



**CCCM Capacity Development Evaluation**  
**Final report, issued 21<sup>st</sup> December 2015**

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Finally my thanks go to Andrew Cusack, Nuno Nunes and Kimberly Roberson for their support and insights during the evaluation.

## Acronyms and abbreviations

CCCM	Camp Coordination and Camp Management (IDPs)
CMC	Camp Management and Coordination (refugees)
DSWD	Department of Social Welfare and Development
IDP	Internally Displaced Person
IOM	International Office for Migration
MEND	Mass Evacuations in Natural Disasters
NDRRMC	National Disaster Risk Reduction and Management Council
RRT	Rapid Response Team
UNHCR	United Nations High Commissioner for Refugees
UNMISS	United Nations Mission in the Republic of South Sudan

# Executive summary

IOM and UNHCR, as the global co-lead agencies, commissioned Tim Foster, an independent consultant, to carry out this evaluation from March to November 2015. The evaluation focused on: the nearly 200 CCCM and CMC training courses run with the support of the CCCM global cluster partners in 50 countries over the last 10 years; how better to measure the impact of future capacity development efforts; and recommendations for future capacity building support from the global cluster.

The evaluation considers capacity of the system as a whole to “ensure equitable access to services and protection for displaced persons”, and is considered at three levels

- Operating environment (the legal framework, humanitarian architecture etc.)
- Organisational level (mandates, funding etc.);
- Individual level (competencies etc.).

The agreed methodology included: a review of key documents; surveys of some 2,200 participants, trainers and commissioners of the training courses over the last 10 years; interviews with 45 key informants at the global level; and two field visits to the Philippines and South Sudan involving a further 40 interviews. In addition the evaluator participated in two CCCM retreats and attended a forum on online training in Geneva.

The evaluation took longer to complete than originally planned due to:

- Delays in confirming the destination for the second field trip, originally planned for Iraq in June,
- The considerable challenges encountered in cleaning data, translating and issuing the survey

The report contains 34 recommendations under 10 headings drawn from the Terms of Reference for the evaluation. These recommendations are summarised below with key findings where appropriate.

## From strategy to training workshops

At both the global and country level, the cluster should have an overall strategic plan including capacity building; the strategic plan for capacity building can be expanded in a separate document where necessary and useful. A logical planning approach or similar should be used in developing these documents to demonstrate how capacity building contributes to the overall strategic goals. The global strategy should be published on the web site and inform the global cluster’s work. The global cluster should develop and communicate a clear understanding of the role and value of the cluster and of its relationship with other clusters.

Capacity building needs at the global and country level should be considered: at the working environment and the organisational levels before defaulting to the individual level; at all levels within organisations, not just operational staff; and for preparedness and recovery as well as response.

Training of trainers courses should only be run when there is significantly greater certainty that participants will go on to train. The global training roster is well respected and effective; areas of further development include developing the next generation, increasing diversity, and expanding capacity building competencies beyond training. This will require additional resourcing of the CCCM Training Coordinator.

Capacity building should be a core competency of CCCM cluster; trainers from the global cluster should be working with and supporting country capacity building focal points and strategies.

## Training materials and methodology

The global cluster has developed a range of excellent training packages. While the accompanying PowerPoints could be improved and ongoing development of these existing packages is always important, the greater priority by far is to continue to invest in contextualising the materials for each course and onsite

preparation. There is however a gap in terms of training for cluster coordinators which should be addressed.

Within a 3 – 5-day course it is very difficult to move beyond “What is CCCM” to “How do you do CCCM”. While it may be possible to change the balance in favour of the latter, realistically other capacity building strategies will have to be used to complement training workshops (e.g. e-learning, mentoring etc.) in order to cover both the “What” and the “How”.

## **Gender perspective**

The representation of women among participants is lower than expected and continued efforts need to be made to encourage and facilitate their participation. The images used in the training materials could be usefully reviewed. The Information Management modules should include more on data disaggregation and the differing capacities, vulnerabilities and needs of different groups to introduce / lead into the optional GBV module.

## **Networks**

No systematic attempt has been made to maintain contact with and harness the potential of the more than 4,000 trainees over the last 10 years although the surveys and interviews confirmed significant interest in greater engaging with the cluster. Newsletter etc. are currently sent out to less than 400 people.

The surveys have resulted in cleaned email lists for nearly half the past trainees. These names, and those of future participants, should be added to the CCCM mailing list as a matter of urgency. This will allow greater dissemination of news and information about CCCM but also lay the foundation for building a community of practice.

## **Impact of capacity building**

Currently only output indicators are being used (number of participants and days training) combined with self-assessment by trainees of their learning. The cluster should in future systematically follow up with participants (and possibly also their line managers and peers) some months after any event using a similar survey as used in this evaluation. This will give both a better indication of impact and also provide additional and valuable feedback on the event.

Methodologically it would be very difficult (and expensive) to develop outcome indicators for capacity building events. The overall / capacity building strategic plans should however include outcome indicators to which capacity building contributes. Judgement will be required to assess this contribution.

## **Meeting beneficiaries needs**

Within the time frame and agreed methodology, there were limited opportunities to interview or survey beneficiaries. There was however useful feedback during interviews and the survey on the challenges of participation of beneficiaries in the management of camps in the field and this was compared with the participation module in the training. The gap between the “What” and the “How” was brought into sharp focus in the module although the CM Toolkit provides very useful mini-case studies of the “How”.

It is recommended that the Participation module is reviewed to see whether more of the gritty “How” in the CM toolkit can be brought into the training room especially for trainings carried out during a response where participants’ experience also needs to be pulled in.

## **Alternative capacity building methodologies**

The cluster is exploring a wide range of alternatives to training workshops, from online learning to mentoring and coaching. Informants were very positive about these alternatives while not underestimating the challenges. Training workshops however remain the preferred learning methodology for many. Within the time constraints of this evaluation it was not possible to make a comparison on financial, administrative and logistical considerations. Many informants however when asked about support which the global cluster could provide to build their capacity focused on: improved access to technical support, tools and

resources; the potential of communities of practice; and the importance of communication within the cluster.

The cluster therefore should continue to explore, develop and support other options while continuing to deliver ever higher quality training workshops. The global cluster should clarify how and ensure that field staff has timely access to technical support, tools and resources. The cluster as a whole should develop global, regional and country level communities of practice for peer-to-peer support and exchange of tools and materials.

## **Field visits**

The two field visits provided useful case studies which informed the recommendations in this report.

## **Report**

Emerging findings and recommendations were shared at the end of each field visit, at the CCCM teleconference in July and at the Global retreat in October. Many informants asked to receive a copy of the report.

In line with good practice in the sector, this report should be shared as widely as possible with a management response outlining how the cluster will take forward those recommendations it agrees with, and its reasons for rejecting others.

## **Coding system**

As part of this evaluation a coding system for capacity building events was developed with the CCCM Training Coordinator. In addition the evaluator handed over a cleaned and modified version of the training database with templates for entering details of both the events and the participants into the database.

The global leads and partner should review this system before the CCCM Training Coordinator tests and further develops the coding system, database and templates; it would also be preferable to move from the current spreadsheets to a proper database. The global cluster may need to provide additional resources to the CCCM Training Coordinator.

# Recommendations from main report

The recommendations appear in the report in the order indicated by the Terms of Reference. They are regrouped below under the headings in the executive summary and within each group, in descending order of priority. The numbering is as in the report.

## From strategy to training workshops

1. The Global Cluster to agree, publish and regularly review an overall strategic plan for the cluster including capacity building<sup>1</sup>
2. The Global Cluster to agree, publish and regularly review a capacity building strategic plan if it is felt that the overall strategic plan does not have sufficient detail.
3. The Global Cluster to encourage and support Country Clusters to develop overall strategic plans, and where appropriate capacity building strategic plans at the country level.
28. The Global Cluster should consider capacity building in a broader sense than training for individuals. In particular the Global Cluster should enable the capacity of partners by developing and communicating a clear understanding of:
  - The role of the cluster especially in regard to displaced populations outside camps<sup>2</sup>
  - The value of the cluster<sup>3</sup>
  - Its relationship with other clusters<sup>4</sup>
29. Consider capacity building at all levels within organisations not just operational staff; also think preparedness, response and recovery.
4. The capacity building needs of the system as a whole to “ensure equitable access to services and protection for displaced persons” should be considered rather than defaulting immediately to the individual level. Capacity building at the operating environment (the legal framework, humanitarian architecture etc.) and organisational level (mandates, funding etc.) may be prerequisites for individuals however well trained to contribute to the achievement of the cluster’s goals<sup>5</sup>.
5. Both overall and capacity building strategic plans should demonstrate how capacity building activities contribute to the achievement of overall strategic goals.<sup>6</sup>
6. Training of trainers courses must be part of a realistic strategy and believable process if the goal of participants going on to train a far wider audience (the so called multiplier effect) is to be achieved; this will require special attention to participant selection in terms not only of skills and experience, but also their availability and that of resources for them to train after the course.<sup>7</sup>
7. The training roster should be broadly maintained in its present form. In order to make the roster even better, attention should be paid to: further development of processes including standard operating

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<sup>1</sup> The strategy and action plan should reflect the IASC defined responsibilities of global cluster leads. For further information on strategic plans, see Annex R. Strategic plan

<sup>2</sup> If the cluster does have a role outside camps, the cluster’s name becomes even more unhelpful. A name change has been suggested and discussed over the years.

<sup>3</sup> An existential issue in the eyes of some important partners

<sup>4</sup> A good start has been made with the recent detailed work by Gina Baroni

<sup>5</sup> Individuals will have an important role in building capacity at the working environment and organisational level and awareness raising and advocacy can have an important role in mobilising key individuals.

<sup>6</sup> One way of doing this is through the logical framework approach which includes the development of logframes, see for example <https://www.bond.org.uk/data/files/resources/49/The-logical-framework-approach-How-To-guide-December-2013.pdf>

<sup>7</sup> Future surveys should ask ToT participants who had not gone onto run courses, why this had been the case. In addition as key informant suggested an action plan for each participant to run training courses should be a requirement for participation in a ToT, not an output of the ToT.

procedures and competency frameworks; bringing in the next generation of trainers; increasing the size and diversity of the roster; expanding and / or confirming capacity building competencies beyond training; and increased resourcing of the management of the roster.

8. Capacity building should be a core competency for the members of the both the Global and Country Cluster with a minimum level of competency for all, and a significant level for the person(s) in charge of capacity building. Roster trainers should be supporting and working with Country Cluster capacity building focal points as part of an overall strategy. Country Cluster capacity building focal points have an essential role in preparing<sup>8</sup>, delivering and following up on training courses.

## Training materials and methodology

30. Think not only about camp administration, coordination and management, but also cluster coordination<sup>9</sup>.

10. Budget and programme sufficient time for trainers to contextualise materials for each course, preferably in-country with cluster partners at the capital and camp levels. Contextualisation should include the identification of key challenges faced by partners; the selection of case studies and images; and the appropriate vocabulary, level and focus of the course.

13. Maintain a strong element of “What is CCCM” to ensure that participants are ready to go on to “How to do CCCM”

14. Recognise that understanding the “What” of CCCM is an essential foundation for moving onto learning the all-important “How” of CCCM, and that within a 3-5 day course it may be impossible to address both. A blend of learning methodologies (including training courses where appropriate) should therefore be used to ensure that participants understand both the “What” and the “How” of CCCM, see Alternative capacity building methodologies.

12. Materials and tools: While the ongoing development of global packages is valuable<sup>10</sup>, the greater priority is onsite preparation and contextualisation for each course.

11. PowerPoints: Move text into notes and use key words only in slides or even better, supportive (as opposed to decorative) images<sup>11</sup>.

## Gender perspective

15. Continue to advocate for the selection of female participants in capacity building activities and consider how to overcome perceived obstacles (travel, accommodation, and timing of activities).

17. Consider strengthening the focus on data disaggregation<sup>12</sup> and the differing capacities, vulnerabilities and needs of different groups within the displaced population as part of the Information Management module<sup>13</sup>. This should be highlighted as an important first step in ensuring equitable access to assistance and protection. Optional sessions should be included where a particular group is identified as requiring greater attention in any particular context (e.g. GBV, rights of ethnic minorities, recruitment of child soldiers etc.).

16. Pay particular attention to images in PowerPoint slides which may reinforce gender stereotypes.

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<sup>8</sup> This will often importantly include the identification of in-country subject matter experts to contribute to contextually important sessions.

<sup>9</sup> The current CCCM framework does not include cluster coordination and should be reviewed.

<sup>10</sup> See for example recommendations regarding the information management and participation modules.

<sup>11</sup> The notes are an important and useful aide-memoire to trainers when preparing sessions. Trainers should have sufficient knowledge and experience to present the material with the PowerPoints as visual aids without referring to the notes during the session.

<sup>12</sup> By for instance age, sex, disability, ethnicity, religion, political following etc. while noting that priorities will need to be decided in-country given the challenges of data collection especially in the first days of a crisis.

<sup>13</sup> Rated 3rd and 4th most important by participants and trainers respectively

## Networks

18. Add the 1,744 participants and trainers for whom valid email addresses exist to the Global Cluster's email list<sup>14</sup> and systematically invite future capacity building event participants and trainers to join the list.
20. Systematically encourage participants to create or join national or regional networks, initially as email lists but also possibly Facebook.
21. Establish a CCCM community of practice and encourage peer to peer support in addition to global support to the field.
19. Combine all the current CCCM lists into one master list and use categories to identify different (but often overlapping) groups within that one list. Appropriate categories might be "Newsletter", "Vacancy announcements", "Technical support", "Master trainer" etc..

## Impact of capacity building

9. To further increase the impact of training courses, the top priorities (in addition to a clear strategic plan, see above) are onsite preparation including context analysis and adaptation of training materials, and the selection of participants. Participants should include not only operational staff who will use their learning to the direct benefit of IDPs but also key individuals who can bring about necessary change at the organisational and working environment levels.
22. Continue to use output indicators for capacity building (number of participants, days training etc.) as well as participant and trainers assessments of learning (Levels 0 & 1)
23. Systematically follow up with participants 3 months after any capacity building activities<sup>15</sup> using a survey similar to that used for this evaluation; expand this survey to participant line managers and peers if at all possible. (Level 3 & possibly 4).
24. Develop impact indicators<sup>16</sup> for overall strategic plans and overarching project proposals and identify those impact indicators where capacity building is expected to make a contribution. (Proxy for Level 4)
25. In strategic plan reviews, use judgement to assess the contribution and value of capacity building towards impact indicators and goals. (Proxy for Level 5)

## Meeting beneficiaries needs

26. Review the Participation module and see whether the "what" can be reduced to allow time to consider examples (either from the toolkit or from participants themselves) of challenges related to the "how". This will be particularly important when training during a response.

## Alternative capacity building methodologies

31. Overhaul [www.globalccmcluster.org](http://www.globalccmcluster.org) to ensure it better serves the needs of the field in regard to technical support, tools and resources, community of practice and communication; consider how to better integrate this site with [www.cmtoolkit.org](http://www.cmtoolkit.org) to avoid any confusion for the user.
27. Continue to explore, develop and support options other than training workshops such as coaching, mentoring and online learning while recognising that training workshops remain the preferred learning

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<sup>14</sup> A number of lists are already managed using MailChimp, a potentially powerful but user friendly platform for managing mailings to large numbers of participants.

<sup>15</sup> The commissioning office should be responsible by default for this follow up with support from the global level where required.

<sup>16</sup> The Global and Country clusters should be responsible for the developing the impact indicators in their relevant strategic plans and overarching project proposals. These global and country level documents should however demonstrate synergy and there may be opportunities to share and learn from impact indicators developed and used at each level.

methodology for many and will continue to make an important contribution to capacity building. The aim should be to build up a range of options to choose from.

## Report

32. Consider a management response<sup>17</sup> to this evaluation and share both the management response and evaluation as widely as possible.

## Coding system

33. Global cluster leads and NRC (with other partners if appropriate) to discuss and agree<sup>18</sup> whether the proposed coding system for capacity building activities and participants broadly meets their needs.

34. Training roster manager should further test and refine the coding system and reformat training roster database by entering the backlog of training event information. Once refined integrate the coding system into capacity needs assessments.

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<sup>17</sup> ALNAP's defines a management response matrix as "A record of management's response to each evaluation recommendation and the steps managers plan to take to address it, with target date and responsible party for each step" For the purposes of this evaluation "management" should include at least the Global Cluster leads and preferably also key partners such as NRC within the cluster.

<sup>18</sup> Given the considerable backlog of information which needs to be entered into the training roster database, these discussions need to take place as a matter of emergency.

# Introduction

IOM and UNHCR, as the global co-lead agencies, commissioned Tim Foster, an independent consultant, to carry out this evaluation. NRC managed the contract. The contract was signed in April 2015 following two Inception meetings in March 2015, see Annex D. Inception meetings. Field work was carried out in June and July 2015, see Annex A. Programme.

## Objectives

The objectives are detailed in Annex B. TOR (final version of 22<sup>nd</sup> April 2015) and were summarised as follows in introductions for interviews etc.:

### Looking back

The evaluation focuses on the impact of the nearly 200 CCCM and CMC training courses run with the support of the CCCM global cluster partners in 50 countries over the last 10 years.

### Looking forward

The evaluation explores how best to measure the impact of capacity development efforts, and seeks to identify the range of CCCM capacity building strategies which partners feel would be most effective in the future and more specifically the support they would like from the Global Cluster.

## *Responsibilities of global cluster leads<sup>19</sup>*

*Complementing arrangements already in place for some sectors or areas of activity, global cluster leads have agreed to be accountable to the Emergency Relief Coordinator for ensuring system-wide preparedness and technical capacity to respond to humanitarian emergencies, and for ensuring greater predictability and more effective inter-agency responses in their particular sectors or areas of activity. More specifically, they are responsible for establishing broad partnership bases (i.e. “clusters”) that engage in activities in three main areas, as follows:*

### **Standards and policy-setting**

- Consolidation and dissemination of standards; where necessary, development of standards and policies; identification of ‘best practice’

### **Building response capacity**

- Training and system development at the local, national, regional and international levels
- Establishing and maintaining surge capacity and standby rosters
- Establishing and maintaining material stockpiles

### **Operational support**

- Assessment of needs for human, financial and institutional capacity
- Emergency preparedness and long term planning
- Securing access to appropriate technical expertise
- Advocacy and resource mobilization
- Pooling resources and ensuring complementarity of efforts through enhanced partnerships

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<sup>19</sup> Inter-Agency Standing Committee (IASC), Guidance note on using the cluster approach to strengthen humanitarian response, 24 November 2006

## Capacity

In this evaluation, the focus has been on the capacity of the system as a whole to “ensure equitable access to services and protection for displaced persons”, and is considered at three levels

- Operating environment (the legal framework, humanitarian architecture etc.)
- Organisational level (mandates, funding etc.);
- Individual level (competencies etc.).

Comparing this working definition of capacity with the global cluster’s areas of work confirm that while training is an important contribution to capacity building at the individual level, other areas of the global cluster’s work also play an important role in building capacity more broadly.

## Methodology

The methodology included:

- a review of key documents provided by the client and other documents identified by the evaluator
- surveys of over 1,000 participants, trainers and course commissioners for nearly 200 courses run over the last 10 years in nearly 50 countries with the support of the Global Cluster
- interviews with 45 key informants from IOM, UNHCR, cluster partners (donors, NGOs and independents) and other clusters
- 2 field visits (Philippines and South Sudan) with a further 40 interviews with key informants as above but also National Authorities, camp committees and peace keepers.

In addition the consultant participated in three important events:

- Two days of the Turin retreat for CCCM master trainers – an opportunity to interview some of the key informants face-to-face (April 2015)
- One-day online training forum held in Geneva – an opportunity to put CCCM’s e-learning into a wider context (July 2015)
- Two-day CCCM global retreat – an opportunity to present and receive feedback on the evaluation’s emerging findings and recommendations (October 2015)

## Document review

Documents reviewed as part of this evaluation included:

- Training database maintained by the CCCM Training Coordinator
- Training materials for the various global CCCM/CMC training packages in the trainers’ section of the CCCM website
- Reports, evaluations, participant lists etc. from a range of recent trainings in some 29 countries
- Information support packages for training hosts and trainers
- Global CCCM Strategic Framework 2013-2016
- Who Does What in Humanitarian Coordination (draft)

For further details see Annex E. Documents

In addition the evaluator reviewed

- CCCM global web site, <http://www.globalccmcluster.org/>
- CM toolkit web site, <http://cmtoolkit.org/>

And referred to:

- IASC’s Guidance note on using the cluster approach to strengthen humanitarian response
- IASC’s Reference Module for Cluster Coordination at Country Level

- ALNAP's pilot guide for the Evaluation of Humanitarian Action

## Survey

Following discussion with the focal points, it was agreed that a survey should be sent to:

- Participants
- Trainers
- Commissioners

For all the course which had been run with the support of the Global Cluster over the last ten years (or more precisely with the support of trainers on the roster run by NRC on the cluster's behalf).

This involved:

1. Working with the data available for these course to develop mailing lists
2. Entering the mail lists into MailChimp
3. Developing an online survey for participants
4. Developing an online survey for trainers and commissioners (the two groups were combined)
5. Translating the online survey for participants into French, Spanish and Arabic
6. Issuing invitations and reminders to the mailing lists
7. Analysing the results

Considerable challenges were encountered in steps 1, 2 & 5, discussed below, and led to the survey being delayed considerably.

See Annex N. Participant survey results and Annex O. Trainers and commissioners for the results of the surveys.

## Database

The database shared by NP contained over 4,500 names and details of participants as well as details of the courses they attended and the trainers for each course.

The database had been developed and used primarily and indeed successfully for generating annual reports on the number of participants, types and location of courses etc..

Particular challenges faced in using this database for the evaluation were as follows

- **Sheer size of the database** – 189 courses over 10 years with 4'500+ participants and 100+ trainers
- **Identifying and then removing / combining duplicates** – the same people appearing as participants, trainers and commissioners in multiple courses with variations in spelling, order and completeness of full name
- **Email addresses** – some obvious errors, sometimes two entered into one cell, in older records one email used for more than one participant et..
- **Data entered into wrong field** – Organisation name entered into organisation type etc.
- **Organisation names entered in different formats and languages**: Abbreviation and full name, French and English version of both abbreviation and full name
- **Country names entered in different formats and languages**: Similar to organisations
- **Missing/incorrect data** – some could be resolved by liaising with NP but trainers had not always supplied the necessary information
- **Structure** – needed to be reworked for use in the evaluation – basically moving to a relational database for people and events as opposed to a flat database with both, and so far as possible ensuring that data was validated automatically (e.g. using UN designated country names)

The restructured and cleaned database and templates for data entry based on the coding system developed as part of this evaluation are currently being handed back to the training roster coordinator for use and discussions have been held with the CCCMCAP PM / Adviser NORCAP of NRC on how the database

can be further developed, preferably moving from the current Excel version to proper database software. In addition the evaluator and NP have developed data entry forms for use by trainers in the future.

