3-Day Training

Quality and Accountability for Syria

OVERVIEW & MODULES

May 2020 revised edition

Acknowledgements

This 3-Day Training Overview and Modules is part of the Q&A Training package for the Syria Response which was developed jointly by IOM Turkey, OCHA Turkey, CHS Alliance and Sphere, in 2019.

These Training Overview and Modules were developed by Sylvie Robert and Charlie Dalrymple, to form the basis of the 3-day Training modules and corresponding Training of Trainer.

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This material was revised in May 2020 to reflect updates thought necessary after a series of implementations of 3-day Q&A workshops.

Contents

Training Overview

Aim/Goal	**Contribute to enhancing the quality and accountability of the humanitarian response in Syria.**
Main Objective	Increase the capacities of actors' involved in the humanitarian response to apply quality and accountability humanitarian standards and tools throughout the PCM phases.
Learning Objectives	At the end of the 3-day Training, participants will be able to: • Identify key initiatives and tools contributing to Q&A • Outline opportunities, challenges and resources in implementing Q&A throughout the PCM for the Syria response • Use existing standards and tools in an appropriate manner in their specific local context (environment, audience, etc.) • Design and plan collective approaches to Quality and Accountability
Target Audience	• **25 participants** from NGOs (national and international) and UN agencies • Priority will be given to Syrian NGOs members of the Syrian Humanitarian NGO Platform
Pre-Requisite	It is crucial to ensure a minimum common level before the workshop. Participants will need to share proofs for online learning and pre-study. • Online courses: CHS, HSP, Sphere, etc. • Reading: ALNAP SOHS, BPG/IA CBCM, CHS Alliance Accountability report, etc.
Methodology	The methodology is highly participatory and builds on participants' experiences and needs. Participants' progress will be measured throughout the learning process.
Training Structure	The 3-day training for Syria is composed of 10 modules of which 5 describe humanitarian standards and tools that can support humanitarian actors at each phase of the Project Cycle Management (PCM).
Training Team	The training team is made of: • One of the ToT co-trainers • 2 to 3 ToT participants becoming trainers
Language	The Training will be delivered in Arabic.
Organisers, Host & Donors	• **Any organization** willing to can host a 3-day Training on Q&A • Financial support for three 3-day Trainings from: **CHS Alliance/SIDA, IOM Turkey and OCHA Turkey (tbc)** • Additional support is still sought to support **more 3-day Trainings on Q&A**
	3 days **Starting from October 2019**

Training Agenda

	DAY 1	DAY 2	DAY 3
15'	*Registration*	*Evaluation feedback Recap.*	*Evaluation feedback Recap.*
90'	**Opening & Introductions**	Module 4: **PCM Identification & Design**	Module 8: **PCM Exit**
Break			
90'	Module 1: **Q&A Globally and in Syria**	Module 5: **PCM Setup and Planning**	Module 9: **Accountability Framework for Syria**
Lunch			
90'	Module 2: **Q&A through HPC and PCM**	Module 6: **PCM Implementation**	Module 10: **Practical Actions**
Break			
90'	Module 3: **Q&A Key themes and Approaches**	Module 7: **PCM Monitoring & Evaluation**	**Materials Handover Final Evaluation Certificate of Attendance**
15'	*Daily Evaluation Social Event*	*Daily Evaluation*	*Closure*

Training Modules

- **Module 1: Q&A - Globally and in Syria**
- **Module 2: Q&A through HPC and PCM**
- **Module 3: Q&A - Key themes and Approaches**
- **Module 4: PCM - Identification & Design**
- **Module 5: PCM - Setup and Planning**
- **Module 6: PCM - Implementation**
- **Module 7: PCM - Monitoring & Evaluation**
- **Module 8: PCM - Exit**
- **Module 9: Accountability Framework for Syria**
- **Module 10: Practical Actions**

Training Approach

The table below highlights the correlation between the 10 modules and key Q&A themes and approaches. Q&A should be considered at every stage of the project/programme cycle. The division below is purely practical, for the purpose of enabling a particular focus on certain elements of Q&A throughout the training.

	Module 4 Identification & Design	Module 5 Set Up and Planning	Module 6 Implementation	Module 7 Monitoring & Evaluation	Module 8 Exit
Themes					
Community Participation & Communication	Participation Tool (focus on Inclusion)	Consider participation and communication methods here	Consider participation and communication methods here	Consider Inclusion and participation methods here	Consider participation and communication methods here
Inclusion		What do we mean by inclusion and why does it matter - how to design an intervention with an inclusion focus	Inclusion methods	Inclusion methods	How do we exit without accentuating vulnerabilities
Feedback and Complaints Mechanisms (Learning and improving)		Consider the resource requirements for this here		Using Feedback and Complaints Mechanism (but also other learning and improvement methods)	
Protection from Gender Based Violence Sexual Exploitation and Abuse	Consider GBV / PSEA methods here		Main Exercise on using GBV / PSEA tool		
Do No Harm	Consider Do No Harm methods here		Consider Do No Harm methods here		Main Exercise on using Do No Harm tool
Approaches					
Remote Management	Possible reference Remote Management in this module depending on context	Possible reference Remote Management in this module depending on context	Possible reference Remote Management in this module depending on context	Possible reference Remote Management in this module depending on context	Possible reference Remote Management in this module depending on context
Coordination (incl. Data & Information Management)	Reference Coordination in this module	Reference Coordination in this module			Reference Coordination in this module
Security Management		Reference Security Management in this module			Reference Security Management in this module
Capacity Strengthening				Reference Capacity Strengthening here	Reference Capacity Strengthening here
Staff Management			Reference good staff management in this module	Reference good staff management in this module	

Opening & Introductions

Registration

90’

Summary

This session provides **an overview of the 3-day training** and gives an opportunity for **participant introductions.** It also allows reviewing participants’ expectations and practical logistics aspects of the Training.

This introductory session introduces Quality and Accountability as an organisational and collective responsibility. It highlights that **people/affected populations are at the centre** with **people/affected populations being the main and ultimate beneficiaries for Q&A**.

Methodological Approach

- Presentation of the 3-day Training objectives and structure.
- Lively group exercise to introduce the participants and training team.
- Individual introductions.
- Recap of key messages on Q&A.

Learning Objectives

- Describe the structure and content of the 3- day Training
- State the importance of Quality and Accountability globally and in Syria at both organisational and collective levels
- Put people/affected populations at the center

Key Messages

- This should be a participatory and lively training.
- Your experience will make the difference!
- We need to remember at all points that people/affected populations are at the center and are the ultimate beneficiaries of both upward and downward accountability.
- People/affected populations should be participating in all Q&A activities from the design to the exit!

Preparation before the session

- Attendance sheet for registration
- Flip chart and markers
- PowerPoint slides
- Agenda
- Emergency numbers on a flipchart
- Handout: ‘Passport Introductions’

Sources of further information

- N/A

Session Plan

5'	**Opening** The first SLIDE from the PowerPoint presentation should be already showing as a welcome as participants enter the room. **Welcome** 1. Welcome participants. 2. If there is a speaker or representative from the host organisation ask them to give a brief explanation of the purpose of the training, placing it in the context. 3. Ensure time keeping. This is your opportunity to show that it will be strictly managed throughout the training!
35’	**Introductions** 1. Trainers introduce themselves, stating Quality and Accountability, emergency and training experience (this can also be done after the participants have introduced themselves). (5’) 2. Ask participants to introduce themselves using the following exercise. (15’) **Passport Introductions exercise** 1. Distribute the ‘Passport Introductions’ exercise (the form should be checked beforehand to make sure all the questions are appropriate in the local context and culture, and edited if necessary). 2. Explain that they should circulate amongst the group and find one person to put in each square. There will be a prize for the first one to complete the process (i.e. have a different name in each square). 3. Make it fun and name the 3 first ones to finish as winners. **Individual Introductions** **Option 1** if you have at least 15’ remaining: 1. Ask then participants to find another person to interview from the group (preferably someone they have not met before). 2. Ask them to spend 5’ interviewing the other person to find out the following information: a. Name, role/job title and organisation b. Experience in a) Q&A and b) training/emergencies c. Something unusual about themselves 3. Once the interviews are complete, randomly select pairs to introduce each other to the rest of the group until everyone has been introduced. **Option 2** if you have less than 15’ remaining:

	1. Ask everybody to sit back and introduce themselves by sharing their name, organisation and function. 2. Introduce yourselves/the training team with relevant information if not done already.
15’	**Activity 2: Expectations and fears** 1. Distribute Post-It notes or coloured paper, two per participant. 2. Ask participants to write on one of the post-its their main expectation of the training and on the other a ‘fear’ or concern they may have about the course. 3. Ask them not to write their name on the paper. 4. Put up two sheets of flip-chart paper on the wall with heading ‘HOPES/EXPECTATIONS’ on one and ‘FEARS/CONCERNS’ on the other sheet. 5. Ask participants to stick their notes on the appropriate sheet. 6. Read them all out. Respond where appropriate. 7. State which expectations will not be fulfilled when you go over the agenda and objectives next.

10’	**Overview of agenda and objectives, plus housekeeping**
	
	1. SHOW SLIDE: Objectives of the Training.
	2. SHOW SLIDE: Agenda: Go over the agenda.
	3. Explain timings, that the course is very participatory and that the hope is for sharing between participants as well as the trainers.
	    a. Option: Identify volunteers for review of day 1 and day 2
	4. Go through ground rules on a separate flip chart, and get the participants to make suggestions
	    a. Be sure to mention mobile phones, attendance, punctuality and listening, if these points do not come up from the participants
	5. Ask the admin/support person to inform the group about the following issues (and any others that may be relevant)
	    a. Refreshments: where and when served
	    b. Financial: Travel expenses, what will be paid for by the organisers and what should be paid for by participants
	    c. Internet arrangements where applicable
	    d. Security rules, fire exit, emergency contact numbers
	    e. Facilities: where the toilets and any other relevant facilities are.

25’	**Quality and Accountability (Q&A)** The purpose of this exercise is to place Quality and Accountability at the centre of the training – to encourage participants to think through emergency responses with a lens of both the humanitarian staff in charge of Q&A and the people/affected populations who benefit from assistance and protection. 1. Split participants into small groups (approximately 3 in a group) or use existing table groups 2. Explain the exercise (5’): a. Ask half of the groups to imagine they are a Q&A specialist – they should specify in which function it fits and where they sit in their organisation. They should also

	explain how they contribute to organisational and collective Q&A (e.g. training, M&E, feedback mechanisms, joint assessments, etc.). b. Ask the other half of the groups to imagine they are people/affected populations in a crisis context. They should explain what they are expecting in terms of Q&A at both individual and collective levels. c. Say that all groups should make this relevant to the context they are working in. 3. Allow 10' for the groups to brainstorm independently and then ask the groups to gather in plenary for the feedback. (10') 4. Take feedback. (10') a. Go round each group in plenary and ask them to share their discussion points and how they contribute to enhancing humanitarian Q&A. b. An option to go faster is to ask only two slots of feedback randomly from both those representing organisations and then those representing the people, and then complement with only new information. c. Ask two colleagues to take notes on 2 flip charts: one labelled 'People' and the other one labelled 'Organisations'. d. Write the groups' contributions (key words) on the flip charts. 5. Feedback will probably include: respect, ability to participate in the design, in the response, consultation, feedback mechanisms, etc. 6. Answers may be different depending on the groups however it is the trainer's role to link these contributions and show how this paves the way for the whole training. This can be done through a recap. Of the key messages. 7. End the exercise by thanking the groups for their contributions.

Module 1:
Q&A – Globally and in Syria

90'

Summary

Module 1 covers fundamentals and basics such as: **the Human Rights based approach** – translated into the Humanitarian Charter and 4 Protection Principles (as defined in the Sphere Standard) - the meanings of **Quality** (based on OECD-DAC criteria incl. effectiveness and efficiency, but not only) and **Accountability to Affected Populations**. **Global Q&A humanitarian standards** are introduced (CHS, HSP incl. Sphere). As a follow up it introduces **the Accountability Framework for Syria**. A thorough brainstorming allows reviewing the **opportunities and challenges** of **the implementation of Q&A in the context of Syria**, at both organisational and collective levels.

Methodological Approach

- Video of the Red Cross/Red Crescent and NGOs Code of Conduct
- Small group exercise on Quality and AAP - Match the elements of the definitions with the terms
- Trainer leads session with participation - By introducing each component, together we build a Q&A diagram that relates the Code of Conduct, Sphere Humanitarian Charter, and Legal instruments (keep this visible to refer to throughout the course)
- Pairs/Small group exercise - One resource per pair to learn about and share with the group.

  Good Enough Guide (GEG) - Core Humanitarian Standard (CHS) - Sphere
- If enough interest from participants, the following can also be covered:
  - Inclusion Standards for Older People and People with Disabilities
  - Child Protection Minimum Standards(CPMS)
  - IASC Guidelines on GBV & IASC Rules on sexual conduct
  - People in Aid code of good practice - Staff Competencies
  - Livestock Emergency Guidelines and Standards (LEGS)
  - Minimum Economic Recovery Standards (MERS)
  - International Network on Education in Emergencies (INEE) Minimum standards
- Trainer makes reference to the Accountability Framework for Syria, followed by a brainstorming and prioritisation of challenges and opportunities for Q&A in Syria

Learning Objectives

1. Explain what is meant by Quality and Accountability (Q&A) and how this relates to Human Rights and good governance
2. Define the terms "Quality" and "Accountability to Affected Populations" in humanitarian work
3. Access globally recognised humanitarian standards that are most relevant to their area of work

Key Messages

1. Q&A comes from a combination of human rights, our principles as humanitarians and our legal requirements.
2. Q&A leads to more effective humanitarian response.
3. Q&A is our responsibility as humanitarian actors.

