. What do you think you might see and hear? What sort of things do you think the coach might say? Do you think everyone in the coaching group will respond to the coach in the same way?

Activity Six: Coaching Role Play

- Introduce the team in their roles and set it up so that everyone in the team is visible and can be clearly heard by the group.
- The three coachees should play different roles:
  1. One could be very dominant, enthusiastic, an ideas person, willing and ready to take on responsibility, maybe not always realistic.
  2. Another could be very quiet, saying very little, not really participating and needing to be drawn out.
  3. The third could have a very negative attitude, full of reasons why suggestions won't work, not prepared to contribute, critical of others' suggestions.
- Make sure that the team is clear about the topic of the coaching session. For example, a leaking shelter that needs fixing or a fence that needs mending. Make sure that it is a topic that the camp community can relate to. An issue that they are likely to have experienced. Use the GROW model to guide the shape of the role play. Make sure the team is prepared.
- The coach needs to prepare and to practice the use of language carefully. This is an excellent training ground for the team member playing the coach, to try out good coaching language. For example:

- What would you like to discuss in this session?
- What has happened since last time we met?
- What would you like to be different?
- Could you explain what you mean by....
- What's the situation now?
- That sounds like its a challenge. Does anyone else agree that this is a challenge?
- So, if I could just recap on what you said, your impression is... is that right?
- Do you know why that happened the way it did?
- What do you think might be done now?
- What else could you do?
- Is there anyone else who would like to share?
- I notice that you are being very...I wonder if...
- It seems like you are upset about that. What would you like to do about it?
- I hear what you're saying, but I wonder if someone else has a diffferent opinion?
- Why don't you think that would work?
- If you did that what would be the consequences?
- How do the rest of you feel about that suggestion?
- Would I be correct that you all agree on that?
- Would it be possible to make a plan of what to do?
- Who would like to do what?
- When could you do that?
- On a scale of 1 to 10, how motivated do you feel to achieve this?
- How certain are you that your plan is realistic and has a good chance of working?
- So, just to recap on the plan, you will...by...and then.....?

Activity Seven: Describing the Coaching Process

- At the end of the role play – no more than 10 minutes – take time to come out of role and reassemble as a debrief group.
- Ask the observers what they thought? Was it interesting? Funny? Sad? When they were watching how did they feel about each of the people? How did they feel about the coach?
- What sort of characters were in the group?
- What were the problems they faced?
- What were the suggestions for solutions?
- What kept the process moving?
- What made the process hard?
- What did each of the coachees want? Did they want the same things?
- Did they reach some conclusion? How?
- What was the action decided upon?
- What did they think about the coaching process? Did it help the people to find a good solution?

Activity Eight: Groups to form and share Experiences

This is a flexi-stage activity, which can be used to begin the process of dividing up the camp community into sectoral/coaching groups. It may be that this was done between session 1 and session 2 by another means, in which case skip this activity.

- Write the names of the groups (from the last session) on cards and stick them around the room on the walls, well-spaced.
- Bring the large group into the middle of the room and ask people to read aloud the cards on the walls.
- Ask the group members to think about their own expertise, experience, skills and interests. Which topic are they most interested to be a part of?
- Give everyone time to walk around the room and to choose a card to stand besides.
- Give the group 15 minutes to talk about why they chose that group and what they think the priority issues are for that topic. What do they think the key challenges might be to make changes in that particular area of camp life?
- Give the groups time to share one-by-one in plenary, taking a selection of their key points.

Activity Nine: Working Week

- This activity will provide the team members an opportunity to analyse how they spend their time, their availability during the week and define the best day and time to come together. It is generally helpful for a group if coaching appointments are as regular as possible, so that people can get into consistent habits and routines. Where arrangements are inconsistent/variable it is much harder to expect regular attendance and to hold the group to account.
- Explain that joining the coaching process involves regular meetings which all group members are committed to attend. In order for these appointments to be successful, is is important that they are arranged at convenient times and don't clash with other commitments. Ask the group to think individually about how they spend their time and which days and times they are busy with other commitments. These might include work duties, domestic duties at home or with the family, or other meetings/public appointments.
- Distribute the handout with the weekly timetable. Each member should draft their schedule and choose (tick) times s/he thinks they will be available. Get feedback from the group and note down the selected days and times. Try to reach consensus on at least one possible time for each committee to meet for their coaching session. Move on to select the venue, allow them to list possibilities and vote. Take into account any security issues in reaching a particular venue and the relative distances that people will have to travel. It is worth taking time for these issues as they can mean the difference between success and failure in establishing a committed group.
- How could committee members be reminded of these meetings? Is there telephone communication? A notice board? A central office? A shop/market place?
- The objective of this activity is that the group members should come out with a day, venue and time they should meet up that is realistic and to which they can all commit.

Activity Ten: Group Training

- Explain to the participants that NRC will provide additional sectoral training to each coaching group according to the topic they work with as required.
- This will be a follow-up to the issues introduced during the training and it will aim to develop the technical knowledge of the group in this particular subject/technical sector, e.g. WASH, gender etc.
- This training could pull sectoral teams from each camp together to share technical knowledge, camp experiences, lessons learnt and best practices. It will preceed the start of the coaching sessions.

- Ask each team to prepare a list of topics in relation to the sector they would like to be trained on related to its activity.

Activity Eleven: Wrap-Up and Next Steps

- Outline the next steps of the process. Depending on the context the next sessions may include the following:
  - Sectoral Training cross camp-based on topics requested/required.
  - Coaching group Code of Conduct: the group should draft their own, but input/ideas should be given to ensure key issues are covered.
  - Coaching group Terms of Reference: this is important as it outlines the objectives, the coaching process and the expectations NRC has of coaching groups.
  - Coaching group leadership election/selection as required.
  - Introduction to the coaching process: i.e the steps outlined in Coaching Step-by-Step above.
- Close the session with a recap of what was done and with a plan for the next meeting.

Session 3: Coaching Group: Sectoral Training

Note! This session may be run with a group representing any technical sector present within the camp, such as WASH, shelter, distribution, health etc., where coaching groups are organised along sector lines. This session could be organised 'cross camp', bringing those within the same sector coaching group together. Likewise, this session could be conducted with groups from different sectors of the same camp, each working on their own sector in the session. Whether a multi-sector session is feasible, depends largely on the number of participants in each sector/coaching group. This session and the ones following it, will depend upon what has been covered in previous camp management training sessions and what specifically the coaching group will need to DO as a committee. E.g. will they need to clean wells, collect data, distribute NFIs etc.? These specific skills could be trained step-by-step and likely with smaller sub-groups after this session.

Objectives
By the end of the session the coaching group will have:
- Been introduced to/revised the relevant technical standards and indicators of their sector.
- Described the current status of the sector within the camp.
- Identified relevant actors, roles and responsibilities in relation to the sector.
- Discussed some priority issues in relation to the sector for the attention of the coaching group.
- Brainstormed likely challenges and possible solutions in relation to the sector.
- Been introduced to some sample tools which might be useful in the monitoring of sector standards.

Resources
- Copies of Sphere Handbook and/or UNHCR Emergency Handbook
- Flip-chart defining standard, indicator, guidance note in simple language
- Sets of cards for sorting (between 4 to 8 cards per set): Examples of standards, indicators, guidance notes in relation to their sector. One set for each small group of 3-6. See camp management training materials for ideas.
- Flip-chart paper for an actor map of the sector
- Flip chart with two columns – Challenges/Solutions
- Post-it notes
- A selection of photos of facilities meeting and not meeting standards: e.g. flooding, broken taps, sub-standard shelters, health facilities etc.

Activity One: Technical Standards
- Introduce the Sphere Handbook or the UNHCR Emergency Handbook. Ask the group what they can remember from the camp management training standards session.
- Revisit the following: What are standards? Why do we have standards? How do we use them?
- Revisit the concept that standards are the manifestation of the right.
- If possible show a simple photo gallery of some comparative pictures, not necessarily of their camp, some meeting standards and others not. Ask the group to discuss them. What do they see?
- Show a flip-chart where the difference between a standard and an indicator is described briefly and simply. Add the concept of the guidance note if the camp operation is using Sphere and if it is appropriate for the level of the group. Take any questions.

Activity Two: Standards and Indicators

- Divide the group into smaller groups of 3-6.
- Give out the ready-made groups of cards with a mix of standards, indicators and guidance notes on them. These should all belong to ONE technical sector.
- Give each group a flip-chart with an simple grouping outline which enables the groups to categorise the cards into the standard, the indicators and the guidance notes. Give out some blu-tack for attaching the cards.
- Give groups 15 minutes to divide up standards, indicators and guidance notes and put their flip charts up on the wall in a gallery.
- Review the charts. Does everyone agree? Review and take questions and move the cards as necessary.
- Round off the session by discussing the indicators that have been set for that sector within that specific camp context. Do the groups know what they are? Are standards being met in this sector?

