

Camp Coordination and Camp Management (CCCM)

Training of Trainers Report

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Location: Taunggyi, Shan State, Myanmar
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Background

As Myanmar is going through political and economic reforms and nationwide ceasefire negotiations, conflict in Kachin and northern Shan states is ongoing, and tensions in Rakhine persist. The displacement profile of the country is one of great complexity which includes statelessness, protracted internal displacement as well as recurring natural disaster driven displacement.

As the 17-year ceasefire broke down on 9 June 2011 in Kachin and Northern Shan States, the conflict flared up again between the Myanmar Armed Forces, also referred to as Tatmadaw, and the Kachin Independence Army (KIA) as well as with smaller non-state armed groups (NSAGs). As of February 2017, with the intensification of the conflict in Kachin and Northern Shan, about 86,900 internally displaced people are sheltered in 139 camp/sites across Kachin in Government as well as Non-Government controlled areas and about 10,700 internally displaced persons are sheltered in 37 camps/sites across northern Shan. Here humanitarian access is very challenging and churches and civil society play a key role in assisting the displaced population.

In Rakhine about 119,862 IDPs remain displaced in 39 locations as a result of the 2012 intercommunal violence. Most of the IDPs are stateless, live in very dire conditions and enjoy no freedom of movement outside of the camps. Here assistance to Muslim IDPs mostly lies on the international community with camp management agencies managing and coordination activities within the camps. Moreover, the attacks of the 9th of October 2016 in Maungdaw and Rathedaung Townships which killed 9 armed forces resulted in harsh military operations that caused the displacement of more than 76,000 people fleeing to Bangladesh and 20,000 internally displaced.

Disaster preparedness also remains a major challenge as Myanmar is considered to be one of the countries at highest risk of natural disasters in South East Asia. There is a continued need for disaster risk reduction and activities aimed at strengthening national capacity to prepare for and respond to natural disasters. Upon the request from the Camp Coordination and Camp Management (CCCM) Cluster lead (UNHCR) in Myanmar in 2014 and with the support of the Office of U.S. Foreign Disaster Assistance (OFDA), the International Organization for Migration (IOM) initiated a capacity building project to support camp management agencies and other key stakeholders in Rakhine, Kachin and Northern Shan states. IOM staff are now providing technical support to International and national non-governmental organizations in the field of camp management, information management, coordination, and community mobilization and have trained to date 1,064 individuals (excluding TOTs) in the core CCCM Cluster training curriculum.

Norwegian Refugee Council (NRC) served as sub-contractor to the Trócaire-led Department for International Development (DFID)-funded consortium in Kachin in 2016 offering Camp Management capacity building services for local and international partners. To date, NRC working with church based groups supporting IDPs, has been able to train over 500 camp management committee members in GCA and NGCA.

CCCM Training Of Trainers

Capacity building in Myanmar is a continuous effort to build the technical capability as well as the attitude and practice of CCCM practitioners in a sector that is characterized by the many challenges of being at the forefront in referring the needs of the IDPs and experiencing high staff turnover. Here the Camp Coordination and Camp Management (CCCM) Cluster has been supporting its members and partners through capacity building in CCCM in order to strengthen their capacity to effectively protect and assist displaced populations living in camps and camp-like settings. Part of its endeavor is to conduct TOTs (Training of Trainers) aimed at establishing a pool of trainers who can be mobilized as needed throughout the country.

This document is the report of the TOT held in Taunggyi, Shan State, from the 20 to the 24 of March 2017, jointly organized by IOM and NRC in their respective roles as CCCM technical service providers to the cluster. During the five-day training, participants were introduced to CCCM tools, adult learning methods, training /coaching techniques, minimum standards and best practices in camp management. By promoting the understanding of the roles and responsibilities in CCCM, of community participation, and of the camp management activities during the different phases of the camp life cycle, CCCM can significantly contribute to accountable provision of assistance and protection to the displaced population.



