

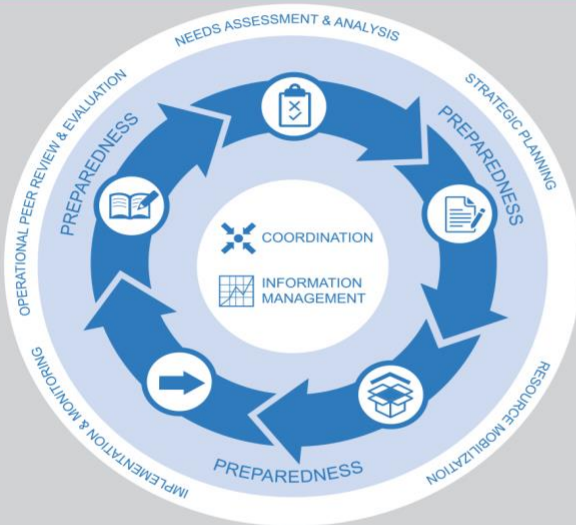
3-Day Training

Quality and Accountability for Project Cycle Management

OVERVIEW & TRAINING MODULES

January 2020

Core Humanitarian
STANDARD



In Partnership with:



International
Council of
Voluntary
Agencies



Published by Community World Service Asia

Acknowledgements


This Training Package has first been designed specifically for the Syria response, in English and Arabic. This has been financially supported by **IOM Turkey** and **SIDA**, with in kind contributions from **CHS Alliance**, **OCHA Turkey** and **Sphere**.

The team of consultants involved in the design, **Charlie Dalrymple** and **Sylvie Robert**, acknowledged the use of initial materials from other projects such as **IOM PSEA-CBCM**, **LEGS** and **Sphere** who gave their authorization to use and adapt some of their materials.

This Training Package was reviewed to be global oriented and fit various contexts. This version is the one presented during the ToT in Bangkok, in November 2019, organized and hosted by **CWS Asia**. This Training Package was reviewed by **Sylvie Robert**.

This Training Package is aligned with the Booklet 'Q&A for PCM' finalized in January 2020.

Training Overview

Aim/Goal	Contribute to enhancing the quality and accountability of the humanitarian and development projects and programmes for the benefit of communities.
Main Objective	Increase the capacities of humanitarian actors to apply quality and accountability standards and tools throughout the PCM phases.
Learning Objectives	<p>At the end of the 3-day Training, participants will be able to:</p> <ul style="list-style-type: none"> • Identify key initiatives and tools contributing to Q&A • Outline opportunities, challenges and resources in implementing Q&A throughout the PCM • 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	<ul style="list-style-type: none"> ✚ 25 participants (approx.) ✚ From NGOs (national and international), Government and UN agencies ✚ Other actors are most welcome
Pre-Requisite	It is crucial to ensure a minimum common level before the training. Participants will be required to navigate online resources and trainings in advance: the CHS, the HSP, Sphere, 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 on Q&A for PCM is composed of 10 modules of which 6 describe humanitarian standards and tools that can support humanitarian actors at each phase of the Project Cycle Management (PCM) and the Humanitarian Programme Cycle (HPC).
Training Team	<p>The training team should be made of:</p> <ul style="list-style-type: none"> ✚ One ToT participant becoming the lead trainer ✚ One or two co-trainers working in the context
Language	The Training is delivered in English.
Organisers, Host & Donors	<ul style="list-style-type: none"> ✚ Any organization willing to can host a 3-day Training on Q&A ✚ Financial support should be sought from both participants' fees and donors supporting traditionally such approaches. Initiatives such as the CHS Alliance and Sphere/The HSP could also be contacted. ✚ Onsite representations of OCHA and coordinating platforms such as ICVA may be contacted to offer subsidies for NNGOs.
	3 days

Training Agenda

	DAY 1	DAY 2	DAY 3
15'	Registration	Evaluation feedback Recap.	Evaluation feedback Recap.
90'	Opening and Introductions	Module 4: PCM Phase 1 Identification	Module 8: PCM Phase 5 Exit
Break			
90'	Module 1: Q&A Introduction	Module 5: PCM Phase 2 Formulation	Module 9: Frameworks and Verification
Lunch			
90'	Module 2: Q&A through HPC and PCM	Module 6: PCM Phase 3 Mobilisation	Module 10: Practical Actions
Break			
90'	Module 3: PCM Phase 0 Learning and Preparedness	Module 7: PCM Phase 4 Execution	Materials Handover Final Evaluation Certificate of Attendance
15'	Daily Evaluation Social Event	Daily Evaluation	Closure

Training Modules

- Module 1: Q&A Introduction
- Module 2: Q&A through HPC and PCM
- Module 3: PCM Phase 0 - Learning and Preparedness
- Module 4: PCM Phase 1 - Identification
- Module 5: PCM Phase 2 - Formulation
- Module 6: PCM Phase 3 - Mobilisation
- Module 7: PCM Phase 4 - Execution
- Module 8: PCM Phase 5 - Exit
- Module 9: Frameworks and Verification
- Module 10: Practical Actions

Training Approach

Each of the 6 PCM Modules encompasses:

- An introduction to the PCM phase in theory (15 mins)
- An exercise on what are the standards, tools and resources for the PCM phase (30 mins)
- An exercise on key transversal themes and approaches (30 mins)
- A conclusion linking to the collective aspects (15 mins)

The table below highlights the correlation between the 6 PCM modules and transversal key themes and approaches which should be considered at every stage of the PCM. The division below is practical, for the purpose of enabling a particular focus on certain elements throughout the training, while covering all throughout the 6 days.

TRANSVERSAL THEMES & APPROACHES	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8
	PCM					
	Phase 0	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
	Learning and Preparedness	Identification	Formulation	Mobilisation	Execution	Exit
Community Capacity Strengthening Community Engagement (CE)	X	X	X	X	X	X
Staff Capacity Building Organisational Capacities	X	X	X	X	X	X
Participation of all Stakeholders	X	X	X	X	X	X
Inclusion	X	X	X	X	X	X
Coordination (incl. data/information management)	X	X	X	X	X	X
Gender Based Violence (GBV) Sexual Exploitation and Abuse (SEA)	X	X	X	X	X	X
Staff Management (incl. remote management, security)	X	X	X	X	X	X
Communication Feedback Mechanisms Complaints Mechanisms	X	X	X	X	X	X
Do No Harm	X	X	X	X	X	X

Reference Materials for Transversal Themes & Approaches

Transversal Themes & Approach	Reference Materials
Community Capacity Strengthening Community Engagement (CE)	<ul style="list-style-type: none"> CHS Commitment 3 and 4 Good Enough Guide Section 2 and section 6/ Tool 3
Staff Capacity Building Organisational Capacities	<ul style="list-style-type: none"> CHS Commitment 7 and 8 Good Enough Guide Competency Framework
Participation of all Stakeholders	<ul style="list-style-type: none"> CHS Commitment 4
Inclusion	<ul style="list-style-type: none"> Sphere Handbook – Understanding Vulnerabilities and Capacities (pages 10-16) Inclusion Standards
Coordination (incl. data/information management)	<ul style="list-style-type: none"> CHS Commitment 6 Sphere Handbook – Understanding the Operational Setting (pages 16 – 19) IASC Guidance Note on using the Cluster approach
Gender Based Violence (GBV) Sexual Exploitation and Abuse (SEA)	<ul style="list-style-type: none"> IASC Guidelines on GBV – Introduction – Part 2 and Part 3
Staff Management (incl. remote management, security)	<ul style="list-style-type: none"> CHS Commitments 2 and 8
Communication Feedback Mechanisms Complaints Mechanisms	<ul style="list-style-type: none"> CHS Commitment 5 IASC Guidelines on PSEA CBCM – Introduction ‘What to Expect from an Interagency PSEA CBCM’
Do No Harm	<ul style="list-style-type: none"> CHS Commitment 3 Sphere Handbook – Protection Principle 1

Registration

90'

Opening and Introductions

Summary

This session provides **an overview of the 3-day training** and gives an opportunity for **participants' introductions**. It allows to review participants' expectations and practical logistics aspects of the training.