See also Annex L. CCCM cluster training database

## MailChimp

The longest mailing list was for participants who had attended courses in English, a list of 1,100+ names and email addresses. Very few of these addresses have ever been used by NRC or the cluster since the first course was run some 10 years' old and therefore many were possibly out-of-date.

MailChimp was the preferred service to use to issue invitations to the survey. Entering the email lists was straightforward. MailChimp however have a strict policy of at least discouraging if not barring clients who use old possibly out of date email lists especially where there the client cannot demonstrate that those on the list have opted in recently.

This policy led to considerable delays in issuing invitations to the survey so for instance the first attempt to issue to the English participant list was made on 16/09/2015 but the full list was only finally invited on 19/10/2015.

On the positive side however it was recognised that this exercise would not only serve the evaluation but also provide the cluster with up-to-date and clean mailing lists which could facilitate the formation of a CCCM community, see Alternative capacity building methodologies.

## Online surveys

Two surveys were developed by the evaluator with guidance and input from the focal points. One survey was designed for participants and the other for trainers and those who commissioned courses. The main challenges were:

- to ensure that the survey provided sufficient useful and analysable data (the ToR sought to answer a wide range of questions) without becoming too overwhelming for those undertaking the survey (danger of them not completing the survey)
- to have one survey for each group even though they had attended courses which had developed and changed over the years
- to accommodate the wide range of courses which could be divided into two broad groups, namely Training of Trainers courses for subsequent training of practitioners and direct training of practitioners, but then divided further by level, subject matter, audience etc.

Surveys could only be sent to people who had emails and were not sent to those who had been interviewed as key informants.

Participant	Trainer	Commissioner	Total Number	%	Number with email address	%	Comments, see also below
x	x	x	119	2.7%	63	53%	Includes other key informants etc.
✓	x	x	4,201	94.1%	2,434	58%	Participant surveys in selected languages only
✓	✓	x	84	1.9%	83	99%	Trainer and commissioner survey in English only but excluding those interviewed as key informants
x	✓	x	34	0.8%	9	26%	
x	x	✓	9	0.2%	9	100%	
✓	x	✓	10	0.2%	10	100%	
✓	✓	✓	6	0.1%	6	100%	
x	✓	✓	2	0.0%	2	100%	
<b>Total</b>			<b>4,465</b>	<b>100%</b>	<b>2,616</b>	<b>59%</b>	

## Translations

Courses were delivered and/or translated into a range of languages, see table below

Group	Language	Number	%	Comments
Participants only, with email address	English	1,132	47%	English survey
	French	745	31%	French survey
	Arabic	227	9%	Arabic survey
	Spanish	146	6%	Spanish survey
	Other	184	8%	No survey
	<b>Total</b>		<b>2,434</b>	<b>100%</b>
Trainers & commissioners, excluding those interviewed as key informants	English	54	58%	English survey
	French	16	17%	English survey
	Arabic	5	5%	English survey
	Spanish	2	2%	English survey
	Other	16	17%	English survey
	<b>Total</b>		<b>93</b>	<b>100%</b>

It was agreed to prioritise surveying participants in the four largest languages groups, namely English, French, Spanish and Arabic, with the English survey translated into the three additional languages by the client. Translation into Arabic proved particularly challenging and the decision was finally taken to issue the survey in English to this group.

Using several languages for the survey also meant that once translated, text had to be entered carefully into SurveyMonkey, the chosen online survey service, paying careful attention that the results from each of the participant surveys could be combined easily, and that for instance skip logic was the same across all surveys.

## Issuing invitations and reminders to the mailing lists

See MailChimp above regarding challenges. Invitations were sent out followed by one or more reminders a minimum of one week later.

## Analysing results

For this report:

- the results from the three language versions of the participant survey were analysed together;
- the results for the participants were analysed as one group and the trainers / commissioners as another independent of the reported date of the last course attended.

Further analysis could be undertaken to identify possible trends over time and to compare responses between language groups although careful attention would need to be paid to sample sizes to ensure that any conclusions drawn were statistically valid.

## Key informants

There were two broad groups of key informants.

1. "Global" key informants selected by IOM & UNHCR in discussion with the evaluator for interview by generally by Skype or phone unless based in Geneva when every effort was made to meet face-to-face
2. "Field" key informants selected for face-to-face interviews by the hosting agency (either IOM or UNHCR) during the two field visits

For both groups interviews generally took from 1 to 2 hours and were semi structured see Annex H. Interview form

<b>Key informant interviews</b>	<b>Global</b>	<b>Philippines</b>	<b>South Sudan</b>	<b>Total</b>	<b>%</b>
United Nations Organisation	22	-	6	28	33%
Inter-Governmental Organisation	12	10	2	24	28%
International NGO	7	-	12	19	22%
National Authority	-	8	-	8	9%
Donor	3	-	-	3	4%
Displaced population	-	-	2	2	2%
Independent	1	-	-	1	1%
<b>Total</b>	<b>45</b>	<b>18</b>	<b>22</b>	<b>85</b>	<b>100%</b>
	53%	21%	26%	100%	

## Field visits

Two field visits were planned, one to a country affected by displacement due to natural disasters and one to a country affected by displacement due to conflict.

The Philippines and Iraq-Kurdistan were confirmed as the selected countries in early March 2015 but subsequently it proved impossible to confirm dates for Iraq-Kurdistan and the destination was changed to South Sudan in late June.

The Philippines field visit went ahead in later half of June and the South Sudan visit in the first half of July 2015.

See Annex I. Field visits for the debriefings held with colleagues at the end of each field visit.

# Findings and recommendations

The terms of reference included:

- 8 specific objectives (SO)
- 7 expected outcomes (EO)
- 4 specific deliverables (SD)

These have been grouped together below for reporting purposes under the following headings:

- From strategy to training workshop
- Training materials and methodology
- Gender perspective
- Networks
- Impact of capacity building
- Meeting beneficiaries needs
- Alternative capacity building methodologies
- Field visits
- Report
- Coding system

See also Annex C. Report and objective mapping for further details.

## From strategy to training workshops

**EO6:** *Recommendations for developing a joint CCCM cluster strategy in capacity building*

**EO1:** *An analysis of the relevance, efficiency, impact and sustainability of the roster capacity approach,*

**SO1:** *To assess the efficiency in the organization of the trainings. This will analyse the different steps taken before the trainings, for instance the selection of the participants in country, the selection of the trainers who are deployed to conduct the training missions; the hosting arrangements; the participation of the hosting agencies during the preparations of the training delivery; the adaptation of the training materials and the debriefing process between the cluster lead agencies which requested the training, the trainers and the training focal person.*

## Interviews

The global cluster has a strategy. This strategy is not published on the CCCM global website and its status and indeed which was the correct version were both unclear during the evaluation. It is understood that the strategy will be revised following the recent Global retreat

At country level, many key informants but not all said that there was a cluster strategy including capacity building, and sometimes a separate strategy for capacity building. There was broad agreement on the importance of having a strategy even if time constraints meant that the strategy had not always been formally agreed.

One donor representative underlined the importance of the global cluster having a clear strategy, and demonstrating that any funding request fitted into this strategy with clear indicators of how the activities under included in the request contributed to the achievement of strategic goals.

The broad consensus was that capacity building needed to be a key part of any overall cluster capacity because:

- CCCM is not well understood in terms of role or value, so one may have to build capacity from a very low level;

- Working especially at the camp level is a very demanding job, so one needs to anticipate high turnover;
- The above also can make it an unattractive sector to work in and so the calibre of applicants can also be low.

The need for a separate capacity building strategic plan was also mentioned, especially where additional detail was required.

Key informants were asked about the strengths and weaknesses of CCCM/CMC in the context(s) they have worked in / encountered, and where they thought the greatest needs for improvement are at three levels, namely:

- The working environment (laws, regulations, the way clusters, partner organisations and government work together etc.)
- The organisations they have worked for (vision, mission, mandate, funding, human resources, commitment and understanding of the cluster system, management etc.)
- Individuals within the organisations they have worked for (motivation, attitudes, skills or knowledge especially in regard to CCCM/CMC and the cluster approach)

The broad consensus was that capacity building needs existed at all levels, not just the individual level.

Key informants were also asked for their appreciation of the global trainers' roster. Responses were overwhelmingly positive highlighting in particular:

- The responsiveness of the CCCM Training Coordinator
- The professionalism of the trainers deployed

Some reservations however were expressed concerning:

- The roster's ability to bring in the next generation of trainers (taking some risks vs. relying on known safe pairs of hands?)
- The diversity among the trainers on the roster, particularly that they are overwhelmingly from developed countries whereas many ToTs have been run in developing countries.
- The changing demands on the roster for more than just trainers and whether all the roster members had wider capacity building competencies.

## Surveys

94% of participants and 80% of trainers agreed (completely or to some extent) that the most recent course they had attended formed part of a clear strategy and plan to improve camp coordination and camp management.

97% of participants and 80% of trainers agreed (completely or to some extent) that the course addressed important participant learning needs to improve camp coordination and camp management.

Trainers considered that the three most important means (from a list of 15 options) of increasing the impact of training were:

- Onsite preparation including context analysis and adaptation of training materials
- Selection of participants for the course
- Development of a capacity building strategic plan prior to the course

The three least important means were:

- Further integration of the gender perspective in the training materials
- Improvements in the training facilities (rooms, equipment etc.)
- Additional days of training

“Hosting arrangements including support before and during course”, “Further development of training materials” and “Debriefing process between the cluster lead agencies which requested the training, the trainers and the training focal person” came 6<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> respectively.

95% of participants and 88% of trainers agreed (completely or to some extent) that training of trainers courses are an effective way of building CCCM/CMC capacity.

80% of participants reported having a role in CCCM after the CCCM/CMC course they attended.

However only 41% of ToT participants reported having had a role as a trainer in any CCCM course after their ToT course, and the actual numbers of courses run were disappointing for CMC at least.

Participants and trainers were asked about the strengths and weaknesses of CCCM/CMC in the context(s) they have worked in, and where they thought the greatest needs for improvement are at three levels, namely:

- The working environment (laws, regulations, the way clusters, partner organisations and government work together etc.)
- The organisations they have worked for (vision, mission, mandate, funding, human resources, commitment and understanding of the cluster system, management etc.)
- Individuals within the organisations they have worked for (motivation, attitudes, skills or knowledge especially in regard to CCCM/CMC and the cluster approach)

Both groups agreed that the greatest needs for improvement were at the working environment level, with the least needs at the individual level. Needs at the organisational level were scored at a very similar level to the working environment level by trainers and at a very similar level to the individual level by participants.

## Document review

In the past each lead agency has developed its own global training packages. More recently however this divergence appears to have been reversed. This is a welcome development for a number of reasons:

- Individuals involved and committed to CCCM may well move from conflict related to natural disaster related displacement or indeed work in mixed displacement
- Although there is clear split between conflict related and natural disaster related displacement at the global level, at the country level leadership may well be very different or complicated (co-leadership, a global lead “crossing over” etc.).
- While conflict and disaster related displacement may have some differences (legal framework and role of national authorities for instance), such differences must be dwarfed by the similarities (information management, good practice in camp layout etc.)
- Highlighting and working through possible differences in a workshop can only help participants (and co-leads) to understand challenges that they may have to face

## Recommendations

1. The Global Cluster to agree, publish and regularly review an overall strategic plan for the cluster including capacity building<sup>20</sup>
2. The Global Cluster to agree, publish and regularly review a capacity building strategic plan if it is felt that the overall strategic plan does not have sufficient detail
3. The Global Cluster to encourage and support Country Clusters to develop overall strategic plans, and where appropriate capacity building strategic plans at the country level.

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<sup>20</sup> The strategy and action plan should reflect the IASC defined responsibilities of global cluster leads. For further information on strategic plans, see Annex R. Strategic plan

4. Capacity building needs of the system as a whole to “ensure equitable access to services and protection for displaced persons” should be considered rather than defaulting immediately to the individual level. Capacity building at the operating environment (the legal framework, humanitarian architecture etc.) and organisational level (mandates, funding etc.) may be prerequisites for individuals however well trained to contribute to the achievement of the cluster’s goals<sup>21</sup>.
5. Both overall and capacity building strategic plans should demonstrate how capacity building activities contribute to the achievement of overall strategic goals.<sup>22</sup>
6. Training of trainers courses must be part of a realistic strategy and believable process if the goal of participants going on to train a far wider audience (the so called multiplier effect) is to be achieved; this will require special attention to participant selection in terms not only of skills and experience, but also their availability and that of resources for them to train after the course.<sup>23</sup>
7. The training roster should be broadly maintained in its present form. In order to make the roster even better, attention should be paid to: further development of processes including standard operating procedures and competency frameworks; bringing in the next generation of trainers; increasing the size and diversity of the roster; expanding and / or confirming capacity buildings competencies beyond training; and increased resourcing of the management of the roster.
8. Capacity building should be a core competency for the members of the both the Global and Country Cluster with a minimum level of competency for all, and a significant level for the person(s) in charge of capacity building. Roster trainers should be supporting and working with Country Cluster capacity building focal points as part of an overall strategy. Country Cluster capacity building focal points have an essential role in preparing<sup>24</sup>, delivering and following up on training courses.
9. To further increase the impact of training courses, the top priorities (in addition to a clear strategic plan, see above) are onsite preparation including context analysis and adaptation of training materials, and the selection of participants. Participants should include not only operational staff who will use their learning to the direct benefit of IDPs but also key individuals who can bring about necessary change at the organisational and working environment levels.

## Training materials and methodology

**SO2:** *To analyse the training materials and content. This will examine the relevance of the training content, appropriateness of the adult learning methodology and application of tools contained in the training materials.*

**SO3:** *To question the responses of the trainings. This will consider the content in light of the current global displacement (camp) context as well as the potential benefit for the cluster and other stakeholders to contribute to an effective settlement response and raise standards in the sector.*

**E02:** *Recommendations on the training approach, methods and tools*

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<sup>21</sup> Individuals will have an important role in building capacity at the working environment and organisational level and awareness raising and advocacy can have an important role in mobilising key individuals.

<sup>22</sup> One way of doing this is through the logical framework approach which includes the development of logframes, see for example <https://www.bond.org.uk/data/files/resources/49/The-logical-framework-approach-How-To-guide-December-2013.pdf>

<sup>23</sup> Future surveys should ask ToT participants who had not gone onto run courses, why this had been the case. In addition as key informant suggested an action plan for each participant to run training courses should be a requirement for participation in a ToT, not an output of the ToT.

<sup>24</sup> This will often importantly include the identification of in-country subject matter experts to contribute to contextually important sessions.

## Interviews

The main headlines which came out of the interviews were:

1. The high quality of the materials but the importance of contextualising the material for each course/context
2. The materials are strong on “What is CCCM” but not “How to do CCCM”

The training materials are available on the CCCM global cluster site in a password protected area.

## Documents - Global package

### Session briefs

These are very detailed and well laid out so trainers who do not know the package should be able to pick up and go (noting that this has its dangers if the trainer is “reading” the course).

They are well structured although use of headings somewhat bizarre (e.g. on View tab, tick Navigation Pane in Word 2010 and majority of text appears rather than just headings) and this can affect navigation.

### PowerPoints

Many of the slides are text heavy slides – participants and presenters may start to read from them rather than listen (and take in) the presentation (the words and gestures of the presenter).

Photographs brighten PowerPoints – but would need to be reviewed to ensure relevant to context (rural African tented camp vs urban Central American collective centre) and supporting presentation.

## Surveys

86% of participants agreed (completely or to some extent) with the statement that "I was able to apply what I learned in my work".

90% of participants agreed (completely or to some extent) with the statement that "What I learned has had a positive impact on my work.

Participants and trainers were asked to rate the relative importance of the modules in the global CCCM & CCM training packs. Overall there was broad agreement that the following modules were the most important:

- Core module 3: Roles and Responsibilities
- Core module 6: Coordination
- Core module 7: Information Management (includes data collection, dissemination and DTM)
- Optional module 13: Safety and Security

The least important module was unanimously selected as:

- Optional module 9: Humanitarian Reform and the Transformative Agenda

Participants and trainers were also asked to rate the relative importance of the modules in the global CCCM & CCM ToT training packs. Overall there was broad agreement that the following modules were the most important:

- Module 10. CCCM materials and resources
- Module 3. Designing a training event
- Module 6. Constructive feedback
- Module 1. Introduction

There was a considerable difference between the participants on one hand and the trainers on the other hand regarding

- 8 x participant led sessions

With participants overall grading it as the 10<sup>th</sup> in order of importance while the trainers felt it was the most important along side:

- Module 5. Interpersonal communication

Trainers rated “Further development of training materials”, “Further development of the tools in the training materials” and “Further development of training methodology” 8<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> respectively in descending order of importance when asked the relative importance of 15 options for increasing the impact of training.

## Recommendations

10. Budget and programme sufficient time for trainers to contextualise materials for each course, preferably in-country with cluster partners at the capital and camp levels. Contextualisation should include the identification of key challenges faced by partners; the selection of case studies and images; and the appropriate vocabulary, level and focus of the course.
11. PowerPoints: Move text into notes and use key words only in slides or even better, supportive (as opposed to decorative) images<sup>25</sup>.
12. Materials and tools: While the ongoing development of global packages is valuable<sup>26</sup>, the greater priority is onsite preparation and contextualisation for each course.
13. Maintain a strong element of “What is CCCM” to ensure that participants are ready to go on to “How to do CCCM”
14. Recognise that understanding the “What” of CCCM is an essential foundation for moving onto learning the all-important “How” of CCCM, and that within a 3-5 day course it may be impossible to address both. A blend of learning methodologies (including training courses where appropriate) should therefore be used to ensure that participants understand both the “What” and the “How” of CCCM, see Alternative capacity building methodologies.

## Gender perspective

**SO4:** To assess the gender perspective in the participants and content of the training sessions.

## Document review

### Participants and trainers

The following table gives the analysis of the recorded gender/sex of participants, trainers and commissioners of training, noting that some people took on more than one role.

Participant	Trainer	Commissioner	Male		Female		Unrecorded		Total Number	F : M ratio %
			Number	%	Number	%	Number	%		
✓	✗	✗	2,765	65.8%	1,172	27.9%	264	6.3%	4,201	42%
✓	✓	✗	36	42.9%	28	33.3%	20	23.8%	84	78%

<sup>25</sup> The notes are an important and useful aide-memoire to trainers when preparing sessions. Trainers should have sufficient knowledge and experience to present the material with the PowerPoints as visual aids without referring to the notes during the session.

<sup>26</sup> See for example recommendations regarding the information management and participation modules

✘	✓	✘	9	26.5%	10	29.4%	15	44.1%	34	111%
✘	✘	✓	4	44.4%	1	11.1%	4	44.4%	9	25%
✓	✘	✓	5	50.0%	3	30.0%	2	20.0%	10	60%
✓	✓	✓	2	33.3%	1	16.7%	3	50.0%	6	50%
✘	✓	✓	1	50.0%	1	50.0%	0	0.0%	2	100%
<b>Total</b>			<b>2,822</b>	<b>65%</b>	<b>1,216</b>	<b>28%</b>	<b>308</b>	<b>7%</b>	<b>4,346</b>	<b>43%</b>

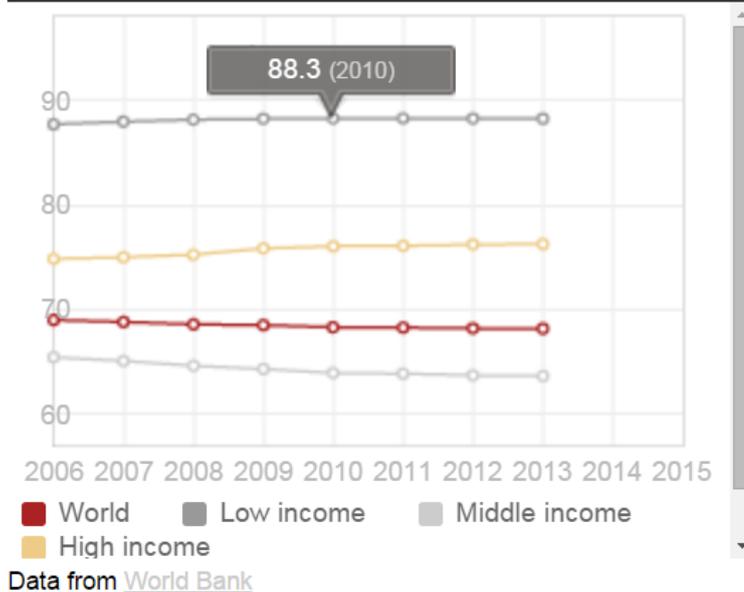
This can be compared with global, low, middle and high income ratios from the World Bank in the table to the right.

The representation of women among participants appears to be lower than would be expected.

Within this evaluation however it was not possible to investigate whether this was because women were under-represented in the particular roles such as camp managers or whether women were discriminated against in the selection again say of camp managers for course attendance.

It is interesting to compare this low representation among participants with the high representation of women among trainers.

### Ratio of female to male labor force participation rate (%) (modeled ILO estimate)



## Surveys

Optional Module 14: Gender Based Violence was rated as the 8<sup>th</sup> and 13<sup>th</sup> most important module among 15 modules in the CCCM training package by Participants and Trainers respectively, in helping participants to provide equitable access to services and protection for displaced persons.

## Training materials

### Global CCCM training package

The Global CCCM training package consists of the following modules:

#### Core Modules

1. Introduction to the course
2. Introduction to CCCM
3. Roles and Responsibilities
4. Protection –Legal Framework
5. Protection in Action
6. Coordination
7. Information Management (includes data collection, dissemination and DTM)
8. Participation

## Optional Modules

9. Humanitarian Reform and the Transformative Agenda
10. Standards and Settlement Design
11. Care and Maintenance
12. Camp closure and Durable solutions
13. Safety and Security
14. GBV
15. Action Plan or Transfer of Knowledge

The evaluator reviewed the PowerPoints and Session Plans.