Activity Three: Actor Mapping

- Do a short warmer that serves to mix-up the participants and get them into new working groups, if appropriate.
- Give out flip-chart paper and markers. Tell the group that we are now going to look a little at who is resonsible for/working in each technical sector.
- Remind the group of the actor mapping session from the camp management training – if this wasn't covered, show an example of a hypothetical actor map, with the camp or the sector plotted in a large circle in the middle of the page, and actors plotted around the circle on lines of varying lengths, indicating the proximity of their relationship to the sector or camp.
- Ask the groups to draw an actor map for their technical sector. Who are the stakeholders in this sector? It needs to plot not only those actors within the camp, but also other actors, such as government line ministries who have influence and interest.
- Either ask the groups to present their actor maps, or put them up in a gallery for comparison.
- End the activity by clarifying the importance of coordinating effectively with key stakeholders in the sector. Ask the group how much contact they have had with these stakeholders and which partnerships need further attention. What coordination mechanisms are in place for information dissemination? How could coordination be improved? Could this be a coaching goal?
- As a follow-up to this, NRC may facilitate meetings between the camp coaching group and the service providing agengy/other stakeholders within the sector to identify possiblities for coordination.

Activity Four: Key Issues in Relation to Sectors

- Give out two post-it notes to each participant. Get them discussing with a partner, in pairs, the key issues in relation to this sector as it currently functions in the camp. What is working well? What needs attention? Is data available about the sector? Is monitoring regular? Who follows-up on improvements/developments? How is information about the sector disseminated to all stakeholders?
- Give ten minutes discussion time and ask them to write key areas for attention – one on each post-it note.

- Stick the notes up on a flip-chart. Ask a representative or two from the group to sort and categorise these issues and feed them back to the group.
- Take comments, clarifications, and questions. Keep the post-it notes for the coaching sessions to come.

Activity Five: Challenges and Solutions

- Give out sheets of A4 paper, one to each person. Each participant writes a key challenge in relation to the sector on the paper and makes a snowball,by screwing it up into a ball.
- Collect all the balls in a basket. Add blank snowballs if there aren't enough to make it fun! Start a snowball fight until everyone is energised and involved.
- Ask everyone to pick up one snowball, open it up and share with the group what is written. Catch the issues on a flip charts as they are shared.
- Give the group ten minutes to think of as many solutions as they can to the issues listed. During feedback, ask the rest of the group what they think of the suggestions. Are they realistic? Would they work? If not, why not? If the group is stuck, make some suggestions, but try to give them practice in discussing their own issues and addressing each other with the answers, instead of addressing the facilitator for approval!
- Keep the flip chart safely for the coaching sessions to come.

Session 4: Coaching Group: Code of Conduct and Terms of Reference

Note! This is a key session, because it develops the foundations upon which the coaching relationship will be built. Accomplishing these steps in a participatory way is key to developing the undersanding and commitment upon which coaching relies. This session may be split into two separate sessions. At a later stage of the project, if the coaching process becomes challenging, these agreements can be returned to as the framework, the 'bottom line', that was agreed to before the process began. Depending on the needs and abilities of the group, more or less example input from ToRs and Codes of Conduct, may be given by the NRC coaching team. Where higher levels of support are needed, the group may work on an ordering and selection exercise of pre-written statements. Where the group is able to draft their own documents and come up with their own statements with limited input, this should be encouraged.

Objectives

By the end of the session the coaching group will:
- Have discussed what a Code of Conduct and a Terms of Reference is and why they are important in coaching groups.
- Have worked in groups to draft content statements for a Code of Conduct and a Terms of Reference.
- Have ordered the content statements to create simple, logical documents to which everyone can agree, and which can be further formalised by the NRC coaching team.

Resources

- Two sample documents as handouts: a code of condut which is no longer than 10 lines (printed LARGE to be cut into strips – one copy per 3-4 people); A Terms of Reference. One copy each (if appropriate)
- A stack of plain/soft cards
- Pens
- Blu-tac
- Flip chart paper and two flip chart stands

Activity One: What is a Terms of Reference?

- Ask the group: What is a Terms of Reference? When do we use them? Why do we need them? Take suggestions and descriptions and clarify any questions. A Terms of Reference is a description of the roles, responsibilities and activities undertaken in any job, by a particular person or group of people. It outlines what the position, or person, or group aims to achieve and how, when, and where it aims to achieve it. Introduce the abbreviation ToR if appropriate.
- Ask the group: Why does a coaching group need to ToR? Elicit responses. It's important that when we begin a new project we are clear what the project is, what we are doing and why we are doing it. If we all have the same understanding at the start and we agree on roles and responsibilities, the project is much more likely to be a success.
- If appropriate (if not too much reading or too complex?), introduce a sample ToR and ask the groups to read it and find what they think are the key issues in the document. What sub-headings does it contain? What is the key information for this job?
- Take feedback.
- Take any questions about this model ToR.

Activity Two: What does Our Committee/Coaching Group do?

- Divide the group into smaller working groups and give them all a small stack of plain/soft cards/ pieces of paper, pens and blu-tac.
- Ask them to think about the roles, responsibilities and activities of their coaching group. Each idea should go onto one card. Give groups at least 15 minutes to write and discuss.
- Collect all the cards on a flip-chart or a large wall and stick them up randomly with blu-tac, so they can easily be moved.
- Ask 2 volunteers to come and read the cards aloud and group them if possible, into themes. Discard any duplicates.
- Then using the second flip-chart, get the group working in plenary to agree on the order of the document. Ask What will go first?If this is too challenging, have some key headings on the flip-chart to guide them.
- As they discuss, read out the cards again and ask them which card goes next. Invite volunteers up to the front to take charge of ordering the document comments chronologically, moving the cards and reading them back to the group.
- Continue the process until all the cards (minus duplications) are placed and everyone is satisfied with the finished product.
- As they process continues, NRC staff should be prepared to add anything that is important and is missing from the group ToR. The group needs to be consulted whether they are in agreement to the NRC additions.
- Keep the flip-chart to take back to the office and type it up.

Activity Three: Developing a Code of Conduct

- Use a warmer to divide the group into 3s or 4s.
- Ask the group why a Code of Conduct is important? What does it do? Remind them of other codes of conduct already in use: e.g. the camp Code of Conduct. Does it make a difference to the way people behave and/or to life in the camp? Imagine it wasn't there, how would life be without it?
- Take the model Code of Conduct and cut it up into strips. Muddle up the strips and hand one set of strips to each group of 3 or 4 people.
- Give each group 5 or 6 extra blank slips of paper.
- Tell the group they have 20 minutes to develop a camp coaching committee Code of Conduct. They can include any or none of the strips from the model and add any or none of their own ideas.
- As they make decisions, get them sticking the strips on the flip-chart paper.
- Display the completed codes in a gallery. Go through them line-by-line and compare the groups. Where there is disagreement do a hands-up vote for the inclusion of the line?
- As they are working, write up the Code of Conduct on a clean flip chart so that it can be read back to them at the end of the process.
- Ask who would be prepared to sign this document. All hands should go up!

Activity Four: Recap and Questions

- Recap on what has been achieved in the session and congratulate them on developing two key documents as a group, for their group.
- Debrief the process. What was it like working together? Did people disagree a lot or not? What did you do to solve differences of opinion?
- Ensure that everyone is comfortable with the outcomes from the session.

- Brief them on the next step which is that the NRC team will type up and formalise the work and that at the next session they will be asked to read and to sign it.
- Take any questions before closing.

Session 5: Coaching Group: Leadership Election or Selection

Note! Leadership election and selection is a very context-specific and challenging activity, which may constitute a process quite independent from introducing coaching sessions. This session functions well when the camp leadership is already established and stable and when only the coaching group itself has a vested interest in nominating a leader/leaders for a specific committee, without too many external political pressures.

Objectives
By the end of the session the coaching group will have:
- Discussed the characteristics of a good leader.
- Discussed what the roles and responsibilities of the group leader are.
- Nominated/voted for a coaching group leader.

Resources
- Ballot papers
- A ballot box
- Flip chart
- Markers
- Pens

Activity One: What is a Good Leader?
- On flipchart paper write the heading: A Good Leader is.....
- Ask the group to take a minute to think of answers to this question. Reflect on leaders you have known/been/heard. What are the characteristics of a good leader in their opinion? (no right answers)
- Give out post-it notes and ask everyone to write one suggestion and stick it up on the flip-chart at the front.
- Ask a volunteer to come up and read them out loud!
- Now ask the group to brainstorm the roles and responsibilties of the coaching group leader. Give them a couple of minutes to talk in groups before sharing their ideas in plenary. The leader of the coaching group would be responsible for...
- Catch their ideas on a flip-chart. If necessary, guide their discussions in such a way that they reflect on the leader as someone who facilitates **their** decision making/coaching process and does NOT make decisions on their behalf. Ask questions about leadership in relation to coaching and remind the group that a coaching group is participatory and representative. For example, a leader might:
  1. Mediate in times of conflict.
  2. Support the group to honour their commitments.
  3. Ensure everyone's participation.
  4. Deal with any breaches of the Code of Conduct.
  5. Validate and support good ideas and constructive suggestions.
  6. Come with suggestions when the group gets stuck.
  7. Act as a spokesperson for the group with other partners.
  8. Advocate for the group and its work with the wider camp community.
  9. Ensure that the group has access to important information from the camp community.
  10. Liaise with NRC staff on behalf of the group.

Activity Two: Leadership Nomination

- Nominees for the leadership of the coaching group may already have been nominated. If this step is already done then the ballot papers may have been prepared with names/symbols.
- If not, then leaders can be nominated and seconded by the group, and their names written up on a flip chart with numbers e.g. Tabuli 1, Indira 2, Sabeth 3. The number is then written on the ballot paper.
- What's important, is that the nomination and voting process is arranged in a way that gives least possible opportunity for misuse of power in the group.
- It may be that each committee has two leaders – one male and one female – depending on the rest of the camp management structure.