This session also gives the participants **an opportunity to self-assess their knowledge of the Q&A standards and environment** and realise that they can learn throughout the Training.

Methodological Approach

- + Lively group exercise to introduce the participants and training team.
- + Individual introductions.
- + Presentation of the 3-day Training objectives and structure.
- + Pre-test on Quality and Accountability.

Learning Objectives

- Describe the structure and content of the 3- day Training
- Self-assess your initial knowledge of the standards for Q&A

Key Messages

- This should be a participatory and lively training.
- Your experience will make the difference!
- We all can learn and improve.

Preparation before the session

- Training Agenda
- Attendance sheet for registration
- Handout: Passport Introductions
- Handout: Quiz on Q&A
- Flip chart and markers
- PowerPoint slides
- Emergency/ Contact numbers on a flipchart

Sources of further information

- /

Session Plan

5'	<p>Opening</p> <p>The first SLIDE from the PowerPoint presentation should be already showing as a welcome as participants enter the room.</p> <p>Welcome</p> <ol style="list-style-type: none"> 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!
40'	<p>Introductions</p> <ol style="list-style-type: none"> 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') <p>Passport Introductions exercise</p> <ol style="list-style-type: none"> 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. <p>Individual Introductions</p> <p>Option 1 if you have at least 15' remaining and/or a rather small group (less than 20 participants):</p> <ol style="list-style-type: none"> 1. Ask 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: <ol style="list-style-type: none"> 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. <p>Option 2 if you have less than 15' remaining and/or a quite large group (over 20 people):</p> <ol style="list-style-type: none"> 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.

30'	<p>Overview of agenda and objectives, plus housekeeping</p> <ol style="list-style-type: none"> 1. SHOW SLIDE: Objectives of the training. Run through and check with participants how they feel about it. State clearly if it fits or not the ToT objectives. 2. SHOW SLIDE: Agenda: Go over the agenda. 3. Explain timings and that the course is very participatory and builds on sharing between participants as well as the trainers. <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 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): <ol style="list-style-type: none"> 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 bathroom and any other relevant facilities are
15'	<p>Pre-Test on Q&A</p> <ol style="list-style-type: none"> 1. Explain that this is an individual task which will not be collected. The purpose is for participants to self-assess their starting level. 2. Distribute the pre-test handout and ask participants to respond individually. Put a bit of pressure on timing! (5 mins) 3. Stop the quiz and tell participants to debrief on their most challenging questions with their group table. (5 mins) 4. Run through the Quiz in plenary in a very interactive manner. Make it a learning and sharing experience for all. Complement responses from the group as you go through the questions, indicating references, sources, etc. You can make this a fun feedback by giving chocolates or sweets to those answering first the question: it will contribute to building the group as a team and as an energiser. (5 mins)

Module 1: Q&A Introduction

90'

Summary

Module 1 covers fundamentals and basics such as: the meanings of **Quality** (based on the OECD-DAC criteria) and **Accountability to Affected Populations**, the **Human Rights based approach** – translated into the Humanitarian Charter and 4 Protection Principles (as defined in Sphere).

Global Q&A humanitarian standards are introduced: the CHS, Sphere and the HSP.

Methodological Approach

- ✚ Small group exercise on Q&A - Match the elements of the definitions with the terms
- ✚ Video of the Red Cross/Red Crescent and NGOs Code of Conduct
- ✚ 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)
- ✚ Standards for Q&A: the CHS, Sphere and the HSP, GBV and PSEA. Small group exercise - One resource per pair to learn about and share with the group.

Learning Objectives

1. Define the terms 'Quality' and 'Accountability to Affected Populations' in humanitarian work
2. Explain how Quality and Accountability (Q&A) relate to Human Rights and good governance
3. Locate and describe globally recognised humanitarian standards most relevant to specific areas of work

Key Messages

1. Q&A leads to more effective humanitarian response.
2. Q&A comes from a combination of human rights, our principles as humanitarians and our legal requirements.
3. Q&A is our responsibility as humanitarian actors.
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
- ALL Standards and Guides selected (3 copies)
- 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 – Humanitarian Charter and Protection Principles
- Good Enough Guide
- Quality & Accountability Compass
- Building a Better Response (BBR) website
- Humanitarian Standards Partnership (HSP)
- www.phap.org - Themes – Humanitarianism, Law & Protection
- Booklet 'Q&A for PCM'

Session Plan

10'

Definitions – Quality and Accountability

MESSAGE

If we are going to study Quality and Accountability (Q&A), we need ensure that we all have the same understanding about what these words mean.

The English word for 'Accountability' does not have a direct translation in all languages, especially local languages, 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 Q&A 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 minutes 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 internationally accepted definitions.

Agreed upon 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.*

	<p>2. Ask participants: What is the difference between ‘taking account’, ‘giving account’, and ‘being held to account’?</p> <p>3. Clarify as needed:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>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.</p> <p>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.</p> <p>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.</p> </div> <p>4. Ask if anybody has any questions for clarification and conclude.</p>
10'	<p>Introduction – Red Cross Red Crescent Code of Conduct</p> <p>SLIDE</p> <p>Present the CoC.</p> <p>MESSAGE</p> <p>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.</p> <p>We will start with one of the most fundamental elements of humanitarian work: The Red Cross & Red Crescent Code of Conduct.</p> <p>VIDEO</p> <p>Ensure all participants can see and hear clearly and present the CODE OF CONDUCT VIDEO.</p> <p>Explain that the Code of Conduct is available in the Sphere Handbook (page 6).</p> <p>QUESTIONS</p> <p>Ask if the participants have any questions and answer them/ask other participants to 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 training.</p>
15'	<p>Code of Conduct, Sphere Humanitarian Charter, Legal instruments and Q&A</p> <p>MESSAGE</p> <p>Once we have defined Q&A, we can see how it relates to the Code of Conduct, as well as to some other fundamental instruments for humanitarian work.</p>

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 participants: **Which fundamental humanitarian ETHICAL PRINCIPLES have we learned about already today?**
Answer: Those included in the 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 activities. 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 Humanitarian Charter together in the Sphere Handbook (page 28).
Answer: It is a description of BELIEFS, ROLES and COMMITMENTS for humanitarian 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 the CoC feed into the Humanitarian Charter and the 4 Protection Principles.

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 Humanitarian Charter card.
13. Ask participants: **How do Sphere and the HSP standards relate to this?**

Answer: they provide 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. SHOW SLIDE and work back through the diagram.
16. 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 the HSP/Sphere) provide practical tools for us to meet those commitments.