## Session plans

Gender is addressed in a number of key areas:

- As a cross-cutting issue in the introduction to the course
- As the subject of an important IASC Handbook in the introductory and other modules e.g. Protection
- As an exercise in the coordination module
- In terms of promotion of gender equality in Standards and settlement design
- In the GBV module which has a strong focus on sexual violence perpetrated by men on women

Further strengthening of the training material in regard to gender could be considered in terms of:

- Clarifying what are considered cross-cutting issues in the course and then being consistent throughout (e.g. IASC, Sphere and the CM toolkit all use different lists, so need to acknowledge differences, then choose one list for the course; in Roles and Responsibilities the only cross cutting issue is Gender while in early modules others are included) Activity 4 in the course introduction appears to go some way to doing this, but odd that in the Introduction under Overview of the agenda and the methodology
- Explaining more clearly to participants why there is a module on GBV with a focus on sexual violence but far less attention paid to other cross cutting issues
- Clarifying how Gender, equality, GBV & sexual violence fits into the broader analysis of protection, rights and risk
- Strengthening the discussion of why it is important to disaggregate population data in information management using a range of lenses, including gender. In fact agreeing what those lenses are would make an interesting session.
- Revisiting the gender vs. sex discussion – see for example <http://www.who.int/mediacentre/factsheets/fs403/en/> as a possible reference to get participants thinking.

## Photographs/images

The PowerPoints use a significant number of photographs. Images are powerful. Some arguably reinforce gender stereotypes although one could argue that they are also represent reality.

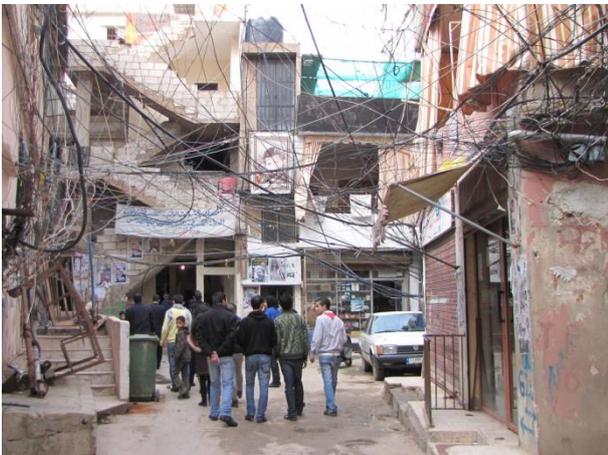
Particular examples which may be usefully reviewed either in terms of selection or how they are used



Authority figures are men?



The role of women is to look after children....



... while the role of men is to wander around town



Relevance to Standards and Settlement Design?

## Recommendations

15. Continue to advocate for the selection of female participants in capacity building activities and consider how to overcome perceived obstacles (travel, accommodation, and timing of activities).
16. Pay particular attention to images in PowerPoint slides which may reinforce gender stereotypes.
17. Consider strengthening the focus on data disaggregation<sup>27</sup> and the differing capacities, vulnerabilities and needs of different groups within the displaced population as part of the Information Management module<sup>28</sup>. This should be highlighted as an important first step in ensuring equitable access to assistance and protection. Optional sessions should be included where a particular group is identified as requiring greater attention in any particular context (e.g. GBV, rights of ethnic minorities, recruitment of child soldiers etc.).

## Networks

*SO5: To globally assess the multiplicative effect of these programs through the establishment of networks among the participants.*

<sup>27</sup> By for instance age, sex, disability, ethnicity, religion, political following etc. while noting that priorities will need to be decided in-country given the challenges of data collection especially in the first days of a crisis.

<sup>28</sup> Rated 3rd and 4th most important by participants and trainers respectively

## Document review

### Training database

The training database contains contact details of over 4,000 people who have been participants, trainers and commissioners of training courses over the last 10 years. The Global Cluster has not maintained contact between this large pool of CCCM actors and no attempts were reported to encourage or facilitate contact between people within this large pool globally, regionally or nationally.

Of these 4,000+ people, 2,334 had provided email addresses, 1,744 of these email addresses were validated during the surveys.

### Newsletter

The Global Cluster publishes a Newsletter once or twice a year which is available on their web site and shared with to 318 individuals within global teams, partners and donors strong mailing list using MailChimp

Peoples' email addresses are manually added to the list by the Global Cluster, if they have been involved in any CCCM related activities or expressed their interest to be added. Social media is also used to disseminate the newsletter which is also available on ReliefWeb.

Short news articles are tweeted out and a selection makes it to the monthly updates sent out using MailChimp. These as well make it to the homepage of ReliefWeb when they are published.

## Surveys

Overall 72% of participants reported keeping in contact with other participants or trainers. The most frequently reported means of keeping in contact was by email (84%) followed by face-to-face meetings (59%) and then Skype or phone (47%) and Facebook (36%). Nobody reported remaining in contact by Twitter and only 8% by other social media apart from Facebook or Twitter.

95% of participants agreed (completely or to some extent) that keeping in contact with participants and trainers has had a positive impact on their work.

95% of participants and 94% of trainers would like to receive future mailings about CCCM/CMC updates, activities and opportunities.

Only 50% of trainers reported being currently actively involved in any communities of practice but 94% of them expressed interest in being involved in a community of practice around CCCM.

## Recommendations

18. Add the 1,744 participants and trainers for whom valid email addresses exist to the Global Cluster's email list<sup>29</sup> and systematically invite future capacity building event participants and trainers to join the list.
19. Combine all the current CCCM lists into one master list and use categories to identify different (but often overlapping) groups within that one list. Appropriate categories might be "Newsletter", "Vacancy announcements", "Technical support", "Master trainer" etc..
20. Systematically encourage participants to create or join national or regional networks, initially as email lists but also possibly Facebook.
21. Establish a CCCM community of practice and encourage peer to peer support in addition to global support to the field.

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<sup>29</sup> A number of lists are already managed using MailChimp, a potentially powerful but user friendly platform for managing mailings to large numbers of participants.

## Impact of capacity building

**SO6:** To quantify and measure the direct impact of capacity building initiatives in both conflict and natural disaster settings.

**E03:** Recommendations for improved monitoring and evaluation tools to evaluate and follow up training outcomes, including indicators to measure trainers' performance and training impact.

**SD1:** Develop a solid capacity building impact evaluation methodology to ensure the impact of future trainings can be measured and therefore improved.

**E04a:** Establish a baseline (assumed to mean whether/how impact is already being measured)

**E04b:** Establish a specific methodology to measuring the impact of all future training initiatives

Develop a solid capacity building impact evaluation methodology to ensure the impact of future trainings can be measured and therefore improved.

## Interviews

During interviews, key informants were asked how they had/would evaluate trainings.

Generally responses focused on:

- recording the number of participants
- asking the participants to evaluate their learning
- some limited assessments of participants at the start, during and at the end of the training

Informants who had remained in the same country programme after the training were also able to make a judgement based on their observation of the impact of the training in terms in broad terms such as the camps were better run after the training.

Key informants could not suggest more rigorous but realistic method of measuring impact.

## Surveys

17% of trainers agreed completely that impact of the training was measured in a meaningful way with a further 44% agreeing to some extent.

The following responses were received when the trainers were asked to indicate whether they agree that it would be worthwhile maintaining/initiating the following in order to measure the impact of future courses

	A: Agree completely	B: Agree	C: Neither agree nor disagree	D: Disagree	E: Disagree completely	F: Do not know	Weighted score	Ranking
Self-assessments by participants at the start and end of the course	7	8	3	0	0	0	76	1
Trainer evaluations of participants during the course	5	10	3	0	0	0	74	2
Self-assessments by participants some months after the course	6	9	2	1	0	0	74	3

Line manager assessments of participants some months after the course	5	7	0	6	0	0	65	4
Peer assessments of participants some months after the course	3	4	9	1	1	0	61	5
Tests at start and end of the course	2	5	7	3	1	0	58	6
Tests before the course starts possibly as part of participant selection	0	7	4	6	1	0	53	7

## Discussion

Impact can be considered at several levels, namely:

### Before the course

**Level -1** – Right participants for the right course? Have the right participants been identified and invited, and accepted and turned up to a course which will meet their learning needs?

### During course

**Level 0** – Numbers: the number of participants in the training

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

**Level 2** - Learning: looks at what has been learnt. What do participants know now that they didn't know before the training? What new skills have they mastered? Some months after course or preferably after next disaster response

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

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

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

Currently CCCM is sometimes struggling with Level -1, achieving Levels 0 & 1 and touching on Level 2 & 3. This is not unusual and reaching Levels 4 & 5 is methodologically extremely challenging if not impossible given all the other influences apart from capacity building which can affect impact. This is even before the constraints of short funding cycles are taken into account.

## Recommendations

Please also see Recommendations under From strategy to training workshop

22. Continue to use output indicators for capacity building (number of participants, days training etc.) as well as participant and trainers assessments of learning (Levels 0 & 1) in project proposals.

23. Systematically follow up with participants 3 months after any capacity building activities<sup>30</sup> using a survey similar to that used for this evaluation; expand this survey to participant line managers and peers if at all possible. (Level 3 & possibly 4).

24. Develop impact indicators<sup>31</sup> for overall strategic plans and overarching project proposals and identify those impact indicators where capacity building is expected to make a contribution. (Proxy for Level 4)

<sup>30</sup> The commissioning office should be responsible by default for this follow up with support from the global level where required.

25. In strategic plan reviews, use judgement to assess the contribution and value of capacity building towards impact indicators and goals. (Proxy for Level 5)

## Meeting beneficiaries needs

**S07:** *To consider the response of the training to the displaced beneficiaries needs in camp settings and other indirect impacts if applicable, such as the transfer of learning and application of training tools.*

There were very limited opportunities to meet let alone interview or survey displaced beneficiaries during this evaluation and as discussed in Field visits, the field visits were seen as case studies rather than evaluations.

There was however useful feedback during interviews and the survey on the question of participation of beneficiaries in the management of camps and this is presented below.

## Interviews

During the field visit to South Sudan there were two opportunities to meet camp committee members who were displaced persons.

In the first camp, NGOs and others were still heavily involved and the camp manager was an INGO staff member. There were considerable challenges including:

- The overlaying of a camp management system defined by the international community onto a traditional power structure
- The then camp committee leader had taken the position effectively through a coup against his predecessor with either threatened or actual violence

In the other camp, management of the camp had been handed over successfully to the camp committee with very limited ongoing involvement from NGOs and others. This handover was driven primarily by the impending end to funding for the camp management NGO. The handover was carried out over a number of months with series of meetings (capacity building events) with the camp committee. At the time of the visit, the camp appeared reasonably well managed with services such as water supply organised by the camp committee.

During interviews with informants working in the Syria crisis alluded to the considerable challenges of dealing remotely with self-appointed camp managers. Informants were concerned about the motivation and trustworthiness of at least some of these camp managers.

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<sup>31</sup> The Global and Country clusters should be responsible for the developing the impact indicators in their relevant strategic plans and overarching project proposals. These global and country level documents should however demonstrate synergy and there may be opportunities to share and learn from impact indicators developed and used at each level.

## Database

The recorded number of displaced people who participated in trainings supported by the global training roster is low, namely 30 or less than 1% of the total. The records however are incomplete with a significantly larger percentage classified as “Other”, “Unknown” or “To be determined”, see below.

Organisation type	Participants	
	Number	%
International NGO	1,150	27%
National Authorities	907	21%
United Nations Organisation	869	20%
National NGO	455	11%
Inter-Governmental Organisation	419	10%
Red Cross Red Crescent Movement	181	4%
Other	73	2%
<b>Displaced Person</b>	<b>30</b>	<b>1%</b>
Independent consultant	12	0%
Donor	5	0%
Academia	1	0%
Unknown	193	4%
To be determined	6	0%
<b>Total</b>	<b>4,301</b>	<b>100%</b>

This is not totally surprising as the trainings supported by the global roster would normally train more senior staff in partner organisations who would then go on to train displaced people.

## Training material

Core module 8 is on Participation and refers to Camp Management Toolkit, Chapter 3 – Participation and Community Involvement and Collective Centre Guidelines, Chapter 4.

The module is strong on what is participation and why it is important; the sort of challenges that may arise (see examples from the field visit above) however are only to be found in the Toolkit (see for example Voices from the field).

As discussed above, within a short training course it is not always possible to move from the “what” to the “how”. This however represents a particular challenge when training is delivered during an emergency as participants will want to move on to the “how” and the “how” in their particular context very quickly.

## Surveys

Participants rated “Core module 8: Participation” 7<sup>th</sup> in order of importance while the Trainers rated it much higher as 2<sup>nd</sup> after “Core module 3: Roles and Responsibilities”.

## Recommendations

26. Review the Participation module and see whether the “what” can be reduced to allow time to consider examples (either from the toolkit or from participants themselves) of challenges related to the “how”. This will be particularly important when training during a response.

## Alternative capacity building methodologies

**S08:** *To explore the potential value of other capacity building methodologies and make recommendations on the financial, administrative and logistical considerations in light of new technologies and capacities in the field.*

**E05:** *Recommendations of specific capacity building approaches/ methods/ systems that could work within the CCCM cluster taking in mind the different agency responsibilities and “provider of last resort” role*

## E-learning

The evaluator reviewed the two e-learning packages already developed for the cluster, one by UNHCR and the other by NRC, see Annex G. E-learning.

The evaluator also participated in a one-day international forum on humanitarian online training, see Annex M. First International Forum on Humanitarian Online Training

The forum and the two online courses reviewed demonstrate the wide range of possibilities that e-learning offer.

UNHCR’s course provides a useful global introduction to CCCM and focuses on knowledge transfer. It relies on self-study and simple testing. It is inexpensive to run and can be accessed easily by anyone within UNHCR who is interested in the subject matter. It requires a commitment of an estimated 5 hours and a successful pass is recorded on the staff member’s file.

NRC’s course is similar to a training workshop but run at distance. It focuses on knowledge and skills, and has been tailored to the Central American context. There is considerable interaction between the facilitator and participants, and between participants themselves who are encouraged to form a community of practice to share experience and tools. Participants are limited to 20-30 for each course. The costs of the course are considerable. Participants have to commit significant time and effort over a 9 week period. Participants have to participate fully and complete a number of tasks to receive the course certificate

## Interviews

Key informants reported using, experimenting or considering a wide range of alternatives to training workshops. Examples included:

- Iraq – mentoring
- South Sudan – on the job training

In the Philippines in particular many informants confirmed the importance of establishing a long term relationship between the cluster lead and the responsible national authorities in anticipation rather than in response to an emergency. Many informants also referred to the importance of global lead agencies’ country offices understanding their potential role if their country suffered a major emergency leading to the establishment of cluster. The important role and leadership of the country representative was highlighted as well as that of support staff.

Informants were also asked what other support (if any) should the Global CCCM provide to further develop CCCM capacity apart from the global CCCM roster and the training courses they have run. Responses are summarised below:

- Encourage better collaboration between co-leads at country level
- Focus on helping representatives to understand their role if their organisation is a global co-lead
- *Need to know who to contact for support and how to access*
- *Develop a community of practice, and peer to peer support*
- Improved briefing
- *Easier access to tools and materials, expand range, and less confusing web site.*
- *Decentralise from global to regional to country, and accept that country level may have more experience than global*
- *Increased communication from Global cluster – newsletter, conference calls etc.*
- Maintain RRT
- Explore mentorship and internships
- Stronger voice and greater clarity on vision, strategy, role and value of the CCCM cluster
- Clearer mapping of responsibilities between clusters, especially protection
- Global cluster to demonstrate leadership
- Consider training in high risk countries
- Develop shared information management /displacement tracking
- Global funding for country training
- Retreats should be in locations closer to the field and reality
- Support participants after courses
- Need to think how we will deal with difficult camp managers over whom cluster has no direct control
- CCCM has a lot to learn from Civil Protection
- Cluster coordinators have to be deployed early for minimum six months
- More on the job training and exposing trainees to field work.
- Build capacity in needs assessment and strategy development
- Training is useless if participants will never use it

Provider of last resort was never mentioned as a major challenge or concern. However concerns about the cluster name (too many Cs for camp and not enough Ds for displacement) and the implications for displaced people and the cluster's ability to ensure their equitable access to assistance and protection came up time and again. In addition a number of cluster coordinators interviewed highlighted the lack of capacity building options for their role.

## Website(s)

The CCCM websites were reviewed in respect to:

- Technical support
- Tools and resources
- Communities of practice
- Communication

Which were specifically and frequently mentioned during interviews, see bullet points in italics above.

The review of the websites confirmed the challenges those in the field in particular face in regard to the four bullet points above – see Annex F. CCCM Website(s) for details.

Many of the points arising have already been shared with the cluster colleagues who are currently reviewing the site(s), so some may be only of historical interest.

## Survey

88% of participants reported that they had further learning needs for their current role and/or future possible role in CCCM/CMC?

Participants were asked to rank how they would prefer to meet these learning needs with the following results (all surveys combined)

	Combined	
	Average score	Ranking
Training course (similar to the one(s) I attended)	1.62	1
Coaching	2.08	2
Mentoring	2.30	3
Online learning	2.33	4
Personal study	2.60	5
Other	3.14	6

Other methodologies suggested included:

- Field experience, visits and exchanges
- On the job training

## Recommendations

27. Continue to explore, develop and support options other than training workshops such as coaching, mentoring and online learning while recognising that training workshops remain the preferred learning methodology for many and will continue to make an important contribution to capacity building. The aim should be to build up a range of options to choose from.

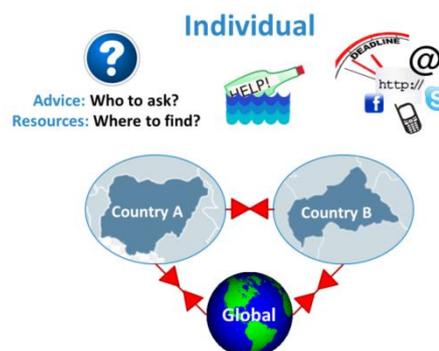
28. The Global Cluster should consider capacity building in a broader sense than training for individuals. In particular the Global Cluster should enable the capacity of partners by developing and communicating a clear understanding of:

- The role of the cluster especially in regard to displaced populations outside camps<sup>32</sup>
- The value of the cluster<sup>33</sup>
- Its relationship with other clusters<sup>34</sup>

29. Consider capacity building at all levels within organisations not just operational staff; also think preparedness, response and recovery.

30. Think not only about camp administration, coordination and management, but also cluster coordination<sup>35</sup>.

31. Overhaul [www.globalccmcluster.org](http://www.globalccmcluster.org) to ensure it better serves the needs of the field in regard to technical support, tools and resources, community of practice and



<sup>32</sup> If the cluster does have a role outside camps, the cluster's name becomes even more unhelpful. A name change has been suggested and discussed over the years.

<sup>33</sup> An existential issue in the eyes of some important partners

<sup>34</sup> A good start has been made with the recent detailed work by Gina Baroni

<sup>35</sup> The current CCCM framework does not include cluster coordination and should be reviewed.

communication; consider how to better integrate this site with [www.cmtoolkit.org](http://www.cmtoolkit.org) to avoid any confusion for the user.

## Field visits

**SO2:** *Conduct an evaluation of capacity building activities in 1 conflict setting and in 1 natural disaster settings*

This deliverable was discussed in preparation for the two field visits. The conclusion was that the field visits should be used as case studies to inform the recommendations for future capacity building and an evaluation of the support provided by the global cluster rather than evaluations of capacity building activities within country programmes.

This approach was welcomed by the key informants met during the country visits and facilitated a more open discussion of challenges and successes.

The key points arising from the field trips were presented to partners and host organisations at the end / shortly after each visit, see: Philippines field visit & South Sudan field visit, and have informed the recommendations in this report.

## Report

**SD3:** *Compile a report on the evaluation results with recommendations*

In addition to the current report, the consultant:

- Gave feedback on emerging findings, notably:
  - To key informants at the end of each field visit;
  - To the global CCCM meeting in July, see Annex J. Briefing paper for CCCM phone call 23.07.2015
  - To the CCCM retreat in October, see Annex K. CCCM global retreat, Geneva 13 & 14.10.2015.
- Contributed to the drafting of concept papers and proposals throughout the evaluation

## Interviews

Many of those interviewed asked whether this report would be shared / publicised.

## Document review

ALNAP's pilot guide for the Evaluation of Humanitarian Action<sup>36</sup> highlights the lack of learning in the humanitarian community and suggests a management response as one potential solution.

## Recommendations

32. Consider a management response to this evaluation and share both the management response and evaluation as widely as possible.

- **Lack of learning in the humanitarian community** – ALNAP reviews of humanitarian action find the same issues arising year after year, despite being identified in evaluations.

**Potential solution:** Build in a focus on utilisation from the start of an evaluation. Consult the likely users and use methods that are credible to them. See Section 2. Encourage the development of a management response matrix (**Figure 3**) with regular follow-up by senior managers.



**Management response matrix**  
A record of management's response to each evaluation recommendation and the steps managers plan to take to address it, with a target date and responsible party for each step.

<sup>36</sup> <http://www.alnap.org/what-we-do/evaluation/eha#>

## Coding system

*SD4: Designing a coding system to categorize training types and capacity needs in the field*

*E07. Design a code system to categorize types of trainings, and capacity needs in the field*

## Development

A coding system for training types was developed in collaboration with the CCCM Training Coordinator and was informed by the considerable investment which was made in the training database as above.

The coding system, see Annex P. Coding system, has two main aspects:

1. The coding of capacity building events
2. The coding of participants

Wherever possible the coding system uses:

- standard conventions, published lists and codes to ensure data is consistent
- automatic data verification

Every attempt has been made to focus on essential information for:

- Reporting
- Analysis of trends
- Strategic decision making

While at the same time ensuring that the information is collectable, actionable and likely to be used and useful.

Currently the coding system and database

The coding system and reformatted training database have been handed over to CCCM Training Coordinator who will test both by:

- Entering the backlog of training event information which has built up during the development of the system
- Using the system when discussing possible capacity building events with event commissioners

## Recommendations

33. Global cluster leads and NRC (with other partners if appropriate) to discuss and agree<sup>37</sup> whether the proposed coding system for capacity building activities and participants broadly meets their needs.

34. Training roster manager should further test and refine the coding system and reformatted training roster database by entering the backlog of training event information. Once refined integrate the coding system into capacity needs assessments.

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<sup>37</sup> Given the considerable backlog of information which needs to be entered into the training roster database, these discussions need to take place as a matter of emergency.

# Annexes



# Annex B. TOR (final version of 22<sup>nd</sup> April 2015)

## 2. Objectives of the Evaluation:

The main objective of the evaluation is to evaluate the CCCM cluster capacity building efforts, and document the potential benefit for the cluster in adopting additional capacity building methodologies.