4. List opportunities and challenges when implementing Q&A work in Syria	4. There are a wide range of resources and tools that can support us ensure Q&A.
Preparation before the session • Projector + Speakers (for video) • PowerPoint Slides for this session • Download in advance the video of the Red Cross/Red Crescent and NGOs Code of Conduct https://www.youtube.com/watch?v=wbqsCyuGdTg • Print Definition Cards for exercise (6-8 sets) • Ethics, Laws, Beliefs and Q&A Cards • Good Enough Guide (GEG) (3 copies) • Core Humanitarian Standard (CHS) (3 copies) • Sphere Handbook (3 copies) • Inclusion Standards for Older People and People with Disabilities (1 copy) • Child Protection Minimum Standards (CPMS) (1 copy) • IASC Guidelines on GBV & IASC Rules on sexual conduct (1 copy) • Livestock Emergency Guidelines and Standards (LEGS) (1 copy) • Minimum Economic Recovery Standards (MERS) (1 copy) • International Network on Education in Emergencies (INEE) Minimum standards (1 copy) • Flipcharts and pens (5 sets) • Cards with an image of each of the standards (1 copy) should be printed and fixed to the wall.	**Sources of further information** • Red Cross / Red Crescent Code of Conduct • Sphere Standard – Humanitarian Charter and Protection Principles. • Core Humanitarian Standard • Good Enough Guide • Quality & Accountability Compass • Building a Better Response (BBR) website • Sphere Companion Standards • www.phap.org - Themes – Humanitarianism, Law & Protection

Session Plan	
10'	**Introduction – Red Cross Red Crescent Code of Conduct** SLIDE Present the SESSION OBJECTIVES slide. MESSAGE This session will help us to understand what Q&A means and why it is so important in Humanitarian work. We will also have the chance to see a range of international standards that have been developed to help us achieve Q&A. We will start with one of the most fundamental elements of Humanitarian Work: The Red Cross & Red Crescent Code of Conduct. VIDEO Ensure all participants can see and hear clearly and present the CODE OF CONDUCT VIDEO. QUESTIONS Ask if the participants have any questions and answer them. Some of the questions might relate to the next section of the session, or subsequent sessions. In which case, explain that we will answer that question later as part of the workshop.
10’	**Definitions – Quality and Accountability** MESSAGE If we are going to study Quality and Accountability (or Q&A), we need ensure, we all have the same understanding about what these words mean. The English word for “Accountability” does not have a direct translation in Arabic, so let’s refer to definitions. EXERCISE 1. Organise the participants into groups of 3 or 4. 2. Ask participants for a couple of suggestions of what Quality and Accountability means for them, in their context. 3. Hand each group a set of the DEFINITION CARDS. 4. Ask participants to match the cards, so that the definitions for “quality” and “accountability” are clear. Give them 3 mins to complete this task. CONCLUSION 1. When the groups have finished, use the DEFINITIONS SLIDES to reveal correct definitions. Note: different organisations may use different definitions. They should align to these. These are international accepted definitions.

	2. Ask participants: **What is the difference between "taking account", "giving account", and "being held to account"** ***Taking account*** *= This is about ensuring that the work we do is focused on the needs and interests of the community. The best way to do this is to involve them and consult them whenever possible.* ***Giving account*** *= Sharing relevant information with the community. e.g. Explaining decisions and providing updates – all in a format that is most useful for the community.* ***Being held to account*** *= Giving the community opportunity to assess the services they receive, as well as our conduct. Being open to feedback and creating a way in which both feedback and complaints can be shared. Then taking action to improve.* 3. Ask if anybody has any questions for clarification. Correct definitions are: ***QUALITY*** • *RELEVANT – The activity is suited to the priorities and needs of the target group.* • *EFFECTIVE – The activity attains its objectives.* • *EFFICIENT – The activity uses the least costly resources possible in order to achieve the desired results.* • *IMPACTFUL – The activity results in social, economic, environmental or other changes.* • *SUSTAINABLE – The benefits of the activity are likely to continue into the future.* ***ACCOUNTABILITY*** *USE POWER RESPONSIBLY BY…* • *TAKING ACCOUNT OF THE COMMUNITY - Giving communities influence over decision making in a way that accounts for their diversity, and allows the views of the most at-risk to be equally considered.* • *GIVING ACCOUNT TO THE COMMUNITY - Transparently and effectively sharing information with communities.* • *BEING HELD TO ACCOUNT BY THE COMMUNITY – Giving communities the opportunity to assess and if appropriate sanction your actions.*
10'	**Code of Conduct, Sphere Humanitarian Charter, Legal instruments and Q&A** MESSAGE Now we have defined Q&A, we can see how it relates to the Humanitarian Code of Conduct. It also relates to some of the other fundamental instruments for Humanitarian work. EXERCISE –Take time to practice this alone before the session. A diagram is included as a slide. PART 1 1. Organise all participants into a large circle. 2. Explain that there are a number of instruments that guide Humanitarian work. We are going, through an exercise, to see how these instruments relate to one another. 3. Hand out the HUMANITARIAN FUNDAMENTAL INSTRUMENTS CARDS randomly amongst participants. 4. Ask participants to hold up the cards so everybody can read them.

PART 2

5. Ask the participants **Which fundamental humanitarian ETHICAL PRINCIPLES have we learned about already today?**
   Answer = Those included in the RC CODE OF CONDUCT.
6. Ask participants with the "Code of Conduct" card and the "Ethical Principles" card to place them together on the floor to the left of the room.

PART 3

7. Point to the "Legal Rights" card and ask participants **Is Humanitarian work governed by any laws?**
   Answer = "INTERNATIONAL HUMANITARIAN LAW" (Please note that local and national laws also govern all activities in those regions. In this case we are trying to emphasize the relationship between IHL and the Code of Conduct.)
8. Ask participants with the "IHL" card and the "Legal Rights" card to place them together on the floor, to the right of the room, apart from the existing cards.

PART 4

9. Ask Participants (one question at a time) **What is the Humanitarian Charter? Where can we find it?**
   If necessary, have participants look at the Charter together in the Sphere Handbook.
   Answer: It is a description of BELIEFS; ROLES; and COMMITMENTS for humanitarians that is drawn from both LEGAL and ETHICAL considerations.
10. Ask participants with the "Humanitarian Charter" card, "Beliefs" card, "Roles" card, and the "Commitments" cards to place them on the floor in the middle of the room – indicating that IHL and CoC feed into the HC.

PART 5

11. Ask participants **How does the Core Humanitarian Standard connect to this?**
    Answer: the CHS represents some of the Commitments laid out in the Humanitarian Charter.
12. Ask participants with the "CHS" Card to place that on the floor near the HC card.
13. Ask participants **How do Sphere and the other HSP standards relate to this?**
    Answer: they provide practical guidance on how we can meet those Commitments in our work.

PART 6

14. Ask participants **So how does Q&A relate to this?**
15. Work back through the diagram (see slide). Explain that Q&A is based on our ethical and legal responsibilities. It is shaped by our beliefs and roles as humanitarians. This culminates in a series of commitments that we make to achieve Q&A. CHS and other standards (such as Sphere) provide practical tools for us to meet those commitments.

<table>
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MESSAGE

Use KEY MESSAGES SLIDE to conclude:

1. Q&A comes from a combination of human rights, our principles as humanitarians and our legal requirements.
2. Q&A leads to more effective humanitarian response.
This can be explained by looking at the definitions – By ensuring we put the community at the centre of what we do, and ensure our work is relevant, effective, efficient, impactful and sustainable.
3. Q&A is our responsibility as humanitarian actors.
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Standards – Tools and Resources to Assist Q&A

MESSAGE

There is a lot to think about to achieve Q&A. There are some very useful resources that can guide us to achieve the standards we aspire to. We are going to look at some of the main Q&A standards now, and draw on them and others throughout the training course.

EXERCISE

1. Organise the participants into 5 groups. Explain that each group will represent a standard:
• Good Enough Guide (GEG)
• Core Humanitarian Standard (CHS)
• Sphere Handbook
• Select another standard that is most relevant to the context in which the participants are operating – (See the 5 options below)
• Select another standard that is most relevant to the context of in which the participants are operating – (See the 5 options below)
Standards that can be used for the remaining two groups in this exercise – select two:
• Inclusion Standards for Older People and People with Disabilities
• Child Protection Minimum Standards (CPMS)
• Livestock Emergency Guidelines and Standards (LEGS)
• Minimum Economic Recovery Standards (MERS)
• International Network on Education in Emergencies (INEE) Minimum standards
2. Give each group 2-3 copies of the STANDARD they will work from.
3. Ask each group to research their standard and make a (maximum) 3 min presentation back to the group.
4. Use STANDARDS SLIDE to share questions that each group should answer in their presentation.
• What is the overall purpose of the standard?
• What content does the standard include (what are the main sections, and what sort of information is included in each one)?
• How is the information organised so you can access it easily?
• How might this standard be useful for our work in Syria?
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	5. Give the groups 15 mins to complete the exercise – encourage them to work in teams, dividing the work amongst their group so they finish on time. 6. After 5 mins and 10 mins, let the participants know how much time they have remaining. 7. Ensure the presentations run to time, allowing 3-4 mins per presentation. After each, add any important information that may be missing from the presentation. CONCLUSION 1. Thank the participants for the presentations. 2. Add any important information they have left out. 3. Explain that these are just a few of the standards available. 4. Refer to the STANDARDS CARDS on the wall. 5. Give a brief explanation of each of the standards and explain that we will refer to each of these as we go through the training course.
20’	**Opportunities and Challenges for Q&A in Syria** MESSAGE We are all responsible for Q&A. We have learned what is meant by Q&A and we have seen some of the standards that we hope to achieve. We are going to take a few minutes to think about what are the opportunities and challenges for us in to achieve Q&A in our work in Syria. EXERCISE 1. Work in plenary. 2. Hand out post-it notes to all participants. (Use two colours and ensure that everybody has a few notes of each colour) 3. Ask participants to note down one idea on each post it note. • **Challenges we face in achieving Q&A in our work on the other colour** • **Opportunities for achieving Q&A in our work on the same colour** 4. Give the group 2-3 mins to generate ideas. 5. Ask them to post the notes on the wall. Encourage them to group the post-its so that similar topics are clustered into groups. DISCUSSION 1. Ask participants to gather around the post-its. 2. Ask the group to look at the post its and identify the main opportunities and challenges. 3. Ensure that both opportunities and challenges are discussed. 4. Allow 10-15 mins for this exercise. It will be important for the trainer to refer back to these conclusions throughout the training course, so capture the key themes in large letters on additional post its or a flipchart. CONCLUSION Thank the participants for their work and close the session.

Module 2:
Q&A through HPC and PCM

90'

Summary

Module 2 introduces **the global inter-agency Humanitarian Program Cycle (HPC)** and **the local operational Project Cycle Management (PCM** and considers Q&A considerations at each stage. An **actors' mapping in Syria** helps to review **practices** by organisations represented and active **locally**. Module 2 creates another opportunity to consider **opportunities and challenges** of **the implementation of Q&A in the context of Syria throughout the HPC/PCM**, at both organisational and collective levels.

Methodological Approach

- Large group exercise to build the HPC and PCM diagrams - explain components of each, typical activities and strategic vs. operational / singular vs. collective natures.
- 5 groups – each group reviews one phase of PCM and identifies Q&A considerations at each stage (using **Good Enough Guide (GEG), Core Humanitarian Standard (CHS), Sphere Handbook,** and two other Standards that are relevant to their operating context).
- In groups based on organisation; Use a matrix on the wall with post-its or cards to map actors and their roles & responsibilities to each stage of the PCM.
- Draw the two exercises together to highlight areas of existing good and bad practice (successes and failures) with regard to Q&A.

Learning Objectives

1. Explain the difference between the HPC and PCM and identify the 5 stages of each
2. List Q&A considerations at each stage of the PCM (and HPC)
3. Highlight areas of good practice and potential improvement in Q&A amongst local actors

Key Messages

1. HPC represents a strategic approach undertaken by several organisations working together.
2. PCM includes operational stages of a project.
3. Q&A considerations should be applied to both.
4. All actors have responsibility – and it is important that they work together.

Preparation before the session

- PowerPoint slides
- HPC and PCM diagram cards (3 sets)
- Tape or tack to stick cards to the wall
- Post-it notes
- 3 copies of: Good Enough Guide (GEG), Core Humanitarian Standard (CHS), and Sphere
- Document - "Operationalization of the principles of engagement throughout the Project Cycle Management (PCM) Phases" (25 copies)

Sources of further information

- IASC guidelines on AAP through the HPC
- Principles of engagement of humanitarian organizations with Civilian Administration Entities
- https://www.humanitarianresponse.info /en/programme-cycle/space
- Operationalisation of the principles of engagement throughout the Project Cycle Management (PCM) Phases
- Annex 2 – Phases of the PCM

• A matrix prepared on the wall (PCM phases across the top, relevant actors up one side)	

Session Plan

20’	**Humanitarian Programme Cycle (HPC) vs. Project Cycle Management (PCM)**

SLIDES

Welcome participants back, and present the SESSION OBJECTIVES slide

EXERCISE

1. Ask if participants have heard of HPC or PCM.
2. Take answers and explain that HPC and PCM are descriptions of the programming cycle. *Don’t ask for any more information at this stage.*
3. Organise the participants in 3 groups.
4. Give each group:
    - 1 set of the HPC & PCM CARDS (ensure that the cards in each set are mixed up)
    - Some tape or tack to stick the cards to the wall
5. Ask the participants to sort out the cards and build two separate diagrams on the wall – one of the HPC and one for the PCM.
6. Allow 10 mins.

CONCLUSION

1. When all the groups have finished, congratulate them.
2. Gather all participants around one diagram that is complete and correct. (or use the HPC and PCM SLIDES if you prefer)
3. Ensure the diagram you are looking at is correct – if not, correct it. *You can check if it is correct by looking at the PowerPoint slide.*
4. Check that participants understand the cycles by:
    - Asking for volunteers to share some examples of typical activities in each phase
    - Asking if anybody has any questions for clarification
    Examples of activities undertaken in each phase of HPC and PCM.