Activity Three: Voting for a Leader

- Hand out the ballot papers and make sure that everyone has a private space, enough time, and a pen to mark their paper with their vote.
- Ask each group member to fold the paper and post it into the ballot box at the front of the room.
- When everyone has voted, NRC staff should open the ballot box and count the votes.
- Any votes that are in any way unclear are discounted.
- The results should be announced and the leader acknowledged.
- The leader may like to make a short speech at the end of the session.

Session 6: Introduction to the Coaching Process: Step 1 to 4

Note! The 4-step coaching model described in this session, worked well for coaching groups in Sri Lanka. However, this model and the number of steps followed remains flexible. During the pilot of these materials, the NRC team in Uganda already began the process of developing a model and tools that were more specifically suited to the Ugandan context. In fact, a new tool was developed quite spontaneously in the middle of a coaching session to simplify the action-planning process! All training/coaching teams, once they have been trained to coach and have a good understanding of their own context, should be encouraged to do the same!

Objectives
By the end of the session the coaching group will have:
- Reviewed work done in the previous introductory sessions (1 to 6).
- Been introduced to the steps involved in a coaching initiative.
- Signed coaching documents.
- Been given certifcates for the introductory phase detailing their coaching group membership and commitment.

Resources
- Large cards each with the title of a previous introductory session
- Large cards each with the title of a coaching step (see below)
- Copies of the Code of Conduct and Terms of Reference for everyone in the group
- A certificate which acknowledges introductory sessions to date, and outlines details of the coaching group and its commitment to the camp

Activity One: Recap on Introductory Sessions
- Stick cards around the walls, with the titles of previous introductory sessions (1 to 6).
- Ask the group to walk around the room and to choose a card to stand underneath. They should choose a session that they can remember and could describe to the others. Try to ensure that each session has one representative. If there is a gap, then the facilitator may take that card themselves.
- Go round the room starting at session 1, and ask the person/people standing there to tell the group what happened in that session.
- The rest of the group can contribute as necessary.
- When all the sessions have been recapped, ask the group to walk around again and stand under their favourite introductory session.
- Ask a couple of people to share with the group, why it was their favourite session.

Activity Two: The Coaching Steps
- Tell the group that this is the final introductory session to coaching and that from now on, the sessions will be coaching sessions.
- What is the overall aim of all the coaching sessions? Recap (amend accordingly): to build the participation of the community members in camp management, using their knowledge, skills and experience, to raise standards in the camp with the support of NRC.
- Remind the group of the work done in the sector training session (session 3), identifying key issues. This is the place where the coaching work begins.

- The coaching initiative has **four steps**. These four steps are repeated with every activity the coaching group does. The four steps may take different lengths of time to complete. That just all depends on the group and on the topic. For example, each step may take one session. Often, a step in the coaching process may take 2 to 3 sessions – like for example writing an action plan.
- Show the cards on a flip chart, each one with a step 1 to 4, and if possible, with an image or a photograph like the photos in these materials.
- Read the heading of each step. Ask the group what they think they do for each step and what the outcome is. If the photos are available, ask them to guess what's happening in the photos.
- Take questions. Don't worry if the process is not entirely clear. Tell the participants the steps will become easier to understand as you take them, one by one.

Activity Three: Clarifying Agreements

- Tell the group, we are now almost ready to begin the coaching process. First, we need to have clear commitments to each other.
- Handout copies of the Code of Conduct and the Terms of Reference. Give the group time to read, discuss and ask questions.
- NRC staff could also have a ToR which they read aloud and sign for their roles and responsibilities. Staff members should also sign the Code of Conduct.
- Ask the group to sign their documents too.
- Hand out copies of the agreed upon meetings schedule for the coaching meetings.

Activity Four: Recap and Closure

- Close the session by acknowledging their learning and hard work through the introductory sessions and saying how much you look forward to the coaching process
- Address any questions and distribute participation certificates to everyone in the group.
- Announce the time of the first coaching session.

5.4 Tools and References

Implementation and Introduction Tools:
Tool 1: Invitation to a Coaching Session
Tool 2: Registration Form for a Training or Coaching Session
Tool 3: Camp Management Training Activities for Community Participation
Tool 4: Coaching Groups in a Monitoring Role (a concept paper, Dadaab/Kenya)
Tool 5: Advertisement – Camp Management capacity building team
Tool 6: Code of Conduct for Steering Committee Community Centre (Dadaab/Kenya)
Tool 7: Terms of Reference for Steering Committee Community Centre (Dadaab/Kenya)

Chapter 6: Implementing Coaching with Camp Communities

6.1 Coaching Models and Coaching Steps

Once the introductory phase is complete, the coaching sessions can begin. There are many different models for structuring a coaching event, and these materials focus on two:

1. The so-called **GROW model**, which is an internationally recognised coaching model, developed by John Whitmore.
2. The **4-step coaching model**, which is developed in Sri Lanka by the NRC team and has proved to be effective in camp situations with coaching groups.

The GROW model is explained and outlined in some detail in John Whitmore's book 'Coaching for Performance' (2008). GROW stands for **G**oal; **R**eality; **O**ptions; **W**ill. Each word is a step in the coaching process – a new topic to address – and this gives a clear and progressive structure for coaches to follow.

A useful metaphor for the GROW model is to imagine the plan you might make for an important journey. First, you start with the map: with this, you help your group decide where they are going (**G**oal) and establish where they currently are (**R**eality). Then you explore various ways (**O**ptions) of making the journey. In the final step, establishing the **W**ill and the way. You ensure your group is committed to making the journey, knows what the plan is, and is prepared for the conditions and obstacles they may meet on their way.

Sample questions that a coach might use in the GROW model of coaching, might include the following: (note that coaching questions are largely open questions which encourage further details and explanation).

Goal
- What is it you would like to discuss?
- What would you like to achieve?
- What would you like to achieve in this session?
- What would need to happen for you to walk away feeling that this time was well spent?
- If I could grant you a wish for this session, what would it be?
- What would you like to be different when you leave this session?
- What would you like to happen that is not happening now, or what would you like NOT to happen that IS happening now?
- What outcome would you like from this session/discussion/interaction?
- Is that realistic?
- Can we do that in the time we have available?
- Will that be of real value to you?

Reality
- What is happening at the moment?
- How do you know that this is accurate?
- When does this happen?
- How often does this happen? Be precise if possible
- What effect does this have?
- How have you verified, or would you verify, that this is so?
- What other factors are relevant?

- Who else is relevant?
- What is their perception of the situation?
- How does that make you feel?
- What have you tried so far?

Options

- What could you do to change the situation?
- What alternatives are there to that approach?
- Tell me what possibilities for action you see. Do not worry about whether they are realistic at this stage
- What approaches/actions have you seen used, or used yourself, in similar circumstances?
- Who might be able to help?
- Would you like suggestions from me?
- Which options do you like the most?
- What are the benefits and pitfalls of these options?
- Which options are of interest to you?
- If you asked the wisest person you know what would their advice be do you think?
- Rate from 1-10 your interest level in/the practicality of each of these options
- Would you like to choose an option to act on?

Will

- What are the next steps?
- What are you going to do?
- What exactly would you need to do that?
- Precisely when will you take them?
- What might get in the way?
- Do you need to log these steps in your action plan?
- What support do you need?
- What resources do you need?
- How and when will you enlist that support?
- When will you do what?

6.2 The NRC Sri Lanka Coaching Model

> ### 𝔇 A Practical, Tangible Model from Sri Lanka
>
> The implementation of a coaching initiative will usually consist of two main phases:
> 1. **An introductory phase**, made up of several sessions, according to context, which may be based on the ideas offered in chapter 5.
> 2. **The step-by-step coaching phase** which may be based upon the steps in the GROW model outlined above.
>
> Based on the GROW model, the Sri Lanka team developed a four-step approach to coaching. The methologies and tools used in this approach are detailed later in this chapter. The four key steps are illustrated in the photographs below and the methodologies for these follow. For the Sri Lanka team what made a key difference was producing a tangible product at the end of each step, so the tools were the key to success.
>
> The Four Coaching steps in the Sri Lanka model are:
> - **Step 1**: Problem identification
> - **Step 2**: Problem analysis
> - **Step 3**: Problem prioritization
> - **Step 4:** Action planning

Coaching Step-by-Step in Sri Lanka

Problem identification

Problem analysis
influence/non-influence

Problem prioritization
of those problems which can be influenced

Action plan

Step 1: The coaching group brainstorms the current challenges and burning issues in the camp. One issue on each 'soft card'. A stack of soft cards are produced.
For all the tools mentioned here, see tools and references.

Step 2: The coaching group identifies which of these issues are inside their sphere of influence and which are not. A balance wheel is produced.

Step 3: The coaching group uses the priority wheel to select and vote for the issues they would like to work on. A balance wheel is produced.

Step 4: Each issue is taken in turn and a plan of action is developed detailing who will do what and when, in order to address the issue. Action matrices are produced.

6.3 The Coaching Steps Explained

The Coaching Process Step-by-Step 1 to 4, as illustrated above, is outlined in more detail in the information boxes and photographs below. These are not session plans because coaching is not training – and the direction each session takes and its content should be lead by the coaching group. However, what this does provide is an outline of the language and questions to ask in each step and the tools to use. It is important to trust the coaching group and to be led by the issues they raise. The coaches are there to focus on process management and ensure that each step of the process is thoroughly explored before moving on.