MESSAGE

Use KEY MESSAGES SLIDE to conclude:

1. Q&A comes from a combination of human rights, our principles as humanitarians and 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.

50'

Standards for Q&A CHS – Sphere - HSP

MESSAGE

There is a lot to think about to achieve Q&A. There are also 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 throughout the training.

EXERCISE

1. Organise the participants into 8 groups (i.e. working groups of 2 to 3 participants).
2. Explain that each group will represent a standard for Q&A:
 1. The Core Humanitarian Standard (CHS)
 2. The Sphere Handbook
 3. Humanitarian Inclusion Standards for Older People and People with Disabilities
 4. Livestock Emergency Guidelines and Standards (LEGS)
 5. Minimum Economic Recovery Standards (MERS)
 6. Minimum Standards for Child Protection in Humanitarian Action (CPMS)
 7. Minimum Standards for Education: Preparedness, Response, Recovery (INEE)
 8. Minimum Standard for Market Analysis (MISMA)
3. Give each group 2-3 copies of the standard they will work from.
4. Ask each group to research their standard and make a (maximum) 3 mins presentation back to the plenary.
5. SHOW STANDARDS SLIDE to share questions that each group should answer in their presentation:

	<ul style="list-style-type: none"> • <i>What is the topic and the overall purpose of the standard?</i> • <i>What content does the standard include (what are the main sections, and what sort of information is included in each one)?</i> • <i>Why might this standard be useful for our work in context?</i> <p>6. Encourage the groups to work in teams and allocate 15 mins to complete the exercise. After 5 mins and 10 mins, let the participants know how much time they have remaining. (15 mins)</p> <p>7. Run the presentations and keep the timing, allowing 3 mins per presentation (3'x9=27 mins). After each, add any important information that may be missing from the presentation. (30 mins)</p> <p>CONCLUSION (5 mins)</p> <ol style="list-style-type: none"> 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 and SHOW SLIDE: Humanitarian Standards. 5. Explain that we will refer to each of these as we go through the training.
5'	<p>Conclusion and Tips</p> <ol style="list-style-type: none"> 1. Explain that the Booklet 'Q&A for PCM' is a new resource introducing a holistic approach and tool for Q&A which is very practical and useful for field practitioners. 2. Select in advance the following videos and make sure that you will show all of them throughout the training. <ul style="list-style-type: none"> • The CHS • Sphere • The HSP

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 at each phase. It allows highlighting key considerations for Q&A at each phase of the PCM.

Module 2 creates an important opportunity to consider **opportunities and challenges of the implementation of Q&A in context through the PCM**, at both organisational and collective levels.

Methodological Approach

- ✚ Large group exercise to build the HPC and PCM diagrams.
- ✚ 9 groups – each group reviews the phases of the PCM and identifies Q&A considerations at each stage (using the same standards/guide as in the previous session).
- ✚ Brainstorm with a SWOT analysis and highlight areas of challenges and opportunities for Q&A implementation through the PCM.

Learning Objectives

1. Explain the difference and commonalities between the HPC and PCM and identify the phases of each
2. List Q&A considerations at each stage of the PCM (and HPC)
3. Highlight challenges and opportunities for Q&A through the PCM (and HPC)

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 apply to both throughout all phases.
4. It is important to acknowledge challenges and opportunities in context to be able to both mitigate and leverage them.

Preparation before the session

- PowerPoint slides
- HPC and PCM diagram cards (4 sets)
- Tape or tack to stick cards to the wall
- Post-it notes

Sources of further information

- IASC guidelines on AAP through the HPC <https://www.humanitarianresponse.info/en/programme-cycle/space>
- Booklet 'Q&A for PCM'

Session Plan

30'

Humanitarian Programme Cycle (HPC) and Project Cycle Management (PCM)

SLIDES

Welcome participants back, and present the SESSION OBJECTIVES slide.

EXERCISE (15 mins)

- Ask if participants have heard of HPC or PCM and what it represents for them. Take answers and explain that HPC and PCM are descriptions of the programming cycle. *Don't ask for any more information at this stage.*
- Organise the participants in 3 or 4 groups.
- 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
- 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. Allow 10 mins.

DEBRIEFING (10 mins)

- When all the groups have finished, gather all participants around one diagram that is complete and correct (or use the HPC and PCM SLIDES if you prefer).
- Check that participants understand both cycles by:
- Asking for volunteers to share some examples of typical activities in each phase
- You can refer to the Booklet 'Q&A for PCM' and share examples of activities for each phase of the HPC/PCM and stick them around the cycle on cards, such as:

HPC	
<i>Needs Assessment & Analysis</i>	<i>Coordinated Assessments, Humanitarian Needs Overview</i>
<i>Strategic Response Planning</i>	<i>Humanitarian Response Plans, Country Strategy, Cluster Plans</i>
<i>Resource Mobilisation</i>	<i>Fundraising proposals and campaigns</i>
<i>Implementation & Monitoring</i>	<i>Monitoring plans developed – Humanitarian response monitoring framework, selecting indicators and targets, periodic monitoring report, humanitarian dashboard</i>
<i>Operational Review & Evaluation</i>	<i>Operational peer review, Interagency Humanitarian Evaluation</i>
PCM	
<i>Learning and Preparedness</i>	<i>Capacity building, learning from evaluations, messaging for various stakeholders</i>
<i>Identification</i>	<i>Needs assessment - data collection, analysis</i>
<i>Formulation</i>	<i>Development of strategy, development of plans – for action (what we will do), operational (how we will organise it) and monitoring (how we will monitor it)</i>
<i>Mobilisation</i>	<i>Advocacy, coordination, staff/partner capacity strengthening</i>
<i>Execution</i>	<i>Implementation activities, Monitoring - Data capture and review to assess progress and make decisions to improve</i>
<i>Exit</i>	<i>Withdrawal from a project, extension of a project into a longer term project, or transition of responsibilities to another team</i>

CONCLUSION (5 mins)

1. Highlight the links between the cycles in a simple manner and explain that:
 - HPC is designed for the strategic level and focuses on interagency collaboration – several organisations working together
 - PCM includes the operational phases of a project and focuses on a single project that may be just one organisation
 - Both cycles have aligned phases
 - This training will now focus on the PCM why we understand that we all collectively fit into the inter-agency HPC
2. Ask 2 or 3 volunteers to ensure that one PCM diagram is retained on the wall for the rest of the training, and remove the other diagrams.

Background for the trainers: 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. Linkages between the HPC, the PCM and Q&A are current work in progress (see the Booklet 'Q&A for PCM').

30'**Q&A through the PCM****MESSAGE (5 mins)**

Now we are going to take a look at how Q&A relates to the PCM. We will focus on the PCM because it relates directly to the work we do when implementing projects.

EXERCISE (15 mins)

1. Organise the participants into 6 groups, one group per phase. They should consider all Standards and Guides.
 - The Core Humanitarian Standard (CHS)
 - The Sphere Handbook
 - Humanitarian Inclusion Standards for Older People and People with Disabilities
 - Livestock Emergency Guidelines and Standards (LEGS)
 - Minimum Economic Recovery Standards (MERS)
 - Minimum Standards for Child Protection in Humanitarian Action (CPMS)
 - Minimum Standards for Education: Preparedness, Response, Recovery (INEE)
 - Minimum Standard for Market Analysis (MISMA)
 - IASC Guidelines on GBV & IASC Rules on sexual conduct
2. Give each group post it notes and thick pens. Ask each group to consider their allocated phase of the PCM.
3. For each phase, they should use their handbook/guide to answer the following question:
What are some Q&A reference/considerations in your Standard/Guide for each phase of the PCM? Which tools can support you?
4. Ask participants to write answers a post-it note for each phase and title it with the name of the standard/guide (using a thick pen) and stick the post-it notes onto the PCM diagram in the corresponding phases.