HPC: The Humanitarian Programme Cycle (HPC) is a coordinated series of actions undertaken to help prepare for, manage, and deliver humanitarian response. It consists of a number of elements coordinated in a seamless manner, with one step logically building on the previous and leading to the next. The steps in the HPC include: preparedness, needs assessment and analysis, strategic response planning, resource mobilization, implementation and monitoring, and operational review and evaluation.	
Preparedness	*Preparedness is a phase that should precede the other phases, as well as be present throughout all the phases in the cycle. It is important to prepare as much as possible before emergencies strike. Preparedness covers everything from collecting background information on the country, to*

		putting in place and practicing standard operating systems in your organization, to being familiar with how the aid funding and implementation system works on the ground. It also includes integrating emergency response plans and disaster risk reduction into development programming.
	Needs Assessment & Analysis	*Coordinated Assessments, Humanitarian Needs Overview, Severity ranking of needs, Humanitarian dashboard. All humanitarian actors conduct needs assessments, but it is important to coordinate so that assessments are done jointly or with a harmonized approach.*
	Strategic Response Planning	*Humanitarian Response Plans – Country Strategy and Cluster Plans. Humanitarian Response Plan, which defines prioriths, gaps, and accountabilities and includes detailed funding requirements. This plan helps guide the response by deciding what actions are most urgent, who is responsible for these actions, and where they will be working.*
	Resource Mobilisation	*Fundraising proposals and campaigns, allocation of funds to activity areas. The strategic response planning process helps indicate what money, staff, and materials will be needed to implement the plan. Whether donors fund an organization directly, through another international or UN agency, or contribute money into'a pooled fund, donors and recipients should ensure that funding aligns with the strategic response planning: resources need to be raised to match the specific assessed needs.*
	Implementation & Monitoring	*Monitoring plans developed – Humanitarian response monitoring framework, makes adjustments to the plan as needed, selecting indicators and targets, periodic monitoring report, humanitarian dashboard.*
	Operational Review & Evaluation	*Operational peer review, Interagency Humanitarian Evaluation, what actions or decisions were effective and how the humanitarian community can be more effective, identify any necessary changes to improve the quality of the ongoing response.*
	PCM	
	Identification & Design	*Needs assessment - data collection, analysis. Development of strategy*
	Set Up & Planning	*Development of plans - Action Plan (what we will do), Operational Plan (how we will organise it) Monitoring Plan (how we will monitor it)*
	Implementation	*Implementation activities, staff and partner capacity strengthening,*
	Monitoring	*Data capture and review to assess progress and make decisions about how to improve*

	Exit	*Withdrawal from a project, extension of a project into a longer term project, or transition of responsibilities to another team.*

5. Ask what is the difference between the two cycles?
6. Conclude with the following key messages
    - HPC is designed for the strategic level, whereas PCM includes the operational phases of a project.
    - HPC is focused on interagency collaboration – several organisations working together. PCM is focused on a single project that may be just one organisation.

The humanitarian programme cycle (HPC) is an operational framework developed by the IASC in the context of the Transformative Agenda. It sets out the sequence of actions that should be taken to prepare for, plan, manage, deliver and monitor collective humanitarian responses. PCM is a generic term used by many different organisations to set out the phases and activities completed as part of a response. Different PCM diagrams can vary, but the main activities remain the same.

Ensure that one correct PCM diagram is retained on the wall for the next exercise.

You can remove the other diagrams if you have time.

30’

Q&A around the PCM

MESSAGE

Now we are going to take a look at how the PCM relates to Q&A. We will focus on the PCM because it relates directly to the work we do when implementing projects. We will remind ourselves of some of the Q&A standards and consider where they fit into the PCM.

EXERCISE

1. Organise the participants into the same groups they were in when they worked on the standards exercise in the previous session.
    - Good Enough Guide (GEG)
    - Core Humanitarian Standard (CHS)
    - Sphere Handbook
    - Additional Standard 1 (selected for previous session)
    - Additional Standard 2 (selected for previous session)
2. Give each group post it notes, thick pens and some COPIES OF THEIR STANDARD.
3. Ask each group to consider each of the 5 phases of the PCM.
4. For each phase, they should use their guide to try to answer the following question:
    - **“What Q&A considerations exist at this stage of the PCM?”**
5. Ask participants to write one answer on each post-it note (using a thick pen) and stick the post-its onto one PCM diagram in the corresponding phase.
6. Encourage the groups to divide the work amongst the participants in their group.
7. Allow 15 mins.

CONCLUSION

	8. Gather the participants together around the diagram. 9. Allow a few minutes to read the posts that have been added. 10. Read some of the points made on post-it notes at each stage. *It is not important at this stage that we have a comprehensive list of answers. The exercise should have helped participants to start thinking about how Q&A relates to the PCM and their own work.* 11. Use the KEY MESSAGES SLIDE to draw out the following key conclusions: • Q&A is important at every stage of the PCM (and therefore, at every stage of the HPC) • Q&A relates closely to the work we are doing every day • It is important that we consider Q&A when we are working alone on a project, but also when we are working together with partners as part of a broader response.
40'	**Actor Mapping and Gap analysis** MESSAGE We have seen how Q&A needs to be considered at each stage of the PCM and HPC. Now let's look closer at our own context and consider who is involved in Q&A in our work. EXERCISE 1 1. Organise the participants into 3 to 4 new groups (based on the areas they are working in) – If possible, include one participant from each of the standards groups. • *Asking participants in the standards groups to number off 1 to 5.* • *Then asking all the number 1's to come together into a new group, all the 2's to form a new group… etc.* 2. Give each participant a copy of the DOCUMENT "OPERATIONALISATION OF THE PRINCIPLES OF ENGAGEMENT THROUGHOUT THE PROJECT CYCLE MANAGEMENT (PCM) PHASES". 3. Explain that this document has been developed by OCHA and highlights the specific responsibilities of humanitarian actors in Syria. 4. Show participants the MATRIX you have prepared on the wall. • *Use tape to mark out the matrix as shown below.* • *Ensure that each cell is big enough for 6-8 post-its.* • *The list of actors will need to be selected according to the local context*

	Identification & Design	Set Up & Planning	Implementation	Monitoring & Evaluation	Exit
Civilian Administration Entities					
Armed Groups					
Stabilisation actors					

Humanitarian NGOs					
Community					

5. Allocate each group to a different phase of the PCM.
6. Use the ACTOR MAPPING SLIDE to share these instructions:
    - Read through the section of the document that relates to the phase of the PCM you have been assigned
    - Highlight important Q&A actions that are listed.
    - Write the action on a post it note
    - For each action, consider which of the actors is involved.
    - Stick the post-it note onto the matrix in the cell that relates to the actor.
7. Allow 15 mins.

CONCLUSION 1

1. Ask all participants to step back and look at the whole matrix.
2. USE THE KEY MESSAGES 2 SLIDE to highlight the following key messages:
    - There are many Q&A considerations.
    - Some are obvious. Some require us to think more deeply about how we might adjust the way we work to ensure we achieve quality and accountability.
    - We may have identified actions that we hadn't considered related to Q&A
    - In some cases more than one actor was responsible – and it might be important that they work together.
    - All actors have some responsibility to contribute to Q&A.

DISCUSSION

1. Work In plenary.
2. Consider each actor in turn.
3. Ask participants "How we can work best with this actor to ensure the Q&A actions are implemented?"
4. Spend 5 mins discussion on each actor. Capture suggestions on a flipchart.
5. Explain that the suggestions will be useful as we work through each phase of the PCM in detail, and as we make plans for practical actions to take forward.

Thank the participants for their work and close the session.

Module 3:
Q&A - Key Themes and Approaches

90’

Summary

Module 3 covers **themes and approaches** that are key to Q&A in Syria:

Themes (things that we need to ensure):

1. **Community Participation & Communication**
2. **Inclusion**
3. **Feedback and Complaints mechanisms (Learning and improving)**
4. **Protection from Gender Based Violence / Sexual Exploitation & Abuse**
5. **Do No Harm**

Approaches (ways of working that can help us achieve Q&A):

1. **Remote Management**
2. **Coordination (incl. Data & Information Management)**
3. **Security Management**
4. **Capacity Strengthening**
5. **Staff Management**

The **meaning and scope** of what is included in **each theme - and approach -** is covered along with an opportunity to **discuss how and why** each is particularly **relevant in Syria** and for the organisations represented in the training.

These themes and approaches **should be mainstreamed at the organisational level and support collective inter-agency approaches**. They should also be **mainstreamed through the HPC** and **to each of the phases of the PCM**.

Methodological Approach

- Small groups of 2-3 participants will review and present their findings on one chosen theme (and approach if enough people). This will be complemented by information from the trainers.
- Working with colleagues from their organisation, participants will reflect on which of the themes and approaches they feel are most relevant to their organisation, what actions they are taking and what challenges remain.
- An image is introduced for each of the key themes. For the rest of the workshop, participants are encouraged to identify where we should consider that theme and highlight it by using the symbol or prop.

Learning Objectives	Key Messages
1. List - and prioritise based on context - principle Q&A themes 2. Identify Q&A themes and approaches that are particularly relevant for their own organisation 3. Explain principle approaches and how they can help to enable Q&A	1. Communicating with and involving the affected community always leads to better quality and more accountable projects. 2. Individual recipients of aid have different needs, vulnerabilities and capacities. We must design and deliver our projects with these differences in mind. 3. Feedback and complaints mechanisms help us to improve our projects as well as identify exploitation and abuse. They need to be accessible to everybody. 4. If somebody takes the time to provide feedback or to complain, we must acknowledge that and update them on what has happened as a result. 5. Feedback and complaints mechanisms need to consider confidentiality and safety to ensure that they do not cause harm. 6. Violence, in all its forms, can be driven by gender differences. To stop this happening, we need to take the needs of people of different gender into account. 7. SEA happens because of a power imbalance and because people do not take action to prevent it. We must not let that happen. 8. As humanitarians, we have the power and influence to bring about negative as well as positive change. We must mitigate the potential negative implications of our work, especially in sensitive environments.
Preparation before the session	**Sources of further information**
• PowerPoint Slides for this session • CHS Standard (8 copies) • Good Enough Guide (4 copies) • Sphere Standards Handbook (4 copies) • IASC Guidelines on SEA CBCM (2 copies) • IASC Guidelines on GBV (2 copies) • IASC Guidance Note on using the Cluster approach (2 copies) • Flipcharts and pens • 8 Theme / Approach cards • Tape or tack to stick cards to the wall	• The Good Enough Guide – Impact Measurement and Accountability; Humanitarian Needs Assessment • OCHA Tools for Needs Assessments - https://www.unocha.org/fr/themes/needs-assessment-and-analysis • https://www.acaps.org/methodology/needs-assessments • Inclusion Standards for Older People and People with Disabilities • Age & Disability Capacity Programme • Child Protection Minimum Standards • Operationalisation of the principles of engagement throughout the PCM Phases • Annex 2 – Phases of the PCM

Session Plan

5'	**Introduction - Themes and Approaches** SLIDES Welcome participants back and present the Q&A THEMES slide. Remind participants that, in the previous session, we saw that there were many aspects to Q&A. Explain that there are a large number of themes that relate to Q&A. We should try to be mindful of all of these. In this workshop we will try to focus on those that are most relevant to the current humanitarian work in Syria. Present the Q&A APPROACHES slide. Explain that we can adopt different approaches to try to achieve Q&A. In this workshop we will focus on some of these themes that relate closely to the current context in Syria. Present the SESSION OBJECTIVES slide. Explain that, we are going to dedicate this session to get a deeper understanding of these selected "themes" and "approaches". In modules 4 through 8, we will see how these themes and approaches relate to the PCM, and often refer back to them.
70'	**Themes and Approaches – Research** EXERCISE (20 mins) 1. Organise participants into 8 groups (see table at end of these module instructions) 2. Explain that each group is going to undertake some research into one theme or approach, and how it relates to Q&A. 3. Each group will make a (maximum) 3 mins presentation on their topic. 4. They will have 15 mins to prepare their presentation which must include answers to these questions: • **What does this term mean?** • **How does is contribute to Q&A?** • **Explain 3 important actions to achieve Q&A within this theme/approach?** • **Where did they find this information – what was the reference material?** 5. Give each group their REFERENCE MATERIAL (see table below). 6. Explain that the presenters can use FLIPCHARTS if they would like to. 7. Ask if anybody has questions about the exercise before beginning. During the research, walk amongst the groups checking that they have understood the task and helping them to identify the key information they should include in their presentation. PRESENTATIONS (50 mins) 1. When 20 mins have expired, organise the participants to watch the presentations.

	2. Try to ensure each presentation keeps to time (the session allows for 8 presentations of 5 mins – participants were instructed to develop a 3 mins presentation) 3. Congratulate each group and add any key information that might be missing. See the key messages and additional information below. 4. Conclude with a brief comment on **Remote Management** *Achieving Q&A and ensuring we undertake these actions is closely related to staff management. This can be made more difficult when staff are remotely managed, but extra effort should be made to ensure that measures are in place to achieve Q&A.* KEY MESSAGES and additional information Participation and Communication 1. Communicating with and involving the affected community always leads to better quality and more accountable projects. 2. Community participation must be carefully planned to ensure it is always relevant and meaningful for participants. You must also ensure participants are safe and no harm is caused as a result. Inclusion 3. Individual recipients of aid have different needs, vulnerabilities and capacities. We must design and deliver our projects with these differences in mind. 4. Inclusion relates to the principle of impartiality – that aid is provided on the basis of need. Inclusion is about adjusting our services and methods to ensure that we meet the different needs of those affected. Feedback and Complaints Mechanisms 5. Feedback and complaints mechanisms are not just for PSEA. Feedback and complaints can relate to any aspect of the project delivery or staff conduct. 6. Feedback and complaints mechanisms help us to improve our projects as well as identify exploitation and abuse. They need to be accessible to everybody. 7. If somebody takes the time to provide feedback or to complain, we must acknowledge that and provide an update on what has happened as a result. 8. Feedback and complaints mechanisms need to consider confidentiality and safety to ensure that they do not cause harm. Learning and Improving 9. The primary reason for monitoring and evaluating our projects is to improve. We have a duty to improve our projects all the time. 10. Improvement can take place quickly – as a result of a team meeting for example, or over a longer period – as a result of changes in policy. GBV/SEA 11. SEA is one form of GBV. We will look at these definitions in more detail in another module. 12. Violence, in all its forms, can be driven by gender differences. To stop this happening, we need to take the needs of people of different gender into account. 13. SEA happens because of a power imbalance and because people do not take action to prevent it. We must not let that happen. Do No Harm

<table>
<tr><td></td><td>14. As humanitarians, we have the power and influence to bring about negative as well as positive change.
15. We must mitigate the potential negative implications of our work, especially in sensitive environments.</td></tr>
<tr><td>15’</td><td>Contextual Experience

GROUP DISCUSSION

• In plenary, facilitate a discussion around these themes. You can use the following questions to prompt discussion:
  • Which activities are you already undertaking that relate to these themes?
  • What is going well? What is proving difficult?
  • Which themes are you not addressing?
  • Which do you think are priorities for your organisation?