> ### ⓘ The NRC Camp Management ToT for National Staff
>
> The methodology of coaching, the steps to follow, the language to use, opportunities to practise and get feedback – are all part of the NRC Camp Management ToT for National Staff.
>
> As mentioned in the introduction to these materials, it is not the intention that untrained staff should use these materials to run coaching sessions. Rather these materials are intended for the reference of those who have already been trained, for the trainers who train them, and for Project Managers/Coordinators who are interested to learn more about the possibilities and realities of a coaching initiative.
>
> For more details contact the NRC Camp Management Adviser at Head Office in Oslo.

ⓘ Step 1 Problem Identification

- The objective of this stage is that the coaching group works together to identify issues within their sector/camp theme which require attention.
- The process involves contributions from all members of group, representing different community groups and their perspectives/interpretations of burning issues.
- The priority in this session is to open up the discussion as widely as possible, and to facilitate a brainstorming activity.
- It is important that the issues identified do not reflect individual priorities, but are agreed on by the larger group as relevant to the camp community with the needs of all groups in mind, including more vulnerable sectors of the population – those with specific needs.
- The group should be encouraged to raise issues and discuss them before agreeing to push them forward as a possible focus for action.
- This session can provide a useful forum for release of frustration and anger. It may be one of the first times that a community group has had an opportunity to talk about their problems in a space that is safe, and where there is listening and support, and the possibility of follow-up and some response capacity.
- The role of the coach is to validate issues that are raised and allow people to express themselves, whilst ensuring that contributions remain democratic and issues are captured and noted specifically and in enough detail to be useful. For example it is of little use to know that 'the food distribution in the camp is unfair.' This is a starting point, but much more needs to be known before the issue can be precisely formulated. It is the job of the coach to remain impartial, with a spirit of enquiry and to ask for this clarity. Despite the emotional attachment of some group members to various issues, the coach needs to ensure that the group stands behind the situation and that it is not simply the complaint of an individual or a family.
- The tools outlined here which could assist with this activity is a set of soft cards (so named in Sri Lanka). Pieces of pre-cut thick coloured paper/thin card measuring about 20 cm long and 10 cm wide. (See guidelines for use.) The second tool is the body map (see tools and references), which can support groups in brainstorming needs and rights in relation to different areas of the body, e.g. the WASH group might identify one issue as the taste of the water (mapped on the mouth of the body map) or access to water for older people (mapped on the legs of the body map).

Example of a Coaching Tool used in Step 1: Problem Identification
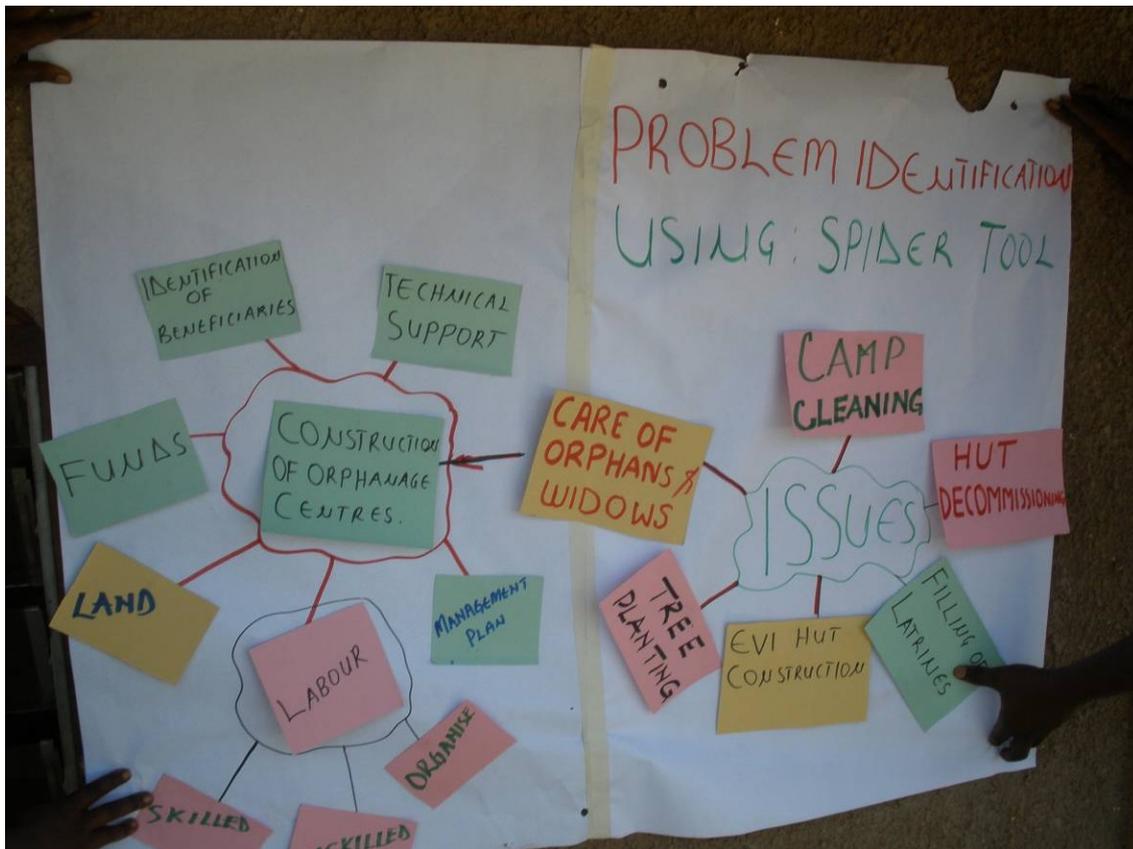
In the photograph above, the camp phase-out committee began work by **identifying and discussing the 6 main burning issues**, which can be seen on the right hand side of the photograph, namely 1. camp cleaning, 2. tree planting, 3. hut decommissioning, 4. EVI (especially vulnerable individuals) hut construction, 5. filling latrines and 6. the care of orphans and widows.

In the following coaching session, they expanded upon their discussion to a second level, by **exploring one of the burning issues**; care of widows and orphans – and looking in more detail at a sub-issue, namely the construction of orphanage centres (on the left of the photo). The group wanted to identify all of the requirements in this sub-issue, and so created a brainstorm of all the things needed to construct orphanage centres, including land, labour, funds, identifying beneficiaries, technical support and a management plan. They even went to a third level to begin to break down the different types of labour required.

This photograph demonstrates how, through the simple use of soft cards organised like the legs of a spider or the branches of a tree, a committee is able to go into increasing detail about exactly what the burning issues of concern are. Exploring the sub-issues allows the committee to get very specific about what is needed and this is useful because it prevents the committee feeling overwhelmed and makes the issues very tangible. It also prepares them for step 2 of the coaching process.

ⓘ Step 2 Problem Analysis

- The objective of this stage is that the coaching group works together to further sort through the issues from the problem identification session

- This activity should encourage the group to think about their own skills, capacities and potential, and to discuss to what extent, and in which ways they have power and/or influence to make a difference in each of the cases they have identified. For example, do the group feel that the problem of access to water by older people in the community, is an issue over which they have influence?

- The tool suggested for use in this activity is called Spheres of influence. Members of the group discuss each issue and place it within the circles to indicate that they have 1. No influence over this issue 2. Some influence over this issue 3. Considerable influence over this issue.

- During discussions, the coach's role is to ensure that decisions are well-thought through, by asking searching questions: I notice you feel you have no influence over older people's access to water. Can I ask you who in the camp operation does have influence? Do you think they are aware of the issue? What do you think they could do to make a difference? Why would they/wouldn't they do this, do you think? Are there other things that could be done? How could you possibly contribute to moving the situation forward? Do you have coordination meetings with this partner? Are the needs of the older persons in the camp monitored and the information disseminated?

- This is a key part of the coaching process because it challenges the group to think in terms of possibilities, to recognise their own power and influence, and encourages them to harness this potential and take the initiative. It may be the case that issues within the camp are often seen as outside their sphere of influence or control. Solutions to problems are then someone else's responsibility and the community feels separated and dependent. This view of the world and of themselves simply reinforces their belief in their own impotence and their own victim, which in turn perpetuates despair and justifies inaction.

- The overall aim of this session is that the group comes away with the feeling – 'there ARE things we can do to make a difference – and this group, together with NRC can support each other in doing them.'