5. Encourage the groups to divide the work amongst themselves. Allow 15 mins.

TOOLS AND GUIDANCE (5 mins)

Quote some of the tools supporting the implementation of the standards through the PCM and quote the Booklet 'Q&A for PCM'. Encourage participants to navigate them during the training.

CONCLUSION (5 mins)

1. Gather the participants together around the PCM diagram.
2. Allow a few minutes to read the post it notes at each phase.

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.

3. Use the KEY MESSAGES SLIDE to draw out the following key messages:
 - Q&A is important at every stage of the PCM (and 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.

30'

Q&A Implementation – Challenges and Opportunities

MESSAGE

We have seen how Q&A needs to be considered at each stage of the PCM (and therefore the HPC). Now let's look closer at our own context and consider what are the challenges and the opportunities for Q&A implementation through the PCM.

This is a key step to avoid participants' frustrations linked to the challenges being repeated during the training. Voicing those/recognising them from the onset allow being constructive.

EXERCISE (15 mins)

1. Run a SWOT analysis. The topic is: **Implementing Q&A through the PCM**
2. Have 4 flipcharts labelled 'Strengths', 'Weaknesses', 'Opportunities', 'Threats' positioned in the middle of the room
3. Ask participants' to form 4 groups and be equipped with post it notes and pens
4. Tell the groups to start with one aspect/flipchart and write/stick one idea per post it note
5. Ask the groups to move to another aspect/flipchart (in a clock way) every 3 mins and then complement the other groups findings, until they have gone through the 4 charts

DEBRIEFING (10 mins)

6. Align the 4 flipcharts and run through in a participatory manner if time allows
7. Highlight key findings, complement where needed and ensure contextualisation
8. Emphasise that all actors have responsibility, and it is important that they work together.

CONCLUSION (5 mins)

9. Explain that this training is aiming at mitigating the challenges and leveraging the opportunities, at both organisational and collective levels (recall the HPC).

Module 3:

PCM Phase 0 - Learning and Preparedness

90'

Summary

Module 3 covers the **PCM Phase 0 – Learning and Preparedness**, ensuring that all participants have a clear and common understanding of what it includes: **knowledge management, learning and capacity building**.

Existing experiences related to **approaches to Q&A** in this **PCM Phase 0 – Learning and Preparedness** will reflect good and bad practices and support discussions for a **collective approach**.

This module highlights how **standards, tools and resources** can **support Q&A** at this **PCM Phase 0 – Learning and Preparedness**.

Finally, key **transversal themes and approaches** are highlighted for this **PCM Phase 0 – Learning and Preparedness**, specifically:

- **Do No Harm**
- **Staff Capacity Building and Organisational Capacities**
- **Community Capacity Strengthening and Community Engagement (CE)**

Methodological Approach

- An introduction to the PCM phase in theory (15 mins)
- An exercise on what are the standards, tools and resources for the PCM phase (30 mins)
- An exercise on key transversal themes and approaches (30 mins)
- A conclusion linking to the collective aspects (15 mins)

Learning Objectives

1. Explain what happens in the PCM Phase 0 – Learning and Preparedness
2. Identify Q&A themes and approaches that are particularly relevant for their own organisation: Do No Harm, capacity building and strengthening

Key Messages

1. Learning and Preparedness is the strongest opportunity to implement quality and accountability effectively.
2. Communicating with and involving the affected community always leads to better quality and more accountable projects.
3. 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

- PowerPoint Slides for this session
- CHS (8 copies)
- Good Enough Guide (4 copies)
- Sphere Handbook (4 copies)
- Flipcharts and pens

Sources of further information

- The Good Enough Guide – Impact Measurement and Accountability; Humanitarian Needs Assessment
- Booklet 'Q&A for PCM'

Session Plan

15'	<p>PCM Phase 0 – Learning and Preparedness</p> <p>SLIDES</p> <p>Welcome participants back, remind them that we are moving around the PCM cycle and we have reached the PCM Phase 0 – Learning and Preparedness.</p> <p>Present the SESSION OBJECTIVES slide.</p> <p>Explain that we are going to dedicate this session to explore what learning and preparedness cover and what tools we have to support this PCM Phase 0 – Learning and Preparedness.</p> <p>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 Transversal Themes and Approaches that directly relate to Q&A. We should try to be mindful of all of these. In this training we will try to focus on those that are most relevant to the humanitarian work in context.</p> <p>Present the TRANSVERSAL THEMES and APPROACHES slide.</p> <p>Explain that we can adopt different approaches to try to achieve Q&A. In this training we will focus on some of these Transversal Themes and Approaches that relate closely to the context and people. In Modules 4 through 8, we will see how the Transversal Themes and Approaches relate to the PCM, and often refer back to them.</p>
30'	<p>Standards, Tools and Resources to support the PCM Phase 0 – Learning and Preparedness</p> <ol style="list-style-type: none"> 1. Make 9 groups 2. Allocate one of the Standard to each group. They should also refer to all the tools made available 3. Ask them to navigate the Standards and locate what could be useful for this phase 4. Give 20 mins 5. Have a debriefing in plenary highlighting the transversal aspect and the opportunities for this PCM Phase 0 – Learning and Preparedness (10 mins)
30'	<p>Key Transversal Themes and Approaches</p> <p>Explain that we are going to look at how we can consider some of the Transversal Themes and Approaches in this PCM Phase 0 – Learning and Preparedness, namely:</p> <ul style="list-style-type: none"> • Do No Harm • Staff Capacity Building and Organisational Capacities • Community Capacity Strengthening and Community Engagement (CE) <ol style="list-style-type: none"> 1. Keep the same 9 groups 2. Ask them to go again through all the Standards and tools and locate any interesting

	<p>support for the above Transversal Themes and Approaches and for this specific phase</p> <ol style="list-style-type: none"> 3. Give 20 mins 4. Take feedback and debrief in plenary (10 mins)
15'	<p>Conclusion – A collective approach?</p> <ol style="list-style-type: none"> 1. Conduct a brainstorming in plenary on what could be 'collective actions' 2. Record proposals on a chart that you will keep on the wall 3. You will refer to the chart and complement it throughout all the PCM Phases. It will then be used as an initial list during Module 10 – Practical Action as and refined

Module 4:

PCM Phase 1 - Identification

90'

Summary

Module 4 covers the **PCM Phase 1 - Identification**, ensuring that all participants have a clear and common understanding of what it includes: **context and needs assessment, diagnostic, actors and risks mapping**.

Existing experiences related to **approaches to Q&A** in this **PCM Phase 1 - Identification** will reflect good and bad practices and support discussions for **a collective approach**.

This module highlights how **standards, tools and resources** can **support Q&A** at this **PCM Phase 1 - Identification**.