MESSAGE

Explain that, to achieve Q&A, we need to be constantly mindful of these themes. We will practice this over the coming modules.

Ask participants to continue to reflect on how Q&A relates to their organisation and their work throughout the next 5 modules. This will help participants prepare for Modules 9 & 10, where we will focus on practical actions to enhance Q&A in our own work.

Stick the 8 THEME / APPROACH CARDS to the wall.
Draw the participants’ attention to the cards.

1. Community Participation & Communication
2. Inclusion
3. Feedback and Complaints Mechanisms (Learning and improving)
4. Protection from Gender Based Violence
5. Sexual Exploitation and Abuse
6. Do No Harm
Encourage participants to refer to these cards throughout the workshop.
Thank the participants for their work and close the session.</td></tr>
</table>

Groups and Reference Material for Research Exercise

Group Theme / Approach	Reference Material
Community Participation & Communication	CHS Commitment 4 (CHS booklet and CHS chapter of the Sphere handbook) Good Enough Guide Section 2
Inclusion	Sphere Standards Handbook – Understanding Vulnerabilities and Capacities - pages 10-16
Feedback and Complaints mechanisms	CHS Commitment 5 CHS booklet and CHS chapter of the Sphere handbook) IASC Guidelines on SEA CBCM – Introduction "What to Expect from an Interagency PSEA CBCM"
Learning and improving	CHS Commitment 7 CHS booklet and CHS chapter of the Sphere handbook) Good Enough Guide – Section
Protection from Gender Based Violence / Sexual Exploitation & Abuse	IASC Guidelines on GBV – Introduction – Part 2 and Part 3
Do No Harm	CHS Commitment 3 (CHS booklet and CHS chapter of the Sphere handbook) Sphere Standards Handbook – Protection Principle 1
Staff Management & Capacity Strengthening	CHS Commitments 2 & 8 CHS booklet and CHS chapter of the Sphere handbook) (Also, your existing knowledge and experience)
Coordination (incl. Data & Information Management)	CHS Commitment 6, CHS booklet and CHS chapter of the Sphere handbook) Sphere Standards Handbook – Understanding the Operational Setting – pages 16 – 19 IASC Guidance Note on using the Cluster approach
*Note **Remote Management** is not included in the exercise, but should be highlighted in the conclusion*	*It was not possible to identify a succinct resource in Arabic that relates to staff or remote management*

Module 4:
PCM - Identification and Design

90’

Summary

Module 4 covers the first phase of the PCM cycle – “**Identification and Design”**, ensuring that all participants have a clear and common understanding of what is included in this phase of the PCM. A discussion on **existing practices and methods** will draw out Q&A approaches, good (and bad) practice.

A focused exercise on **community participation** and **communication** will enable participants to practice using a relevant tool. The module will also draw on key **GBV, PSEA** and **Do No Harm considerations** at this phase of the PCM and considers the importance of **Coordination** in ensuring Q&A. Where relevant, it will consider the effects of remote management on this element of the PCM. Contextually relevant tools will be signposted for future use.

Methodological Approach

- Discussion with participants in plenary to agree what happens in the identification and design phase. **Reference to CHS Commitments 1&2.**
- A role play exercise will help the group to understand the importance of asking the community about how they want to be involved and communicated with.
- An opportunity to become familiar with **Good Enough Guide Tools 1-8, Inclusion Standards for older people and people with disabilities 1,3 & 4, Child Protection Minimum Standards 4 & 5.**
- A follow-up small group exercise to consider risks related to **GBV, PSEA** and **Do No Harm** when conducting assessment. This will be focused on the local context.
- A concluding discussion will challenge participants to reflect on the importance of coordination when undertaking assessment. Participants will also be encouraged to share examples of Q&A practices and methods that they already adopt in this phase of the PCM. Reference will be made to **CHS Commitment 6.**

Learning Objectives

1. Explain what happens in the “Identification and Design” phase of the PCM
2. Describe participatory assessment, why it is important and how it is done
3. Plan an inclusive assessment in which community members can participate safely and are kept informed,

Key Messages

1. Identification and design involves assessments on context, problems, needs and opportunities.
2. The main outcome is the outline of an intervention strategy based on: Geographic and/or thematic scope; Project Objectives; Project Stakeholders and Project Context.
3. Participation of communities and communicating with communities are key

4. List key protection considerations when designing an assessment.	principles that ensure the quality and accountability of projects. 4. In this phase, we should ask communities about their preferred way of receiving information, engaging in the project activities and decision making, giving feedback or flagging issues (complaints). 5. Minimum information sharing: about the organisation, Q&A commitments, contacts, scope of work, what will be done with the assessment information collected, how beneficiaries are selected. 6. Coordination is an important part of developing a comprehensive assessment.
Preparation before the session • PowerPoint slides for session • Good Enough Guide (10 copies) • Inclusion Standards for Older People and People with Disabilities (5 copies) • Child Protection Minimum Standards (5 copies) • IASC Guidelines on GBV – pages 12&13 (25 copies) • Flipcharts and pens (5 sets) • Roleplay Scripts for each Character	**Sources of further information** • Good Enough Guide • AAP Questions for Communities • Inclusion Standards for Older People and People with Disabilities • Child Protection Minimum Standards • AAP community engagement framework • List of AAP questions for communities • Check list for minimum information sharing • Operationalisation of the principles of engagement throughout the Project Cycle Management (PCM) Phases • Annex 2 – Phases of the PCM

Session Plan

10’	**PCM – Identification and Design** SLIDES 1. Welcome participants back and present the SESSION OBJECTIVES slide. 2. Explain that in the next 5 modules, we will travel through the 5 stages of the PCM, taking a closer look at the Q&A considerations in each. 3. Refer to the PCM diagram on the wall, and ask participants: What is included in the first phase – Identification and Design? 4. Present the IDENTIFICATION & DESIGN slide, making these key points: • During this phase the humanitarian organization conducts several data collections and analysis **(context, problems, needs and opportunities).** • The situation in the crisis area/of the people in this area is screened and analyzed, to select strategies that will be applied to address the problems/needs/interests of target groups. • The outcome of this phase is an outline intervention strategy. The intervention strategy will be based on following parameters: • Geographic scope – Where should the intervention be focused? • Thematic scope – What type of intervention is needed most? • Project Objectives – What should the intervention try to achieve? • Project Stakeholders – Who will be involved in delivering the intervention and who will be the recipients of the services? • Project Context – What are the main threats and opportunities related to the project? What are the identified problems and community needs?
30’	**Participation & Communication – Role play & Discussion** ROLE PLAY EXERCISE 1. Organise participants into 8 groups (don’t share the names of the groups). 1) Project team (ensure the group is only men) 2) Civil Administration Entity 3) Community Members - Cash 4) Community Members - Corruption 5) Community Members - Women 6) Community Members - Perceptions 7) Community Members - Inclusion 8) Community Members - Identity 2. Give each group copies of the SCRIPT that explains the background and the information they need about their character group. 3. Allow a few minutes for participants to prepare by reading the background document and script for their character. 4. Ask participants to gather for the community meeting. 5. Ask the Project Team to commence the meeting. 6. Allow the discussion to run for 10 minutes.

	DISCUSSION ABOUT ROLE PLAY 1. Thank all the participants and ask them to come out of their roles and return to the group. Then ask the following questions in plenary: • What went wrong for the project team? And why? • What could they have done to prevent these problems? • How could community participation have helped in this situation? • How should the project team improve their project communication? 2. Try to use this discussion to draw out the following key messages. You can use the KEY MESSAGES SLIDE and the additional information listed below: • PARTICIPATION of communities and communicating with communities are key principles that ensure the quality and accountability of projects. • It is important to take into consideration the different needs of the community members. (INCLUSION) • In this phase, we should ask communities about their preferred way of receiving information, engaging in the project activities and decision making, giving feedback or flagging issues (complaints) • Not everybody will be able to contribute their ideas or views in the same way (can women and children speak up in this meeting?) We need to make adjustments to ensure we hear their views. • We need to share minimum information: about the organisation, Q&A commitments, contacts, scope of work, what will be done with the assessment information collected • All of this requires staff who have the knowledge and skills required. It also means that the staff need to be effectively managed – this could be remote management. 3. Finally, ask this question: • **In the projects you are working in, what sort of measures have you taken to communicate and engage community members, whilst ensuring their safety?** 4. Take some examples from the group 5. Explain that it is of greatest importance that no harm comes to the community as a result of their participation. 6. Remind participants about the DO NO HARM standard we look at earlier.
15’	**Relevant Standards for Participation and Communication** REVIEW OF STANDARDS 1. Organise the participants into groups of 5. 2. Ensure each group has a copies of: • GOOD ENOUGH GUIDE (2 per group) • INCLUSION STANDARDS FOR OLDER PEOPLE AND PEOPLE WITH DISABILITIES (1 per group) • CHILD PROTECTION MINIMUM STANDARDS (1 per group) 3. Ask participants to look at the GOOD ENOUGH GUIDE Tools 1, 2, and 3. (Allow 5 mins) 4. Ask participants how these tools could have helped the project team in our roleplay exercise.

	The tools list the information we should share with communities and provide guidance on how best to express that information. In addition, Tool 3 identifies how we can facilitate community participation at different stages of the project. 5. Draw participants' attention to the tools 4 to 8 in the Good Enough Guide. 6. Explain that these provide specific guidance on how to undertake assessments and gather information. 7. Explain that some guides focus on particular groups who may be affected by an emergency. Refer the participants to: • INCLUSION STANDARDS FOR OLDER PEOPLE AND PEOPLE WITH DISABILITIES - Highlight Standards 1, 3 and 4. • CHILD PROTECTION MINIMUM STANDARDS – highlight standards 4 & 5 8. Allow participants a few minutes to look at all these resources. 9. Ask if there are any questions.
25'	**Mitigating contextual risks when conducting an assessment** MESSAGE In certain contexts, community participation and communication can create a risk to community members – actions that are not carefully thought through could lead to negative outcomes, including violence or Gender Based Violence (GBV). Explain that we are going to focus on the context where the participants are working to identify some of the risks that community members could face when. EXERCISE 1 1. Maintaining the same groups, allocate each group one of these community groups: • Adolescent girls • Elderly people • People from ethnic or religious minorities • Separated or unaccompanied children • Persons with disabilities 2. Ask participants to use their experience in Syria to brainstorm the risks that these groups face (allow 5 mins) 3. Ask them to take 2-3 more mins to identify any particular GBV risks that that particular community group might face. (allow 3 mins) 4. Refer participants to the IASC guidelines for GBV – Introduction - Key considerations for at risk groups. (pages 12-13) *A comprehensive list of GBV risks is included on these pages in the IASC guidelines.* 5. Ask the participants to identify any GBV risks that they hadn't previously considered, that could be relevant in Syria. 6. Emphasise that certain groups may be more at risk than others and remind participants about the principle of Inclusion. 7. Refer participants back to GOOD ENOUGH GUIDE - Tool 3. 8. Draw participants' attention to the "Before Assessment" and "During Assessment" sections of the Tool.

	9. Ask participants to use Tool 3, the IASC guidelines, and their own experience to identify ways they should undertake the assessment process so that they mitigate the risks they previously listed. FEEDBACK AND CONCLUSION Ask each group to share 1 or 2 examples. Possible examples include: • Participation events are made safe for women and girls to attend. • Older people's needs are gathered as part of the assessment. • Information is shared in such a way that people from different ethnic or religious groups can access it. • Arranging focus groups in such a way that it does not create suspicion of certain groups or bad feeling towards them • Transparency of information about the aid programme • Including children in the assessment – following child protection guidelines • Arranging data collection in such a way that people with disabilities can be involved. Emphasise the importance of ensuring safety and confidentiality where necessary.
10'	**Coordination during needs assessments** SLIDE AND DISCUSSION 1. Show the COORDINATION SLIDE 2. In plenary, ask the participants where these Standards/Commitments come from. 3. Reveal the answers on the slide. Explain that most standards include **Coordination** as a key theme. 4. Ask: Why is coordination so important in this phase of the PCM? 5. Ask Is Coordination easy in the operating context where you work? Why or why not? 6. Encourage a discussion ensure the following key messages are covered: • Coordination is an important part of developing a comprehensive assessment. • A lack of coordination can lead to wasted resources through duplication or a lack of support because of gaps in assistance. Thank the participants for their work and close the session.

Module 5:
PCM - Set Up and Planning

90'

Summary

Module 5 covers the second phase of the PCM cycle – "**Set Up & Planning"**, ensuring that all participants have a clear and common understanding of what is included in this phase of the PCM. A discussion on **existing practices and methods** will draw out Q&A approaches, good (and bad) practice.

A focused exercise on **inclusion** will enable participants to practice using a relevant tool. The module will also draw on key **participation considerations.** The importance of planning time and resources for **feedback and complaints, Security Management** and **Remote Management** will be considered. The session will highlight the benefits of **Coordination** in ensuring Q&A. Contextually relevant tools will be signposted for future use.