More specifically, the evaluation will focus on the following aspects:

1. To assess the efficiency in the organization of the trainings. This will analyse the different steps taken before the trainings, for instance the selection of the participants in country, the selection of the trainers who are deployed to conduct the training missions; the hosting arrangements; the participation of the hosting agencies during the preparations of the training delivery; the adaptation of the training materials and the debriefing process between the cluster lead agencies which requested the training, the trainers and the training focal person.
2. To analyse the training materials and content. This will examine the relevance of the training content, appropriateness of the adult learning methodology and application of tools contained in the training materials.
3. To question the responses of the trainings. This will consider the content in light of the current global displacement (camp) context as well as the potential benefit for the cluster and other stakeholders to contribute to an effective settlement response and raise standards in the sector.
4. To assess the gender perspective in the participants and content of the training sessions.
5. To globally assess the multiplicative effect of these programs through the establishment of networks among the participants.
6. To quantify and measure the direct impact of capacity building initiatives in both conflict and natural disaster settings.
7. To consider the response of the training to the displaced beneficiaries needs in camp settings and other indirect impacts if applicable, such as the transfer of learning and application of training tools.
8. To explore the potential value of other capacity building methodologies and make recommendations on the financial, administrative and logistical considerations in light of new technologies and capacities in the field.

## 3. Methodology

The activities to be evaluated cover both new initiatives since 2011 targeting national authorities and others organized by NGOs and global trainings that have been conducted over a 10 year period in emergency settings. It is acknowledged that it will not be possible to cover all the training sessions that have been conducted.

The contractor will develop a research methodology to ensure the expected outcomes are delivered. This methodology will be developed during an inception phase and reviewed with the focal points as necessary during the evaluation however it is expected that this methodology will include the following:

- I. A document review including an analysis of the data that has been collected on
  - Participants profiles (including all documentation available from UNHCR, IOM and NRC).
  - Trainer profiles (those who have conducted the trainings) both agency staff and consultants.
  - Evaluation reports prepared at the end of the trainings.
  - Trainer end of deployment reports.
  - Any other documentation including invitation letters, exchanges of correspondence.
  - The basic agreements between co-organizers.

The NRC training focal person will be in charge of collecting this information and providing it to the consultant in an agreed format suitable for analysis. Documentation will be shared as soon as possible. NRC will provide information for both global (short term roster deployments, 3 weeks to month long training missions, longer term capacity building deployments. Additional information from UNHCR and IOM focal persons may be provided for conflict and national capacity building training initiatives in an agreed format suitable for analysis.

II. A series of interviews:

- At IOM and UNHCR headquarters
- In the field at selected designated country offices who have conducted trainings (proposed countries are to be confirmed)
  - With Representatives
  - With trainers\*
  - With new or former participants\*
  - With Cluster Coordinators\*
  - With the focal persons for each agency\*\*
  - With project coordinators/consultants running capacity building projects in the field

\* Plus additional outside field visit countries

\*\* In HQ and field

Concerning other participants, it will be examined with the Geneva focal points to which extent it will be possible to conduct interviews (via skype, email, or face to face) from former participants based on the above mentioned lists of participants.

The total number of interviews will be agreed with the focal points

III. 2 field visits.

- Iraq and Philippines agreed and discussed.
- In country travel to be managed by sending agency.

To minimize potential bias, the exact breakdown and weighting of the participant sample will be agreed by IOM, UNHCR and NRC focal points with the contractor.

## 5. Expected outcomes:

It is expected that this consultancy will lead to the following:

- An analysis of the relevance, efficiency, impact and sustainability of the roster capacity approach,
- Recommendations on the training approach, methods and tools
- Recommendations for improved monitoring and evaluation tools to evaluate and follow up training outcomes, including indicators to measure trainers' performance and training impact,
- Establish a baseline (assumed to mean whether/how impact is already being measured) and a specific methodology to measuring the impact of all future training initiatives
- Recommendations of specific capacity building approaches/ methods/ systems that could work within the CCCM cluster taking in mind the different agency responsibilities and "provider of last resort" role
- Recommendations for developing a joint CCCM cluster strategy in capacity building
- Design a code system to categorize types of trainings, and capacity needs in the field

## Specific deliverables:

1. Develop a solid capacity building impact evaluation methodology to ensure the impact of future trainings can be measured and therefore improved.

2. Conduct an evaluation of capacity building activities in 1 conflict setting and in 1 natural disaster settings
3. Compile a report on the evaluation results with recommendations
4. Designing a coding system to categorize training types and capacity needs in the field

## Annex C. Report and objective mapping

<p><b>From strategy to training workshop</b></p>	<p><b>A1.</b> To assess the efficiency in the organization of the trainings. This will analyse the different steps taken before the trainings, for instance</p> <ul style="list-style-type: none"> <li>• the selection of the participants in country,</li> <li>• the selection of the trainers who are deployed to conduct the training missions;</li> <li>• the hosting arrangements;</li> <li>• the participation of the hosting agencies during the preparations of the training delivery;</li> <li>• the adaptation of the training materials</li> <li>• the debriefing process between the cluster lead agencies which requested the training, the trainers and the training focal person.</li> </ul> <p><b>EO1.</b> An analysis of the relevance, efficiency, impact and sustainability of the roster capacity approach,</p> <p><b>E06.</b> Recommendations for developing a joint CCCM cluster strategy in capacity building</p>
<p><b>Training materials and methodology</b></p>	<p><b>A2.</b> To analyse the training materials and content. This will examine the:</p> <ul style="list-style-type: none"> <li>• relevance of the training content,</li> <li>• appropriateness of the adult learning methodology</li> <li>• application of tools contained in the training materials.</li> </ul> <p><b>A3.</b> To question the responses of the trainings. This will consider the content in light of the current global displacement (camp) context as well as the potential benefit for the cluster and other stakeholders to contribute to an effective settlement response and raise standards in the sector.</p> <p><b>E02.</b> Recommendations on the training approach, methods and tools</p>
<p><b>Gender perspective</b></p>	<p><b>A4.</b> To assess the gender perspective in the participants and content of the training sessions.</p>
<p><b>Networks</b></p>	<p><b>A5.</b> To globally assess the multiplicative effect of these programs through the establishment of networks among the participants.</p>

<b>Impact of capacity building</b>	<p>A6. To quantify and measure the direct impact of capacity building initiatives in both conflict and natural disaster settings.</p> <p><b>E03.</b> Recommendations for improved monitoring and evaluation tools to evaluate and follow up training outcomes, including indicators to measure trainers’ performance and training impact,</p> <p><b>SD1.</b> Develop a solid capacity building impact evaluation methodology to ensure the impact of future trainings can be measured and therefore improved.</p> <p>E04a. Establish a baseline (assumed to mean whether/how impact is already being measured)</p> <p>E04b. Establish a specific methodology to measuring the impact of all future training initiatives</p>
<b>Meeting beneficiaries needs</b>	<p><b>A7.</b> To consider the response of the training to the displaced beneficiaries needs in camp settings and other indirect impacts if applicable, such as the transfer of learning and application of training tools.</p>
<b>Alternative capacity building methodologies</b>	<p><b>A8.</b> To explore the potential value of other capacity building methodologies and make recommendations on the financial, administrative and logistical considerations in light of new technologies and capacities in the field.</p> <p><b>E05.</b> Recommendations of specific capacity building approaches/ methods/ systems that could work within the CCCM cluster taking in mind the different agency responsibilities and “provider of last resort” role</p>
<b>Field visits</b>	<p><b>SD2.</b> Conduct an evaluation of capacity building activities in 1 conflict setting and in 1 natural disaster settings</p>
<b>Report</b>	<p><b>SD3.</b> Compile a report on the evaluation results with recommendations</p>
<b>Coding system</b>	<p><b>SD4.</b> Designing a coding system to categorize training types and capacity needs in the field</p> <p><b>E07.</b> Design a code system to categorize types of trainings, and capacity needs in the field</p>

## Annex D. Inception meetings

Two inception meetings took place as it proved impossible to find a date where all key people could attend a single meeting

### Inception meeting (1 of 2), 23<sup>rd</sup> March, UNHCR

Updated 22<sup>nd</sup> April 2015

#### Participants

Kimberly Roberson (KB), UNHCR

Andrew Cusack (AC), UNHCR

Jade Chakowa (JC), UNHCR

Jennifer Kvernmo (JK), IOM

Timothy Foster (TF), consultant

#### Draft agenda

##### Introductions etc.

- Participants as above
- Confirm time available
- Agree chair, note taker - TF

##### Agree agenda

Agreed as below

##### TOR – points for clarification

Range of past capacity development events (CDE) to evaluate

- Training events (JC) including impact(?) and follow up(?) (AC)
- CCCM retreat (??) AC
- Awareness raising (JK)
- 2011 National Authorities (JK – TBC with NN)
- Mentoring in Iraq (AC)
- ToT (AC)

Range of CDE participants (will also be key informants) KIX

- Three levels: Administration, Coordination & Management (AC) – see pamphlet – noting phases for camps: set up, maintenance & closure
- Trainers for above
- Independent trainers
- NRC roster trainers (and others on roster?)
- CCCM cluster coordinators
- Camp dwellers in field visit countries
- Donors – UNHCR & IOM to propose especially for field visits
- Other clusters – in field, have they seen impact of CD – in HQs for suggestion of CD for CCCM
- IOM & UNHCR representatives (or most relevant person) in field visit countries
- HQ staff, co-leads
  - UNHCR

- IOM
- HQ staff of partner organisations who manage camps
  - NRC
  - DRC
  - ACTED
  - Premiers Urgences
  - Concern

Noting that best informant may be field rather than HQ based and importance of CCCM cluster membership

Range of other key informants – how far away from participants and CDE team

- See above

Time scale and focus – light touch on older CDE, sharper focus on more recent?

- There are some informants (e.g. Emma Jowett [ejowett@mistral.co.uk](mailto:ejowett@mistral.co.uk) and Kelly Flynn [kelly.flynn@nrc.no](mailto:kelly.flynn@nrc.no)) who have a long involvement in the cluster so do not focus on more recent events – JK for names

Future strategies – capacity development of system?

- Open question with prompts fine (AC)
- Main problems are in camps & how CCCM can address these

Process for detailed clarification of TOR, agreeing evaluation questions, format for report etc.

- Need to reconcile objectives, outcomes and deliverables agreed – (see TOR with contract)
- Also need to meet donor requirements (JK & JC to check)

See also more detailed paper attached

## Methodology

Discuss and clarify key points:

- Cascade: document review, online survey, country visits, interviews, report, noting possible overlaps especially between visits and interviews
- Document management – agree focal point for client
  - Natalia Pascual (TBC with NN)

See also more detailed paper attached

## Timeline

Assuming cascade is agreed, discuss and clarify key points:

- Documents – how long to gather, organise and share?
  - See above re focal point
- Field visits – dates, duration, outline itinerary – noting consultant’s other commitments in May
  - TF to propose and then field offices to respond
- Evaluation completion date
  - End August if at all possible to feed into CCCM cluster retreat in October and final ECHO report end December

## Management arrangements

Proposed: Consultant reports to JK and JC who will involve other colleagues as appropriate. Direction to the consultant is through JK.

## **Contractual (subsequent discussion TF & JK)**

Lump sum: Includes international travel and accommodation for two country visits (Philippines and Iraq) – local travel provided by client

Currency USD

Invoices As discussed

Start date: 24<sup>th</sup> March 2015

Finish date: 31<sup>st</sup> August 2015

## **Inception meeting (2 of 2), 26<sup>th</sup> March, IOM**

Updated 22<sup>nd</sup> April 2015

### **Participants**

Nuno Nunes (NN), IOM

Jade Chakowa (JC), UNHCR

Jennifer Kvernmo (JK), IOM

Debora Gonzalez Tejero, (DGT), IOM

Timothy Foster (TF), consultant

### **Key points for discussion (JK)**

- Balance looking back and looking forward
- Participants and informants
- Field visit opportunities
- Balance with ECHO results

### **Balance looking back and looking forward**

- Both! (Assume equal balance...)
- NN: Looking back, big shift from NGO to National Authorities managing camps, training reflecting this and also toolkit (slowly). Are we adapting fast enough? Has the training been adapted accordingly

### **Participants and informants**

- IOM and National Authorities
- NN: Do we have the right people in the training courses

### **Field visit opportunities**

- NN: Philippines, good impact with Government's Department of Social Welfare and Development since first visit 2008. They have taken on CCCM approach to make them more efficient. How to account for multi-year engagement? Not sure same impact in say Colombia? Would be interesting to compare (noting current contract is for one IOM country and one UNHCR country, and training took place a long way from Bogota)
- JC: If second IOM country added, UNHCR would like to suggest adding DRC (Kivu via Kigali) to current choice of Erbil, Iraq (noting need for 4-day in-country security training if moving outside town)

### **Balance with ECHO results**

- Need to include ECHO results but evaluation will have broader scope

## Other points raised

- What can other countries learn from say UK civil contingency plans?
- European Civil Protection have guidelines on camp management but no input from Sphere or Toolkit.

## Key informants

- Charles A. Setchell, Senior Shelter, Settlements, and Hazard Mitigation Advisor, csetchell@usaid.gov
- Corazon "Dinky" Juliano-Soliman, Secretary DSWP Philippines, Trunk Lines: 931-81-01 Local : 301, 300, 302, 303, Tel/Fax: 931-81-91, dinky@dswd.gov.ph, Twitter Account: @dinkysunflower, noting that there is a Tacloban office and three other clusters
- AN Other from DFID who has followed PH to be suggested by John Adlam
- AN Other from Child Protection – but no further details

## What NN needs:

- How to analyse situation
- Develop a Capacity Development Strategy
- Role of training in this strategy
- How we measure impact

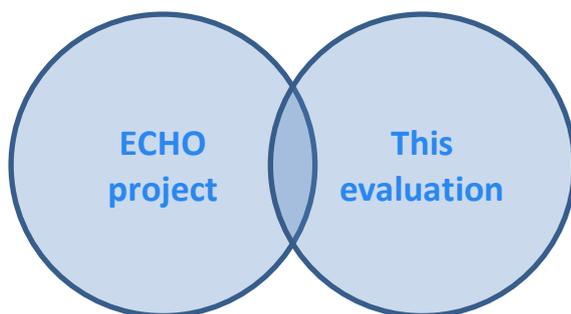
## Possible way to achieve this:

- Need to look back at impact (proxy and real indicators), learn methodology in doing so and then use in future, could do this as follows:
  - TF draft list of indicators, NN reviews
  - Develop into survey for use by IOM & UNHCR office who obtain information from partners
  - Look at last 2 years only
  - Use sample of countries where CCCM currently active

## Subsequent discussions JK, DGT & TF re ECHO

This evaluation can contribute towards Indicator 5 and Activities 3 & 8 for Result 1, noting that there are a total of four results, see table below.

**Conclusion:** There is overlap between this evaluation and the ECHO project.



## ECHO agreement

	Indicators	Activities	Current evaluation	Comments/suggestions
<b>Specific objective:</b> To provide support to CCCM systems at the country/regional level and effective coordination during major emergencies	8		No direct input other than below	
<b>Result 1:</b> Roster administration, use and sustainability are maximizes to enhance ability to respond to large-scale emergencies and enable rapid and expert emergency support to field operations	5	8	<b>Indicator 5:</b> % of CCCM capacity building projects for national authorities and partners for which an impact evaluation is available <b>Target:</b> 75%	<b>This evaluation:</b> Can feed in from Activity 8 as below although will not necessarily cover all projects
			<b>Activity 3:</b> Review RRT activities from 2013 to develop lessons learned	<b>This evaluation:</b> Can contribute for RRT activities directly related to capacity development <sup>38</sup>
			<b>Activity 8:</b> Monitor and evaluate the impact of CCCM capacity building projects for national authorities and partners	<b>This evaluation:</b> Ask each “project <sup>39</sup> ” whether impact has been monitored and/or evaluated and if so, to share copy reports if not already received from Natalia Pascual. Review briefly and comment. Through survey of participants, evaluate impact of selected number <sup>40</sup> of “projects”
<b>Result 2</b>	5	8	No input	
<b>Result 3</b>	4	3	No input	
<b>Result 4</b>	5	4	No input	

<sup>38</sup> Need to agree which activities these are

<sup>39</sup> Need to agree what a “project” is

<sup>40</sup> Need to agree number

## Annex E. Documents

Title	Brief description	Received from	Comments
Training database	Excel worksheet with details of participants, courses and trainers over last 10 years	NP	See Database
Training documentation (CCCM external) - folder	Documentation from 29 countries containing	NP via Dropbox	<p>Similar material in both folders. Gives useful overview of the documentation generated for each course.</p> <p>Note especially:</p> <ul style="list-style-type: none"> <li>• Trainer reports</li> <li>• Evaluation form for participants including “Presentation and facilitation” of each module</li> <li>• Inclusion of strategy documents for some courses</li> <li>• Action plan for some courses</li> </ul>
Training documentation (CCCM internal) - folder			
1. Global CCCM training package – UPDATED	Folder with training materials for Global CCCM training package	Web site trainer’s area using password etc. provided by JC Folder “2014.01 - Complete Training Material (English)”	Reviewed as part of this evaluation
2. Camp Management and Coordination in Refugee Situations (CMC) Training Package	Folder with training materials for Camp Management and Coordination in Refugee Situations (CMC) Training Package		
3. Camp Management (CM) Introductory training course NRC - RedR UK	Folder with training materials for. Camp Management (CM) Introductory training course NRC - RedR UK		
4. Camp Management for camp communities training	Folder with training materials for Camp Management for camp communities training		
5. ToT materials for national staff	Folder with training materials for ToT		

	materials for national staff		
Information support package for host	Documents to help host to request and prepare training	Web site public area <a href="http://www.globalccmcluster.org/training/hosting-cccm-training/information-support-package-host">http://www.globalccmcluster.org/training/hosting-cccm-training/information-support-package-host</a>	Useful document and appendices for hosts and trainers. Demonstrates well developed and systematic approach. Written for CCCM. Used for CMC and ToTs? Notes: <ul style="list-style-type: none"> <li>• Ask for CCCM strategy and CCCM CB strategy at start process rather than as something for trainer just before course?</li> <li>• When does trainer take over process from training coordinator?</li> <li>• Emphasise significant cost of training and importance of maximising impact, and give some hints as to what this means (e.g. how sure are we trainees will use training!)?</li> <li>• Emphasise that trainer is there to support their capacity building programme and will need country level trainers and subject matter experts to join team?</li> <li>• Is there feedback from host after event directly or only through debrief with trainer?</li> </ul>
Information support package for trainers	Documents to help trainers prepare, deliver and report on training	JK & JC via Dropbox	
Global CCCM Strategic Framework 2013-2016	Three year strategic vision: strengthen CCCM coordination at global, regional and national levels to respond effectively to humanitarian needs with predictable leadership, accountability and collaborative partnerships.	AC by email	Potentially useful document which highlights the importance of capacity building in CCCM's work. Includes strategic vision and five outcomes  Not entirely clear when CCCM as a whole, when Global and when Country is being addressed – should this be the Global Cluster strategy alone?  Not published and unclear status so apparently not widely referred to / used.
Who Does What in Humanitarian Coordination	Draft document on how CCCM coordination role fits into humanitarian architecture	AC by email	Draft only, discussed at retreat

Inter-Cluster Coordination, CCCM Cluster Coordination And Camp Management Matrix	coordination		
IASC Guidance note on using the cluster approach to strengthen humanitarian response, 24 November 2006			<a href="https://interagencystandingcommittee.org/working-group/documents-public/guidance-note-using-cluster-approach-strengthen-humanitarian-respon-0">https://interagencystandingcommittee.org/working-group/documents-public/guidance-note-using-cluster-approach-strengthen-humanitarian-respon-0</a>
IASC's Reference Module for Cluster Coordination at Country Level (revised July 2015)			<a href="https://interagencystandingcommittee.org/iasc-transformative-agenda/documents-public/reference-module-cluster-coordination-country-level">https://interagencystandingcommittee.org/iasc-transformative-agenda/documents-public/reference-module-cluster-coordination-country-level</a>
ALNAP's pilot guide for the Evaluation of Humanitarian Action		ALNAP website	<a href="http://www.alnap.org/what-we-do/evaluation/eha#">http://www.alnap.org/what-we-do/evaluation/eha#</a>

## Annex F. CCCM Website(s)

### Overall

There are two web sites which is confusing for users; maintaining coherence between the two will also inevitably be challenging.

Both sites look good on a large screen with extensive use of graphics and pictures; field staff may however be accessing on not-so-smart phones where function will be more important than form. [cmtoolkit.org](http://cmtoolkit.org) has a mobile version or at least reformats for a mobile which is easy to view; [globalccmcluster.org](http://globalccmcluster.org) far less so<sup>41</sup>.

The emphasis on the camp management tool kit distracts from the very valuable resources available on other subjects e.g. UDOC, MEND etc. It also reinforces the view that CCCM is about camps only.

[www.globalccmcluster.org](http://www.globalccmcluster.org) is sometimes very slow to access even on a fast internet connection; field staff will be using much slower and possibly expensive internet / mobile phone access.

The structure of [www.globalccmcluster.org](http://www.globalccmcluster.org) is difficult to grasp and is counterintuitive e.g. clicking on “Capacity building” in the menu bar takes one to <http://www.globalccmcluster.org/capacity-building-0> whereas clicking on the dropdown menu for “Capacity building” takes one to a different structure. This is confusing for the user and will not facilitate Google’s indexing of the site.

[Globalccmcluster.org](http://globalccmcluster.org)’s search function when tested with “Natalia Pascual” gave two results;

1. <http://www.globalccmcluster.org/news/ebola-crisis-urgent-request-trainers>
2. <http://www.globalccmcluster.org/news/camp-management-training-finland>

A Google site search found two more:

1. <http://www.globalccmcluster.org/system/files/publications/Retreat%20Report%20NHA%2005%2003.pdf>
2. <http://www.globalccmcluster.org/system/files/publications/CMToolkit%202015%20compressed.pdf>

### Technical support

<http://www.globalccmcluster.org/global-support-field> lists important support options, such as Surge capacity but there are no links on the page for a user to find out more. “Contact us” at the bottom of the page takes the user to <http://www.globalccmcluster.org/contact-us> which gives three possible emails to contact for “more information, or to request training or support”.

### Tools and resources

Clicking on the Tools and resources in the bar menu takes the user to <http://www.globalccmcluster.org/tools-and-resources> with a menu of options, different options are offered in the dropdown on “Tools and resources” one of which is called “CCCM Tools, Templates and Guide Guidelines” but are in fact the “Cluster Coordination Guidelines” (possibly old version).

CCCM publications provides a useful list of publications including MEND, UDOC and CM Toolkit although it is unclear in what order they are presented (random, date, alphabetic etc.).

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<sup>41</sup> Tested on a cheap Samsung not-so-smart phone

Cmtoolkit.org allows users to submit tools and references they would like to share with the rest of the camp management community; these are considered by the administration team and normally be published within 5 working days. There is no comparable feature on [www.globalccmcluster.org](http://www.globalccmcluster.org).