Finally, key **transversal themes and approaches** are highlighted for this **PCM Phase 1 - Identification**, specifically:

- **Participation of all Stakeholders**
- **Inclusion**
- **Gender Based Violence (GBV) and Sexual Exploitation and Abuse (SEA)**

Methodological Approach

- ✚ An introduction to the PCM phase in theory (15 mins)
- ✚ An exercise on what are the standards, tools and resources for the PCM phase (30 mins)
- ✚ An exercise on key transversal themes and approaches (30 mins)
- ✚ A conclusion linking to the collective aspects (15 mins)

Learning Objectives

1. Explain what happens in the PCM Phase 1 – Identification
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
4. List key protection considerations and transversal themes and approaches when designing an assessment

Key Messages

1. Identification 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 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.
Preparation before the session <ul style="list-style-type: none"> • PowerPoint slides for session • Flipcharts and pens (5 sets) • Roleplay Scripts for each Character 	Sources of further information <ul style="list-style-type: none"> • Good Enough Guide • 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 • Booklet & Q&A for AAP

Session Plan

15'	<p>PCM Phase 1 – Identification</p> <p>SLIDES</p> <p>Welcome participants back, remind them that we are moving around the PCM cycle and we have reached the PCM Phase 1 – Identification.</p> <p>Present the SESSION OBJECTIVES slide.</p> <ol style="list-style-type: none"> 1. Explain that in the next 5 modules, we will travel through the 5 operational Phases of the PCM, taking a closer look at the Q&A considerations in each. 2. Refer to the PCM diagram on the wall, and ask participants: What is included in PCM Phase 1 – Identification? 3. Present the IDENTIFICATION slide, making these key points: <ul style="list-style-type: none"> • During this phase the humanitarian organisation conducts several data collections and analysis on context, problems, needs and opportunities. • The situation in the crisis area/ of the people in this area is screened and analysed. • The outcome of this PCM Phase 1 - Identification should enable a thorough analysis on these areas: <ul style="list-style-type: none"> • 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? • This information will in order to later select strategies that will be applied to address the problems, needs and interests of target groups.
30'	<p>Standards, Tools and Resources to support the PCM Phase 3 - Mobilisation</p> <p>Relevant Standards for Participation</p> <p>REVIEW OF STANDARDS</p> <ol style="list-style-type: none"> 1. Organise the participants into groups of 5. 2. Ensure each group has a copies of: <ul style="list-style-type: none"> • 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. <p><i>The tools list the information we should share with communities and provide guidance on</i></p>

	<p><i>how best to express that information. In addition, Tool 3 identifies how we can facilitate community participation at different stages of the project.</i></p> <ol style="list-style-type: none"> Draw participants' attention to the tools 4 to 8 in the Good Enough Guide. Explain that these provide specific guidance on how to undertake assessments and gather information. Explain that some guides focus on particular groups who may be affected by an emergency. Refer the participants to: <ul style="list-style-type: none"> INCLUSION STANDARDS FOR OLDER PEOPLE AND PEOPLE WITH DISABILITIES - Highlight Standards 1, 3 and 4. CHILD PROTECTION MINIMUM STANDARDS – highlight standards 4 & 5 Allow participants a few minutes to look at all these resources. Ask if there are any questions.
30'	<p>Key Transversal Themes and Approaches</p> <p>Explain that we are going to look at how we can consider some of the Transversal Themes and Approaches in this PCM Phase 1 - Identification, namely:</p> <ul style="list-style-type: none"> Participation of all Stakeholders Inclusion Gender Based Violence (GBV) and Sexual Exploitation and Abuse (SEA) <p>OPTION1</p> <p>Mitigating contextual risks when conducting an assessment</p> <p>MESSAGE</p> <p>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).</p> <p>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.</p> <p>EXERCISE 1</p> <ol style="list-style-type: none"> Maintaining the same groups, allocate each group one of these community groups: <ul style="list-style-type: none"> Adolescent girls Elderly people People from ethnic or religious minorities Separated or unaccompanied children Persons with disabilities Ask participants to use their experience in context to brainstorm the risks that these groups face (allow 5 mins) Ask them to take 2-3 more mins to identify any particular GBV risks that that particular community group might face. (allow 3 mins) 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 context.
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.

OPTION2

Participation of all stakeholders – 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

	<p>script for their character.</p> <ol style="list-style-type: none"> 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. <p>DISCUSSION ABOUT ROLE PLAY</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 needs to be effectively managed – this could be remote management. 3. Finally, ask this question: <ul style="list-style-type: none"> • 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'	<p>Conclusion – A collective approach?</p> <ol style="list-style-type: none"> 1. Conduct a brainstorming in plenary on what could be ‘collective actions’ 2. Record proposals on a chart that you will keep on the wall 3. You will refer to the chart and complement it throughout all the PCM Phases. It will then be used as an initial list during Module 10 – Practical Action as and refined

Module 5: PCM Phase 2 - Formulation

90'

Summary

Module 5 covers the **PCM Phase 2 – Formulation**, ensuring that all participants have a clear and common understanding of what it includes: **strategy design**, and **plans and proposal writing**.

Existing experiences related to **approaches to Q&A** in this **PCM Phase 2 – Formulation** will reflect good and bad practices and support discussions for a **collective approach**.

This module highlights how **standards, tools and resources** can support **Q&A** at this **PCM Phase 2 – Formulation**.

Finally, key **transversal themes and approaches** are highlighted for this **PCM Phase 2 – Formulation**, specifically:

- **Inclusion**
- **Coordination (incl. data/information management)**
- **Do No Harm**

Methodological Approach

- ✚ An introduction to the PCM phase in theory (15 mins)
- ✚ An exercise on what are the standards, tools and resources for the PCM phase (30 mins)
- ✚ An exercise on key transversal themes and approaches (30 mins)
- ✚ A conclusion linking to the collective aspects (15 mins)

Learning Objectives

1. Explain what happens in the PCM Phase 2 – Formulation
2. Identify tools to help ensure that plans consider the inclusion of vulnerable groups
3. List the relevant standards that help to ensure our plans are focused on Q&A
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)

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.
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
- Formulation Definition Cards (7 sets)
- 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 PCM Phases
- Booklet 'Q&A for AAP'

Session Plan

15'	<p>PCM Phase 2 – Formulation</p> <p>SLIDE</p> <p>Welcome participants back, remind them that we are moving around the PCM cycle and we have reached the PCM Phase 2 – Formulation.</p> <p>Present the SESSION OBJECTIVES slide.</p> <p>Recall that the outcome of the previous PCM Phase 1 - Identification is a thorough analysis on:</p> <ul style="list-style-type: none"> • 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? <p>Project Context – What are the main threats and opportunities related to the project? What are the identified problems and community needs?</p> <p>EXERCISE (5 mins)</p> <ol style="list-style-type: none"> 1. Organise participants into groups of 4 or 5 2. Hand each group a set of the FORMULATION CARDS 3. Ask them to match the content with the type of plan 4. Allow them 2 mins <p>CONCLUSION (5 mins)</p> <p>In plenary, ask for volunteers to state the correct order of the cards and describe what 'Action Plan', 'Monitoring Plan' and 'Operational Plan' mean.</p> <p>Answers:</p> <ul style="list-style-type: none"> • 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)
30'	<p>Standards, Tools and Resources to support the PCM Phase 2 – Formulation</p> <p>CHS - Why Planning is Important for Q&A</p> <p>DISCUSSION</p> <ol style="list-style-type: none"> 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 PCM Phase 2 – Formulation?**
 - **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.