Methodological Approach

- A cards matching exercise to determine what is included in "action plans", "monitoring plans" and "operational plans".
- A discussion around CHS **Commitments 1-4** will draw out the importance of an inclusion approach and its relevance to planning. This will also refer to the importance of planning time and resources for other Q&A themes and approaches – **feedback and complaints, security management** and **remote management**.
- A plenary moving exercise will help participants consider power imbalance and different capacities and vulnerabilities. **Sphere's guidance on Understanding Vulnerabilities and Capabilities** will be highlighted along with **Inclusion Standard 2 for older people and people with disabilities.**
- Participants will form groups to design (or adjust an existing) action, monitoring or operational plan, taking into account inclusion. The three groups will have to coordinate to ensure the plans correlate. This will draw out the importance of coordination to achieve an inclusion approach. Reference will be made to **CHS Commitment 6, Inclusion Standard 6** and **Child Protection Minimum Standard 1**. This will also refer to the importance of planning time and resources for other Q&A themes and approaches – **feedback and complaints, security management** and **remote management.**

Learning Objectives

1. Explain what happens in the "Set Up and Planning" phase of the PCM
2. List the relevant standards that help to ensure our plans are focused on Q&A
3. Identify tools to help ensure that plans consider the inclusion of vulnerable groups.

Key Messages

1. Q&A considerations can determine the success or failure of a project.
2. Good planning is an important step to ensure programme quality.

4. Include budget and time allowances for key Q&A activities when designing plans – participation, dealing with complaints, security, coordination (and how these are affected by remote management situations)	3. CHS commitments 1, 2, 3, & 4 outline minimum requirements when planning and delivering projects. 4. For projects to be successful they need to plan for the needs of many different recipients of aid with differing vulnerabilities and capacities. 5. Without sufficient planning, Q&A actions during the project may be seen as "extra work" beyond the scope of the project. 6. Good plans require coordination with other actors and engagement of the community affected.
Preparation before the session • PowerPoint Slides for this session • Set Up and Planning Definition Cards (7 sets) • Copies of CHS (could be within Sphere) (13 copies) • Character Badges for Inclusion exercise • Sphere's guidance on Understanding Vulnerabilities and Capabilities (13 copies) • Inclusion Standard 2 for older people and people with disabilities (13 copies) • Project Action Plan Handout (25 copies) • Project Budget Handout (25 copies)	**Sources of further information** • HAP tool on how to budget for AAP • Inclusion Standards for Older People and People with Disabilities • Child Protection Minimum Standards • Operationalisation of the principles of engagement throughout the Project Cycle Management (PCM) Phases • Annex 2 – Phases of the PCM

Session Plan

5’	**PCM – Set Up and Planning** SLIDES Welcome participants back, remind them that we are moving around the PCM cycle and we have reached the second phase – Set Up & Planning. Present the SESSION OBJECTIVES slide. EXERCISE 1. Organise participants into groups of 4 or 5 2. Hand each group a set of the SET UP & PLANNING DEFINITION CARDS 3. Ask them to match the content with the type of plan 4. Allow them 2 mins CONCLUSION In plenary, ask for volunteers to state the correct order of the cards and describe what “Action Plan”, “Monitoring Plan” and “Operational Plan” mean. Answers: • Action Plan (outlining goals, objectives, strategies and activity plan) • Monitoring Plan (outlining indicators and sources of verification to monitor and assess expected results and impact) • Operational Plan (outlining financial and human resource requirements, risk assessment and mitigation strategy, exit strategy)

25’	**CHS - Why Planning is Important for Q&A**
	
	DISCUSSION
	
	1. Ensure that each of the groups has 2 copies of the CORE HUMANITARIAN STANDARD
	2. Ask the participants to look at Commitments 1, 2, 3 & 4
	3. Ask participants:
	    • How do CHS Commitments 1,2,3 & 4 relate to planning?
	    • Why is planning so important to achieve Q&A?
	
	Ensure the following key messages are shared:
	    • Q&A considerations can determine the success or failure of a project. (CHS 1, 2 and 3 – which focus on the objective of the projects)
	    • Plans help us to ensure everybody knows what they are doing
	    • Plans help us to ensure we are focused on doing what is needed (CHS 1 and 2)
	    • Plans help to ensure we do things at the right time (and avoid mistakes that could lead to harm) – CHS 2 (relevance), CHS 3 (Do no Harm)

	• Plans help us to avoid overlaps or gaps (if we coordinate with partners) (CHS 2, 6) GROUP EXERCISE 1. In the same groups: 2. Remind participants of the format of CHS Commitments - Key Actions and Organisational Responsibilities. 3. Show the EXERCISE SLIDE and share the instructions. **Look in more detail at the Key Actions and Organisational Responsibilities for Commitments 1 to 4.** • **Which of the Key Actions and Organisational Responsibilities relate to Set Up and Planning?** • **In your experience, which of these are being achieved? Which are not?** • **What steps could we take to improve our planning?** 4. After 10 mins, ask for volunteers to share examples of good and bad practice. 5. Ask for ideas for how to improve.
25’	**Capacities & Vulnerabilities** LARGE GROUP EXERCISE 1. Remind the participants that **Inclusion** was one of our key themes. 2. Ask for 10 volunteers. 3. Give each volunteer a BADGE with the description of his or her character. 4. Use the EXERCISE SLIDE to show all the participants who each of the 10 characters are. 5. Ensure the room is clear and have the 10 characters line up against the one wall. 6. Explain that you will read out a series of scenarios. For each scenario, each participant must decide whether his or her character would be at an advantage or at a disadvantage in that scenario. Next they should move forward according to their level of advantage, as follows: • At an advantage – take 1 step forward • At no advantage – take ½ step forward • At a disadvantage – do not move 7. Encourage the participants who did not volunteer to observe and share their opinions with the volunteers. 8. Read out the following scenarios, allowing participants time to decide on their level of advantage/disadvantage and move accordingly. 9. After each, ask 1 or 2 participants to explain why they moved as they did? **Scenarios** 1. A community consultation meeting will be held at 7pm several km from the location. 2. Focus groups will be held with community leaders to identify community needs. 3. Cash for work programmes are being arranged for physical work such as water distributions, clearing rubble. 4. Participants are being asked to help with data collection for M&E. 5. Text messages will be sent to all phone networks to update people about distributions.

	6. Registration taking place at Schools and hospitals are involved. 7. Complaints can be made in by WhatsApp to ensure anonymity. 8. The NGO is targeting IDPs from Eastern Ghouta. CONCLUSION 1. Thanks the volunteers and ask all participants to take a seat. 2. Ask participants what we learned from that exercise. 3. Conclude with these key messages. • For projects to be successful they need to plan for the needs of many different recipients of aid with differing vulnerabilities and capacities. • Beneficiaries are not all the same, and cannot be treated as such. • Each of us has different levels of vulnerability and capacity. • Being inclusive means taking the necessary steps to ensure that beneficiaries have the same opportunities whatever their vulnerabilities and capabilities. 4. Explain that there is lots of advice and guidance to help us plan inclusive projects, e.g.: • SPHERE'S GUIDANCE ON UNDERSTANDING VULNERABILITIES AND CAPABILITIES • INCLUSION STANDARD 2 FOR OLDER PEOPLE AND PEOPLE WITH DISABILITIES
35'	**Planning for Inclusion** GROUP EXERCISE 1. Organise participants into groups of 2-3. 2. Give them a copy of the PROJECT ACTION PLAN and BUDGET. 3. Explain that the overall aim of the exercise is to make 3-5 changes to the Action Plan to ensure it is more inclusive, whilst ensuring the following: • Changes cannot delay the start and end dates of the project • Changes cannot cause any increase in the overall project budget 4. Allow 15 mins for the exercise. 5. Ask the participants: • Was that easy or difficult? Why? • What can we learn from this exercise, if we want to ensure Q&A in our work? 6. Draw out the key messages: • Good plans require coordination with other actors and engagement of the community affected. • It is important to include budget and time allowances for Q&A activities when designing plans – participation, dealing with complaints (which we will look at in the next module), security, coordination. • Timing and resources may be more affected where programmes are being managed remotely. • Without sufficient planning, Q&A actions during the project may be seen as "extra work" beyond the scope of the project. DISCUSSION 1. Explain that adopting a Q&A approach requires organisational capacity as well as planning. 2. Ask participants:

- Who feels their organisation has the capacity to improve the quality and accountability in the ways we have discussed in this course?
- What change is required within your organisation for it to make this a reality?

3. Use this discussion to highlight similarities in organisational needs.

Thank the participants for their work and close the session.

Module 6:
PCM - Implementation

90'

Summary

Module 6 covers the third phase of the PCM cycle – "**Implementation"**, ensuring that all participants have a clear and common understanding of what is included in this phase of the PCM. A discussion on **existing practices and methods** will draw out Q&A approaches, good (and bad) practice.

A focused exercise on **Preventing Sexual Exploitation and abuse,** and **GBV** will enable participants to practice using relevant tools. The module will also draw on key **participation** and **inclusion** considerations as well as **Do No Harm** principles throughout the implementation phase of the PCM and considers the importance of **Staff Management** in ensuring Q&A. Contextually relevant tools will be signposted for future use.

Methodological Approach

- The session will start with a "true" or "false" quiz to highlight what should be included in the implementation phase.
- There will be an opportunity to reference important standards for this phase - **CHS Commitments 2,3,4,6, Sphere Chapters on WASH, Food Security & Nutrition, Shelter & Settlement, Health** and sector specific standards – International Network for Education in Emergency (INEE) Minimum Standards, Minimum Economic Recovery Standards (MERS).
- An exercise to match key definitions related to **GBV** and **PSEA**. Concluding this session will draw out key principles and focus on the power and responsibility of humanitarian workers.
- Participants will be introduced to **PSEA, GBV guidance**, including **SG Bulletin on PSEA**, **Child Protection Minimum Standard 9, IASC Guidelines on GBV (Chapter 3) and Rules on sexual conduct for humanitarian workers, Sphere Protection Principles and CHS Commitment 3**. Working in small groups, they will reflect on their own projects, identifying (a) which of the measures they already have in place, (b) which they think they could put in place quickly and easily (c) which would be more challenging and how they might start to address those.
- Together, the group will brainstorm what organisations need to do to prevent and respond to violence, exploitation and abuse. This will help to identify the importance of staff skills and management

and re-emphasise the value of good participation and communication with the community affected.
Reference to CHS Commitments 8 and Inclusion Standards for older people and people with disabilities 8&9, Child Protection Minimum Standard 2.

Learning Objectives

1. Explain what happens in the "Implementation" phase of the PCM
2. Suggest measures to prevent sexual exploitation and abuse and gender based violence when implementing projects
3. Adopt the "Do No Harm" principle when implementing project activities
4. Explain the importance of participation & communication with communities and good staff management in ensuring Q&A in the implementation phase

Key Messages

1. Humanitarian workers have a significant level of power and influence. They have a responsibility to use that power responsibly.
2. Humanitarian workers should never have sexual relations with anybody under the age of 18, and are strongly encouraged not to engage in sexual relations with anybody from the community they are working with.
3. Exchanging any sort of goods or money for sexual acts is considered sexual exploitation.
4. As a humanitarian worker you are responsible for your own behaviour, but also responsible for acting if you see unacceptable behaviour from your peers or partners.
5. Behaviour of staff relates directly to the way they are managed – clarity over expectations, guidance, support and admonishment where necessary.

Preparation before the session

- PowerPoint Slides for session
- Copies of CHS Standard (min 13)
- Copies of Sphere Standards Handbook (min 13)
- Copies of Companion Standards available in Arabic – INEE, MERS, LEGS (1 of each)
- SEA/GBV Definitions Cards
- SG Bulletin on PSEA (25 copies)
- IASC Rules on sexual conduct for humanitarian workers (25 copies)
- IASC Guidelines on GBV (min 13)

Sources of further information

- Sphere Standard Handbook
- Sphere Standard Training Materials – Sessions 2 and 15
- IASC Guidelines on GBV
- Key Findings from Community Consultations in Syria – PSEA Network
- Operationalisation of the principles of engagement throughout the Project Cycle Management (PCM) Phases
- Annex 2 – Phases of the PCM

Session Plan

5’	**Implementation Phase** SLIDES Welcome participants back, remind them that we are moving around the PCM cycle and we have reached the third phase – Implementation. Present the SESSION OBJECTIVES slide. QUIZ 1. Organise participants into 5 teams. 2. Explain that we are going to undertake a silent quiz. • You will read out a series of activities and each team needs to decide if the activity is in the implementation phase or not. • The first team to get the correct answer wins a point. • Team members should raise their RIGHT hand if the activity is part of the Implementation phase. • They should raise their LEFT hand if it is not. • To win a point, all team members need to have the SAME hand in the air. 3. Practice with a simple example and then proceed with these activities: • Beneficiaries receive assistance - YES • Human Resource Management – YES • Action Plans are designed – NO (In the Set up & Planning phase) • Budget Management – YES • Needs Assessment – NO (In the Identification & Design phase) • Supply Chain Management – YES • Monitoring & Evaluation – YES (Trick question! M&E takes place throughout all phases!) • Project Close Down Activities – NO (In the Exit phase) • Executing Work Plans – YES • Building staff & partner capacity – YES • Achieving Q&A! – YES YES YES! (As we have seen – this should take place throughout all phases!) 4. Congratulate the teams and announce the winner. 5. Explain that we are going to look at how we can achieve Q&A in the Implementation phase, and specifically how we can try to prevent Gender Based Violence (GBV).
15’	**Standards to Support the Implementation Phase** RECAP 1. Ask participants if anybody can remember any of the CHS Commitments we looked at earlier.

