



ACTED

Indicator methodology CCCM Capacity Building

(ACTED's CCCM-PPP ECHO project)

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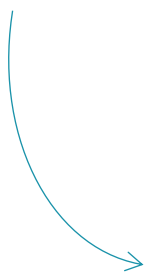
Capacity building of local/national actors on CCCM/ planning of services to displaced populations for a more efficient and locally led displacement response

- Syria, Iraq, Somalia, South Sudan, Burkina Faso, Nigeria, DRC Central African Republic
- Target: local authorities, local service providers and other institutional stakeholders that play a crucial role in the provision of services to targeted communities
- Capacity building material and methodologies contextualized to the country and the learning needs of the target groups with a strong focus on sustainability and localization
- Interlinked with and completed by CCCM activities

Context: PPP project, CCCM in a multi-country and multi-regions setting
→ Outcome-driven project, one activity dedicated to capacity building



% of key local stakeholders that demonstrate improved key competencies in settlement coordination and management after capacity building.



Indicator type:	Outcome indicator
Target:	70%
Type of assessment:	Pre- and post-test
Sampling methodology:	N/A (Ideally, all trainees will be tested)
Data collection frequency:	Before and after each capacity building intervention
Responsible Unit	Project team and AMEU (MEAL team)
Baseline required:	Yes (Pre-test)



→ At the start or ahead of the first capacity building session either by the MEAL team or the Project team.

- ✓ **Introductory questions:** to assess stakeholders' experiences in CCCM and understand their expectations regarding the NGO's capacity building intervention.
 - *Expectations/needs ideally clarified beforehand by a learning needs assessment*

- ✓ **Questions on transfer of knowledge:** to measure stakeholder's knowledge of the different topics covered in the capacity building plan, before the capacity building.
 - *Avoid open-ended questions, because of the difficulty to score them and later compare them with the post-test answers.*

1. Introductory questions

1. Describe in your own words what is CCCM:

2. What are the main objectives/goals you are required to achieve in your current position, in relation to CCCM?

3. What specific tasks and activities are you required to do/carry out, in relation to CCCM?

4. Do you have background or previous experience in performing these tasks? Or did you receive a training? (If yes, please describe your past experiences, the training topics, etc.)

5. Which knowledge and competencies would you like to improve? What would you like this training to focus on?

2. What activities can an agency do to improve the level of protection in a camp? (Select as many answers as relevant)
 - Being present in a site
 - Organising awareness campaigns
 - Identifying IDPs with special protection needs
 - Sharing information about vulnerable IDPs to every humanitarian actor in the context
 - I do not know
3. Which of the following responsibilities belong to the Camp Management Agency? (Select as many answers as relevant)
 - Establishing governance and community participation/mobilisation mechanisms in the collective site (e.g. establish committees)
 - Maintaining law and order and the civilian character of a collective site
 - Issuing identity documentation such as status cards, permits or birth certificates
 - Collecting and maintaining data to identify the gaps in the provision of protection and assistance and avoiding the duplication of activities in a collective site
 - I do not know



- At the end of last capacity building session / relevant timing.
- Better administered by MEAL unit (confidentiality / impartiality/ unbiased)

✓ **Questions on transfer of knowledge:** to assess stakeholders' knowledge of the different topics covered in the capacity building plan, after the capacity building.

- Questions must be the same than those asked during the pre-test.

✓ **Participants' self-assessment:** to measure stakeholders' perception of their competencies, before and after the capacity building.

✓ **Participants' feedback:** to assess participants' satisfaction with the content and methodology of the training and gather possible suggestions for future similar capacity building interventions.

- These questions can also be included in a separate training evaluation questionnaire.

2. Participants' self-assessment

Please, rate your competencies before and after the capacity building, from 1 to 5, as follows:

1: Very Low 2: Low 3: Average 4: Good 5: Very Good

Competencies	Before capacity building					After capacity building				
	1	2	3	4	5	1	2	3	4	5
1. Coordinating and facilitating meetings with partners										
2. Participation in strategic planning with camp coordination and camp administration										
3. Monitoring assistance and service provision										
4. Community participation mechanisms										
5. Handling residents' complaints and feedback, through a Community Based Complaints Mechanism (CBCM)										
6. Ensuring the maintenance of camp infrastructure										
7. Managing information										
8. Disseminating Information										

3. Participants' feedback

1. Did the training content meet your expectations?

Yes No

If no, please explain why: _____

2. Did you learn anything new?

Yes No

If yes, please detail: _____

3. Will you apply the knowledge you gained during the training?

Yes No

If yes, please detail how specifically: _____



→ Transfer of knowledge: comparison of pre- and post-test similar questions, longitudinal approach (*requires beneficiaries' identification*)

→ Self assessment of the participants



	Transfer of Knowledge	Self-assessment	Total
Pre-test	Out of 10 10 questions, 1 point per question	Out of 40 8 competencies, Up to 5 points per competency (<i>each being rated on a scale from 1 to 5</i>)	Out of 50
Post-test	Out of 10 10 questions, 1 point per question	Out of 40 8 competencies, Up to 5 points per competency	Out of 50

Note: Only participants who attended the entire capacity building session to be considered

✓ Considered as “improved competences” (indicator):

- Overall increased total out of 50 (with improvements of both sections) OR
- A score of 70% or above in transfer of knowledge questions AND an increased score in self-assessment section



→ MEAL and program teams to be encouraged to conduct additional activities to assess the quality of the capacity building intervention

- **On-site monitoring** during the capacity building session

(structured with infos on the training's: environment, structure, content, learning materials, trainers, participants, trainer debrief ...)

- **Follow-up test** similar to the post-test but conducted at later stage

(e.g., 1-2 months after the end of the capacity building intervention). This could be particularly relevant for countries that organise mentoring after the training sessions (i.e. a post-test could be conducted after the end of the training session and a follow-up test after the mentoring period);

- **Post-training practicum plans** to monitor transfer of knowledge over time

(e.g listing with 3 areas of trained competencies and how they are being put in practice, ex.: through with tasks/activities of the person's position)



Limitations – mitigation



LIMITATIONS	MITIGATION
<p>Capacity development is context specific, therefore there are no harmonised pre- and post-test questionnaires for the framework of the PPP. <i>(Due to the difference in terms of context and capacity building needs across PPP countries)</i></p>	<p>All questionnaires will follow the same structure (include the same sections with the same scoring system). Therefore, even if the questions differ from one country to another, the methodology will remain the same.</p> <p>This flexibility will allow the country teams to adapt the content of the questionnaires to the capacity building needs of the targeted stakeholders.</p>
<p>Competencies and capacity building are multidimensional and difficult to capture and measure.</p> <ul style="list-style-type: none"> - Self-assessment methods are perception-based and may be less reliable, - while external evaluations (such as knowledge questions) do not encourage the participation of those whose competencies are being assessed. 	<p>A mixed-methodology combining self- and external assessment will be used, in order to balance between the advantages and limitations of each method.</p> <p>The self-assessment questions will only be asked during the post-test, after the capacity building section, in order to limit subjectivity and allow participants to step back and take a more neutral look at their own competencies.</p> <p>The country teams are also encouraged to conduct follow-up sessions and develop post-training practicum plans to monitor transfer of knowledge over time.</p>
<p>The targets of capacity building interventions do not always have the same level of education and literacy</p>	<p>It is important to ensure that the training is adapted to the target audience (e.g. for illiterate populations, oral training is preferred). Similarly, pre- and post-tests should be adapted to the target audience (e.g. direct and simple questions, oral test).</p>



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Questions?

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