30'

Key Transversal Themes and Approaches

Explain that we are going to look at how we can consider some of the Transversal Themes and Approaches in this PCM Phase 4 - Execution, namely:

- Inclusion
- Coordination (incl. data/information management)
- Do No Harm

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

	<ol style="list-style-type: none"> 4. Allow 15 mins for the exercise. 5. Ask the participants: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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. <p>DISCUSSION</p> <ol style="list-style-type: none"> 1. Explain that adopting a Q&A approach requires organisational capacity as well as planning. 2. Ask participants: <ul style="list-style-type: none"> • 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. 4. Thank the participants for their work and close the session.
15'	<p>Conclusion – A collective approach?</p> <ol style="list-style-type: none"> 1. Conduct a brainstorming in plenary on what could be ‘collective actions’ 2. Record proposals on a chart that you will keep on the wall 3. You will refer to the chart and complement it throughout all the PCM Phases. It will then be used as an initial list during Module 10 – Practical Action as and refined

Module 6: PCM Phase 3 - Mobilisation

90'

Summary

Module 6 covers the **PCM Phase 3 – Mobilisation**, ensuring that all participants have a clear and common understanding of what it includes: **communication, participation, advocacy** and **coordination**.

Existing experiences related to **approaches to Q&A** in this **PCM Phase 3 – Mobilisation** will reflect good and bad practices and support discussions for a **collective approach**.

This module highlights how **standards, tools** and **resources** can **support Q&A** at this **PCM Phase 3 – Mobilisation**.

Finally, key **transversal themes and approaches** are highlighted for this **PCM Phase 3 – Mobilisation**, specifically:

- **Staff Capacity Building, Organisational Capacities**
- **Coordination (incl. data/information management)**
- **Staff Management (incl. remote management, security)**

Methodological Approach

- ✚ An introduction to the PCM phase in theory (15 mins)
- ✚ An exercise on what are the standards, tools and resources for the PCM phase (30 mins)
- ✚ An exercise on key transversal themes and approaches (30 mins)
- ✚ A conclusion linking to the collective aspects (15 mins)

Learning Objectives

1. Explain what happens in the PCM Phase 3 – Mobilisation
2. Describe three most important transversal themes and approaches: Staff Capacity Building, Organisational Capacities; Coordination (incl. data/information management); Staff Management (incl. remote management, security)

Key Messages

1. It is key to ensure participation of all stakeholders and specifically the communities before the project execution
2. Coordination and complementarity are crucial ahead of the execution
3. Staff must be recruited and briefed carefully
4. Resources need to be raised to ensure proper delivery

Preparation before the session

- PowerPoint Slides for session

Sources of further information

- Sphere Standard Training Materials – Sessions 2 and 15
- Booklet 'Q&A for PCM'

Session Plan

15'	<p>PCM Phase 3 – Mobilisation</p> <p>SLIDES</p> <p>Welcome participants back, remind them that we are moving around the PCM cycle and we have reached the PCM Phase 3 – Mobilisation.</p> <p>Present the SESSION OBJECTIVES slide.</p> <p>Explain why this phase is crucial. It is about mobilising: Knowledge/ lessons learned, People, Staff, and Funds. It is also about referring needs and mobilising other actors to fill gaps and avoid overlaps, therefore it calls on coordination.</p>
30'	<p>Standards, Tools and Resources to support the PCM Phase 3 - Mobilisation</p> <ol style="list-style-type: none"> 1. Make 9 groups 2. Allocate one of the Standard to each group. They should also refer to all the tools made available 3. Ask them to navigate the Standards and locate what could be useful for this phase 4. Give 20 mins 5. Have a debriefing in plenary highlighting the transversal aspect and the opportunities for this PCM Phase 0 – Learning and Preparedness (10 mins)
30'	<p>Key Transversal Themes and Approaches</p> <p>Explain that we are going to look at how we can consider some of the Transversal Themes and Approaches in this PCM Phase 4 - Execution, namely:</p> <ul style="list-style-type: none"> • Staff Capacity Building, Organisational Capacities • Coordination (incl. data/information management) • Staff Management (incl. remote management, security) <ol style="list-style-type: none"> 6. Keep the same 9 groups 7. Ask them to go again through all the Standards and tools and locate any interesting support for the above Transversal Themes and Approaches 8. Give 20 mins 9. Take feedback and debrief in plenary (10 mins)
15'	<p>Conclusion – A collective approach?</p> <ol style="list-style-type: none"> 1. Conduct a brainstorming in plenary on what could be 'collective actions' 2. Record proposals on a chart that you will keep on the wall 3. You will refer to the chart and complement it throughout all the PCM Phases. It will then be used as an initial list during Module 10 – Practical Action as and refined

Module 7:

PCM Phase 4 - Execution

90'

Summary

Module 7 covers the **PCM Phase 4 – Execution**, ensuring that all participants have a clear and common understanding of what it includes: **implementation** and **ongoing monitoring**.

Existing experiences related to **approaches to Q&A** in this **PCM Phase 4 – Execution** will reflect good and bad practices and support discussions for a **collective approach**.

This module highlights how **standards, tools** and **resources** can **support Q&A** at this **PCM Phase 4 - Execution**.

Finally, key **transversal themes and approaches** are highlighted for this **PCM Phase 4 – Execution**, specifically:

- **Gender Based Violence (GBV) and Sexual Exploitation and Abuse (SEA)**
- **Staff Management (incl. remote management, security)**
- **Communication, Feedback Mechanisms and Complaints Mechanisms.**

Methodological Approach

- An introduction to the PCM phase in theory (15 mins)
- An exercise on what are the standards, tools and resources for the PCM phase (30 mins)
- An exercise on key transversal themes and approaches (30 mins)
- A conclusion linking to the collective aspects (15 mins)

Learning Objectives

1. Explain what happens in the PCM Phase 4 – Execution
2. Suggest measures to prevent GBV and SEA when implementing projects; track and respond to GBV and SEA when monitoring projects
3. Explain the importance of staff and security management in ensuring Q&A
4. Ensure that effective mechanisms for communication, feedback and complaints are in place

Key Messages

1. 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.
2. Exchanging any sort of goods or money for sexual acts is considered sexual exploitation.
3. 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.
4. Behaviour of staff relates directly to the way they are managed – clarity over expectations, guidance, support and admonishment where necessary.
5. Effective mechanisms for communities to be able to receive information, express their views, be

	heard and potentially complain are at the heart of a people-centered approach.
Preparation before the session <ul style="list-style-type: none"> • PowerPoint Slides for session • 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 <ul style="list-style-type: none"> • Standards Handbooks and Guides • Sphere Training Materials – Sessions 2 and 15 • IASC Guidelines on GBV • Key Findings from Community Consultations in context – PSEA Network • Booklet 'Q&A or PCM'

Session Plan

15'

PCM Phase 4 - Execution

SLIDES

Welcome participants back, remind them that we are moving around the PCM cycle and we have reached the **PCM Phase 4 – Execution**.