	2. Next, ask participants to take a look at the CHS STANDARD and ask them to identify, which of the Commitments apply to the Implementation phase. 3. The answer is ALL of them. You can choose a few to emphasise – perhaps Commitments 2, 6 and 9. SLIDES 1. Explain that we also have access to specific technical standards to assist us. 2. Ensure that each participant can see a SPHERE HANDBOOK. 3. Use the SPHERE Training Package Session 2 Slides (12-16) - included in the slide deck here. 4. Follow the instructions below and work through the slides. *The instructions below are taken from the Sphere Training Package and included in the Sphere slide deck Notes section.* SLIDE - GENERAL STRUCTURE OF THE SPHERE STANDARDS* Refer participants to the second half of the Handbook – the four technical chapters. Call for a show of hands of people who have used information from these chapters in their work. Call for a few examples. Briefly explain the overall structure of the technical chapters using the diagram as a guide. SLIDE – KEY ACTIONS Review the text and ask participants to quickly find and cite one or two actions from the Shelter chapter to guide the activity shown in the photograph from Haiti (post-disaster home repair). ALTERNATIVELY: If this is the first time that participants are required to search the Handbook for content related to a particular topic, this can be a daunting task. It may be better to work through this together then let participants search for themselves on the following three slides. Step 1: Navigate to the chapter structure diagram at the start of the Shelter chapter (page 238). Step 2: The task being undertaken is home repair following a disaster (Hurricane Matthew), so deduce that the most likely sections in which to find relevant key actions would be Living space or Technical assistance. Step 3: Turn to page 254 to find the key actions for standard 3. Step 4: Because the picture seems to show repairs being made to an existing shelter (rather than building a new shelter), the third key action seems to be the most relevant. You could then ask participants to check standard 5 for relevant actions. Possible answers: standard 3 – key actions 3, standard 5 – all key actions. SLIDE – KEY INDICATORS

	Review the text and ask participants to locate and cite an **indicator** from the health chapter that would be useful for monitoring this measles vaccination campaign. Possible answer: standard 2.2.1 – first key indicator. SLIDE – GUIDANCE NOTES Review the definition provided and ask participants to find and cite one guidance note that would be useful to apply to this school feeding programme. Possible answer: WASH standard 1.1: Hygiene promotion – Working with children: "Children can promote healthy behaviours to their peers and family. The department of education or social services can identify opportunities to promote hygiene in schools, residential care and child-headed households, and to children living on the street…" This search task is the most challenging of these search tasks, and is best achieved using digital versions of the Handbook. If you search the interactive Handbook for "schools" then this piece of advice can be found quickly. SLIDE – USING THE INDICATORS This is an important slide to spend a few minutes on. Advise participants to not confuse success or failure in achieving a single indicator with success or failure in meeting the related standard. **They are only indicators.** Their benefit is that they are quantifiable and measurable. When any one indicator is measured to fall short (particularly a process or target indicator), responders should immediately look to other indicators and other standards to confirm if indeed the standard is not being met. In some situations where an indicator is not met, the related standard can be met by compensating in other areas. For example, if water collection is less than 15 litres per day (page 106), but there is increased distribution and use of soap, adequate living space, and sufficient toilets, there may be no increased rate of diarrhea or other adverse effects on public health usually associated with inadequate water supply, i.e. despite having less than 15 litres per day, people have a sufficient quantity of water to meet their most important needs. (WASH standard 2.1, page 105). Draw participant's attention to the companion standards and show copies of the standards that are available in Arabic - International Network for Education in Emergency (INEE) Minimum Standards, Minimum Economic Recovery Standards (MERS). Ask participants if they have any questions.
20'	**GBV and SEA** EXERCISE 1. Organise participants into 5 groups. 2. Ensure that the groups have a mix of men and women, where possible. 3. Give each group a set of the SEA/GBV DEFINITIONS CARDS with terms and definitions and ask them to arrange them correctly. • Gender Based Violence (GBV) • Sexual Gender Based Violence (SGBV)

	• Sexual Exploitation (SE) • Sexual Abuse (SA) • Sexual Harassment (SH) 4. When the groups have finished, explain each of the definitions. 5. Ask if participants have any questions. REFLECTION & MESSAGE 1. Ask participants the following question: **As humanitarians, what are our responsibilities with regard to GBV and SEA?** 2. Hand out the SG BULLETIN ON PSEA and IASC RULES ON SEXUAL CONDUCT FOR HUMANITARIAN WORKERS. 3. Ask participants to take 2 mins to re-read Section 3 of the SG Bulletin on PSEA. 4. Share these messages: • Humanitarian workers have a significant level of power and influence. They have a responsibility to use that power responsibly. • Humanitarian workers should never have sexual relations with anybody under the age of 18, and are strongly encouraged not to engage in sexual relations with anybody from the community they are working with. • Exchanging any sort of goods or money for sexual acts is considered sexual exploitation. • As a humanitarian worker you are responsible for your own behaviour, but also responsible for acting if you see unacceptable behaviour from your peers or partners. • Behaviour of staff relates directly to the way they are managed – clarity over expectations, guidance, support and admonishment where necessary.
50’	**Actions we can take to prevent GBV** EXERCISE – IASC GUIDELINES ON GBV HANDBOOK 1. Organise participants into groups of 3-5 participants based on their organisations’ profile 2. Ensure that each group has at least 2 copies of the IASC GUIDELINES ON GBV. 3. Refer participants to PART 3 – THEMATIC AREA GUIDANCE. 4. Encourage participants to take a few minutes to scan the thematic chapters, highlighting tools and guidance that may be useful in their work. 5. Allow 3-4 mins. EXERCISE – IASC GUIDELINES HANDBOOK 1. Ask participants to select one of the Thematic Areas Chapters that matches the work of their organisation. 2. Ask them to look at the SUMMARY TABLE ON ESSENTIAL ACTIONS in that chapter. 3. Give the following exercise. **Thinking about your own projects, use a flipchart to organise the measures in the table into three categories:** **1. Measures you already have in place**

	2. Measures you could put in place quickly and easily **3. Measures that would be more challenging** 4. Give 15 mins for this exercise. 5. After 15 mins, encourage participants to leave their flip chart and walk amongst the other charts, reflecting on the progress and challenges. 6. Allow 5 mins. DISCUSSION 1. Next bring the group back to plenary. 2. Encourage a discussion by using the following questions: • What do we need to do as organisations to ensure these measures are in place? • What do we need to do collectively to ensure these measures are in place? • Do you have any examples of successful measures you can share with the group? • Do any of your organisations have a Code of Conduct? • Why is it important to have a Code of Conduct? 3. Conclude that good staff management is essential to achieve Q&A. 4. Draw participants' attention to CHS Commitment 8. Mention that other standards are focused on staff competency and management (Inclusion Standards, Child Protection Minimum Standards). Try to end the discussion in a positive and motivational way. Thank the participants for their work and close the session.

Module 7:
PCM - Monitoring & Evaluation

90'

Summary

Module 7 covers the fourth phase of the PCM cycle – **"Monitoring and Evaluation"**, ensuring that all participants have a clear and common understanding of what is included in this phase of the PCM. A discussion on **existing practices and methods** will draw out Q&A approaches, good (and bad) practice.

A focused exercise on **feedback and complaints mechanisms** will enable participants to learn how to design a mechanism whilst taking into account **inclusion, GBV, PSEA** and **Do No Harm.** The module will cover both design of feedback and complaints mechanism and responding to feedback and complaints: The latter will emphasise the importance of **Capacity Strengthening** and **Staff Management** in ensuring Q&A. Contextually relevant tools will be signposted for future use.

Methodological Approach

- The session will start by highlight that M&E covers all phases of the PCM. Participants will form groups to share information about their existing M&E practices and generate ideas for improving them based on what has been covered so far in the course. Resources on participative and inclusive M&E will be signposted, including **Sphere Standards and Technical Indicators.**
- Story telling – participants will share stories about when they experienced poor service but chose NOT to complain. This will highlight many of the same reasons with aid recipients don't complain or feedback.
- Working in groups of 3, participants will be challenged to design a feedback and complaints mechanism that considers inclusion and PSEA.
- There will be an opportunity to reference **Good Enough Guide Tools 9 to 11 and particularly 12, CHS Commitment 5, Inclusion Standards for older people and people with disabilities 5, Child Protection Minimum Standard 6, IASC Guidelines on Interagency community Based Complaints Mechanisms.**
- Participants will study the correct procedure for responding to a complaint or concern, highlighting the key principles in dealing with feedback and complaints. It will also emphasise the importance of staff skills and management.
- Participants will be asked to comment on challenges and solutions around remote management of feedback.

Learning Objectives

1. Explain what happens in the "Monitoring & Evaluation" phase of the PCM
2. List key considerations when designing a feedback and complaints mechanism
3. List key procedures and principles when responding to feedback or a complaint

Key Messages

1. Monitoring and Evaluation covers the entire PCM.
2. Feedback and complaints provide vital information to enable us to improve our project as well as prevent exploitation and abuse.

	3. There are many reasons why people will not give feedback or complain. Not receiving any feedback or complaints is probably a bad sign! 4. Having a good complaints mechanism is not enough – people also need to trust that you will respond appropriately. 5. Perception surveys/social audits are very interesting exercises. 6. Participatory monitoring can be an effective way to engage the community and improve the project.
Preparation before the session • PowerPoint Slides for this session • Good Enough Guide (13 copies) • CARDS - 12 Steps to Develop a Complaints and Response Mechanism (5 copies) • Overview - 12 Steps to Develop a Complaints and Response Mechanism (1 copy) • IASC Guidelines on Interagency community Based Complaints Mechanisms (13 copies) • Flipchart and pens	**Sources of further information** • Perception surveys: list of questions available in relation with the CHS and the GTS Project; guidance from IFRC and IRC (in English) • CHS assessment tool monitoring questions to communities • IRC Q&A on perception surveys • IFRC/GTS guide on perception surveys • IFRC toolbox on CRMs • Example of complaint form and database • IASC Guidelines on CBCM • Good Enough Guide • Note on Interagency CBCMs in Syria • IOM Training on M&E • Red Cross / Red Crescent – Project/ Programme Monitoring & Evaluation Guide • Operationalisation of the principles of engagement throughout the Project Cycle Management (PCM) Phases • Annex 2 – Phases of the PCM • IFRC Starter Kit

Session Plan

25'	**M&E** SLIDES Welcome participants back, remind them that we are moving around the PCM cycle and we have reached the fourth phase – M&E. Present the SESSION OBJECTIVES slide. *The following instructions have been adapted from the IOM M&E Training Course.* **Show slide:** WHAT TYPE OF M&E ACTIVITIES ARE USED ACROSS THE PROJECT CYCLE? **Explain:** There are different project cycles with various steps that are used in different organizations. The one shown on the slide is the one used by IOM and steps can be divided or added together and renamed but the main aspects are still the same. Emphasize that Monitoring and Evaluation covers the entire PCM. EXERCISE – PROJECT CYCLE 1. Divide the participants into groups of 3 or 4. 2. Give each group a flipchart with the PCM project life cycle already prepared on the paper so that they could write down their M&E activities at each stage. 3. Ask them to discuss what type of M&E activities do your organizations undertake at different stages in the project life cycle. **Answers are covered by the next presentation, but could include:** • **Baseline assessment measures** • **Setting targets and indicators** • **Collecting data during implementation** • **Evaluating** • **Reporting** 4. Allow 5 mins. 5. Ask for a few examples. **Present the slide:** M&E ACTIVITIES ACROSS PROJECT CYCLE Explain that these are the monitoring activities undertaken by IOM. **Show slide:** WHY M&E IS IMPORTANT? 1. Emphasize the Accountability Element of M&E. 2. Ask participants if M&E relates to any of the CHS Commitments they have seen 3. Explain: M&E also assists in detecting and fraud and risk mitigation. 4. Emphasize that participatory monitoring can be an effective way to engage the community and improve the project.

	5. Ask participants if they can share any examples of participatory monitoring in their own programmes. 6. Emphasize the importance of ensuring inclusion and safety for participants as well as the principle of do no harm. 7. If nobody mentions them, highlight the value of Perception surveys/social audits. Remind participants that many of the standards we have looked at contain specific resources around M&E. Remind them about SPHERE STANDARDS AND TECHNICAL INDICATORS and the COMPANION STANDARDS. Draw their attention to the GOOD ENOUGH GUIDE TOOLS 4 to 11.
20’	**Barriers to Complaining** STORY TELLING 1. Organise participants in pairs. 2. Ask each participant to tell their partner a short story (1-2 mins) about a time when something went wrong, they thought about complaining, but chose NOT to complain. (These do not need to be traumatic events, but can be day-to day activities such as a bad meal in a restaurant or poor service in a shop. 3. After a few minutes, ask the people who heard the stories to share some of the reasons why their partner chose NOT to complain. Note – ensure that participants share ONLY the reasons why their partner didn’t complain and not their whole story. There will NOT be time if they share the whole story. 4. Take a range of examples from the participants and capture these on a FLIPCHART. 5. Reflect the examples back to participants. 6. Ask them whether aid beneficiaries might face similar barriers. 7. Ask the participants why it is important that we remove these barriers. Draw out the following key messages: 1. Feedback and complaints provide vital information to enable us to improve our project as well as prevent exploitation and abuse. 2. There are many reasons why people will not give feedback or complain. Not receiving any feedback or complaints is probably a bad sign! 3. Having a good complaints mechanism is not enough – people also need to trust that you will respond appropriately. 8. Explain that Feedback and Complaints is a key component of Q&A, and remains a big challenge for the sector. Draw participants attention to: • CHS Commitment 5. • Inclusion Standards for older people and people with disabilities 5. Child Protection Minimum Standard 6.
20’	**Complaints Mechanisms – Intake of Complaints** (This section is based on IASC Guidelines on CBCM Section B, Chapter 4 – Intake and Review of Complaints)

	SLIDES Remind participants that complaints can relate to all aspects of project implementation and staff conduct. Explain that, in this section, we will focus on complaints related to SEA. This requires a specific type of response. Present the slides • CBCM – INTAKE AND REVIEW PROCEDURES • CBCM – INTAKE AND REVIEW PRINCIPLES Complainants and subjects of a complaint (SOC) both have a right to confidentiality. Anyone with access to sensitive complaint information must sign confidentiality arrangements developed by the CBCM for this purpose. Records should be stored securely to avoid accidental or unauthorized disclosure of information. Information kept for tracking purposes must be anonymized to the fullest extent possible. Confidentiality is an especially important principle in SEA complaints, as submitting an SEA allegation can render a complainant vulnerable to retaliation. It is essential that the CBCM conduct a risk assessment for each survivor, and develop a security/protection plan if necessary, based on individualized needs. The safety of the survivor should be a primary consideration at all times during reporting, investigation, and thereafter. The survivor is never to blame for SEA. The CBCM must keep the psychosocial well-being of the survivor in mind during any case follow up. For instance, when drawing up a security/protection plan, the PSEA/CBCM Coordinator and Focal Points must consider the potential for some SEA survivors to be ostracized due to local cultural beliefs. The actions and responses of all organizations shall be guided by respect for the choices, wishes, the rights, and the dignity of the survivor. The survivor should be given access to support groups and/or crisis counselling to help deal with feelings of fear, guilt, shame etc. • CBCM – INTAKE IN PERSON • CBCM – INTAKE INCIDENT REPORT FORM 1. Ask the participants if they have any questions. 2. Ask participants if they feel their own organisations have the systems, governance and staff capacity in place to effectively manage CBCMs. 3. Ask participants what steps they might take to address any gaps.
25’	**Complaints Mechanisms – Successes and Challenges** PEER SUPPORT 1. Organise the participants into 2 or 3 large groups (8-10 participants in each). 2. In each group, ask for 3 volunteers to share examples of particular successes or challenges they have faced when trying to implement complaints mechanisms. 3. Encourage participants to use the opportunity to learn from their peers, to share ideas and suggestions, and perhaps to make connections for future support. 4. Explain that participants won’t be asked to share their findings in plenary, instead we will focus on the discussions within the groups.