Example of a Coaching Tool used in Step 2: Problem Analysis
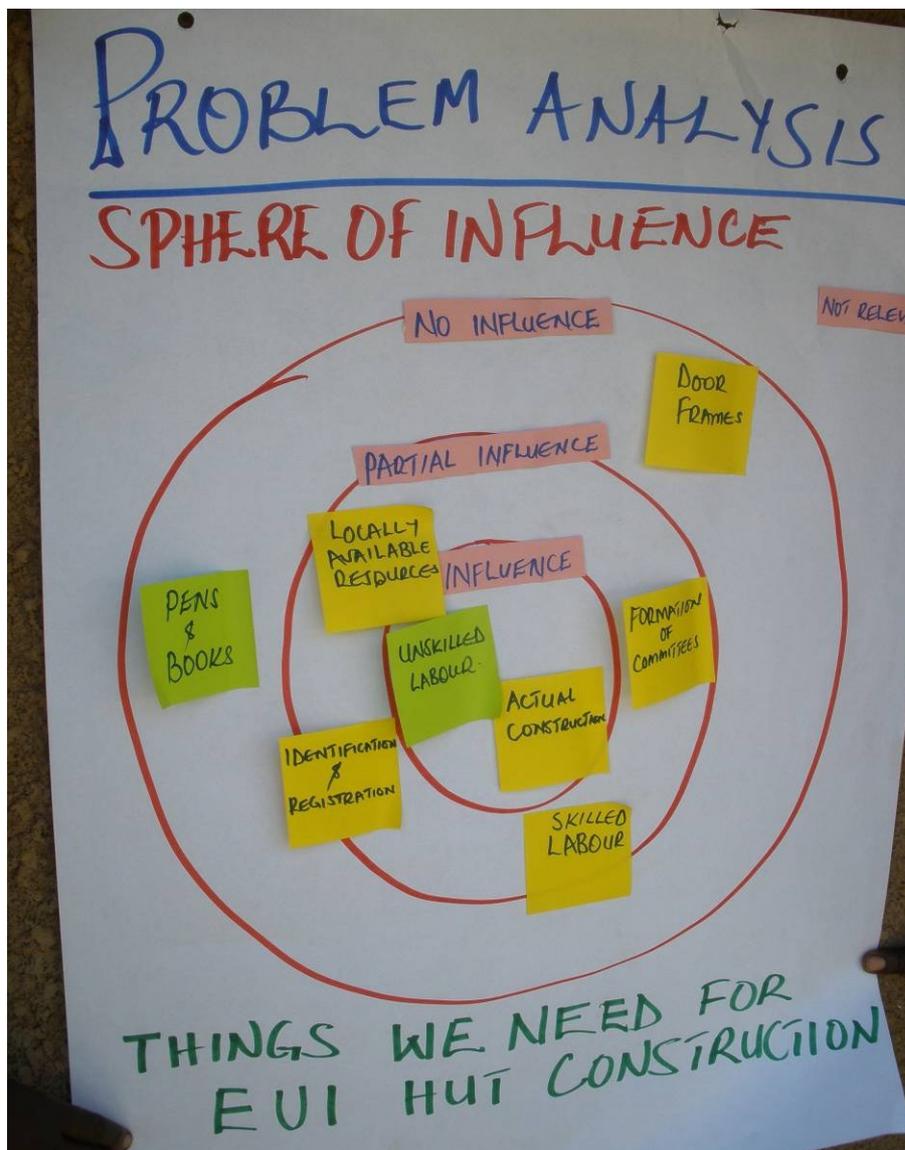
In the photo above the hut construction committee have worked on classifying the things they need to construct the huts. They have firstly brainstormed all that is required onto post-it notes. Secondly, they have discussed and reached a consensus about how much influence they have over each of these activities/resources. As they discuss, they move the post-it notes around the sphere.

In the example above, the committee decided that they had no influence over the procurement of door frames or pens and books needed for the project. The second sphere shows their partial influence over four issues: locally available resources (grasses and mud), identifying and registration of beneficiaries, some skilled labour and the formation of EVI committees. In the central sphere are two issues – unskilled labour and actual construction – over which they concluded they had total influence. This is a starting point for action.

ⓘ Step 3 Problem Prioritisation

- The objective of this stage is for the group to work towards a specific and realistic focus for action. The more specific this is, the more likely it is to succeed. Of the issues discussed, which one(s) will they choose to prioritise?

- It is possible that following the previous steps, the community feels somewhat overwhelmed by the number of issues that have been raised, and the number of possible courses of action which might follow. Here the group is supported to select a focus for action.

- The criteria that the group use to prioritise their focus, is their decision. They may select the issue that they feel is the most important for the largest number of people; they may choose to focus on a longstanding issue which should have received attention some time back; they may choose to focus on an issue where they feel they have the highest chance of success; or an issue which they think will be the most challenging. They may choose an issue, because it concerns a specific partner with whom they especially want to build a better relationship. There are no right or wrong priorities.

- The key issue in this session/group of sessions is that the discussion and the decision creates motivation and leverage for action. What do they really feel is important? What do they most want? It is essential for the group that they select priorities which inspire them, which they care about, which they find compelling. If the leverage isn't there, or the majority of the group are not really concerned that change happens, then the chances are that the first obstacle encountered will be sufficient to derail the process.

- The tool used for this step of the process is called the Balance Wheel. The wheel may be divided into 4, 6 or 8-10 slices, like a pie or cake, depending on the context, the number of issues, the size of the group, the timeframe of the project etc. Through discussion and/or voting the top issues are identified, each occupying one slice of the Balance Wheel.

- To further focus the action, each member of the group is provided with 2 or 3 sticky stars or dots. They may then each vote for their priority issue(s). They may place all stars on one issue, or distribute them between several.

- When everyone has voted the number of stars on each issue are counted. This result provides the committee a focus for their first activity, which is further developed in the next step (the action plan).

- Depending on the context, more than one priority may be simultaneously/ consecutively focussed upon. As the sessions progress, it is likely that the Balance Wheel will be revisited many times as priorities and burning issues change over time.

Example of a Tool used in Coaching Step 3: Problem Prioritisation

In the photo above, the camp phase-out committee used the balance wheel to identify their **priority issue**. The main issues were firstly arranged on the wheel – in this case 6 in total. There followed a discussion in which committee members were invited to remind one another the REASONS why each issue was considered as important. The coach worked to guide the discussion by asking questions about WHO would benefit from each initiative and to what extent action had already been undertaken in any of these areas.

Following the discussion each committee member was given 2 sticky stars to use for voting. Each member could vote for whichever issue(s) they felt should take priority for action planning. They could choose to put both stars on one issue, or divide the stars between two issues.

The votes were double counted and the top 3 priorities were identified as listed on the left hand side of the wheel. The committee decided that it was realistic to tackle two of these issues simultaneously. It was agreed that the next sessions would be action planning sessions for the top two issues – EVI hut construction and empty hut demolition.

ⓘ Step 4 Action Planning

- The objective of the action planning stage is to outline all of the steps needed to reach the identified goal. In this session/series of sessions, the group works together to draft an action plan.
- Once the goal is clear, the group need to work out how many activities will be involved in achieving it, their chronological order, how many members of the group will be involved, how long activities will take, and what resources will be required.
- This is a process which involves looking at the goal from a variety of angels and seeing what may produce the required results. It is much more likely that a multi-pronged approach will make a difference, than a one-off action taken by an individual within the group. So the question is: how can the coaching group maximise its impact in getting things done?
- This is a process which involves being as detailed and specific as possible with what is commited to. What exactly will be done? Often on activity may itself involve numerous steps. These mini-steps are essential. They need to be itemised to ensure there is complete clarity and that activities are thought through in terms of cause and effect.
- For example, in order to advocate for access to water for elderly people, the action plan might state that group representatives should attend the WASH coordination meeting the following week. However, this activity in itself would have no impact. In order to have an impact the group may want to ask the Chair of the WASH meeting if they can make a 5 minute presentation of the issue to the meeting. In order to do this, they need to plan exactly what message they wanted to deliver and how. Do they want to use maps to show where older persons live in relation to the bore wells? These maps need preparation.
- Already in this brief example, four actions have emerged: Asking permission to present at the meeting; preparing the key messages of the presentation; making a map to show the relationship between water and elderly people in the camp; giving the presentation at the meeting.
- The more detailed the action plan becomes, the more likely it is that it will have the desired outcomes.
- It is the role of the coach therefore to ask questions which provide this level of detail. Detail is also important, because it prevents the task from feeling overwhelming. The task is chopped into manageable sized chunks which can be shared fairly between the group. The work is done without anyone feeling overwhelmed.
- In the box below is an example of an action plan template.

An Example of a Coaching Tool used in Step 4: Action Planning

Above is a photograph of an **action plan** made to address the issue of hut demolition. The action plan has an overall objective, and a specific issue it seeks to address. It has four columns and three activities have been identified here: 1. Community sensitization, 2. Marking of empty huts in zones A and D, and 3. Knocking down the marked huts. Each task has a person/people who are responsible, an allocated day(s) and time and a list of resources needed. This action plan was placed in a visible spot to encourage accountability and to act as a reminder.

ⓘ **An action plan template may look like the one below. Keep it simple!**

CM Sector/ Coaching Group: _____

Problem/Issue:_____
Team leader:_____

What (Activity)	Who (Responsible)	When (Starting date & ending date)	Materials and Resources (Human and material)

- **What activities will be undertaken?** In this column the participants have to fill in all the activities required to realize the solution. Once all activities have been listed the best way to continue is to fill in all the other columns for each activity in turn.

- **Who will be responsible for the activity?** Explain that being responsible for an activity does not always mean that this person needs to carry out the activity him or herself. Explain that he/she is the one who checks that the activity is carried out properly, who takes action when things are not going well or not quick enough, who stimulates other people to carry out the activity, who controls that all things required for the activity are in place in time, etc.

- **When will the activity be done ?** Write down, if possible, the starting date and ending date of the activity and time as appropriate.

- **Materials and resources (tools/equipment /human resources) required for the activity (if applicable)**
  Explain to the participants that they should write down all the different materials and tools/ equipment that they think are required to execute the activity. They should include human resources/capacity.