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 **PCM Phase 4 – Execution** 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 (This comes in the PCM Phase 2 - Formulation)
 - Budget Management – YES
 - Needs Assessment – NO (This comes in the PCM Phase 1 - Identification)
 - Supply Chain Management – YES
 - Monitoring & Evaluation – YES and NO (Trick question! Ongoing monitoring is part of this phase, but not evaluation!)
 - Project Close Down Activities – NO (This comes in the PCM Phase 5 - Exit)
 - Executing Work Plans – YES
 - Building staff & partner capacity – YES (although it may not always be the best moment for that!)
 - 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 **PCM Phase 4 – Execution**, and how we can consider some of the Transversal Themes and Approaches, namely:
 - Gender Based Violence (GBV) and Sexual Exploitation and Abuse (SEA)
 - Staff Management (incl. remote management, security)
 - Communication, Feedback Mechanisms and Complaints Mechanisms

15'	<p>Monitoring</p> <p>M&E - M or E?</p> <p>EXERCISE (10 mins)</p> <ol style="list-style-type: none"> 1. Divide the participants into groups of 3 or 4. 2. Give each group a flipchart with the PCM already prepared on the paper so that they could write down their Monitoring activities at each stage. 3. Ask them to discuss what type of Monitoring activities does your organizations undertake at different Phases of the PCM. <p>Answers are covered by the next presentation, but could include:</p> <ul style="list-style-type: none"> • Baseline assessment measures • Setting targets and indicators • Collecting data during execution • Analysis • Course correction • Reporting <ol style="list-style-type: none"> 4. Allow 5 mins. 5. Ask for a few examples. <p>SLIDES (5 mins)</p> <p>Present the slide: Monitoring activities across the PCM.</p> <p>Show slide: WHY MONITORING IS IMPORTANT?</p> <ol style="list-style-type: none"> 1. Emphasize the accountability element of Monitoring. 2. Ask participants if Monitoring relates to any of the CHS Commitments 3. Explain: Monitoring 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. Ask participants if they can share any examples of participatory monitoring in their own programmes. 5. Emphasize the importance of ensuring inclusion and safety for participants as well as the principle of do no harm. 6. If nobody mentions them, highlight the value of perception surveys/social audits. 7. Remind participants that many of the standards we have looked at contain specific resources around Monitoring. Remind them about SPHERE STANDARDS AND TECHNICAL INDICATORS and the HSP STANDARDS. Draw their attention to the GOOD ENOUGH GUIDE TOOLS 4 to 11. Highlight the Booklet 'Q&A for PCM'
30'	<p>Standards, Tools and Resources to support the PCM Phase 4 - Execution</p> <p>BRAINSTORMING (15 mins)</p> <ol style="list-style-type: none"> 1. Ask participants if anybody can remember the CHS Commitments and ask them to name which of the Commitments apply to the PCM Phase 4 – Execution. 2. Next, participants can take a look at the CHS and verify their responses. 3. The answer is ALL of them. You can choose a few to emphasise.

4. Refer to the Booklet 'Q&A for PCM' section for this PCM Phase 4 – Execution and highlight the tools and resources to support this PCM Phase 4 - Execution. Take time to navigate them. (5 mins)

SLIDES (15 mins)

1. Explain that we also have access to specific technical standards to assist us. Tell participants to refer to the SPHERE HANDBOOK.
2. Use the SPHERE Training Package Session 2 Slides (12-16) - included in the slide deck here.
3. 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).

4. Draw participant’s attention to the HSP standards and show copies of the standards.
5. Emphasise the ongoing monitoring and course correction aspects for this phase.
6. Ask participants if they have any questions.

15’

Key Transversal Themes and Approaches

Explain that we are going to look at how we can consider some of the Transversal Themes and Approaches in this PCM Phase 4 - Execution, namely:

- Gender Based Violence (GBV) and Sexual Exploitation and Abuse (SEA)
- Staff Management (incl. remote management, security)
- Communication, Feedback Mechanisms and Complaints Mechanisms

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 GBV/SEA 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.
5. Link the last message with the **staff management** perspective.
6. Recap with the measures that can be put in place to prevent GBV. Refer to the IASC GUIDELINES ON GBV, PART 3 – THEMATIC AREA GUIDANCE.

15'

Conclusion – A collective approach?

1. Conduct a brainstorming in plenary on what could be 'collective actions'
2. Record proposals on a chart that you will keep on the wall
3. You will refer to the chart and complement it throughout all the PCM Phases. It will then be used as an initial list during Module 10 – Practical Action as and refined

Module 8:

PCM Phase 5 - Exit

90'

Summary

Module 8 covers the **PCM Phase 5 – Exit**, ensuring that all participants have a clear and common understanding of what it includes: **evaluation** and **exit strategy - withdrawal, extension, transition**.

Existing experiences related to **approaches to Q&A** in this **PCM Phase 5 – Exit** will reflect good and bad practices and support discussions for a **collective approach**.

This module highlights how **standards, tools** and **resources** can **support Q&A** at this **PCM Phase 5 – Exit**.

Finally, key **transversal themes and approaches** are highlighted for this **PCM Phase 5 – Exit**, specifically:

- **Communication, Feedback Mechanisms, Complaints Mechanisms**
- **Participation of all Stakeholders**
- **Community Capacity Strengthening, Community Engagement (CE)**

Methodological Approach

- ✚ An introduction to the PCM phase in theory (15 mins)
- ✚ An exercise on what are the standards, tools and resources for the PCM phase (30 mins)
- ✚ An exercise on key transversal themes and approaches (30 mins)
- ✚ A conclusion linking to the collective aspects (15 mins)

Learning Objectives

1. Explain what happens in the PCM Phase 5 – Exit
2. Ensure that effective mechanisms for communication, feedback and complaints feed into the evaluation and the exit strategy
3. Explain the importance of participation of all Stakeholders to ensure buy in and sustainability
4. Suggest further approaches and methods of community capacity strengthening and community engagement (CE) that could enable partners or community groups to maintain the work of the project

Key Messages

1. There is an important relationship between the Q&A of a project and its sustainability.
2. Evaluation findings will feed into future learning.
3. 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.
4. Expectation management is important and relies on clear communication with the community, partners and authorities – no surprises!
5. Withdrawal, extension and transition approaches all require careful planning – responsibilities cannot be transferred without sufficient capacity and resources.
6. Capacity strengthening is important, but is not a substitute for good planning.
7. Security management is an important

	consideration during the exit phase of a project.
Preparation before the session <ul style="list-style-type: none"> • PowerPoint Slides for this session • Flipcharts and pens • Post-It notes 	Sources of further information <ul style="list-style-type: none"> • Operationalisation of the principles of engagement throughout the Project Cycle Management (PCM) Phases. • Booklet 'Q&A for PCM'.

Session Plan

15'	<p>PCM Phase 5 - Exit</p> <p>SLIDES</p> <p>Welcome participants back, remind them that we are moving around the PCM cycle and we have reached the PCM Phase 5 – Exit.</p> <p>Present the SESSION OBJECTIVES slide.</p> <p>DISCUSSION</p> <ol style="list-style-type: none"> 1. Explain that the Exit Phase of a project encompasses both evaluation and exit strategies. 2. The exit strategy has three possible modes: <ul style="list-style-type: none"> • 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) 3. Ask participants Have you been involved in any of these 3 scenarios? 4. Ask them to share their experiences (both successful and unsuccessful). 5. Ask the group What is the relationship between Q&A and a successful project exit? and How can evaluation findings feed into future projects? 6. Conclude the discussion with the following key message: <ul style="list-style-type: none"> • There is an important relationship between the Q&A of a project and its sustainability. • Evaluation findings will feed into future learning. 7. Explain that we are going to look at how we can achieve Q&A in the PCM Phase 5 – Exit, and how we can consider some of the Transversal Themes and Approaches, namely: <ul style="list-style-type: none"> • Communication, Feedback Mechanisms, Complaints Mechanisms • Participation of all Stakeholders • Community Capacity Strengthening, Community Engagement (CE)
30'	<p>Standards, Tools and Resources to support the PCM Phase 5 - Exit</p> <p>Evaluation</p> <ol style="list-style-type: none"> 1. Conduct a brainstorming in plenary on what evaluation can look like. 2. Explain that we won't go into details as this is a huge topic and every organisation has a policy in place. 3. Refer to ALNAP <p>Exit Strategy</p> <p>BRAINSTORM (15 mins)</p> <ol style="list-style-type: none"> 4. Ensure there are 3 FLIPCHARTS with pens positioned around the room, with a title 'Withdrawal', 'Extension' and 'Transition'.