	5. Allow 15 mins. Thank the participants for their work and close the session.

Module 8:
PCM-Exit
90'

Summary

Module 8 covers the last phase of the PCM cycle – **"Exit"**, ensuring that all participants have a clear and common understanding of what is included in this phase of the PCM. The importance of the link between this phase and the initial phase of the PCM will be emphasised. A discussion on **existing practices and methods** will draw out Q&A approaches, good (and bad) practice.

A focused exercise on **Do No Harm** will enable participants to practice using a relevant tool. The module will also draw on key **inclusion** and **participation** considerations to ensure the sustainability of any ongoing work. The importance of **Capacity Strengthening** will also be covered as will **security management and staff management** considerations. Contextually relevant tools will be signposted for future use.

Methodological Approach

- Participants will be asked for examples of projects they have worked on that resulted in "withdrawal", "extension" and "transition". They will be encouraged to highlight the challenges faced in each case. If unclear, the trainer will explain the difference between the three modes of exit.
- Working in groups on one of the three exit modes, participants will brainstorm the likely risks of doing harm that exist in the contexts in which they work (This will include increasing vulnerabilities of some community members). These will be posted around the room.
- Next, the participants will be organised into small "expert" groups, each representing one of the "Q&A Approaches" as well as "participation" and "inclusion". It will be the job of the "Q&A experts" to move around the room, offering mitigation measures, where relevant, from their particular approach or theme.
- Once complete, the group will review the risks and mitigation measures together, with the trainer ensuring that key messages are covered and reference is made to **Good Enough Guide Tool 14, CHS Commitment 3**
- A final activity will focus on Remote Management and Staff Capacity Building.

Learning Objectives

1. Explain what happens in the "Exit" phase of the PCM – Withdrawal, Extension, Transition
2. List considerations to achieve the Do No Harm principle at the Exit phase, including community

Key Messages

1. There is an important relationship between the Q&A of a project and its sustainability.
2. Information sharing/communication is as crucial at this stage as in other PCM stages as it impacts the overall trust the affected population has in

participation and communication and engagement with local authorities 3. Suggest methods of capacity strengthening that could enable partners or community groups to maintain the work of the project 4. Explain the importance of coordination when exiting a project	humanitarians – it will enable the organisation to better understand challenges faced by the population and how to mitigate. 3. Expectation management is important and relies on clear communication with the community, partners and authorities – no surprises! 4. Withdrawal, extension and transition approaches all require careful planning – responsibilities cannot be transferred without sufficient capacity and resources. 5. Capacity strengthening is important, but is not a substitute for good planning. 6. Security management is an important consideration during the exit phase of a project.
Preparation before the session • PowerPoint Slides for this session • Flipcharts and pens • Post-It notes	**Sources of further information** • Do No Ham – How Can Aid Support Peace or War – Mary Anderson. • Do No Harm – A brief introduction from CDA. • Operationalisation of the principles of engagement throughout the Project Cycle Management (PCM) Phases. • Annex 2 – Phases of the PCM.

Session Plan

15’	**Project Exit** SLIDES Welcome participants back, remind them that we are moving around the PCM cycle and we have reached the last phase – Exit. Present the SESSION OBJECTIVES slide. DISCUSSION 1. Explain that the Exit phase of a project has three possible modes: • Withdrawal (of externally provided project resources from the area) • Extension (into an longer recovery programme or longer-term development programme) • Transition (of responsibility from external actors to local actors) 2. Ask participants **“Have you been involved in the any of these 3 scenarios?”** 3. Ask them to share their experiences (both successful and unsuccessful). 4. Ask the group **“What is the relationship between Q&A and a successful project exit?”** 5. Conclude the discussion with the following key message: • There is an important relationship between the Q&A of a project and its sustainability.
10’	**Do No Harm** SLIDE 1. Show the DO NO HARM SLIDE. 2. Ask for volunteers to explain what they think is meant by each of these 6 lessons from the Do No Harm Project. **Answers** **1. When an intervention of any kind enters a context, it becomes part of that context. (**We will always have an influence on the context – we must be aware of that). **2. All contexts are characterized by Dividers and Connectors.** (Dividers are factors that are causing conflict between different actors, Connectors are factors that enable different actors together in peace). **3. All interventions will interact with both Dividers and Connectors, making them better or worse.** (Our interventions will affect these dividers and connectors – it is important to try to understand how). **4. Interventions interact with Dividers and Connectors through their organizational Actions and the Behaviour of staff.** (If we want to minimise any negative impact, we can do so through planning and delivering activities carefully and ensuring staff act appropriately). **5. The details of an intervention are the source of its impacts.** (The small details in the way we plan and implement a project, can cause the project to have a negative or positive impact).

	6. There are always Options. (In any situation, no matter how complex, we can design projects that can minimise negative impacts and try to enhance positive impacts. We should always aim to do this. 3. Ask if the findings resonate with their experience in Syria. 4. Explain that we are going to consider how to avoid harm during project exit.
35'	**Exit Phase – Problems and Solutions** BRAINSTORM 1. Ensure there are 3 FLIPCHARTS with pens positioned around the room, with a title "Withdrawal", "Extension" and "Transition". 2. Organise participants into 3 groups: • 1 group will focus on Withdrawal • 1 group will focus on Extension • 1 group will focus on Transition 3. Ask each group to list risks of doing harm in this type of project exit. The risks can be based on whichever sector the participants work in – e.g. Camp Management, WASH etc. 4. Explain that participants should use the knowledge they have gained on the course, as well as their experience, to list as many risks as they can. 5. Allow 10 mins for this task. 6. Take brief feedback from each group. EXERCISE 1. Organise participants into 6 groups. (ensure that each group has at least 1 member of each of the previous groups.) 2. Give each group a set of post-it notes (one colour per group if possible). 3. Explain that each group will represent experts on one of our Q&A themes or approaches. • Community Participation & Communication • Inclusion • Staff Management • Coordination **(incl. Data & Information Management)** • Security Management • Capacity Strengthening 4. Show the EXERCISE SLIDE and give the following instructions: • **Recommend mitigation measures for some of the risks that have been listed, based on the approach or theme you have been assigned.** • Use the standards we have been referring to. • Write your mitigation measure on a post-it note and stick it next to the risk identified. • Move between the flipcharts, ensuring you visit all three. • Try to read the other mitigation measures that have been suggested, and consider how your suggestions relate. • Allow 15 mins.

10’	**Feedback and Key Messages** WRAP UP 1. Place the flip charts at the front of the room so all participants can see them. 2. Ask each group “**Which of your mitigation measures was the most important? Why?**”. 3. Draw out the following key messages: • Information sharing/communication is as crucial at this stage as in other PCM stages as it impacts the overall trust the affected population has in humanitarians – it will enable the organisation to better understand challenges faced by the population and how to mitigate. • Expectation management is important and relies on clear communication with the community, partners and authorities – no surprises! • Withdrawal, extension and transition approaches all require careful planning • Responsibilities cannot be transferred without sufficient capacity and resources. • Capacity strengthening is important, but is not a substitute for good planning. • Security management is an important consideration during the exit phase of a project.
20’	**Remote Management and Staff Capacity Strengthening** REMOTE MANAGEMENT 1. Ensure that all participants can see the presentation slides. 2. Remind participants that we have travelled through all 5 phases of the PCM, looking at how to achieve Q&A in each phase. 3. Recognise that one of the key challenges in Syria throughout all phases is the need for remote staff management. 4. Explain that in 2018, the Operations Partnership developed a paper on Remote Management in Humanitarian action, in which they presented 3 core components to consider. 5. Present the REMOTE MANAGEMENT – COMPONENTS SLIDE. **1) Risk Management:** Managing risk means understanding organisational risk acceptance, setting thresholds (limits) based on that understanding, and establishing prevention and mitigation measures for the risks encountered in remotely managed operations. It also requires organisations to systematically analyse and monitor risk over time, as risks are not static. 2) **Staff Capacity:** When an organisation transfers responsibility from senior staff to more junior staff, it must do so in a responsible manner, with a pre-established organigram and revised job descriptions, as well as ensuring the relevant staff have been trained to the required level of skills and competencies. This should be developed as part of an agency’s contingency planning. **3) Data Management:** Since the quality of data will likely be reduced in remotely managed programmes, plans must be developed in advance for how the loss of data quality will be mitigated. Whether it is through the use of third-party monitoring, enhanced information management systems, or additional monitoring and evaluation resources on the ground, these

mitigation measures should be adequately planned and budgeted.

Additional Notes on Remote Management

Remote management therefore requires robust processes to be in place for assessing, monitoring and managing risks. Feasibility studies and systematic risk assessment should be systematically conducted prior to the start of programme operation. Contingency plans based on significant risks should also be created in advance, to enable thresholds for the transition into or out of remote operation to be built into the programme design, along with the appropriate budget provisions. Agencies must be conscious not to transfer a dangerously burdensome level of risk to junior staff or partner organisations and give careful consideration to their obligations and duty of care.

Remote management also requires robust systems and processes for managing staff at a distance, changes to schemes of delegation, sign-off, staff management, communication, logistics, HR, verification of information, and adequate follow-up and support. Moreover, creative solutions must be sought to build the capacity of junior staff and provide ongoing support at a distance for programme deliverables.

6. Ask participants **"Do these components resonate with your experience of remote management in Syria?"**
7. Present the REMOTE MANAGEMENT – CONSIDERATIONS SLIDE.

Remote management is a non-optimal operational modality: Although remote management has been increasingly necessitated by security challenges and access constraints, it must be recognised as a non-optimal operational modality, which should only be considered for life-saving and critical programmes**.**

Remote management requires acceptance of heightened risk exposure: Overall, the risks associated with operating in remote management contexts are significantly higher than in direct operations, and the ability to mitigate those risks is likely more limited. In other words, using remote management to continue operation in limited access or conflict contexts requires acceptance of a higher level of risk. It is important to ensure that robust processes are in place to assess risk, determine thresholds, and make informed, deliberate and transparent decisions about when to continue and when to cease operations.

Risk exposure is different for different actors/personnel: The risks faced by international NGOs and their staff profoundly differ from the risks faced by local and national NGOs and their staff. These must be considered carefully and thoroughly to avoid simply transferring risk from one category of staff to another.

Context is critical: In remote management contexts, understanding the context and conflict dynamics is essential to determine risk tolerance thresholds, manage risks, effectively implement programming, and prevent doing harm to beneficiaries or staff.

Remote management is a different way of working: Transitioning to remote management requires consideration of all aspects of programme and operational management, including

	adaptations of processes and procedures related to finance, logistics, M&E and HR. It also requires alternative approaches to staff management. STAFF CAPACITY STRENGTHENING 1. Emphasise the importance of staff capacity to achieve Q&A. 2. Ask participants **"How can staff capacity be strengthened?".** 3. Present the CAPACITY STRENGTHENING SLIDE 4. Explain that training is not the only way to enhance skills and knowledge. • First, the specific capacity needs should be identified • There are a wide range of capacity strengthening approaches • Sometimes, changes in the way individuals are managed – how objectives are set, how work is planned, how they are supported, what resources they have available, how their performance is managed, how they are recognised and rewarded – can make a much bigger difference to their performance than any individual capacity strengthening activity. Thank the participants for their work and close the session.

Module 9:
Adopting a Q&A Approach in the Syrian Context

90'

Summary

Module 9 connects all the elements of the course so far back to the **accountability framework for Syria**. Participants will draw on the knowledge they have gained in the course to identify how each component of the Accountability Framework could be **realised in practical terms**. (In this sense the session works as a re-cap of knowledge gained). The module will also highlight **roles and responsibilities** for different organisations operating locally, both individually and collectively.

Methodological Approach

- Trainer will introduce/recapitulate the Accountability Framework for Syria.
- Working in small groups, participants will use their knowledge gained on the course to identify how Q&A activities under the PCM phases relate to the accountability framework. (One element per group).
- The groups will work together to create a combined picture of what needs to be done to achieve the Accountability Framework.
- As a large group, they will assign roles & responsibilities (individual and collective) to organisations working locally to this picture. (Identify gaps where no organisation in the room will take a role – how would we refer this to other agencies).

Learning Objectives

1. Explain the purpose of the Accountability Framework for Syria
2. List the main elements of the framework and consider practical implications
3. Make suggestions for which organisations could take individual and collective responsibility for delivering the framework

Key Messages

1. The purpose of the accountability framework is to ensure common understanding and common, coordinated action on accountability.
2. Accountability cannot be achieved by organisations working alone. Individual and collective action is needed.

Preparation before the session

- PowerPoint slides for this session
- Common Accountability Framework for NW Syria
- A selection of the standards that have been used throughout the course – CHS, Sphere…

Sources of further information

- Common Accountability Framework for NW Syria
- Syria Humanitarian Response Plan 2019 Summary

• A matrix prepared on the wall with every 5 columns (PCM phases) and 4 rows (Common Standards) • Stickers of various (10-15) different colours (or post-it notes with different symbols)	

Session Plan

15'	**Accountability Framework**

SLIDES

1. Present the SESSION OBJECTIVES slide.
2. Present the ACCOUNTABILITY FRAMEWORK slide.
3. Ask participants if they have heard of the Common Accountability Framework. Ask them what they know about it.
4. Explain the purpose of the Common Accountability Framework.