## **Communities of practice**

It is not possible on either site to access or join a community of practice to request peer support.

## **Communication**

There are regular emails sent out with news, vacancies and newsletters see Networks but there is no sign-up feature on [globalccmcluster.org](http://globalccmcluster.org). The same items are shared on social media and ReliefWeb.

# Annex G. E-learning

## UNHCR online CCCM course

### Overview

UNHCR has developed an online CCCM course with five modules for Cluster Coordinators and others involved with IDPs. Each module has learning objective.

The course can be accessed through UNHCR's learning platform and is only available to UNHCR staff members.

Module		Objectives
1	Humanitarian Reform and Cluster Approach	4
2	Roles, Responsibilities and Coordination in CCCM	3
3	Principles and Approaches in CCCM	3
4	Camp Life Cycle	5
5	Information Management	3
<b>Total</b>		<b>18</b>

The course is essentially self-study of selected text and documents and the guidance note suggests that it will take about 5 hours to complete.

At the end of the course, participants are invited to take a test where they have to answer at least 16 out of 20 questions correctly in order to pass. The 20 questions are selected randomly from a list of 34 questions. Participants are allowed three attempts to pass the test.

As of 11.06.2015, 610 participants had signed up for the course of which 180 had completed the course and a further 2 were pending evaluation.

An evaluation has been undertaken with participants and the results are broadly encouraging with 90% or more of the 192 respondents agreeing or strongly agreeing with the statements that:

- The program materials helped me to clearly understand the subject matter
- The program delivery method(s) were effective to enable my learning.
- The program is directly relevant to my work.
- The program is important for my professional success/career.
- The program provided me with new information.
- The program was worth my time.
- I intend to apply in my job what I learnt in this program.

This figure dropped to 80% however for the statement

- The program challenged me intellectually.

96% of respondents would recommend the course to others.

Many respondents also added comments although it unclear whether these have been analysed in any detail nor is it clear whether the evaluation as a whole will lead to any changes in the course.

## Evaluator's comments

1. The modules are generally well written although some areas could be tightened up, there is some repetition between modules and the learning objectives could be SMARTer.
2. The read and test model is good for knowledge but not necessarily motivation, attitudes and skills which are equally important, especially in the cluster approach
3. It is not clear who the target participants are, yes UNHCR staff, secondees etc. but what level of experience etc. particularly in regard to refugee camps?
4. I would suggest the focus should be on:
  - a. What the cluster approach means for UNHCR especially in terms of differences with their "day job" of refugees – there are some hints but could be more explicit
  - b. Ditto for camp administration / coordination / management – again some hints
  - c. Specific challenges of the cluster approach – primarily in my view that the country lead has a lot of responsibilities and even more partners but very limited power – also more a focus on practical tips rather than "in the perfect world" check lists (easy to say something is essential but what happens when it is also impractical / simply not going to happen!)
  - d. Similarly specific challenges of CCCM cluster – again with practical hints
5. I have not checked against the CCCM toolkit – a long exercise and therefore outside the scope of this evaluation but I could imagine more cross referencing and even going as far as having some questions on material in the toolkit...
6. The e-learning course was mentioned by one key informant who said that it had been a useful briefing for his assignment as a cluster coordinator, a role for which he had had no training.

## Conclusion

- The course can reach a wide audience at low cost, and provides useful knowledge on the "what" of CCCM but little on the "how".
- Further development would be useful, drawing on participant feedback and evaluator's comment above.
- Possibly most useful as a requirement for participation in a training workshop or part of a blended course rather than a standalone training.

## NRC online CCCM course

### Overview

NRC in cooperation with IFRC, and with the endorsement of the CCCM cluster has developed a CCCM e-learning course (Coordinación y gestión de alojamientos temporales) and toolkit for Central American countries.

NP led the development of the course and feels that it is better to have someone with in depth CCCM training experience to develop such a course and learn about e-learning in the process rather than the other way around. The course was developed in a relatively short time (starting in May with first course in the following September) with NP drawing on her knowledge of the cluster rather than relying on the direct input of the cluster which would have slowed the process. UNHCR has expressed interest in the course.

The target audience is camp managers (mainly for collective centres) who are normally from national authorities, the Red Cross and other auxiliaries rather than a cluster.

The course was developed from the global training package and the CM toolkit, and includes videos, assessed tasks (some collaborative and some individual), and presentations using Webex. The course is designed to be interactive, has a focus on management and includes practical exercises.

The course language is Spanish and it is hosted on the Red Cross's learning platform in Panama <http://campuscruzroja.org>. Natalia Pascual is the course leader. An English version is being developed for Caribbean countries.

## Modules

The course has 8 modules and participants are expected to participate in 1 module/week over a nine week period which includes 1 week to wrap up.

Module 1: Introduction to the coordination and management of temporary accommodation

Module 2: Roles and Responsibilities

Module 3: Protection (international legal framework and protection at work)

Module 4: Participation

Module 5: Coordination and information management

Module 6: Standards and temporary housing design

Module 7: Care and Maintenance

Module 8: Close and durable solutions

The course is advertised through Regional ReliefWeb etc. They received 80 applicants for the first course. The second course was targeted and the third will be targeted on IOM staff.

As of 7<sup>th</sup> September two courses had been run and a third was in progress. Participants are assessed at the end of each model and if they do not pass/complete assignments or contribute to forum discussions, they do not receive a certificate. Each completed course had 25 participants. 15 (60%) and 14 (56%) participants successfully completed the first and second courses respectively.

## Challenges

- Participants are busy people so making the time available is challenging.
- Budget: NP prepared material and is a resource person (not budgeted against this but would normally cost USD6-7k), consultancy runs each course for USD 650 per participant max 25 and IFRC host on their platform and pays consultancy
- The course relies very much on NP, they are engaging with IFRC Costa Rica learning centre so that they can take role
- Revising and updating is expensive for the interactive summary but other areas easier,

# Annex H. Interview form

The following is a sample as used for Cluster Coordinators

## K1. Introduction

- Date:
- Time:
- Place:
- Interview: Check time available, semi-structured
- Capacity development: See handout
- Evaluation: See handout
- Evaluator: See handout
- Key informant: ask / check for business ecard / signature
- Name:
- Position:
- Organisation:

## K2. About them

- Including countries where they have been cluster coordinators (CCCM and other)

## K3. Open question

- If someone mentions CCCM capacity development/building, what comes to mind immediately?

## K4. Strengths and weaknesses

- In your experience what are the main strengths and weaknesses of the CCCM country clusters you have encountered in terms of their capacity to “provide equitable access to services and protection for displaced persons living in communal settings”
- Are the greatest capacity gaps at the level of:
  - The environment (laws, regulations, humanitarian architecture, the way organisations work together etc.)
  - Organisations involved (vision, mission, mandate, resources, management etc.)
  - Individual involved (motivation, attitudes, skills or knowledge, availability etc.)

## K5. Strategy and action plan

- Have you developed strategy and action plans to address areas of perceived weakness? (In other clusters/sectors if not in CCCM)
- What were / are/should be the principle components of this/any strategy and action plan?

## K6. Progress

- Any impressions on progress? Main successes and challenges

## K7. Global support (roster deployments)

- Over last 10 years nearly 200 CMC/CCCM/ToT courses in some 50 countries!
- Do you have any experience / impressions / views on this support and its direct and indirect impact?
- Directly: Participants learning and impact on their work

## K8. Indirectly:

- What other initiatives have they inspired

## **K9. Global roster**

- These CM/CCCM/ToT trainings were facilitated by trainers from the global CCCM roster.
- Do you have any experience / impressions / views on the roster capacity approach in terms of relevance, efficiency, impact and sustainability?

## **K10. Impact of training**

- Training often forms part of or indeed is the default in capacity development strategies, but measuring impact of training can be challenging!
- Do you have any suggestions/experience on how impact can be measured?

## **K11. Global support**

- Apart from the global CCCM roster and the training courses they have run (see above), What other support (if any) should the Global CCCM provide to further develop CCCM capacity?

## **K12. Elephants**

- Any elephants we have not touched on?

## **K13. Three bullet points**

- Three bullet points you feel important coming out of our discussions.

## **K14. Questions**

I have asked a lot! Do you have any?

Many thanks for taking the time to contribute to this evaluation!

# Annex I. Field visits

## Itinerary

The evaluator travelled to Manila, the Philippines on 20th June returning on 28th June 2015. He spent two nights in Tacloban, the worst affected town during Typhoon Haiyan/Yolanda.

The evaluator travelled to Juba, South Sudan on 11<sup>th</sup> July returning on 19<sup>th</sup> July 2015. His planned itinerary included a trip to Minkerman but this had to be cancelled due to difficulties with internal flights. He visited one Protection of Civilian IDP camp near Juba and another IDP camp in Juba itself.

## Methodology

The methodology for both field visits focused on interviews with key informants identified in consultation with the host country office (IOM for the Philippines and UNHCR for South Sudan) and complemented by the review of a limited number of key documents.

The interviews were semi-structured and guided by an interview form developed in consultation with IOM & UNHCR in Geneva. The actual questions asked were tailored to the interviewee, their context and experience, and responses to earlier questions.

Interviewees received a one page briefing document with the request for the interview.

In the introduction it was emphasized that:

- the aim of the evaluation was to evaluate the CCCM Global Cluster's capacity development support to country offices and partners, rather than the capacity development efforts undertaken by partners in the countries visited although these of course came up in discussions.
- the aim of the field visits was to develop case studies to demonstrate the challenges in capacity development and how the global CCCM might contribute to such development.

## Philippines field visit

### Debrief with Marco Boasso, IOM, Chief of Mission

#### Working environment

Laws and policies are in place for managing displacement but there remains a split between the national and provincial level – MB: need to mitigate!

#### Organisations

##### DSWD

- + has a clear mandate and are committed,
- + the leadership is respected and effective,
- They do however lack resources and their mandate is limited to preparedness to respond and response, rather than preparedness and response
- + Are developing an ERT and seeking to learn lessons – important to support

##### IOM

- + Have a long-term and supportive relationship with DSWD which is valued by both organisations
- Have to rely on project funding which is often short term

##### Local Government Units

- ± Commitment of Governors and Mayors – need to accept reality?
- Politicisation of assistance – need to accept reality?

### **Individual level**

- + Government is now focusing capacity building at the LGU/Barang level - MB: Important to develop capacity at this level
- + IOM has a committed team

### **Global support**

- + Appreciated.....
- ..... But lack local knowledge
- + Government needs are very specific – support has to be demand rather than supply driven e.g. standards & cluster coordination training

### **Philippine training packages and project design**

- ? Not probed

### **Global – National exchange**

- UDOC?
- Protection?

Idea floated but not discussed in detail

### **Impact of training**

- No magical solution especially within short term projects
- Importance of lessons to be learned identified in after action reviews and built into work plan

### **ToT roll out strategy**

- Challenging!

## South Sudan field visit

At the end of the South Sudan field visit the evaluator had debriefings with:

- CCCM cluster partners
- Ahmed Warsame, UNHCR Representative

### Debrief with CCCM cluster partners

#### Date & location

17<sup>th</sup> July 2015, UNHCR compound Juba

#### Participants

Carolina Mansur (CM)	IOM
Hans Christen Knævelsrud (HCK)	UNHCR
Katheryn Ziga (KZ)	ACTED
Mika Mugogo (MM)	NRC
Mustapha Koroma (MK)	UNHCR
Tim Foster (TF)	Consultant

#### Thanks

- To the CCCM cluster for their time and engagement
- Charis for making my visit possible by obtaining that all important entry permit
- Hans for being my handler during the visit.
- UNHCR for hosting me and providing such excellent logistic support

#### Outline

- Share my headlines
- Your comments, suggestions & corrections.

#### Headlines

##### Reminder “Context is everything”

- Global theory useful to provide a framework and initiate discussion, but practical solutions are context specific
  - Country specific: headlines in Philippines and South Sudan very similar – detail is completely different!
  - Architecture specific: integrated specifically in South Sudan, Government in charge in Philippines
  - Site specific: from POC to dispersed
- Challenges of cluster architecture - general
  - Integrated mission – (priorities of SRSG and decisions sometimes at DPKO NY level)
  - Multiplicity of actors – as always!
  - Reporting lines only meet at the strategic (HCT) rather than operational level
  - Double hatting (possible conflicts of interest) but also alternative architectures (UNHCR Classic vs. Cluster)
- CCCM challenges
  - Same “level” as other clusters in IASC cluster architecture
  - CCCM has to coordinate by consent implies investment in relationships and negotiation skills (for example cannot impose indicators for monitoring and reporting - MK)
  - Caught between humanitarian agencies and UNMISS (for example negotiating on ex-combatants CM)
  - Relation with OCHA inter-cluster coordination role and CCCM coordination role (MK)?

- Name! Significant case load outside camps. CCCM or OCHA? DTM important for all displaced with differing levels of need and therefore assistance less

### **Capacity development defaults to training, other issues affecting capacity:**

- Addressing cluster architecture (asking for an organogram always got a laugh!)
- UNMISS as CA, UN police in POCs but no judiciary, challenging role for RRP
- Weak RRC
- Difficult recruitment of experienced CC / CM
- High turnover of staff often without handover

We may not be able to overcome some of these – but can we mitigate?

### **Global cluster support to date**

- Training
  - Appreciated but even more contextualisation important
  - Challenge of field delivery – participants looking for solutions not theory (but need to cover the basics all the same- CM)
  - Role of training to find those solutions?
- Resources
  - Appreciated but have to be contextualised (and findable!)

### **Global cluster support in future**

- “Classic” Training – possibly but see issues above
- Need for refresher ToT for NRC CD project staff raised (MM) – NRC SS to discuss with NRC HQ
- Alternatives to training?
  - Induction for new cluster staff
  - On the job training / mentoring
  - Meetings e.g. Mahad handover
  - Workshops – facilitated meetings for CMs (involving neighbouring countries with similar issues e.g. CAR MM)
  - Resources?
    - Both directions: global to country and country to global
    - Horizontal – peer to peer – country to country
  - CCCM web site
    - Improve visibility of resources already up there!
    - Who to contact for support guide! E.g. community engagement (CM)

### **Assessing impact of training (and other capacity developing work)**

Currently

- Output level only (globally!)

Future?

- Avoid trying to be too clever / complicated – don’t be afraid to use judgement and take responsibility
- Ensure tight fit within overall CCCM strategy (problem before solution)
- Invest in participant selection and contextualising training – this takes time!
- Follow up on training – still in sector and useful – feedback into future training
- Impact – as part of cluster in general – focus on high level “Providing equitable access to services and protection for displaced persons living in communal settings”

### **Comments and suggestions**

- Included above with initials as appropriate.

## Debrief with Ahmed Warsame, UNHCR Representative

### Thanks

- UNHCR for hosting me
- Hans for his support in setting up and supporting an excellent programme.

### Headlines

- Reminder “Context is everything”
  - Country specific
  - Site specific: from POC to dispersed
  - Global theory useful to initiate discussion, but practical solutions are context specific
  - Challenges of cluster architecture - general
    - Integrated mission
    - Multiplicity of actors
    - Reporting lines only meet at the strategic rather than operational level (HCT)
    - Double hatting
  - CCCM challenges – same level as other clusters
    - Coordination by consent implies investment in relationships and negotiation skills
    - Relation with OCHA inter-cluster coordination role?
    - Name! Significant case load outside camps. CCCM or OCHA?
- Capacity development defaults to training, other issues affecting capacity
  - Addressing cluster architecture
  - UNMISS as CA, police but no judiciary, weak RRC
  - High turnover of staff without handover
- Global cluster support to date
  - Training
    - Appreciated but even more contextualisation important
    - Challenge of field delivery – participants looking for solutions not theory
    - Role of training to find those solutions?
  - Resources
    - Appreciated but have to be contextualised
- Global cluster support in future
  - “Classic” Training – possibly but see issues above
  - Alternatives?
    - Induction for new cluster staff
    - On the job training / mentoring
    - Meetings e.g. Mahad handover
  - Resources?
    - Both directions
    - Horizontal – peer to peer
- Assessing impact of training
  - Output level currently
  - Ensure tight fit within strategy (problem before solution)
  - Invest in participant selection and contextualising training
  - Follow up on training – still in sector and useful – feedback into future training
  - Impact – as part of cluster in general – “Providing equitable access to services and protection for displaced persons living in communal settings”

## Programme

### CCCM Impact Evaluation Consultant

12-17<sup>th</sup> July 2015

Participant	
Consultant	Tim Foster - External Impact Evaluation Consultant, Global CCCM Cluster's Capacity Building, Email: tim_foster@bluewin.ch, Cell: +41 79 712 5243

#### DAY 01: Sunday, 12 July 2015

Schedule	Activity	Location	Remarks
09:40	<b>Arrival</b>	Juba Airport	1 UNHCR Vehicle to Pick-up
Approx 11:20	<b>Travel to Hotel</b>	Sally Port Lodge	UNHCR to facilitate
13:00 - 14:30	<b>Lunch</b>	Tulip Hotel	Open for everybody who would like to join

#### DAY 02: Monday, 13 July 2015

Schedule	Activity	Location	Remarks
08:00	<b>Travel to UNHCR Office</b>		UNHCR bus shuttle from UNHCR guesthouse Topping
08:20 – 09:00	<b>Briefing on itinerary for the entire visit</b>	UNHCR Compound	Briefing will present the CCCM program and the contextual structure present in South Sudan and the persons to meet during the visit.
09:00 – 10:00	<b>Security Briefing with FSA</b>	UNHCR Compound	Field Security adviser will give overview of country security profile including POC area in Juba and in Mingkaman
10:15 – 10:45	<b>Meeting with Representative UNHCR</b>	UNHCR Compound	Ahmed Warsame
11:00 – 11:45	<b>Meeting with acting head of OCHA</b>	OCHA Compound	Esteban Sacco
12:00 – 13:30	<b>LUNCH</b>	Flip Flops (near Wamp)	
13:45 – 14:45	<b>NRC Program Director</b>	NRC Compound	Carina Vedvik – Program Director, NRC
15:00 – 16:00	<b>Cluster Coordinators Focal Trainers</b>		Katheryn Ziga - ACTED Hans Christen Knaevelsrud– UNHCR Carolina Mansur - IOM Charis Galagara- IOM Helen Culon Omana– NRC Janet Ismail- NRC
16:00 – 17:00	<b>Cluster Coordinator Acted</b>	UNHCR New Conference Room	Katheryn Ziga - ACTED
17:00 – 17:30	<b>De-brief for the next day activity</b>		Hans Christen Knaevelsrud
17:30	<b>Back to Hotel</b>		UNHCR bus shuttle from UNHCR HQ

**DAY 03: Tuesday, 14 July 2015**

Schedule	Activity	Location	Remarks
08:30	<b>Pick-up to Hotel</b>		NRC to pick-up
08:30 - 09:00	<b>Travel to UN House</b>	POC1	Hannah Curwin (ACTED) with Lul ? (NRC) to select Community Leader in POC1 and UNMISS rep
09:00 – 09:30	<b>To go around POC1 &amp; 3</b>		Just to have a feel of how POC1 & 3 set up. Ensure to have ID's & Passport
<b>10:00 – 12:30</b>	<b>Interviews to: Camp Manager POC1 Community Leaders</b>		Hanna Curwin with Lul ?to select Community Leader in POC1 and UNMISS rep
12:30 – 13:00	<b>Travel back to Juba</b>		
13:00 – 14:00	<b>LUNCH</b>	UNHCR Canteen	
14:00 – 15:30	<b>Meeting the Training Participants</b>	UNHCR Compound	Waiting for Carolina Mansur/Helen Culon Omana to suggest participants Kathryn Ziga Madeleine Walder Hannah Curwin Mary Langan
15:30 – 16:30	<b>Meeting the CCCM State Focal Person</b>	UNHCR Compound	Madeleine Walder
16:30 – 17:00	<b>De-brief for the next day trip to Mingkaman</b>	UNHCR Compound	Helen Culon Omana
17:00	<b>Back to the Hotel</b>		UNHCR bus shuttle from UNHCR HQ
18:00 – 19:00	<b>Meeting with State Focal Point for Unity State</b>	UNHCR Guesthouse Tompson	Martha Kow-Donkor

**DAY 04: Wednesday, 15 July 2015**

Schedule	Activity	Location	Remarks
08:00	<b>Travel to UNHCR Office</b>		UNHCR bus shuttle from UNHCR guesthouse Tompong
09:00 – 11:00	<b>Meeting the CCCM Team of NRC</b>	NRC	
11:00-12:00	<b>Meeting with UNHCR and talk about impact indicators</b>	UNHCR Compound	Mustapha Koroma
12:00 – 13:00	<b>Lunch</b>		
14:30 – 15:30	<b>Attending CCCM cluster meeting</b>	OCHA Compound	Try to arrange with DRC
17:00	<b>Back to Hotel</b>		UNHCR bus shuttle from UNHCR HQ

**DAY 05: Thursday, 16 July 2015**

Schedule	Activity	Location	Remarks
08:00	Travel to UNHCR Office		UNHCR bus shuttle from UNHCR guesthouse Tomping
09:00 – 11:00	Visit Mahad and talk with PIN	Mahad	Martina Voháňková from People in Need (PIN)
12:00 – 13:00	Lunch		
14:15 – 15:00	Debrief with UNHCR representative and deputy	UNHCR Compound	Ahmed Warsame and Ajit Fernando
15:30 - 16:30	Meeting acting cluster lead UNHCR	UNHCR Compound	Hans Christen Knaevelsrud
17:00	Back to Hotel		UNHCR bus shuttle from UNHCR HQ

**DAY 06: Friday, 17 July 2015**

Schedule	Activity	Location	Remarks
07:45	Travel to DRC		Take taxi from hotel
08:00 – 09:00	Meeting with DRC	DRC Compound	Patrick Phillips
	Lunch		
11:30	Leave for UNMISS	UNHCR Compound	
12:00 - 13:00	RRP/UNMISS		Klem Ryan, Second Floor, Building 3, UN House
14:00 – 15:00	Lunch	UNMISS	
15:30 – 16:30	Debriefing with CCCM Team (ACTED, IOM, NRC & UNHCR)	UNHCR Compound	
17:00	Back to Hotel		UNHCR bus shuttle from UNHCR HQ

**DAY 07: Saturday, 18 June 2015**

Schedule	Activity	Location	Remarks
	Open space		
14:25	Pick up from Hotel	Juba	1 UNHCR Vehicle to Pick-up
16:25	Departure	Juba Airport	

**DAY 08: Sunday, 19 June 2015**

Schedule	Activity	Location	Remarks
08:25	Pick up from Airport	Geneva	
08:55	Arrive	Home!	