	<ol style="list-style-type: none"> Organise participants into 3 groups: <ul style="list-style-type: none"> 1 group will focus on Withdrawal 1 group will focus on Extension 1 group will focus on Transition 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. 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. Allow 10 mins for this task. Take brief feedback from each group.
30'	<p>Key Transversal Themes and Approaches</p> <p>Brainstorm and share views about the importance and risks for these approaches at the PCM Phase 5 - Exit. (5 mins)</p> <ul style="list-style-type: none"> Communication, Feedback Mechanisms, Complaints Mechanisms Participation of all Stakeholders Community Capacity Strengthening, Community Engagement (CE) <p>EXERCISE (20 mins)</p> <ol style="list-style-type: none"> Organise participants into 3 groups. Have 3 flipcharts prepared. Give each group a set of post-it notes (one colour per group if possible). Explain that each group will represent experts on one of the Transversal Themes and Approaches for this PCM Phase 5 - Exit. <ul style="list-style-type: none"> Communication, Feedback Mechanisms, Complaints Mechanisms Participation of all Stakeholders Community Capacity Strengthening, Community Engagement (CE) Show the EXERCISE SLIDE and give the following instructions: <ul style="list-style-type: none"> Recommend mitigation measures for some risks you identify, based on the transversal theme or approach you have been assigned. Use the standards, tools and resources available. Write your mitigation measure on a post-it note next to the risk identified and stick it. 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. <p>WRAP UP (5 mins)</p> <ol style="list-style-type: none"> Place the flip charts at the front of the room so all participants can see them. Ask each group: Which of your mitigation measures was the most important? Why? Draw out the key messages: <ul style="list-style-type: none"> 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

	<p>– it will enable the organisation to better understand challenges faced by the population and how to mitigate.</p> <ul style="list-style-type: none"> • 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.
15'	<p>Conclusion – A collective approach?</p> <ol style="list-style-type: none"> 1. Conduct a brainstorming in plenary on what could be 'collective actions' 2. Record proposals on a chart that you will keep on the wall 3. You will refer to the chart and complement it throughout all the PCM Phases. It will then be used as an initial list during Module 10 – Practical Action as and refined

Module 9: Frameworks and Verification

90'

Summary

Module 9 connects all the elements of the training and links back to the **Accountability Framework**.

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 recap. 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**.
- ✚ Working in small groups, participants will use their knowledge gained on the training 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
2. List the main elements of the Accountability Framework and consider practical implications
3. Make suggestions for which organisations could take individual and collective responsibility for delivering the Accountability Framework
4. List what are the current verification options

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.
3. Measurement and verification are key to global accountability.

Preparation before the session

- PowerPoint slides for this session
- Accountability Framework
- A selection of the standards that have been used throughout the course – CHS, Sphere, etc.
- Stickers of various (10-15) different colours (or post-it notes with different symbols)

Sources of further information

- Booklet 'Q&A for PCM'

Session Plan

15'	<h3>Accountability Framework</h3> <p>SLIDES</p> <ol style="list-style-type: none"> 1. Present the SESSION OBJECTIVES slide. 2. Present the ACCOUNTABILITY FRAMEWORK slide. 3. Ask participants if they have heard of a Common Accountability Framework. Ask them what they know about it. 4. Explain the purpose of a Common Accountability Framework. <p>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:</p> <ul style="list-style-type: none"> • 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.
30'	<h3>Roles and Responsibilities</h3> <p>LARGE GROUP EXERCISE</p> <p>Congratulate the participants for building up a complete matrix of actions to achieve the Common Accountability Framework.</p> <ol style="list-style-type: none"> 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: <p>STEP 1</p> <ol style="list-style-type: none"> 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.

	<p>2. Allow 15 mins for this.</p> <p>STEP 2</p> <ol style="list-style-type: none"> 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. <p>STEP 3</p> <ol style="list-style-type: none"> 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. <p>Thank the participants for their work and close the session.</p>
45'	<p>Verification</p> <p>Update and add here information from CHSA, HQAI, and Hpass.</p> <p>Refer to the section on verification from the Booklet 'Q&A for PCM' (30')</p> <ol style="list-style-type: none"> 1. Split participants and ask them to explore internal and external verification options. (15') 2. Bring participants back in plenary and debrief on advantages and challenges for both options. (15') <p>Discuss and review which organisations represented in the training have undergone one or the other of the verification process. (15')</p>

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

Sources of further information

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

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.
 - 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 politic and procedures an organisation can be missing.
45'	<p>Collective Action</p> <p>LARGE GROUP EXERCISE</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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.) <p>SMALL GROUP EXERCISE</p> <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> • 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). • Explain how and when the action will be monitored. 3. Allow 15 mins. <p>WRAP UP</p> <p>Bring all the participants back together in plenary. Ask each group to share their smart statement. Congratulate the participants on developing individual and collective action plans that can make the Accountability Framework a reality. Close the session.</p>

Materials Handover Final Evaluation Certificate of Attendance

90'

Closure

Summary

This session is an opportunity to describe and distribute the materials that participants will receive as a **take away**.

It 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 **final evaluation on the content and the methodology of the 3-day training**, for the benefit of the trainers and the whole learning process.

Finally participants will receive a **certificate of attendance** and all will say **good bye!**

Methodological Approach

- ✚ Materials: explanation and distribution
- ✚ Final training evaluation
- ✚ Certificates' distribution and closing activity

Learning Objectives

1. Review the agenda
2. Check the achievement of the learning objectives and expectations
3. Evaluate the 3-day 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

- /

Session Plan

20'	Introduction <ol style="list-style-type: none"> 1. Present and explain properly what are the materials shared with participants (hard and soft copies) and if available USB keys and show their contents on the screen 2. Distribute to all participants. 3. Note down further requests and ensure you will process or channel them.
25'	Final evaluation of the training <p>SLIDE</p> <p>Show the agenda SLIDE and the training objectives SLIDE. Recall the path of the training. Review the parking lot and respond to outstanding questions. (10 mins)</p> <ol style="list-style-type: none"> 1. Recall the Training agenda and the Training objectives. 2. Distribute and explain the evaluation form structure. 3. Ask if there are any questions. 4. Allow some time to complete the evaluation. (15 mins)
20'	Certificates <ol style="list-style-type: none"> 1. Distribute attendance certificates and photograph (if available). The distribution of certificates can follow cultural norms (checked out beforehand). The following are possible ideas: <ol style="list-style-type: none"> 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)
25'	Closing activity <ol style="list-style-type: none"> 1. Run a closing activity. Here are some options: <ol style="list-style-type: none"> 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).