6.4 Coaching Language

Coaching Step	Example Coaching Language
Problem Identification The objective of this stage is that the coaching group works together to identify issues within their sector/camp theme which require attention. The process involves contributions from all members of group, representing different community groups and their perspectives/ interpretations of burning issues. The priority in this step is to open up the discussion as widely as possible, and to facilitate a brainstorming activity.	• Who would like to think back to our introductory session and remind the group what coaching is about? • This is quite a large group, what do we need to remember to make the best of everyone's ideas? • What agreements did we make in the introductory sessions which outline the objectives of our group and the way we behave? • In this session we're aiming to get an overview of issues that are important to you as a group. • Who would like to begin the sharing process? • Is there someone who is acting as the group secretary and writing things down today? • Could you say a bit more about exactly what you mean? • So what exactly happens and how does it affect people? • What is the extent of this issue? Exactly how many/how much? For how long? How often did that happen? • Is that your experience or did you hear it from someone else? • That issue seems quite complex. Is it made up of other smaller things? What are they? • Does everyone understand this point? • Maybe you'd like the secretary to repeat what's already been written? • Does everyone agree with what she said? • Has everyone had a chance to contribute? • That seems to be a long and interesting story. I'm wondering if you could summarize the key issue in one sentence? • So what exactly is the issue then? What's the bottom line? • How important is that to you on scale of 1 to 10?
Problem Analysis The objective of this stage is that the coaching group works together to further sort through the issues from the problem identification session.	• Should we begin by reviewing what happened in the last session? • What thoughts or feelings have you had since the last session? • What has happened/changed since the last session? • What would you like to achieve today?

	• It seems to me that many important issues were raised in the last session. Would it be useful to review them and remind everyone? • I wonder if it would be useful to think about how the group might be able to influence some of these issues? • I'd like to show you a tool called the Wheel of Influence to help the discussion, would that be OK? • I hear that you have a strong opinion. Maybe you could repeat the issue so everyone can hear you? • Which issues do you think you have influence over? • Can you say more about exactly how you might be able to do something? • Are you saying that is outside your influence completely? • Who does have influence over that issue? How much influence do they have do you think? • Do you feel that this would be up to someone else then? Who? • There is clearly a disagreement here and I wonder if anyone else has an opinion? • What exactly could you do to make a difference? • On a scale of 1 to 10 how motivated would you feel to do that? • What effect do you think that would have on others/on you? • I notice that 3 people are doing a lot of the talking. Would the others like to add anything? • Do you all agree with that?
Problem Prioritisation The objective of this stage is for the group to work towards a specific and realistic focus for action. The more specific this is, the more likely it is to succeed. Of the issues discussed, which one(s) will they choose to prioritise? It is possible that following the previous steps, the community feels somewhat overwhelmed by the number of issues that have	• How would you like to begin today's session? • Which issues did you conclude you had some level of influence over in the last session? • Does everyone agree that these issues are completely outside your influence as a group? • There are x issues inside your sphere of influence. I'm interested to know if they are all equally important to all of you? • I'd like to introduce you to a new tool which might help you to decide democratically on the most important issues. Would that be OK? • How could you work as a group to select your priority problems? • When we think about priorities, whose priorities are we

	thinking about?
been raised, and the number of possible courses of action which might follow. Here the group is supported to select a focus for action.	• Which members of the community might especially benefit from that? • Would that support some community members who are more vulnerable do you think? • I understand that this issue is important to you. What about the others of you? Do you agree or not? • I notice that you're allowing Ramesh to select all the issues. Is that OK with the rest of you? • You seem to be a bit stuck here. I wonder how we might move on? • Should we ask two people to check on behalf of the group? How about a man and a woman? • When we vote for issues everyone has three sticky stars. You can put all your stars on one issue, or you can split them up, its up to you • I would encourage you to think about the reasons you are voting for that issue and in what ways its important.
Action Planning The objective of the action planning stage is to outline all of the steps needed to reach the identified goal. In this session/series of sessions, the group works together to draft an action plan. Once the goal is clear the group need to work out how many activities will be involved in achieving it, their chronological order, how many members of the group will be involved, how long activities will take, and what resources will be required. It is important to remember that each coaching stage needs to be repeated for each specific goal that the committee works towards. Experience shows that it is more effective to take small	• What were the results of the last session? • What did you vote for when we last met? • How many issues were voted for? • Was there a clear winner in the voting? • What are the reasons this issue didn't score anything do you think? • So we have two issues with equal votes. What next step do you suggest? • So we know what's most important for the group now. How do we start to plan the next steps? Any suggestions? • Who in the group would be able to do that do you think? • Who would be interested in getting involved? • When we develop an action plan what do we need to think about? • How much time would that take exactly? • When might you be able to begin? • Would you like to work alone on that or with a partner? • Who would be able to support this? • When would you aim to have that finished? • What would be a realistic deadline? • How do you feel making a commitment to that? Does that sound feasible?

steps on specific and achievable issues and deal with them one at a time. Avoid the temptation of overloading an action plan with unrealistic goals.	• What resources would you need? • Where could you get that support? • Who might help you? • Could you really do that alone? • So how many days then, in total? • Of course I may be wrong, but I have the feeling you don't want to make a firm time. Is that right? • On a scale of 1 to 10 how motivated do you feel to do that? • Is that realistic for you all? • Would it be better to revise that/ extend the deadline? • I'm impressed by the level of detail in your plan. Its great how clearly its all been explained. • I wonder if we can just recap on exactly what has been agreed today? • Could we hang the action plan somewhere where everyone can see it? • When are we meeting again? What will have been done by then? • How will you feel when you've achieved that? • How do you feel about what you've done in this session?

6.5 Working in Coaching Pairs

In most camp management coaching initiatives, NRC coaches do not work alone with coaching groups. Usually a training/coaching team is sub-divided into groups of four or maybe six to cover a specific area/number of groups/camps, depending on the context. Each coaching session is generally 'co-coached' by a pair of coaches.

This method has many advantages, not least that of professional support and the input and feedback of a colleague. However, in order for it to work well, each pair of coaches needs time to get to know each other and opportunities to plan and practise together. It is important that they feel comfortable and well-matched as any tensions will undermine the coaching process.

During the pilot project of these coaching materials in Uganda, the NRC team put together a list of their top tips for coaching pairs.

Top Tips for Coaching Pairs and Co-Coaching (from the NRC Uganda Team)
- Plan the session and your roles jointly.
- Agree on the sitting arrangement of the coaching room.
- Be innovative and spontaneous when you can in the session.
- Be attentive to each other.

- Refer to each other by name.
- Support each other and explain when you think something isn't clear to the other.
- Minimise consultations in the coaching session itself.
- Manage the process so that people talk one at a time.
- Make sure you talk one at a time!
- One coach should concentrate on the main questioning and the other should add and supplement and keep the records/notes.
- Be systematic and structured in the order of the questions that you ask.
- Make sure that your input in terms of questions and probing is complementary and has continuity. Listen to each other and follow what the other has said.
- Discuss and exhaust one issue or line of questioning before moving on to the next.
- Ensure active listening to each other and the coachees to avoid repetition of questions.
- Be flexible when the coachees don't understand and in the use of the coaching tools.
- Don't challenge your co-coach in public and work in a way that builds trust.
- Manage your time and know what time you are going to finish.
- Be patient with one another.
- Wrap-up the session together.
- Debrief the session together. What worked well? What did you achieve? What needs improvement? Where do we pick up next session?
- Be each other's best coach by giving specific and supportive feedback at the end of each session.
- Keep good records of each session – the date, the group, what was done, and any comments, so that there is continuity from one session to another. This is also important for reporting.

6.6 Tools and References

Facilitating Coaching Tools:

Step One: Problem Identification
Tool 1: Working with Soft Cards (general guidelines)
Tool 2: Body Mapping (with picture)

Step Two: Problem-Analysis
Tool 1: Small Group Sort-out and Take A Stand
Tool 2: Spheres of Influence

Step Three: Problem Prioritization
Tool 1: Balance Wheel
Tool 2: Diamond Priority

Step Four: Action Plan
Tool 1: Taking Steps!
Tool 2: STAR Story
Tool 3: An Action Planning Matrix (and an alternative model)

Chapter 7: Monitoring and Evaluating Coaching in Camp Management

7.1 Monitoring and Evaluation Criteria for Coaching

As with all camp management projects, monitoring and evaluation of coaching interventions are a central part of the effective management of the project cycle. Criteria, processes and tools to guide monitoring and evaluation need to be developed and implemented from the outset of a coaching initiative in order to ensure that:

- The progress of the project is on track, in relation to the objectives and results identified during project planning.
- Amendments and adjustments in the implementation of the project can be made in a proactive and timely fashion, in order to optimise results and prevent avoidable problems from arising.
- Challenges and difficulties that do arise can be addressed as efficiently and effectively as possible.
- Reports can be provided and information disseminated to those NRC is accountable to, e.g. the camp population, the project donor(s), other partners.
- Lessons learned can be captured and incorporated into the ongoing implementation of the project and/or into the planning of subsequent coaching initiatives.

Monitoring and Evaluation Criteria

The criteria chosen for monitoring and evaluation of a coaching initiative should be in direct relation to the objectives, results and indicators outlined in the planning process, described in the LFM and the project action plan. These criteria may be in relation to:

- The objectives of the coaching initiative.
- The results of coaching sessions.
- The performance of the coaching team.
- The progress of the the coaching group/committee.