# Annex J. Briefing paper for CCCM phone call

## 23.07.2015

### CCCM capacity development evaluation

#### Looking back

- Focuses on the impact of the nearly 200 CCCM and CMC training courses run with the support of the CCCM global cluster partners in 50 countries over the last 10 years.

#### Looking forward

- the evaluation explores how best to measure the impact of capacity development efforts, and seeks to identify the range of CCCM capacity development strategies which partners feel would be most effective in the future and more specifically the support they would like from the Global Cluster.

#### Capacity development

In this evaluation, capacity of the system as a whole to “Provide equitable access to services and protection for displaced persons” is considered at three levels

- operating environment (the legal framework, humanitarian architecture etc.)
- organisational level (mandates, funding etc.);
- individual level (competencies etc.).

#### Methodology

The evaluation relies heavily on interviews and surveys of key informants including CCCM cluster partners at the global and country level, CCCM cluster coordinators, and participants and trainers of past training events.

The evaluation includes 2 case studies of country operations; the first took place in the Philippines from 20<sup>th</sup> to 28<sup>th</sup> June, and the second in South Sudan from 11<sup>th</sup> to 19<sup>th</sup> July.

#### Main points arising (two case studies plus initial interviews)

##### Training courses (global trainers)

- Generally appreciated but don't default to training, other alternatives may be equally or more effective – more later
- ToT roll out strategy appealing for scale but also challenging
- Greater investment required in participant selection to have any chance of impact
- Contextualisation and on site preparation are essential (Strong to weak government, POC to Evacuation Centres)
- Global to local – theory to practice – the what to the how (and dragged into solutions)
- Need to do better than using output (number of participants and whether they enjoyed the course) as a proxy for impact

##### Relationships

- Foundation of success from IOM and DSWD in PH to CCCM & UNMISS in SS

## Funding cycle

- Short term funding –long term issue

## Global resources

- Appreciated but need to be contextualised and findable and contextualised

## Technical support

- Unless you know people in Geneva, difficult to access

## Humanitarian architecture

- Cluster – CCCM vs OCHA for coordination -Where do reporting lines meet?
- Integrated missions present a particular challenge and may become more common

## Name

“Camp” in CCCM does not work

- Philippines –a camp is either military or rebel
- South Sudan –pulls attention away from the majority outside camps

## Looking to the future

### Impact of training course

- Avoid trying to be too clever / complicated
- Ensure tight fit within overall CCCM strategy (problem before solution) – and make sure there is a strategy
- Invest in participant selection and contextualising training – this takes time! Plans of action before course?
- Follow up on training some months later– still in sector and useful – feedback into future training
- Impact – as part of cluster in general with focus on high level “Providing equitable access to services and protection for displaced persons living in communal settings” and if not why not

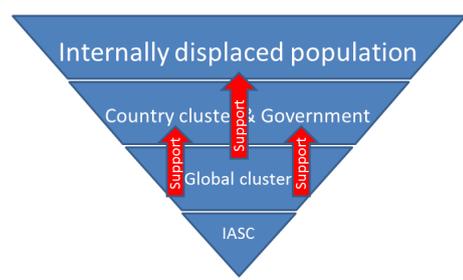
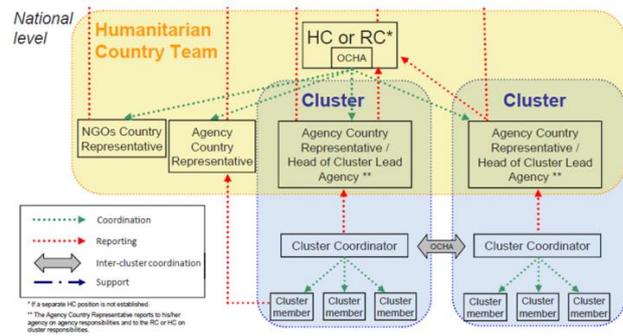
### Global cluster support

- “Classic” Training – possibly but see issues above – also demand driven not supply driven
- Promote and support alternatives to training
  - Advocacy DPKO
  - Addressing cluster architecture
  - Supporting national architecture development
  - Cluster involvement in DM, not just DR in high risk countries
  - In country induction for new cluster staff
  - On the job training / mentoring (DRC in face high turnover and difficult recruitment)
  - Workshops – facilitated meetings for CMs at country level (their agenda, external facilitation)
  - Meetings e.g. handover from PIN to communities
- Resources and discussions (e.g UDOC & Protection)?
  - Both directions: global to country and country to global
  - Horizontal – peer to peer – country to country
- CCCM web site
  - Improve visibility of resources already up there!
- Dedicated help desk

# Annex K. CCCM global retreat, Geneva 13 & 14.10.2015

PowerPoint slides used to support presentation by TF at the global retreat with voting sheet by participants

## PowerPoint slides

 <p><b>CCCM retreat</b> Geneva, 13<sup>th</sup> &amp; 14<sup>th</sup> October 2015</p> <p><b>Capacity building evaluation</b> Tim Foster</p>	<p><b>CCCM mission</b></p> <p><i>To ensure equitable access to services and protection for displaced persons living in communal settings, to improve their quality of life and dignity during displacement, and advocate for solutions while preparing them for life after displacement.</i></p> 
<p><b>Whose capacity?</b></p> 	<p><b>2004</b> Emerging findings</p> <p>A roster of highly professional trainers</p> <p>But are we developing the next generation?</p> <p>Participant selection Context</p> <p>But did we always invest accordingly?</p> <p>4,000+</p> <p>A missed opportunity?</p> <p>Best option or default?</p> <p>What</p> <p>How?</p> <p>Outputs rather than outcomes</p>
<p><b>Emerging recommendations</b></p>  <p><b>Future</b></p> <p>Capacity building</p> <p>Strategy</p> <p>Action plan</p> <p>Team competencies</p> 	<p><b>Operating environment</b></p>  <p><small>* If a separate HC position is not established. ** The Agency Country Representative reports to his/her agency or agency responsibilities and to the RC or HC on cluster responsibilities.</small></p>

## Organisational

Develop clear and concise messages on CCCM cluster's **role** and **value**



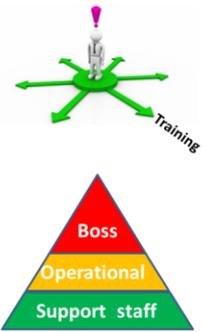
Base messages on a shared understanding of the cluster's role, consider:

- The four strands of disaster management;
- Full range of types of displacement settings;
- Where role is possibly direct or indirect;

Check for potential **gaps & overlaps!**

## Individual

- **Capacity building**
  - Consider all options
  - Consider all levels
- **Where training is the preferred option**
  - Invest heavily in participant selection, and in tailoring courses to meet their needs and context
  - Be realistic about outcomes
  - Follow up with participants after course to embed training etc.



## Individual

- Anticipate inexperienced recruits and high turnover
- Consider building CCCM community
- Build cluster coordination capacity (with other clusters?)



## Individual

**Advice:** Who to ask?  
**Resources:** Where to find?



## Voting sheet

C.B. Recommendations	Does this resonate with you?		
	X	?	✓
1. Develop clear messaging on CCM's role <u>and</u> value	2	1	7
2. Clarify how CCM fits into the humanitarian architecture	1	2	7
3. Embed Capacity Building in CCM strategy, action plan & team competencies	0	1	9
4. Address capacity building at all levels, not just operational staff.	0	1	9
5. Value Training workshops but also consider other C.B. options	0	2	8
6. Invest in participant selection & contextualising content	0	1	9
7. Include not only "what" is CCM but also "how" to do it	0	1	9
8. Focus on impact <del>and</del> indicators of the cluster and then judge capacity building contribution	0	1	9
9. Maintain & develop training (CB?) roster to meet emerging trends	0	2	8
10. Build a CCM community of practice - practitioners, participants & trainers	0	1	9
11. Build CCM Cluster Coordination capacity (with other clusters?)	0	2	8
12. Facilitate timely access & sharing resources & support	0	1	9

# Annex L. CCCM cluster training database

## Introduction

In 2009, the CCCM cluster setup an Excel spreadsheet database to record relevant information of CCCM training events globally.

The database provides information about CCCM training events (training context, type, host organization, dates, location), participants (name, sex, position, duty station, contact details) and trainers (name) since 2005.

This information is collected by CCCM roster trainers who are deployed on global assignments. The CCCM roster trainers have the responsibility to register the training data in a standardized format (excel sheet), and share it with the Global training coordinator who will enter it into the global database.

Today, there are more than 4000 persons in the database who have attended nearly 200 training events as participants and/or trainers, or who have commissioned training, see table.

Participant	Trainer	Commissioner	Number	%
✓	x	x	4195	96.7%
✓	✓	x	84	1.9%
x	✓	x	34	0.8%
x	x	✓	9	0.2%
✓	x	✓	10	0.2%
✓	✓	✓	6	0.1%
x	✓	✓	2	0.0%
		<b>Total</b>	<b>4340</b>	<b>100%</b>

The database is currently used primarily for annual reporting to the cluster and donors.

## Major challenges

There are a number of challenges which make it both difficult and time consuming to produce accurate and comprehensive reports. These same challenges inhibit the use of the database for other purposes (discussed later in this paper) and include the following.

### Obligation to submit data

As mentioned above, the trainers are responsible for submitting the required data for each course to the Global training coordinator. The coordinator however has no means of ensuring that this data is submitted other than through personal contact and negotiation. This can take time and gives no guarantee that the data is received.

### Data validation

The CCCM database does not have a set of validation rules to ensure that the data is submitted and entered correctly and consistently. Common examples of mistakes which arise and cause difficulty in data analysis and reporting include:

- Names of participants and trainers entered in different formats such that it is unclear if it was the same person who attended several courses (e.g. is “Jonathan S Smith”, “Smith Jonathan” and “Joe Smith” the same person?)
- Email addresses entered with spaces or even without an “@”

- Names of countries, sometimes as an acronym, sometimes in full and sometimes in different languages (e.g. “DRC” vs. “Democratic Republic of the Congo” vs “République démocratique du Congo”)
- Data submitted in non-standard formats or with data entered in the wrong place (e.g. “IOM” entered under “Type of agency” rather than “Name of agency”)

## Data cleaning

Without data validation, the Global coordinator has to spend considerable time cleaning the data before and/or after entering it into the database in order to produce accurate reports.

## Database design

The actual database design has its own limitations as it does not allow for producing reports, graphs, tables, charts.

Managing and sharing data is currently a cumbersome process that requires a great deal of time and energy to analyse the information, transfer and process it in a different format, etc.

## Database access

The only holder and user of the CCCM database is the Training Coordinator. The spreadsheet design does not allow for setting up permissions for others’ to use it (view, edit, analyse, produce custom reports etc.).

## Further opportunities to exploit the database

### Evaluation

As stated above the database has up to now been used primarily for annual reporting. The current evaluation of the Global cluster’s capacity development work over the last ten years has however identified the value of this database as an evaluation tool. The evaluation has also highlighted the challenges detailed above in regards to incomplete and inconsistent data<sup>42</sup>.

### Community of practice

As stated above the database includes over 4000 people who have participated in CCCM training courses. This is potentially an important resource for the cluster in terms of:

- Recruitment particularly in a sudden onset crisis simply by emailing out vacancy announcements
- Research in terms of for instance confirming the most important issues facing the sector
- Input to reviews of publications, again inviting comments by email
- Advocacy, sharing brief updates on key issues could lay the groundwork for instance in widening the vision away from camps alone.

## Options for developing the database

The CCCM training database is the most important source of training related information of the global CCCM cluster. In order to be more consistent, functional, and provide more value to their users, the cluster should consider investing in the development of the database to make more effective and efficient use of this data.

Three broad options are considered here:

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<sup>42</sup> Cleaning the data sufficiently for the current evaluation has entailed several weeks’ work

- Maintain current system with only minor improvements
- Develop current system using freely available software
- Develop a customized database

### **Maintain current system with only minor improvements**

This option would reduce the Global cluster coordinator's workload and facilitate the preparation of annual reports.

It would not facilitate future monitoring and evaluations, nor would it facilitate the development of a community of practice.

Minor improvements could include:

- Developing data entry forms with validation features (noting however that not every trainer will have the same type of computer hardware and software which can frustrate validation)
- Clarifying contractual responsibility and where necessary enforcing the timely submission of course data in the required format and level of detail

### **Develop current system using off the shelf/free software**

This option would represent a compromise between the first and third options, and provide less functionality albeit at a lower cost. Further research would be required to establish whether this trade off would be worthwhile.

### **Develop a customized database**

This option should facilitate annual reporting, longer term monitoring and evaluation, and the development of a community of practice.

Suggested characteristics of the software<sup>43</sup>:

- Relational database
- User friendly design that allow for analysing data without profound technical knowledge (intuitive)
- Allow for various users to enter data with access- control security (permissions)
- Online and offline functionality for users
- Allow for data validation (setup validation rules)
- Add-in functionalities for reporting, graphing, developing tables and charts
- Ability to store documents (PDF, Word, excel sheets): file management system
- Add in an interactive dashboard
- Allow for transferring the information from Excel spreadsheets

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<sup>43</sup> Natalia, we could develop this section further into almost a mini specification

# Data

## Completeness

The following table shows the percentage of people records for which data existed against each data field

Data field	%
Title	0.6%
Name	97%
Nickname	0.2%
Gender	91%
Organisation name	93%
Organisation type	97%
Position	78%
Contract status	37%
Address	0.2%
Town	69%
County	0.04%
Region/ State	3.3%
Country	83%
Email01	59%
Email02	3.9%
Email03	0.3%
Phone	0.7%
Skype	0.02%

# Annex M. First International Forum on Humanitarian Online Training

The evaluator participated in this forum which was held on 12.06.15 and organised by the University of Geneva. The following is the evaluator's feedback on the forum.

Dear Jennifer and Jade,

As planned I attended the forum on Friday.

Headlines:

- Well-attended
- Interesting speakers
- Available online in due course <http://www.unige.ch/formcont/ifaholt/homepage.html>
- Format throughout day did not vary – presentation and questions – but good breaks for networking

Main points I took away

- Wide range on offer – from self-study and online test (similar to UNHCR CCCM package) through courses with range of different elements (self-study, tutorials, webinars, etc. similar to NRC CCCM package) through to blended courses (online & fact-to-face mix)
- There are platforms/software which can provide the technical aspects (e.g. DisasterReady.org and Moodle) for others to use for their content
- Online training has challenges but rather like concerns about cash and vouchers, on inspection they can be managed/mitigated and are in the final analysis no greater than for other forms of training.
- Online training has advantages – especially scale (if you go for MOOCs) and/or penetration (able to reach people who otherwise you may not get to a traditional course), also delivering training in context (challenge for content but also participants may apply immediately)
- Laptop – tablet – smartphone – dumb phone – which do you design for? Lots of talk of the opportunities offered by 3G access spreading – also people looking at how to post to forums from dumb phones – so again challenges which will be overcome rather than killer problems
- Web access – if poor, work around solutions have been found (courses on USB sticks and presumably something like Dropbox to download as and when connection available)
- One speaker had delivered very similar course face-to-face and online – he felt that the level of engagement was greater on the latter (participants reflecting, researching etc.)
- Lots of talk of trainers moving towards facilitators of learning (not unique to online?)
- Lots of talk of the value of creating networks among participants
- Measuring impact (I asked several questions!) – similar challenges to face-to-face but possibly also some opportunities (data collection on inscription, auto follow up some months later not only for impact but also to reinforce learning etc.) – cheating played down
- Examples of tools: <http://assembl.org/> <http://www.frontlinesms.com/>
- Example of follow up questionnaire 8 months after course:
  - Professional situation 8 months after course
  - What did I apply from what I learned?
  - What did I continue to use from what I started implementing during the course
  - What do I do differently better, differently or not anymore?
  - What do I not apply and why? (e.g. working environment does not allow using this competency)
  - What are my new learning needs?
- Possibilities to use national & regional resource people

All in all a useful day and hopefully a forum which will be repeated next year.

Best regards

## Annex N. Participant survey results

P1. Please indicate the year in which you attended your most recent CCCM/CMC course (we will ask about ToT courses later)

### Responses

	English	Cumulative %	French	Cumulative %	Spanish	Cumulative %	Combined	Cumulative %
2005	2	100%	0	100%	0	100%	2	100%
2006	2	98%	1	100%	0	100%	3	99%
2007	1	96%	1	99%	0	100%	2	98%
2008	4	95%	2	98%	0	100%	6	97%
2009	8	91%	2	95%	0	100%	10	94%
2010	8	82%	2	93%	1	100%	11	89%
2011	8	74%	16	91%	1	96%	25	84%
2012	14	66%	2	73%	4	92%	20	72%
2013	22	51%	15	70%	7	76%	44	62%
2014	9	28%	31	53%	6	48%	46	41%
2015	18	19%	16	18%	6	24%	40	19%
Sub-total	96		88		25		209	
I have never attended a CCCM/CMC course	11		1		0		12	
Total	107		89		25		221	

### Evaluator's comments

Reasonable spread over the years with over 50% of respondents attending their last course in 2013 or more recently.

**P2. Thinking about the most recent CCCM/CMC course(s) you attended, do you agree or disagree with the following statements?**

**Responses**

	Agree completely	Agree to some extent	Neither agree nor disagree	Disagree to some extent	Completely disagree	Do not know / does not apply	Total
<b>"The course formed part of a clear strategy and plan to improve camp coordination and camp management"</b>							
English	60	26	5	6	0	0	97
Cumulative %	62%	89%	94%	100%	100%	100%	
French	75	12	0	0	1	0	88
Cumulative %	85%	99%	99%	99%	100%	100%	
Spanish	20	5	1	0	0	0	26
Cumulative %	77%	96%	100%	100%	100%	100%	
Combined	155	43	6	6	1	0	211
Cumulative %	73%	94%	97%	100%	100%	100%	
<b>"The course addressed important participant learning needs to improve camp coordination and camp management"</b>							
English	52	41	3	0	1	0	97
Cumulative %	54%	96%	99%	99%	100%	100%	
French	68	18	0	1	1	0	88
Cumulative %	77%	98%	98%	99%	100%	100%	
Spanish	24	2	0	0	0	0	26
Cumulative %	92%	100%	100%	100%	100%	100%	
Combined	144	61	3	1	2	0	211
Cumulative %	68%	97%	99%	99%	100%	100%	

<b>"I was able to apply what I learned in my work"</b>							
English	45	31	7	7	3	4	97
Cumulative %	46%	78%	86%	93%	96%	100%	
French	50	32	3	2	0	1	88
Cumulative %	57%	93%	97%	99%	99%	100%	
Spanish	11	13	1	0	0	1	26
Cumulative %	42%	92%	96%	96%	96%	100%	
Combined	106	76	11	9	3	6	211
Cumulative %	50%	86%	91%	96%	97%	100%	
<b>"What I learned has had a positive impact on my work"</b>							
English	55	24	13	0	3	2	97
Cumulative %	57%	81%	95%	95%	98%	100%	
French	69	16	1	1	1	0	88
Cumulative %	78%	97%	98%	99%	100%	100%	
Spanish	17	9	0	0	0	0	26
Cumulative %	65%	100%	100%	100%	100%	100%	
Combined	141	49	14	1	4	2	211
Cumulative %	67%	90%	97%	97%	99%	100%	

### Evaluator's comments

Encouraging percentage ranging from 86% to 97% of combined responses agreeing (completely or some extent) with all four statements.

**P3. After the last CCCM/CMC course you attended, have you had a role: (Please select all that apply and consider "camp" in its widest sense of displacement site)**

**Responses**

	English	%	French	%	Spanish	%	Combined	%
In camp administration	20	21%	13	15%	10	11%	43	20%
In camp coordination	48	50%	36	41%	14	16%	98	47%
In camp management	41	43%	29	33%	12	14%	82	39%
In service delivery at the camp level	40	42%	43	49%	6	7%	89	42%
None of the above	24	25%	11	13%	7	8%	42	20%
More than one answer possible!								

**Evaluator's comments**

Respondents could make more than one selection hence percentages add up to more than 100%, but encouraging that 80% of respondents did have a role in CCCM after the course.

**P4. Thinking about the strengths and weaknesses of CCCM/CMC in the context(s) you have worked in, do you think the greatest needs for improvement are at the level of:**

**Responses**

	<b>A: Most important</b>	<b>B: Neither most nor least important</b>	<b>C: Least important</b>	<b>Weighted average (Ax1 + Bx0 + Cx-1)/(A+B+C)</b>
<b>The working environment (laws, regulations, the way clusters, partner organisations and government work together etc.)</b>				
English	38	15	13	+0.38
French	31	16	18	+0.20
Spanish	12	3	4	+0.42
Combined	81	34	35	+0.31
<b>The organisations you have worked for (vision, mission, mandate, funding, human resources, commitment and understanding of the cluster system, management etc.)</b>				
English	12	32	22	-0.15
French	14	31	20	-0.09
Spanish	2	11	6	-0.21
Combined	28	74	48	-0.13
<b>Individuals within the organisations you have worked for (motivation, attitudes, skills or knowledge especially in regard to CCCM/CMC and the cluster approach)</b>				
English	16	19	31	-0.23
French	20	18	27	-0.11
Spanish	5	5	9	-0.21
Combined	41	42	67	-0.17

**Evaluator's comments**

A weighted average of +1 would indicate that all respondents identified a level as the most important. A weighted average of -1 would indicate that all respondents identified a level as the least important. It is interesting to see that participants see needs for improvements at all levels with the priority at the working environment level and very similar but lower levels of need at the organisational and individual level. The current training focuses at the individual level.