The purpose/rationale of a common accountability framework is to ensure a common understanding of accountability, risk, and due diligence and, to the extent possible, ensure common or coordinated action, including:

- Ensure the continued delivery of **quality humanitarian response** in a high-risk environment.
- Reaffirm commitment to **common normative frameworks** (i.e., humanitarian principles, accountability to affected populations, do no harm, the prevention of sexual abuse and exploitation; and ensuring that the centrality of protection guides all humanitarian action, etc.
- Encourage and establish **a system of information sharing** on incidents or attempts at interference in humanitarian response to have a common and comprehensive understanding of risk to better inform **common strategies and action.**
- Encourage, to the extent possible, **collective action** to deal with interference in humanitarian action.
- Ensure that the **impact on people in need is minimized** by any action taken to address interference/fraud or waste, including information sharing on possible action/sanctions to mitigate any potential impact of such action.

5. Present the COMMON STANDARDS slide.

The proposed framework will commit partners to work together to develop common standards to reduce risks, with a focus on the following issues:

- Ensuring **due diligence and effective management of resources at the organizational level.**
- Ensuring that **humanitarian personnel and volunteers are competent and well managed.**
- Strengthening **engagement with affected communities** to manage risks.
- Strengthening **collective engagement with civilian authorities and armed groups** to manage risks.

6. Ask participants **Why it is so important to have COMMON standards?**
7. Explain that:
    - Accountability cannot be achieved by organisations working alone.
    - Individual and collective action is needed.
    - Common standards enable organisations to work closer together.

	• Common standards help organisation to share common language around Q&A. • In turn, this helps organisations to coordinate.

25’	**Common Standards**
	
	SMALL GROUP EXERCISE
	
	Have a MATRIX prepared on the wall with 5 columns (PCM phases) and 4 rows (Common Standards). Use flip charts so participants can write directly onto the matrix. It must be large enough that all the participants can gather around it.
	(You can use 5 flip charts – 1 for each of the columns.)
	
	<table><tr><td></td><td>Identification & Design</td><td>Set Up & Planning</td><td>Implementation</td><td>M&E</td><td>Exit</td></tr><tr><td>Common Standard 1</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Common Standard 2</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Common Standard 3</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Common Standard 4</td><td></td><td></td><td></td><td></td><td></td></tr></table>
	Note – Write the full wording for each of the Common Standards in the matrix – as included here:
	
	• Ensuring due diligence and effective management of resources at the organizational level
	• Ensuring that humanitarian personnel and volunteers are competent and well managed
	• Strengthening engagement with affected communities to manage risks
	• Strengthening collective engagement with civilian authorities and armed groups to manage risks
	1. Organise the participants into 4 groups. (As much as possible, ensure that each group has participants from a range of organisations).
	2. Allocate one of the proposed common standards to each group.
	    • Ensuring due diligence and effective management of resources at the organizational level
	    • Ensuring that humanitarian personnel and volunteers are competent and well managed
	    • Strengthening engagement with affected communities to manage risks
	    • Strengthening collective engagement with civilian authorities and armed groups to manage risks
	3. Give the following instructions:
	    • **Consider each phase of the PCM**
	    • **Identify specific actions needed to achieve the common standard at each phase of the PCM**
	    Note that Standard 4 requires collective action – participants will need to consider this when listing actions.

	• **List those actions onto the Matrix** • **Use their knowledge gained on the course and refer to the standards handbooks** 4. Allow 20 mins to complete the task.
50'	**Roles and Responsibilities** LARGE GROUP EXERCISE Congratulate the participants for building up a complete matrix of actions to achieve the Common Accountability Framework. 1. Ask participants to form groups with colleagues from their own organisation. 2. Give each organisation some stickers of a certain colour. (Alternatively, give them all post-its and ask them to draw an icon that represents their organisation). 3. Identify any important organisations that are not in the room and assign a sticker or icon to them too. 4. Explain that we are going to consider roles and responsibilities for the actions required - in three steps: STEP 1 1. Ask each organisation group to look at all the actions on the matrix and place their stickers/icons alongside actions that they feel they should take responsibility for. 2. Allow 15 mins for this. STEP 2 1. Gather all the participants in around the matrix. 2. Ask the participants to review the matrix and identify any gaps where there is no individual or collective responsibility, or where they feel responsibilities have been incorrectly assigned. 3. Allow 10 mins for this. STEP 3 1. In plenary, ask participants how they feel these gaps or errors can be resolved. 2. Encourage participants to discuss these issues. 3. If they can be resolved, adjust the stickers/icons on the matrix. 4. If they cannot be resolved, record the issue raised on a separate FLIPCHART. 5. Allow 20 mins for this. 6. Try to finish on a positive note rather than in an unresolved discussion. Thank the participants for their work and close the session.

Module 10:
Practical Actions

90’

Summary

Module 10 is an opportunity for **individual organisations** to make **detailed plans** for what actions they want to take forwards and also for the group to decide on **collective actions** and how those can be implemented. This will include identification of what needs to be done, a prioritisation exercise related to the specific content and a planning session. Planning will include work break down structure questions on **WHO will do WHAT, WHEN and WHERE**. It will also use RACI methodology to clarify roles and responsibilities.

Methodological Approach

Part 1:

- Trainers will explain good practice on action planning and monitoring.
- Working in organisational teams, participants will develop clear and specific action plans, detailing what they aim to achieve, where, by when, and who is responsible.
- Participants will share their plans with peers. They will offer feedback on the content and suggestions on how their partner’s plans can be monitored. Plans will be finalised to include monitoring details.
- Trainers will refer to the CHS self-assessment tool.

Part 2:

- In a plenary, participants will identify which collective actions they feel are needed to achieve Q&A, coming up with a list of up to 10 actions, and who needs to be involved.
- If necessary, a prioritisation exercise will focus this on a manageable number of collective actions.
- Smaller groups will form action plans and monitoring schedule (using the same principles as learned in the organisational action plans exercise).
- Feedback can be in the form of a carousel or presentation.

Learning Objectives

1. Design a short/medium-term action plan to implement Q&A in their work
2. Set up collective action with peers in same/close locations and provide mutual support
3. Schedule when and how to monitor and follow up on action plans

Key Messages

1. Action plans are more successful, if they are realistic. It is better to complete a list of 1 action than to have an uncompleted list of 10 actions.
2. Action plans need to have clear, assigned responsibilities and timeframes.
3. Indicators for action plans should be SMART.

Preparation before the session

- PowerPoint slides for this session
- Common Accountability Framework Matrix developed in the previous session

Sources of further information

- https://pmdprostarter.org/raci-diagram/
- https://www.managers.org.uk/~/media/Files/Campus%20CMI/Checklists%20PDP/Setting%20SMART%20objectives.ashx

• A selection of the standards that have been used throughout the course – CHS, Sphere, etc. • Flipcharts and pens, A4 paper • CHS Self-Assessment Tool	• CHS Self-Assessment Tool

Session Plan

5’	**Practical Actions** SLIDES 1. Present the SESSION OBJECTIVES slide. 2. Ask participants who knows what is meant by “SMART” indicators? SMART = Specific, Measurable, Achievable, Relevant, Timebound. 3. Present the SMART ACTION PLANNING slide. 4. Explain that SMART is mostly used for indicators, but can be applied to actions too. Action plans have a much greater chance of success if they are described in a SMART. Explain that action plans are more successful, if they are realistic. It is better to complete a list of 1 action than to have an uncompleted list of 10 actions. Action plans need to have clear, assigned responsibilities and timeframes. *If you have time continue to the RACI slide. If you don’t have time, you can continue the session without the RACI element.* 5. Present the RACI slide. Explain that another way to increase the chances of success of an action plan is to be clear about who is involved and how. This also helps us to achieve Q&A. Explain the difference between Responsible (who is responsible for doing this) and Accountable (who will be accountable if this is not done). Explain that “Consulted” and “Informed” help us to prioritise and plan our participation and communication actions. This could include communities, partners, local authorities, as well as colleagues.
20’	**Organisational Action Plans** ORGANISATION GROUP EXERCISE 1. Explain that we are going to use the Matrix we built in the previous session to develop action plans. 2. Organise participants into groups based on their organisations. 3. Give the following instructions. • Based on the Matrix, identify the 5 most important actions that your organisation will undertake to enhance Q&A. • Describe each action in a SMART way, describing how, where and by when it will be done. • For each action, list the RACI elements. *(optional – see notes in previous exercise)* • Write up the action plan on a FLIPCHART. 4. Allow 15 mins to complete the task.
20’	**Action Plan Review** SMALL GROUP EXERCISE 1. Ask participants to form a pair with somebody who is not from their organisation. 2. Give the following instructions:

	• **Take turns to present your action plan to their partner.** • **The listener should offer suggestions on how to make the plan clearer or more feasible.** • **Together, you should agree a method for monitoring progress against the plan.** • **The presenter should adjust their action plan to include any agreed changes and monitoring activities.** 3. Allow 15 mins 4. At the end of this part of the session, the trainer can refer participants to the CHS Assessment Tool, explaining that it represents a comprehensive way to assess the status of implementation of the nine commitments, develop an action plan and monitor organisational progress towards Q&A. It is also a good way to get a sense of what policies and procedures an organisation can be missing.
45'	**Collective Action** LARGE GROUP EXERCISE 1. Bring all the participants back together into a large circle. 2. Remind participants that accountability cannot be achieved by organisations working alone. Individual and collective action is needed. 3. Highlight any collective actions they included on the Matrix in the previous session. 4. Ensure each participant has several pieces of A4/letter size paper and a thick pen. 5. Give the following instructions: • **Write 2 or 3 collective actions that you feel are most important to achieve the common accountability framework.** • **Write 1 action on each piece of paper.** • **Then place the paper on the floor in the centre of the circle.** 6. Allow 3-4 mins. 7. Once all papers are on the floor, ask participants to group the actions, placing the same or similar actions together. (If more than 10 actions remain, arrange a vote to determine which are the most important actions to take forward.) SMALL GROUP EXERCISE 1. Once there are fewer than 10 actions, ask participants to form groups around each of the actions, based on their individual interests. 2. Ask the participants to repeat the exercise they completed previously. • **Write the action into a SMART statement, saying how, where and by when it should happen. (Remember, these are collective actions for more than one organisation).** • **Assign the RACI elements to the action.** *(optional – see notes in the first exercise)* • **Explain how and when the action will be monitored.** 3. Allow 15 mins. WRAP UP

	Bring all the participants back together in plenary. Ask each group to share their smart statement (and, if time, their RACI elements). Congratulate the participants on developing individual and collective action plans that can make the Accountability Framework a reality. Close the session.

Materials Handover
Final Evaluation
Certificate of Attendance

90'

Closure

Summary

This session is an opportunity to show and distribute the materials that participants will receive as a **take away**.
This session also enables participants to reflect on what they have learned during the training and how they will use it in their work while they fill in the fin**al evaluation on the content and the methodology of the training**, for the benefit of the Trainers and the whole learning process.
Finally, participants will receive **a certificate of attendance** and say **good bye**!

Methodological Approach

- Materials: explanation and distribution
- Final training evaluation
- Certificate and closing activity

Learning Objectives

1. Reviewed the agenda
2. Checked the achievement of the learning objectives and expectations
3. Evaluated the Training

Key Messages

1. This is the end of the 3-day Training but only the beginning of a collective process to implement Q&A.
2. Keep in touch and share future experiences!

Preparation before the session

- Prepare the materials to be handed over
- Print the handout Final Evaluation Form – One per participant
- Print the certificate of attendance – One per participant
- Photograph (if available) - One per participant

Sources of further information

- N/A

Session Plan

15’	**Introduction** 1. Present and explain properly what are the materials shared with participants (hard and soft copies). 2. Distribute to all participants. 3. Note down further requests and ensure you will process or channel them.
25'	**Final Evaluation of the training** SLIDE Show the training objectives SLIDE. Show the agenda SLIDE. 1. Recall the Training objectives and the Training agenda. 2. Distribute and explain the evaluation form structure. 3. Ask if there are any questions. 4. Allow some time to complete the evaluation. (15’)
50’	**Certificates** 1. Distribute attendance certificates and photographs (if available). The distribution of certificates can follow cultural norms (checked out beforehand). The following are possible ideas: a. If you need a special guest to close the course, this person could distribute the certificates before closing the activity. b. Where possible, try to choose an option that reflects the horizontal/participatory principles followed during the training: for example, the trainer puts the certificates in a pile and gives out the first one; that person takes the next one and gives it to someone else, and so on. c. The trainer may invite the participants to decide on the system for the distribution (depends on how tired they are and the timing) **Closing activity** 1. Run a closing activity. Here are some options: a. Talking stick: in the US, the original inhabitants used to meet to talk, solve problems, and make decisions, and to avoid talking all at the same time they used the talking stick. Prepare in advance a nice stick with colours, flowers, etc. Participants stand in a circle with the talking stick in the middle. Only the person with the stick in their hands can speak. Participants only speak if they wish to. This is usually a very emotive moment and lots of feelings come out. b. Match round: participants stand in a circle, with a box of matches. One person starts the exercise by lighting one match; she/he can talk as long as the match is lighted. Then he/she passes the box to the following one. If someone does not want to speak they can pass the box on. [larger matches are useful for this exercise]

	c. Giving gifts and thanks: using a bag of chocolates or something similar, each participant picks another person to thank, on behalf of their group, and presents them with a chocolate. They should choose someone not already thanked, and give a specific reason for the thanks (e.g. thank you for your sense of humour/ for your huge contribution/ for your attention to detail/ for your good time keeping, etc.). Make sure that everyone is covered. d. Any other you may know ... 2. If there is a guest speaker for the closing, they should be an observer during this exercise, not a participant, since this is a special moment for the group to think about what they have been living through the training. 3. Share the key messages for this session. Remind participants that the trainers are keen to hear feedback from users in the field! 4. Congratulate the group, thank the host. 5. Closing remarks from the host/guest (if appropriate).