As outlined in Chapter 4, results and indicators in coaching can be both 'product' and 'process' based. In other words, they may be related to the achievement of specific outcomes within the camp – raising standards at camp level, or they may be related to the achievement of specific outcomes within the coaching process/group – raising standards of community participation in camp management.

Monitoring and Evaluation Processes

Both monitoring and evaluation have a checking/controlling function and a learning/development function. Monitoring is an ongoing process which serves to check and inform project implementation on a regular and consistent basis, and contributes to ongoing project reporting. Evaluation (external) or similarly assessment (internal) is a one-off process conducted at the end of or at a strategically significant juncture within the project, resulting in a more holistic and inclusive report with a summary of overall findings and recommendations. Successful monitoring should provide valuable data for an end of project evaluation. The processes involved in monitoring usually include:

- Identifying results and indicators to monitor by:
  1. Agreeing on the outcomes to monitor and evaluate.
  2. Selecting key indicators to monitor outcomes.
  3. Establishing base-line data on indicators (starting point).
- Developing tools which serve to capture information about progress in these indicators.

- Training coaching team members to monitor effectively, efficiently and above all, accurately.
- Scheduling monitoring activities consistently and regularly throughout the coaching initiative,for example every month.
- Ensuring that response capacity is in place to analyse information produced by monitoring activities, and to make necessary amendments to the project in response.
- Incorporating data from monitoring activities into project reports and archiving information to contribute to an eventual evaluation.

➔ For more information about evaluations, see the NRC Evaluation Policy, the NRC Evaluation Toolkit and the Camp Management Handbook.

Monitoring and Evaluation Tools
Examples of monitoring tools developed for camp management coaching initiatives, can be found in the Tools and References Section below. In general when developing monitoring tools the following should be remembered:
- Keep information and wording in the tool in line with project planning documentation.
- Keep tools simple and specific. Use clear and concise language.
- Provide examples within the tool, of the type of information/data you want to be collected.
- Use a combination of quantitative and qualitative indicators.
- Triangulate information (cross-check with 3 sources).
- Train the team to use the tool and get their input and feedback.
- Field test the tool to ensure that it produces the data/information you need and expect.
- Set up archiving/storage systems in hard and soft copy so that cumulative information about the project can be filed logically and confidentially.

➔ For more information, see links in the Tools and References sections of these materials.

7.2 Monitoring and Evaluating Coaching Session(s)

The following criteria are suggestions for monitoring a coaching session or series of coaching sessions, depending on the planned objectives and desired results of the project. For each criteria appropriate indicators and processes for data collection need consideration in light of the specific coaching context.

Coaching Regularity/Attendance
- The number of coaching groups functioning per camp
- The number of coaching sessions per group/committee; per camp
- The regularity of coaching sessions per group/committee; per camp
- The level of attendance at sessions per group/committee; per camp
- The consistency of attendance at sessions per group/committee; per camp

Coaching Structures and Procedures
- Effective and representative leadership within the group
- Representative membership within the group – age, gender, diversity, specific needs
- Ability of group to prioritise issues/problems for their attention
- Ability of group to produce a specific and realistic action plan
- Ability of the group to implement and be accountable for follow-up actions
- Ability of the group to contribute to sector/issue monitoring
- Ability of the group to coordinate with other stakeholders/partners

- Ability of the group to represent themselves
- Ability of the group to operate independently of NRC support
- The level of group activities within the camp
- The level of group activities involving partners/other stakeholders
- The level of information dissemination from the group to the camp population
- Group activities in relation to individual sectors/cross-cutting issues
- Contribution of the group to raising standards within the camp

Group Skills and Processes
- Listening skills within the group
- Contributions from all members within the group
- Peer support within the group
- Questioning skills within the group
- Level of constructive suggestions
- Ability to manage conflict within the group
- Ability to ensure the inclusion of everyone
- Behaviour of group members consistent with the Code of Conduct
- Ability of group to reflect on and/or manage its own processes
- Ability to communicate with and use the skills of the coach/coaching team appropriately

Session Methodology
- The session was appropriately structured in relation to the needs of the group and the time available.
- The session was well introduced.
- A session objective(s) was established.
- The session had pace and flow and the coach kept the process moving.
- The majority of coachees contributed actively at some stage during the session
- The coach's use of questioning was appropriate and effective.
- The coach's language was appropriate.
- The amount of talking time by the coach was appropriate, not dominating the session.
- The coach was able to facilitate the process without giving opinions or telling the group what to do.
- The outcomes of the session were documented for everyone to share.
- The session maintained a safe, positive and constructive atmosphere.
- Conflicts or disagreements within the session were handled effectively and professionally.
- Challenging behaviours were identified and dealt with effectively within the group.
- The outcomes of the session were acknowledged and reflected upon by the group.
- Commitments made in the session were reiterated.
- The sesssion was well rounded off and closed.
- The details of the next session were shared.

7.3 Evaluating a Coaching Initiative

In addition to the criteria above, the evaluation of a coaching initiative will include a focus on issues which have a wider scope in relation to the camp management project as a whole and the appropriateness and contribution of the initiative in relation to the specific context. As outlined and explained in the NRC Evaluation Policy, evaluation criteria may include the following:

- **The contribution of the project to NRC's mandate:** did the coaching initiative contribute to NRC's overall objective of protection and durable solutions?
- **The efficiency** of the project: was the coaching initiative value for money?
- **The effectiveness** of the project: did the coaching initiative achieve its purpose/objectives?
- **Coordination** in the project: was coordination planned and effective as part of this project?
- **Coverage** of the project: did the coaching initiative reach the intended target group?
- **Impact** of the project: does the coaching initiative have longer term wider effects beyond the immediate objective?
- **Relevance** of the project: was the coaching initiative appropriate for the needs of the situation?
- **Coherence** of the project: was the coaching initiative coherent with/consistent with other security, developmental, trade, military policies of other actors?
- **Sustainability** of the project: are the changes acheived likely to be sustained?

The information boxes below are extracts from the evaluation of the training and coaching initiative implemented in Sri Lanka, post-tsunami 2006. In this project, three camp management project components were integrated:

1. Camp management training and coaching
2. Camp management care and maintenance (using a technical construction team)
3. Camp management monitoring

These extracts have been selected to illustrate the evaluation of:
- **Box 1**: The Achievement of Project Objectives
- **Box 2**: The Achievement of Project Results
- **Box 3**: Coordination of the Project

ⓘ **Box 1** There is clear evidence that the on-site learning workshops, the follow-up coaching sessions and the integrated care and maintenance components have had a significant impact upon community capacities for understanding and engaging with the requirements of site management.

However, although there has been a demonstrable increase in community capacities there is a concern that this impact may be dependent upon the continued involvement of NRC support and the incentive of care and maintenance provision. Without these inputs it is questionable whether the community's will to utilise its capacity for site management would endure. The capacity would however remain irrespective of whether it is active or inactive.

The key factors influencing the achievement of a broad awareness of the principles of site management and the development of community participation at a site level were:
a) persuasive rationale of the training programme at a district level which was able to fill a knowledge/awareness gap and help address a critical aspect of tsunami recovery at a point in time during which many key stakeholders were struggling to identify a workable solution for specific site management and maintenance issues; b) the intensity and frequency of NRC site visits through and involvement by committed SMT/TSST/C&M teams enabled a good working rapport to be developed with both site communities and district level actors; c) the integration of a care and maintenance component provided a tangible and valued incentive for community level buy-in.

Site Management Training for Tsunami Affected
Transitional Settlements in Sri Lanka, Evaluation 2006

> **ⓘ Box 2**
>
> Results (effect) in Sri Lanka were:
>
> *At a site level there have been varying levels of improvement in a) leadership capacity, b) communal management capacities, c) self-advocacy, d) women's involvement in management and decision making. Overall at a site level there has also been a fairly high level of repair, upgrade and renovation to shelter, water, sanitation and refuse disposal facilities as a result of the C&M programme.*
>
> Site Management Training for Tsunami Affected Transitional
> Settlements in Sri Lanka, Evaluation 2006

> **ⓘ Box 3**
>
> Although district level coordination appears to have been robust there does however seem to be a gap in higher level coordination with line ministries regarding issues pertaining to district implementation. The project could have benefited from the integration of a multi-level advocacy strategy which may have helped resolve some of the local government capacity deficits associated with accepting long-term responsibility for care and maintenance provision as well as providing a conduit for lobbying on critical issues such as housing provisions for subsidiary families and renters.
>
> Site Management Training for Tsunami Affected Transitional
> Settlements in Sri Lanka, Evaluation 2006

7.4 Evaluation with the Camp Community

The camp community and the members of the coaching groups play a key role in project monitoring and evaluation. The feedback provided by them constitutes some of the most valuable information on the results and impact of a coaching initiative as perceived by them- the direct beneficiaries. Using group discussions can be a very direct and powerful way of finding out what difference an initiative is making or has made.

Such discussions can also provide useful insight into what changes or amendments could be made to a project to improve it, and what the perceived shortfalls or challenges are that require NRC's attention. Depending on the objectives of community discussions and interviews, they may be conducted either during and/or at the end of a coaching initiative.