**P5. Thinking back to your role in CCCM/CMC since the last course you attended, how would you rate the relative importance of the following modules (taken from the latest global CCCM package with CMC alternative modules in square brackets) in helping you provide equitable access to services and protection for displaced persons. 1 is most important, 5 is least important.**

**Responses**

	English		French		Spanish		Combined		Trainers	
	Average score	Ranking								
<b>Core module 3:</b> Roles and Responsibilities	1.544	1	1.517	1	1.389	8	1.511	1	1.00	1
<b>Core module 6:</b> Coordination	1.596	2	1.700	2	1.111	1	1.578	2	1.41	3
<b>Core module 7:</b> Information Management (includes data collection, dissemination and DTM)	1.643	3	1.700	2	1.333	5	1.627	3	1.41	4
Optional module 13: Safety and Security	1.660	4	1.867	6	1.222	2	1.695	4	1.94	13
<b>Core module 2:</b> Introduction to CCCM [Principles and approaches]	1.702	5	1.733	4	1.722	13	1.719	5	1.47	7
<b>Core module 5:</b> Protection in Action	1.755	8	1.864	5	1.278	4	1.738	6	1.44	6
<b>Core module 8:</b> Participation	1.754	7	1.950	7	1.389	8	1.793	7	1.29	2
Optional module 14: Gender Based Violence	1.741	6	2.000	8	1.333	5	1.803	8	1.94	13
<b>Core module 4:</b> Protection – Legal Framework	1.768	9	2.034	9	1.500	11	1.848	9	1.75	12
Optional module 10: Standards and Settlement Design [Camp design]	1.857	12	2.233	11	1.333	5	1.955	10	1.71	11
Optional module 15: Action Plan or Transfer of Knowledge	1.846	11	2.259	12	1.444	10	1.977	11	1.67	9
<b>Core module 1:</b> Introduction to the course	1.911	13	2.071	10	2.000	14=	1.992	12	1.71	10

Optional module 12: Camp closure and Durable solutions	2.018	14	2.383	13	1.222	2	2.075	13	1.41	5
Optional module 11: Care and Maintenance	1.842	10	2.483	14	1.500	11	2.081	14	1.47	8
Optional module 9: Humanitarian Reform and the Transformative Agenda	2.264	15	2.603	15	2.000	14=	2.380	15	2.81	15

**Please add any modules not included above which you feel would be important to add**

- Camp lay out design and settlement approaches
- Feedback and reporting mechanism (Tools)
- Food distribution and non-food items Water, sanitation and hygiene
- I attended a CCCM workshop a while ago; since then many new policies/strategies have been introduced which should be included e.g. alternative to camps under solutions, RCM in the context of camps, etc.
- I believe Protection in Emergencies is a bigger topic and needed more specialized attention...
- Livelihood, shelter and protection of person with specific needs then Education.
- Mandate and how we link to all above subjects. Mandate is a key of our work and how we should keep it in our mind for good result and achievements during the steps of daily work.
- maybe there is a need to emphasize more on the part of empowering the IDPs towards independent living which could be part of Module 12.
- The course was in 2009. I can't remember the specific modules whatsoever.

**Evaluator's comments**

The modules are ranked in descending order of importance based on the combined sample for trainee respondents with the trainer's ranking added for ease of comparison. Priorities (top four shaded) for the Spanish respondents are somewhat different than the results from the other two groups reflecting possibly the very different context in Central America. There is however broad agreement that Humanitarian reform and the transformative agenda is the least important module.

**P6. Please indicate the year in which you attended your most recent CCCM/CMC ToT course**

**Responses**

	English	Cumulative %	French	Cumulative %	Spanish	Cumulative %	Combined	Cumulative %
2005	2	100%	0	100%	0	100%	2	100%

2006	2	97%	1	100%	0	100%	3	99%
2007	1	94%	1	98%	0	100%	2	96%
2008	1	93%	1	96%	0	100%	2	95%
2009	5	91%	1	94%	0	100%	6	93%
2010	5	84%	3	92%	0	100%	8	89%
2011	7	77%	11	86%	1	100%	19	83%
2012	8	67%	1	64%	1	94%	10	69%
2013	25	55%	4	62%	6	88%	35	62%
2014	3	19%	17	54%	6	53%	26	36%
2015	10	14%	10	20%	3	18%	23	17%
Sub-total	69		50		17		136	
I have never attended a CCCM/CMC tOt course	20		19		8		47	
Total	89		69		25		183	

### Evaluator's comments

Reasonable spread over the years with over 50% of respondents attending their last course in 2013 to date

### P7. After the last course you attended, have you had a role as: (Please select all that apply)

#### Responses

	English	%	French	%	Spanish	%	Combined	%
A trainer for CCCM/CMC	26	38%	7	14%	4	22%	37	27%
A trainer of trainers for CCCM/CMC?	1	1%	3	6%	2	11%	6	4%

A trainer for both of the above	8	12%	1	2%	4	22%	13	9%
Neither of the above?	34	49%	39	78%	8	44%	81	59%
Total	69	100%	50	100%	18	100%	137	100%

**Evaluator's comments**

It is discouraging to see that 59% of respondents had not undertaken any training after attending a ToT.

**P8. How many CMC/CCCM training courses have you helped to run as a trainer since the last course you attended?**

**Responses**

	None	One	Two	Three	Four	Five or more	Total	Average
<b>CCCM training course</b>								
English	2	10	12	3	4	4	79	2.3
French	2	2	5	1	0	1	20	1.8
Spanish	2	0	1	2	2	3	31	3.1
Combined	6	12	18	6	6	8	130	2.3
<b>CMC training course</b>								
English	25	2	5	2	1	0	22	0.6
French	7	2	0	0	1	1	11	1.0
Spanish	NA	NA	NA	NA	NA	NA	NA	NA
Combined	32	4	5	2	2	1	33	0.7
<b>CCCM Training of trainers course</b>								
English	22	8	4	1	0	0	19	0.5
French	4	5	1	0	0	1	12	1.1
Spanish	6	1	2	1	0	0	8	0.8
Combined	32	14	7	2	0	1	39	0.7
<b>CMC Training of trainers course</b>								
English	32	1	2	0	0	0	5	0.1
French	8	1	1	0	0	1	8	0.7
Spanish	NA	NA	NA	NA	NA	NA	NA	NA
Combined	40	2	3	0	0	1	13	0.3

## Evaluator's comments

Average in last column is the average number of courses run although underestimate as calculation assumes five or more is in fact five only to calculate the total in the preceding column. The average varies considerably between language groups and courses. The respondents to this question are those who reported having run at least one course of any type in question 7, so the highest overall multiplier effect would be considerably lower.

## P9. Thinking back to your role in CCCM/CMC training since the latest ToT course, how would you rate the relative importance of the following modules (taken from the latest ToT package). 1 most important, 5 least important

### Responses

	English		French		Spanish		Combined		Trainers	
	Average score	Ranking								
Module 10. CCCM materials and resources	1.441	1	1.875	4	1.625	4	1.540	1	1.31	3
Module 3. Designing a training event	1.618	6	1.750	1	1.125	1	1.560	2	1.38	4
Module 6. Constructive feedback	1.529	2	1.875	4	1.625	4	1.600	3	1.38	4
Module 1. Introduction	1.576	4	1.875	4	1.500	2	1.612	4	1.50	9
Module 4. Managing the group, time and space	1.559	3	1.750	1	1.750	7	1.620	5	1.38	6
Module 5. Interpersonal communication	1.588	5	1.875	4	1.500	2	1.620	5	1.29	1
Module 2. Adult learning principles	1.706	7	2.250	11	1.625	4	1.780	7	1.40	7
Module 9. Short presentations	1.735	8	1.750	1	2.250	13	1.820	8	1.63	10
8 x participant led sessions	1.848	9	2.125	8	1.750	7	1.878	9	1.29	1
Module 8. Tips for flip charts and working with translation	1.909	10	2.125	8	1.875	11	1.939	10	1.77	11
1 x closure session	2.000	11	2.250	11	1.750	7	2.000	11	1.79	12
Module 7. The PowerPoint and you	2.000	11	2.125	8	2.000	12	2.020	12	2.00	13
1 x model session	2.031	13	2.375	13	1.750	7	2.042	13	1.43	8

Please add any modules not included above which you feel would be important to add

- Contextualization
- Discussion with participants
- Management of internally displaced people on small scale disasters
- There should be more module about the principle or SOP of disaster management of the participants' country which help to clear the process linking with CCCM effectively.
- This was not included in the CCCM Training of Trainer's I attended in 2010 by Miss Jen and Sir Mateusz, but I would appreciate it very much If I will be included again in the next skills enhancement where this could be discussed. Thank you!

### Evaluator's comments

Top four highlighted for ease of comparison. Broad agreement on priorities although interesting difference between trainers and trainees ranking of "8 x participant led sessions"

**P10. Do you agree or disagree with the following statement: "Training of trainers courses are an effective way of building CCCM/CMC capacity"**

### Responses

	English	Cumulative %	French	Cumulative %	Spanish	Cumulative %	Combined	Cumulative %
Agree completely	46	67%	38	78%	11	69%	95	71%
Agree to some extent	20	96%	8	94%	4	94%	32	95%
Neither agree nor disagree	2	99%	1	96%	1	100%	4	98%
Disagree to some extent	1	100%	1	98%	0	100%	2	99%
Completely disagree	0	100%	0	98%	0	100%	0	99%
Do not know / does not apply	0	100%	1	100%	0	100%	1	100%
	69		49		16		134	

### Evaluator's comments

It is interesting to compare the high level of agreement with this statement with the less encouraging figures on the number courses which ToT participants went on to run.

## P11. We would be interested to hear why you disagree that training of trainers courses are an effective way of building CCCM/CMC capacity

### Responses

- Mostly because it trains to train, it does not train to manage or to coordinate...and to become a good trainer for those who have the right attitude to it, it takes hundreds of hours of more-in-depth trainings and even more of direct/first hand training (practice, experience) with different audiences.

### Evaluator's comments

This question was optional and only put to those who disagreed with the statement in the preceding question.

## P12. Do you personally have further learning needs for your current role and/or future possible role in CCCM/CMC?

### Responses

	English	%	French	%	Spanish	%	Combined	%
<b>Yes</b>	74	83%	63	93%	22	92%	159	88%
<b>No</b>	5	6%	3	4%	2	8%	10	6%
<b>Do not know</b>	10	11%	2	3%	0	0%	12	7%
<b>Total</b>	89	100%	68	100%	24	100%	181	100%

### Evaluator's comments

Broad and clear consensus that respondents had further learning needs.

**P13. Thinking about these learning needs and how best to meet them, please rank the following learning methodologies. 1 = most preferred, 5 = least preferred**

**Responses**

	English		French		Spanish		Combined	
	Average score	Ranking						
Training course (similar to the one(s) I attended)	1.70	1	1.55	1	1.55	1	1.62	1
Coaching	2.01	2	2.18	3	2.05	2	2.08	2
Mentoring	2.19	3	2.50	5	2.09	3	2.30	3
Online learning	2.49	4	2.10	2	2.45	4	2.33	4
Personal study	2.58	5	2.42	4	3.14	5	2.60	5
Other	2.84	6	3.44	6	3.30	6	3.14	6

**Other (please specify)**

- Any other training can provide additional info to reinforce the capacity
- Distance and field exchange learning
- Exchange visits and hands-on field experiences in other settings
- exchange with colleagues, experiences in problems solving
- Field Experience
- Field visits- hands on learning
- I would like to have further training in refreshing my knowledge in CCCM and training in resources mobilization
- intergrate shelter construction
- Mixture of experienced and non-experienced staff in real situations
- On job training
- on the jon training
- politics
- Sharing experiences
- To benefit from courses and training it should be conducted with enough time.

- to participate as well as a trainer in other country locations
- Training on the NFI Cluster in order to boost my capacity.
- Video or audio devices

**Evaluator’s comments**

Clear consensus that training courses are the preferred means of meeting learning needs, closely followed by coaching. Online learning’s score would suggest some caution in adopting this means of learning.

**P14. Have you kept in contact with any of the participants or trainers from the courses you have attended?**

**Responses**

	English	%	French	%	Spanish	%	Combined	%
Yes	61	69%	51	77%	17	71%	129	72%
No	28	31%	15	23%	7	29%	50	28%
Total	89	100%	66	100%	24	100%	179	100%

**Evaluator’s comments**

Encouraging!

## P15. How have you kept in contact with other participants and trainers? (Please select all that apply)

### Responses

	English	%	Ranking	French	%	Ranking	Spanish	%	Ranking	Combined	%	Ranking
Email	51	84%	1	43	84%	1	14	82%	1	108	84%	1
Face-to-face meetings	34	56%	2	37	73%	2	5	29%	4	76	59%	2
Skype or phone	24	39%	3	28	55%	3	9	53%	3	61	47%	3
Facebook	22	36%	4	15	29%	4	10	59%	2	47	36%	4
Other	7	11%	5	15	29%	4	1	6%	6	23	18%	5
Other social media apart from Facebook or Twitter	5	8%	6	2	4%	6	3	18%	5	10	8%	6
Twitter	0	0%	7	0	0%	7	0	0%	7	0	0%	7

### Other

#### Colleagues in other operations

- In person in field operations, global events and other working groups
- I've worked with some of my co-participants from CCCM training during actual massive disaster operations here in the Philippines.
- Meeting them at different trainings. Occasionally I was in touch with trainers.
- only those two
- Phone calls
- phone calls

### Evaluator's comments

Email remains the most important means of keeping in contact with social media lagging well behind (at present at least) except for Spanish respondents (has there been a special effort made to establish a Facebook page?).

**P16. Do you agree or disagree with the following statement: "Keeping in contact with participants and trainers has had a positive impact on my work"**

**Responses**

	English	Cumulative %	French	Cumulative %	Spanish	Cumulative %	Combined	Cumulative %
Agree completely	37	61%	35	69%	11	65%	83	64%
Agree to some extent	20	93%	15	98%	4	88%	39	95%
Neither agree nor disagree	2	97%	0	98%	2	100%	4	98%
Disagree to some extent	0	97%	0	98%	0	100%	0	98%
Completely disagree	1	98%	0	98%	0	100%	1	98%
I do not have an opinion	1	100%	1	100%	0	100%	2	100%

**Evaluator's comments**

The high percentage of respondents agreeing with this statement highlights the value of networks.

**P17. Would you be willing to be contacted to contribute further to this evaluation?**

**Responses**

	English	%	French	%	Spanish	%	Combined	%
Yes	74	84%	66	100%	23	96%	163	92%
No	14	16%	0	0%	1	4%	15	8%
Total	88	100%	66	100%	24	100%	178	100%

**Evaluator's comments**

Encouraging!

**P18. Would you like to receive future mailings about CCCM/CMC updates, activities and opportunities?**

**Responses**

	English	%	French	%	Spanish	%	Combined	%
<b>Yes</b>	79	90%	66	100%	24	100%	169	95%
<b>No</b>	9	10%	0	0%	0	0%	9	5%
<b>Total</b>	88	100%	66	100%	24	100%	178	100%

**Evaluator’s comments**

Further support for maintaining contact between participants and the cluster.

**P19. Please provide the following information about yourself (optional unless you would be willing to contribute further to this evaluation and/or would like to keep in contact regarding CCCM/CMC activities and opportunities)**

**Responses**

	English	%	French	%	Spanish	%	Combined	%
At least email	73	83%	53	80%	23	96%	149	84%

**Any comments or suggestions**

- Every CCCM Course should have practical and field visits and to see what is learned during the course in practice
- I have been contacted after 5 years of my CCCM training. There should be contacts on regular basis to know about the latest situations.
- I have been working for more than 8 years in CCCM/CMC roles, on way or another- and would be happy to share my experiences with others.
- I suggest to increase the trainings as much as possible because the caseload is very high and the aid workers are in need to get fully understand about the protection, coordination, roles and responsibilities and how to apply them in the camps. There are touchable changes with the trained staff, they are applying what they have been learned.
- I thank everyone who contributed to make possible the CCCM program. I confess that the program has made a big changes in my interventions.
- I would prefer to apply CCCM/CMC activities and opportunities in our agency. Actually I don't have opportunity to apply CCCM/CMC because our senior level could not paid opportunity regarding CCCM/CMC activities

- Many thanks
- Many thanks and warm congratulations to my organization which is always improving.
- More efforts are needed to enhance CCCM cluster to be more effective
- Need more advance training
- please for any further activities or opportunities confirm me
- Post any Csmc training worldwide on this website
- Right now I am working at different camps for Myanmar Muslim Rohingya nationals and Bangladeshis in Indonesia. I would like to work at other places abroad to support CCCM activities if I get opportunities in future.
- Thank you, please keep us posted on current updates about CCCM!
- Thank you.
- Thanks and good luck with your great work.
- Thanks for your support with conducting such training.
- That IOM Liberia mission help to roll out the project LRRRC submitted on capacity building as was agreed after the Dakar CCCM ToT Training. LRRRC is expected to take over CCCM from International partners by 2016 so the need for this training is very important to the Liberian Government Refugees Agency (LRRRC)
- The CCCM capacity building needs to be extended to the government counterparts/focal points otherwise the implementation of CCCM standards gets difficult and in some cases may be impossible.
- The idea of training and not using the trained for services should be stopped. Untrained people are used instead.
- This is a good reminder of what I have done nine years ago when people in northern Uganda were still living in IDP camps. I would like more of the training because Africa is fragile in terms of wars.
- this was good a refreshment oncccm
- Would like to attend same kind of training and get an opportunity to impart it further in a country, work in CCCM in any country
- Yes, I was trained but the skills gained from the ToT were never used.

### Evaluator's comments

Percentages are based on number of respondents who answered preceding two questions. The majority of respondents want to remain engaged!

## Annex O. Trainers and commissioners

The survey was sent out in English to 93 trainers and course commissioners using MailChimp.

The email was successfully delivered to 85 trainers and course commissioners (8 undeliverable or declined).

Of these 85, 21 responded to the survey. One responder however only answered Question 1 and was excluded from the survey.

17 respondents answered all questions.

### T1. Please indicate the year in which you most recently were a trainer or commissioned a CCCM/CMC course and/or CCCM/CMC ToT course

#### Responses

Year	CCCM/CMC		CCCM/CMC ToT	
	Number	Cumulative %	Number	Cumulative %
2005	1	100%	0	100%
2006	1	95%	2	100%
2007	2	90%	0	88%
2008	1	80%	2	88%
2009	1	75%	2	75%
2010	1	70%	1	63%
2011	3	65%	1	56%
2012	1	50%	0	50%
2013	2	45%	4	50%
2014	4	35%	2	25%
2015	3	15%	2	13%
Not applicable	0		3	
<b>Total</b>	<b>20</b>		<b>19</b>	

#### Evaluator's comments

Good spread over last 10 years with a useful 50% since the beginning of 2012 and 2013 for CCCM/CMC and ToT respectively

**T2. Thinking back to the most recent course(s) you attended as a trainer or commissioned, do you agree or disagree with the following statements?**

**Responses**

<b>a. The course formed part of a clear strategy and plan to improve camp coordination and camp management</b>		
	<b>Number</b>	<b>Cumulative %</b>
Agree completely	13	65%
Agree to some extent	3	80%
Neither agree nor disagree	1	85%
Disagree to some extent	2	95%
Disagree completely	0	95%
Do not know	1	100%
<b>Total</b>	<b>20</b>	
<b>b. The course met important participant learning needs</b>		
Agree completely	13	65%
Agree to some extent	3	80%
Neither agree nor disagree	1	85%
Disagree to some extent	2	95%
Disagree completely	0	95%
Do not know	1	100%
<b>Total</b>	<b>20</b>	

**Evaluator's comments**

Encouraging, but compare with Q4 responses

**T3. Thinking back to the course(s) you attended as a trainer or commissioned, please indicate the relative importance of each of the following in terms of increasing the potential impact of the training on a scale of 1-5, 1 being most important and 5 least important**

**Responses**

Option	Average score	Ranking
Onsite preparation including context analysis and adaptation of training materials	1.37	1
Selection of participants for the course	1.50	2
Development of a capacity building strategy and action plan prior to the course	1.65	3
Number and/or selection of trainers and resource people	1.80	4
Assessment of participant learning needs	1.95	5
Hosting arrangements including support before and during course	2.05	6
Follow up with participants after the course to assess further learning needs	2.05	7
Further development of training materials	2.20	8
Further evaluation of learning during and at the end of the course	2.20	9
Further development of the tools in the training materials	2.21	10
Debriefing process between the cluster lead agencies which requested the training, the trainers and the training focal person.	2.25	11
Further development of training methodology	2.40	12
Further integration of the gender perspective in the training materials	2.68	13
Improvements in the training facilities (rooms, equipment etc.)	3.00	14
Additional days of training	3.05	15

**Please add any other extremely important action to take to increase the potential impact of the training**

Please also translate vital materials including case studies/video materials into french as some of us do the training in both English and French

Set up CCCM Working Groups with the participants at the end of the training sessions to ensure the follow-up in camp life-related activities.

Set up CCCM working Groups with training participants to act as supporting camp coordination structure.

In addition to above points, I would suggest to take participants to an existing camp to compare what they have learned and what they would find in practical in field. In other words, hands on training would be a better term for this sort of exercise.

Nous n'avons pas souvent le feedback du CCCM global sur nos rapports de formation.

additional follow up with participants to see how/if they have used the new skills in their context

**Evaluator's comments**

Useful confirmation of priorities which will resonate with experienced trainers.

Additional comments support recommendations elsewhere in report.

**T4. Thinking back to the course(s) you attended as a trainer or commissioned, do you agree or disagree with the following statement?**

**Responses**

<b>"The impact of the training was measured in a meaningful way"</b>		
	<b>Number</b>	<b>Cumulative %</b>
Agree completely	3	17%
Agree to some extent	8	61%
Neither agree nor disagree	2	72%
Disagree to some extent	3	89%
Disagree completely	2	100%
Do not know	0	100%
<b>Total</b>	<b>18</b>	

**Please add any other means of measuring impact of training courses not mentioned above which you feel would be important for measuring impact**

1. The positive effects of the training on the participants during their routine activities in their various operations/duty stations i.e the implementation of what was learnt during the training is of the essence.
2. Assessment of intra-camp coordination activities some months after the course.
3. Moreover, the trainers should be hired a Camp Manager to see what difference s/he bring in and how s/he take initiatives to innovation in wider phase of CCCM.
4. Need to be mindful of the realities of adult learning in periods of short exposure away from demanding jobs. In reality how much can ppl learn in 1 week whilst no doubt also keeping an eye on their responsibilities? This combined with the situation or general selection of host agencies of uninterested senior staff might mean opportunity for significant change/improvement in a short time might not be so realistic.
5. Analysis of context - if the skills were required in country and how they were applied

**Evaluator's comments**

Room for improvement!

**T5. Please indicate whether you agree that it would be worthwhile maintaining/initiating the following in order to measure the impact of future courses**

**Responses**

	A	B	C	D	E	F		
	Agree completely	Agree	Neither agree nor disagree	Disagree	Disagree completely	Do not know	Weighted score	Ranking
Self-assessments by participants at the start and end of the course	7	8	3	0	0	0	76	1
Trainer evaluations of participants during the course	5	10	3	0	0	0	74	2
Self-assessments by participants some months after the course	6	9	2	1	0	0	74	3
Line manager assessments of participants some months after the course	5	7	0	6	0	0	65	4
Peer assessments of participants some months after the course	3	4	9	1	1	0	61	5
Tests at start and end of the course	2	5	7	3	1	0	58	6
Tests before the course starts possibly as part of participant selection	0	7	4	6	1	0	53	7

**Please add any other means of measuring impact of training courses not mentioned above which you feel would be important for measuring impact**

1. The positive effects of the training on the participants during their routine activities in their various operations/duty stations i.e the implementation of what was learnt during the training is of the essence.
2. Assessment of intra-camp coordination activities some months after the course.
3. Moreover, the trainers should be hired a Camp Manager to see what difference s/he bring in and how s/he take initiatives to innovation in wider phase of CCCM.
4. Need to be mindful of the realities of adult learning in periods of short exposure away from demanding jobs. In reality how much can ppl learn in 1 week whilst no doubt also keeping an eye on their responsibilities? This combined with the situation or general selection of host agencies of uninterested senior staff might mean opportunity for significant change/improvement in a short time might not be so realistic.
5. Analysis of context - if the skills were required in country and how they were applied

**Evaluator's comments**

Weighted score is column  $5x A + 4xB + 3xC$  etc.