In order to get reliable information from the camp community, it is important that the following procedures are observed:
- Questions are carefully prepared in advance to elicit the information required and the same questions are asked to every group so that comparisons can be made.
- The discussion groups are representative of the beneficiaries of the project and the information gathered comes from them, and not for example from a leader who claims to speak 'on their behalf'.
- The NRC coaching team is not present during the discussions, or at least not conducting the discussions, as this can make it very difficult for participants to speak freely.
- The group discussions are preferably in the mother tongue of the camp residents. Where this is not possible, reliable and accurate translation is employed.
- The discussions are facilitated by more than one person so that as one is engaged in conversation another can listen, cross check information and make notes.

- The group is briefed thoroughly on the ToR for the discussion/evaluation, is encouraged to speak freely and fully, and is assured that all comments remain anonymous.
- The group is well briefed on what will be done with the information they share and on what feedback or follow-up they can expect as a result.

The extracts below come from the evaluation of the training and coaching project conducted in Southern Sri Lanka, post-tsunami 2006.

ⓘ **What Real Difference has Coaching Made to the Beneficiaries?**

This section summaries the commonly expressed sentiments gathered from the site visits in the beneficiaries own words:

- Before NRC, other agencies made 'simple donations, no personal care' (Ambagahapitiya Temple respondent). Our 'real needs' were 'ignored' (Pathirajagama site respondent).

- NRC gave us 'a lot of confidence, speaking up for our rights' (Pathirajagama site respondent). We can now 'do things for ourselves without calling on NRC all the time'. NRC 'enhanced our living standards' (ibid). We 'wouldn't have come this far without NRC' (Kogala Depot respondent).

- We learned to 'speak up for themselves' ...'work as a team'... 'talk out problems'... 'rely on our site to solve problems rather than outsiders' (Halwathura CHF site respondents).

- NRC got 'together with the community in carrying out care and maintenance' (Pathirajagama site respondent).

Site Management Training for Tsunami Affected
Transitional Settlements in Sri Lanka, Evaluation 2006

ⓘ **The Challenges of Sustainability**

It is clear from these typical responses that the NRC interventions had tangible benefits related to a) improved community unity and organisation; b) self-advocacy; c) enhanced living standards; d) the care and maintenance of sites ie repairs and upgrades to the physical infrastructure.

However, there was also a sense from the beneficiaries that NRC's interventions had contributed to the communities level of dependency upon external actors as evidenced by comments such as: We rely on NRC for "guidance and hope" and wonder if we can 'keep it up without them'. We will be 'greatly saddened' and 'feel so helpless' if NRC leaves.

This sense of anxiety amongst the beneficiaries was compounded by uncertainty of their future vis-à-vis the allocation of permanent housing. As one respondent commented, we recognize that NRC 'can not be with us forever' but expressed hope that they can stand by them at least until they secure permanent housing.

Site Management Training for Tsunami Affected
Transitional Settlements in Sri Lanka, Evaluation 2006

7.5 Evaluation with the Coaching Team

As with any project, the competence of the field team is crucial to the project's success. Developing and managing the skills of the training/coaching team is one of the most important, time-consuming and rewarding aspects of managing a coaching initiative. Especially in challenging camp settings, it is likely that the team will benefit from frequent opportunities to reflect, feedback, seek advice and receive support. In an intervention when the motivation of the beneficiary group is so crucial to success, the coaching team should continually be seeking to maximise and maintain their relationship with the coaching groups and improve their techniques and ability to elict the commitment and enthusiasm that coaching requires.

The continued professional development of the team requires:
- **Initially sound and thorough training** with plenty of opportunity to practice.
- **Regular team meetings** to reflect, debrief and plan the next steps.
- **Consistent input of new ideas**, methodologies, tools and tips which will reenergise the coaching process, both between team members and from other sources of expertise.
- **Regular performance appraisals** where coaching team members have an opportunity to reflect on their own performance and the opinions of their line manager. During these two-way discussions, team members should be encouraged to give feedback on issues related to their manager, the relationships with their colleagues and their responsibilities within the project. They should also work together with the Project Manager/Coordinator to plan specific initiatives for their ongoing professional development.

The competence of the team is often part of a project evaluation, as illustrated in the evaluation extract below:

> 👂 At a personnel level the training of trainers/coachers process has developed a skilled and confident set of team members who are work well together, have a good rapport with site beneficiaries and are committed to the principles and conceptual underpinnings of the project that they implement. As one member of staff commented: 'This is a project I can really believe in. It makes a difference.'
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> Site Management Training for Tsunami Affected
> Transitional Settlements in Sri Lanka, Evaluation 2006

7.6 Phase-Out of a Coaching Initiative

As with all camp management projects, the criteria for phasing-out a camp management coaching initiative should be established at the time of project planning. Phase-out or exit criteria should be clear from the beginning for both camp management trainers/coaches, and for the camp communities/coachees. This information could usefully be included as part of the Introductory Sessions when coaching is set-up.

The way in which coaching phase-out is managed will to a large degree depend upon what is anticipated to be the future of the camp and its population. Is return an option, and if so when and how? Is displacement likely to be protracted, in which case what is NRC's exit

criteria and handover options? Are communities/ some groups within the community likely to be resettled? Could the camp itself become a viable permanent settlement?

The coaching initiatives, so far implemented, by NRC have focused on building self-management skills with a view to raising standards and developing sustainable camp management capacity. The questions for phase-out might then be: How specifically will coaching play a role in preparing the community for the future and leaving the coachees with sustainable competences? What precisely will they be able to manage independently once coaching sessions with NRC are finished?

Throughout the coaching process, the NRC training/coaching team need to be aware of and working towards increasing levels of independence in the coachees. Guiding this process needs to be part of the way the initiative is planned. Some objectives may include for example:

- The committee leader(s) is given increasing levels of responsibility for managing the coaching process, motivating and feeding back to the group.
- The committee is increasingly able to guide each other, to find solutions when they get stuck, and work to support the group and common goals.
- The committee members take increasing levels of responsibility for the timing and attendance of the coaching sessions.
- The committee is increasingly able to suggest the next step and guide the group through the coaching steps to raise levels of awareness and responsibility.
- The committee is increasingly able to set up, use,manage and look after the coaching tools and their outcomes.
- The committee builds up the knowledge, skills and attitudes necessary to network indepdently with a wider group of stakeholders in pursuit of what they need. This may include (depending on the context):
  1. Having a shared sense of community, and being able to work together and speak with a united voice.
  2. Attending coordination meetings with other stakeholders inside or outside the camp.
  3. Advocating with government and/or agency representatives.
  4. Persuing/following up with regular contacts to give and receive information.
  5. Having information management systems in place and disseminating information to other camp residents.
  6. Having a system in place to monitor those members of the community with specific needs.
  7. Having a feasible plan for the future of their community and being aware of the things that need to be in place to achieve it.
- In situations of return, the committees are guided towards addressing issues related to transit sites or home areas

➔ For more information, see the process indicators discussed in Chapter 4.

In some situations it may be that unexpected changes within the camp community, or in the circumstances of displacement, make it unsafe, irrelevant or ineffective for NRC to continue with a coaching inititiave in the camp(s). Such circumstances may include, amongst others:
- A return to conflict or a breakdown in security limiting safe access to the camps or safe meeting places/times for NRC staff and/or committee members.
- Events whereby the camp communities are unable and/or unwilling to concern themselves with anything other than meeting basic daily material needs – for food, water, shelter and safety.

- Camp closure, relocation or a returns process which leads to an irreparable and/or longer-term fragmentation of the coaching groups/camp committees.
- A local NGO, or CBO or the community itself being able and willing to take over the coaching process.
- Coaching funds or resources have to be diverted elsewhere due to a recurring emergency.

Wherever possible phase-out of a coaching initiative should aim to be a planned and incremental process, in which there is transparency, accountability and involvement. It is NRC's responsibility to anticipate and plan for a range of possibilities where the situation is uncertain, and to keep coordination clear and maintain levels of community involvement . In situations where a coaching inititiave may be handed over to another partner –be that the government or an NGO – NRC needs to undertake the capacity building work necessary to ensure that all parties are well prepared and handover is well supported and sustainable.

7.7 Tools and References
➔ For more information on project monitoring and evaluation in camp management, see the NRC Camp Management Handbook.

Tool 1: Sample Coaching Summary Matrix (Sri Lanka)
Tool 2: Blank Report Format for Coaching as Follow-up to Camp Management Training
Tool 3: Blank Coaching Visit Tracking Sheet (Sri Lanka)
Tool 4: Sample Coaching Visit Tracking Sheet (Sri Lanka)
Tool 5: Blank Monitoring Form for Camp Management Team Performance (at camp-level)
Tool 6: Blank Camp Management Training Report Template (Dadaab/Kenya)
Tool 7: Blank Coaching Session Tracking and Reporting Template (Sri Lanka)
Tool 8: Sample Coaching Session Tracking and Reporting Template (Sri Lanka)
Tool 9: NRC Evaluation Policy
Tool 10: NRC Evaluation Handbook
Tool 11: Blank Coaching Group Activity Reporting Sheet
Tool 12: Coaching Stories (Dadaab/Kenya)
Tool 13: Report Sample from the Distributions Committee (Dadaab/Kenya)
Tool 14: Final Project Report (Dadaab/Kenya)
Tool 15: Evaluation Site Management Training (Sri Lanka 2006)