First option is regularly done, second could be usefully systematised, third, fourth and fifth options would have clearer link to impact for IDPS, interesting to see testing as coming in as sixth and seventh option. Additional comments add further weight to responses. Comment 4 highlights a challenge of capacity development and the default to training for operational staff.

**T6. For future CCCM/CMC training courses, please rate the relative importance of the following modules with 1 being most important to 5 being least important.**

(These modules are from the latest CCCM package so the course you attended may have had slightly different modules, the latest CMC modules where they differ are given in square brackets)

**Responses**

	<b>Average</b>
<b>Core module 3:</b> Roles and Responsibilities	1.00
<b>Core module 8:</b> Participation	1.29
<b>Core module 6:</b> Coordination	1.41
<b>Core module 7:</b> Information Management (includes data collection, dissemination and DTM)	1.41
Optional module 12: Camp closure and Durable solutions	1.41
<b>Core module 5:</b> Protection in Action	1.44
<b>Core module 2:</b> Introduction to CCCM [Principles and approaches]	1.47
Optional module 11: Care and Maintenance	1.47
Optional module 15: Action Plan or Transfer of Knowledge	1.67
<b>Core module 1:</b> Introduction to the course	1.71
Optional module 10: Standards and Settlement Design [Camp design]	1.71
<b>Core module 4:</b> Protection –Legal Framework	1.75
Optional module 13: Safety and Security	1.94
Optional module 14: Gender Based Violence	2.06
Optional module 9: Humanitarian Reform and the Transformative Agenda	2.81

**Please list below any modules not included above which you feel would be important to add**

1. No comment
2. Depending on the time frame, those modules marked 2 may (very) easily be included under some of the other modules, but in principle I find all the modules to be of importance.
3. Many more can be added, but depends upon the training approach and nation wise scenario though ...
4. Could GBV be expanded to cover a broader range of issues age/gender/diversity issues such as accessibility? Appreciate GBV in camp settings is very important but this could also be an opportunity to address other specific needs. Humanitarian reform module should be dropped - no one cares except Geneva UN types.

**Evaluator’s comments**

Important to note this is relative importance. Unanimity on top priority is noteworthy. Interesting to see relative importance of some but not all optional modules, which may suggest a change of status of some e.g. should camp closure and durable solutions be a core module?

**T7. For future CCCM/CMC Training of Trainers courses, please rate the relative importance of the following sessions with 1 being most important to 5 being least important**

(these are from the latest package so the course you attended may have had slightly different modules)

**Responses**

<b>Module</b>	<b>Average score</b>	<b>Ranking</b>
Module 5. Interpersonal communication	1.29	1
8 x participant led sessions	1.29	1
Module 10. CCCM materials and resources	1.31	3
Module 3. Designing a training event	1.38	4
Module 6. Constructive feedback	1.38	4
Module 4. Managing the group, time and space	1.38	6
Module 2. Adult learning principles	1.40	7
1 x model session	1.43	8
Module 1. Introduction	1.50	9
Module 9. Short presentations	1.63	10
Module 8. Tips for flip charts and working with translation	1.77	11
1 x closure session	1.79	12
Module 7. The PowerPoint and you	2.00	13

**Please add here any sessions not included above which you feel would be important to add**

1. No comment

**Evaluator's comments**

Once again relative importance but interesting ranking which is a useful reminder to all us trainers, especially the second – participants need to practice!

**T8. Do you agree or disagree with the following statement: "Training of trainers courses are an effective way of building CCCM/CMC capacity"**

**Responses**

	<b>Number</b>	<b>Cumulative %</b>
Agree completely	10	59%
Agree	5	88%
Neither agree nor disagree	1	94%
Disagree	0	94%
Disagree completely	0	94%
Do not know	1	100%
<b>Total</b>	<b>17</b>	

**Evaluator's comments**

It is very encouraging that respondents agreed so strongly with the statement.

**T9. We would be interested to hear why you disagree that training of trainers courses are an effective way of building CCCM/CMC capacity**

**Responses**

This question was only asked if respondents disagreed and none did, so no responses

**Evaluator's comments**

See Q8.

**T10. Thinking about CCCM/CMC capacity building in general, do you think the greatest needs are at:**

**Responses**

	<b>Greatest needs</b>	<b>Neither most nor least needs</b>	<b>Least needs</b>	<b>Weighted score</b>
Organisational level (vision, mission, mandate, funding, human resources, commitment and understanding of the cluster approach, management etc. of the organisations involved)	7	7	2	37
Individual level (motivation, attitudes, skills or knowledge especially in regard to CCCM and the cluster approach)	7	5	4	35
The system level (laws, regulations, the way organisations, cluster partners and governments work together etc.)	2	4	10	24

### Evaluator's comments

Weighted score as previous calculation (high score = high needs). Useful reminder of the importance of looking at both organisational and individual capacity building, and not to default to latter alone.

### T11. Communities of practice

#### Responses

	Yes		No	
a. Are you currently actively involved in any communities of practice?	8	50%	8	50%
b. Would you be interested in being involved in a community of practice around CCCM?	15	94%	1	6%

### Evaluator's comments

Additional support for the idea of a CCCM community of practice.

### T12. Would you be happy to be contacted to contribute further to this evaluation?

#### Responses

Yes		No	
15	94%	1	6%

### Evaluator's comments

Encouraging!

### T13 Would you like to receive future mailings about CCCM updates, activities and opportunities?

#### Responses

Yes		No	
15	94%	1	6%

### Evaluator's comments

Supports recommendation to engage with CCCM colleagues through mailings

### T14. Please provide the following information about yourself

(optional unless you would be willing to contribute further to this evaluation and/or would like to keep in contact regarding CCCM updates, activities and opportunities)

#### Responses

15 people provided contact details

### Evaluator's comments

Details to be added to database.

## Annex P. Coding system

### Event codes

Field		Comments
ID		Natalia Pascual to provide. This will be a unique number for each event, and recorded into the master list of events!
Start date		Date event started
End date		Date event finished
Days of training		Normally calculated automatically but if event was over weekend / break or part time, enter best estimate full-day equivalents manually
City of event		Leave blank if not face-to-face unless all participants from same city
Country of event		See "Master country list", leave blank if not face-to-face unless participants all from same country
Region of event		See "Master country list", leave blank if not face-to-face unless participants all from same region
Language of event		See "ISO language codes". This is the language used by the facilitators
Language translated into		See "ISO language codes". This is the language that the facilitators' words were translated into if translation was provided and required by the majority of participants. Leave blank if no translation.
<b>Event code 1: Where will participants apply their learning</b>		Not where they come from!
1.1	Global	e.g. for people who will work at the global level or in any region/country
1.2	Regional	e.g. for people who will cover a number of countries
1.3	National	e.g. for people who will work in the capital or cover the whole country
1.4	Sub-national	e.g. for people who will work at the camp level or in one part of the country only
<b>Event code 2: How will participants apply their learning</b>		
2.1	Training of others who will then use their learning for the direct benefit of IDPs	e.g. ToT course

2.2	Cluster coordination	e.g. Cluster coordination team member (cluster coordinator, information manager etc.)
2.3	Direct application for benefit of IDPs	e.g. Practitioners such as camp managers, military etc.
2.4	Policy development, action planning etc.	e.g. Senior government staff who support practitioners
2.5	Validation or development of good practice, materials etc.	e.g. Workshop to validate or pilot a new package, develop tools etc.
<b>Event code 3: What is causing displacement</b>		
3.1	Conflict	
3.2	Natural disaster	
3.3	Mixed	Both of above
<b>Event code 4: Displacement setting 1</b>		
4.1	In camp and camp like settings	
4.2	Outside camp and camp like settings	
4.3	General	Both of above
<b>Event code 5: Displacement setting 2</b>		The type of internal displacement participants will work with
5.1	Rural	
5.2	Peri-urban	Informal settlement around formal urban area (slums)
5.3	Urban	Formal urban settlement
<b>Event code 6: Level of event</b>		
6.1	Introductory	Participants have little or no understanding of subject matter
6.2	Intermediary	Participants have reasonable understanding of subject matter
6.3	Advanced	Participants have detailed understanding of subject matter
<b>Event code 7: Displacement management strand</b>		
7.1	Prevention and mitigation	Not usually cluster responsibility
7.2	Preparedness	Cluster responsibility

7.3	Relief & response	Cluster responsibility
7.4	Recovery & rehabilitation	Cluster responsibility (See early recovery)
<b>Event code 8: Type of event</b>		
8.1	Training workshop	Participants are physically present
8.2	e-learning course	Participants participate at distance
8.3	On-the-job training	Participants learn / are taught while they are working
8.4	Coaching	<a href="http://www.brefigroup.co.uk/coaching/coaching_and_mentoring.html">http://www.brefigroup.co.uk/coaching/coaching_and_mentoring.html</a>
8.5	Mentoring	<a href="http://www.brefigroup.co.uk/coaching/coaching_and_mentoring.html">http://www.brefigroup.co.uk/coaching/coaching_and_mentoring.html</a>
<b>Description</b>		Free text, for information not in coding etc.

## People codes

Field	Comments	Options / additional comments								
Title	See list →	Dr.	Assistant Secretary	Secretary	Mayor	Engineer				
Name	See notes → Also "Name convention"	Write in full including all names without initialising, shortening, capitalisation of any name etc. Write in order "given name(s)" then "family name". If in doubt write in reverse order as in machine readable travel documents, namely field (2) then field (1)								
Sex	See list →	M	F	I						
Organisation name	See "Master organisation list"	Note important to use full name as acronyms can cause confusion especially between say Red Cross and Red Crescent Societies, see "Red Cross Family" If new organisation, add to master list with type noting list should be in alphabetical order Note that "Independent consultant" included in the master list								
Organisation type	Automatic, see "Master organisation list"	If result is "#N/A", check organisation is in the Master List "Independent consultant" will appear here if same term entered in Organisation name								
Position	Free text	Enter current position spelt out in full								
Intended/ current CCCM role	See list →	Policy making, leadership	Camp administration	Camp coordination	Camp management	Cluster coordination	Information management	Protection	Trainer	Other
Contract status	See list →	National	International	Consultant	Volunteer	Other				
Address	Free text	Not essential, this is where based								
Town	Free text	Not essential, this is where based								
County/ Canton	Free text	Not essential, this is where based								

Region/ State	Free text	Not essential, this is where based								
Country	See "Master country list"	Essential. The only country which does not appear on this list is the Republic of Kosovo								
Email01	See →	<p>Essential to have at least one email address for each participant.  Only one email address in each cell, no spaces, no commas and one "@". If text is red, check format. If cell highlighted, its a duplicate!  Email01: Should be the most reliable email for contacting participants in the long term. This will often be their "private" e mail address, e.g. gmail, hotmail etc..    Email 02: Often the organisational email address of the participant unless they have two "private" email addresses.  Email 03: May be the organisational email address of the participant if they have two "private" email addresses</p>								
Email02										
Email03										
Phone	Free text									
Skype	Free text									
Primary role in event	See list → May need guidance notes	Participant	Facilitator/ trainer	Commissioner /capacity building focal point	Resource person / subject matter expert	Administrator / support person	Other			
First ever CCCM event in any role?	See list →	Yes	No	Unsure						
Comments	Free text	Not essential, but perhaps complements "Primary role in event" e.g. lead trainer								

## Annex Q. Recommendations

1. The Global Cluster to agree, publish and regularly review an overall strategic plan for the cluster including capacity building<sup>44</sup>
2. The Global Cluster to agree, publish and regularly review a capacity building strategic plan if it is felt that the overall strategic plan does not have sufficient detail.
3. The Global Cluster to encourage and support Country Clusters to develop overall strategic plans, and where appropriate capacity building strategic plans at the country level.
4. The capacity building needs of the system as a whole to “ensure equitable access to services and protection for displaced persons” should be considered rather than defaulting immediately to the individual level. Capacity building at the operating environment (the legal framework, humanitarian architecture etc.) and organisational level (mandates, funding etc.) may be prerequisites for individuals however well trained to contribute to the achievement of the cluster’s goals<sup>45</sup>.
5. Both overall and capacity building strategic plans should demonstrate how capacity building activities contribute to the achievement of overall strategic goals.<sup>46</sup>
6. Training of trainers courses must be part of a realistic strategy and believable process if the goal of participants going on to train a far wider audience (the so called multiplier effect) is to be achieved; this will require special attention to participant selection in terms not only of skills and experience, but also their availability and that of resources for them to train after the course.<sup>47</sup>
7. The training roster should be broadly maintained in its present form. In order to make the roster even better, attention should be paid to: further development of processes including standard operating procedures and competency frameworks; bringing in the next generation of trainers; increasing the size and diversity of the roster; expanding and / or confirming capacity buildings competencies beyond training; and increased resourcing of the management of the roster.
8. Capacity building should be a core competency for the members of the both the Global and Country Cluster with a minimum level of competency for all, and a significant level for the person(s) in charge of capacity building. Roster trainers should be supporting and working with Country Cluster capacity building focal points as part of an overall strategy. Country Cluster capacity building focal points have an essential role in preparing<sup>48</sup>, delivering and following up on training courses.
9. To further increase the impact of training courses, the top priorities (in addition to a clear strategic plan, see above) are onsite preparation including context analysis and adaptation of training materials, and the selection of participants. Participants should include not only operational staff who will use their learning to the direct benefit of IDPs but also key individuals who can bring about necessary change at the organisational and working environment levels.
10. Budget and programme sufficient time for trainers to contextualise materials for each course, preferably in-country with cluster partners at the capital and camp levels. Contextualisation should include

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<sup>44</sup> The strategy and action plan should reflect the IASC defined responsibilities of global cluster leads. For further information on strategic plans, see Annex R. Strategic plan

<sup>45</sup> Individuals will have an important role in building capacity at the working environment and organisational level and awareness raising and advocacy can have an important role in mobilising key individuals.

<sup>46</sup> One way of doing this is through the logical framework approach which includes the development of logframes, see for example <https://www.bond.org.uk/data/files/resources/49/The-logical-framework-approach-How-To-guide-December-2013.pdf>

<sup>47</sup> Future surveys should ask ToT participants who had not gone onto run courses, why this had been the case. In addition as key informant suggested an action plan for each participant to run training courses should be a requirement for participation in a ToT, not an output of the ToT.

<sup>48</sup> This will often importantly include the identification of in-country subject matter experts to contribute to contextually important sessions.

the identification of key challenges faced by partners; the selection of case studies and images; and the appropriate vocabulary, level and focus of the course.

11. PowerPoints: Move text into notes and use key words only in slides or even better, supportive (as opposed to decorative) images<sup>49</sup>.
12. Materials and tools: While the ongoing development of global packages is valuable<sup>50</sup>, the greater priority is onsite preparation and contextualisation for each course.
13. Maintain a strong element of “What is CCCM” to ensure that participants are ready to go on to “How to do CCCM”
14. Recognise that understanding the “What” of CCCM is an essential foundation for moving onto learning the all-important “How” of CCCM, and that within a 3-5 day course it may be impossible to address both. A blend of learning methodologies (including training courses where appropriate) should therefore be used to ensure that participants understand both the “What” and the “How” of CCCM, see Alternative capacity building methodologies.
15. Continue to advocate for the selection of female participants in capacity building activities and consider how to overcome perceived obstacles (travel, accommodation, and timing of activities).
16. Pay particular attention to images in PowerPoint slides which may reinforce gender stereotypes.
17. Consider strengthening the focus on data disaggregation<sup>51</sup> and the differing capacities, vulnerabilities and needs of different groups within the displaced population as part of the Information Management module<sup>52</sup>. This should be highlighted as an important first step in ensuring equitable access to assistance and protection. Optional sessions should be included where a particular group is identified as requiring greater attention in any particular context (e.g. GBV, rights of ethnic minorities, recruitment of child soldiers etc.).
18. Add the 1,744 participants and trainers for whom valid email addresses exist to the Global Cluster’s email list<sup>53</sup> and systematically invite future capacity building event participants and trainers to join the list.
19. Combine all the current CCCM lists into one master list and use categories to identify different (but often overlapping) groups within that one list. Appropriate categories might be “Newsletter”, “Vacancy announcements”, “Technical support”, “Master trainer” etc..
20. Systematically encourage participants to create or join national or regional networks, initially as email lists but also possibly Facebook.
21. Establish a CCCM community of practice and encourage peer to peer support in addition to global support to the field.
22. Continue to use output indicators for capacity building (number of participants, days training etc.) as well as participant and trainers assessments of learning (Levels 0 & 1)
23. Systematically follow up with participants 3 months after any capacity building activities<sup>54</sup> using a survey similar to that used for this evaluation; expand this survey to participant line managers and peers if at all possible. (Level 3 & possibly 4).

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<sup>49</sup> The notes are an important and useful aide-memoire to trainers when preparing sessions. Trainers should have sufficient knowledge and experience to present the material with the PowerPoints as visual aids without referring to the notes during the session.

<sup>50</sup> See for example recommendations regarding the information management and participation modules.

<sup>51</sup> By for instance age, sex, disability, ethnicity, religion, political following etc. while noting that priorities will need to be decided in-country given the challenges of data collection especially in the first days of a crisis.

<sup>52</sup> Rated 3rd and 4th most important by participants and trainers respectively

<sup>53</sup> A number of lists are already managed using MailChimp, a potentially powerful but user friendly platform for managing mailings to large numbers of participants.

<sup>54</sup> The commissioning office should be responsible by default for this follow up with support from the global level where required.

24. Develop impact indicators<sup>55</sup> for overall strategic plans and overarching project proposals and identify those impact indicators where capacity building is expected to make a contribution. (Proxy for Level 4)
25. In strategic plan reviews, use judgement to assess the contribution and value of capacity building towards impact indicators and goals. (Proxy for Level 5)
26. Review the Participation module and see whether the “what” can be reduced to allow time to consider examples (either from the toolkit or from participants themselves) of challenges related to the “how”. This will be particularly important when training during a response.
27. Continue to explore, develop and support options other than training workshops such as coaching, mentoring and online learning while recognising that training workshops remain the preferred learning methodology for many and will continue to make an important contribution to capacity building. The aim should be to build up a range of options to choose from.
28. The Global Cluster should consider capacity building in a broader sense than training for individuals. In particular the Global Cluster should enable the capacity of partners by developing and communicating a clear understanding of:
  - The role of the cluster especially in regard to displaced populations outside camps<sup>56</sup>
  - The value of the cluster<sup>57</sup>
  - Its relationship with other clusters<sup>58</sup>
29. Consider capacity building at all levels within organisations not just operational staff; also think preparedness, response and recovery.
30. Think not only about camp administration, coordination and management, but also cluster coordination<sup>59</sup>.
31. Overhaul [www.globalccmcluster.org](http://www.globalccmcluster.org) to ensure it better serves the needs of the field in regard to technical support, tools and resources, community of practice and communication; consider how to better integrate this site with [www.cmtoolkit.org](http://www.cmtoolkit.org) to avoid any confusion for the user.
32. Consider a management response<sup>60</sup> to this evaluation and share both the management response and evaluation as widely as possible.
33. Global cluster leads and NRC (with other partners if appropriate) to discuss and agree<sup>61</sup> whether the proposed coding system for capacity building activities and participants broadly meets their needs.
34. Training roster manager should further test and refine the coding system and reformatted training roster database by entering the backlog of training event information. Once refined integrate the coding system into capacity needs assessments.

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<sup>55</sup> The Global and Country clusters should be responsible for the developing the impact indicators in their relevant strategic plans and overarching project proposals. These global and country level documents should however demonstrate synergy and there may be opportunities to share and learn from impact indicators developed and used at each level.

<sup>56</sup> If the cluster does have a role outside camps, the cluster’s name becomes even more unhelpful. A name change has been suggested and discussed over the years.

<sup>57</sup> An existential issue in the eyes of some important partners

<sup>58</sup> A good start has been made with the recent detailed work by Gina Baroni

<sup>59</sup> The current CCCM framework does not include cluster coordination and should be reviewed.

<sup>60</sup> ALNAP’s defines a management response matrix as “*A record of management’s response to each evaluation recommendation and the steps managers plan to take to address it, with target date and responsible party for each step*” For the purposes of this evaluation “management” should include at least the Global Cluster leads and preferably also key partners such as NRC within the cluster.

<sup>61</sup> Given the considerable backlog of information which needs to be entered into the training roster database, these discussions need to take place as a matter of emergency.

## Annex R. Strategic plan

The following is quoted directly from Hind, A.(1995) *The Governance and Management of Charities*, The Voluntary Sector Press, High Barnet. "Charity" could be replaced by "cluster".

*A strategic plan brings many benefits. These include the following:*

- *A set of objectives which have been produced following discussion involving all the charity's stakeholders can be a powerful unifying force in a charity structure. Clear objectives provide a focus for the organisation's activities and increase the commitment of the charity's donors, volunteers, staff and trustees. If all groups clearly understand what the charity is seeking to achieve, and how it proposes to reach that goal, it is easier for each individual in the process to understand how he or she can contribute to the wider effort. This engenders more enthusiasm and commitment to the cause.*
- *Charities invariably have more activities in which they wish to engage than they have funds available. A strategic plan prioritises the charity's proposed activities and thus provides a basis on which resource allocation decisions can be made.*
- *By clearly setting out the charity's objectives, and indicating ways in which these objectives will be achieved, the strategic plan provides a benchmark against which progress can subsequently be measured. Without a clear statement of what it is trying to achieve, a charity cannot know whether or not it is making progress.*

Hind then goes on to outline a process with 6 steps to generate the strategic plan:

1. Vision statement
2. Mission statement
3. Environmental analysis leading to corporate strategies
4. Financial policies leading to financial plan
5. Key tasks
6. Specific actions

I would recommend that:

- these steps need to be informed by *Responsibilities of global cluster leads*
- the plan should be multi-year (say 4 or 5), be used and useful (not filed), reviewed annually by a small but representative group of cluster partners, and shared with any revisions at the global retreat.