Figure 1: Family picture of the 2017 ToT participants with the RRD State Director

Participants

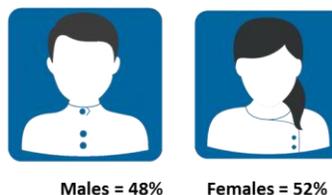
Participant's profiles – 23 representatives among international agencies, church based organizations and civil society representatives attended the training. A total of 14 participants came from Kachin State whilst 9 participants came from Rakhine State representing 8 different UN/INGO/LNGOs respectively (see full participant list in Annex 2). The Local Non-Government Organizations (LNGOs)

came all from Kachin State where they fulfill the role of Camp Management Agencies (CMA) both in Government and in Non-Government Controlled Areas (NGCA). Most of the participants were members of organizations with the exception of one IDP focal point coming from an NGCA. 22 participants were Myanmar and one was a foreigner. The participants were selected on the basis of the following criteria:

- Previous attendance in CCCM introductory training
- Willingness, once qualified and supported by their respective agencies, to conduct CCCM trainings whenever there is request made to the cluster.

Name of Organization	Male	Female	Total
UNHCR	2	1	3
Lutheran World Federation	1	1	2
Danish Refugee Council	1	1	2
Norwegian Refugee Council	4	2	6
Shalom Foundation	2	1	3
Kachin Baptist Convention	1	2	3
Karuna Mission Social Solidarity		3	3
International Organization for Migration		1	1
TOTAL	11	12	23

Table 1: Participant Profile per Agency



- ***Training Expectations :***

Consistent with the objective of the training, the expectations of the participants mainly focused on how they can improve their presentation and facilitation skills and on learning and familiarizing themselves with the content of the modules. A number of participants mentioned wanting to learn from the expertise and experience of other participants, particularly on practical camp management issues in their respective camps. Participant also expected to be required to echo the sessions when they return to their respective duty stations.

Training

Day 1 Sessions

- **Welcome and Introduction**

The first day started with an opening ceremony. The State Director of Relief and Resettlement Department of Shan State, Mr. U Soe Naing, was the guest of honor. Prior to formally declaring the TOT open, he encouraged the participants to assist not only those displaced and living in the camps but also to assist the host communities who are assisting IDPs. He urged IOM to expand its activities to assist Shan State as only few INGOs have presence there and have CCCM expertise. Mr Kyaw Wai Phyo, IOM Information Management Officer, delivered the opening remarks on behalf of the cluster.

He encouraged participants to take advantage of the training and to take a step back from their daily activities in the camps in order to gain in depth technical knowledge of CCCM and to acquire the skills to become a trainer, further contributing to raising the living conditions of IDPs across the country.



Figure 2: RRD and IOM preparing for the ToT opening



Figure 3: State Director of Relief and Resettlement Department of Shan State



Figure 4: RRD State Director addresses opening speech to ToT participants

- **Introduction to the CCCM Training Roster and Marketplace of CCCM Tools**

In this session, participants were reminded of the objectives of the training, and of the requirements and responsibilities that are attached to being a participant to the TOT. A discussion was held on the expectation from the cluster, from their employers as well as what might be expected by the Government from the cluster on capacity building. Each participant then had a chance to introduce themselves through caricatures, sketches and/or drawings to highlight their expectations as well as challenges encountered in their work as CCCM practitioners within their given contexts. Most of the challenges from Kachin spoke of access restrictions and humanitarian space getting slimmer by the day proving it more difficult to deliver not only capacity building but also material assistance and protection. Rakhine participants mostly mentioned challenges in dealing with the Camp Management Committees, the language barriers in communicating with the IDPs and coordination.

A review session was dedicated to delve into details of the CCCM training materials and tools provided to the participants as a package. Two booths were set up in logical fashion based on the flow of the participant-led sessions in order for everyone to familiarize themselves with the materials, tools and with their use and application. During this session, training tips were also shared with the participants. A healthy exchange of ideas took place as practical questions were raised by the participants on the tools and materials. The session concluded with the encouragement to be innovative, to think of new ways of unlocking concepts, presenting sessions and adapting the materials according to the context where they operate in.



Figure 5: Participants familiarizing with resources



Figure 6: Marketplace



Figure 7: Materials for interactive teaching

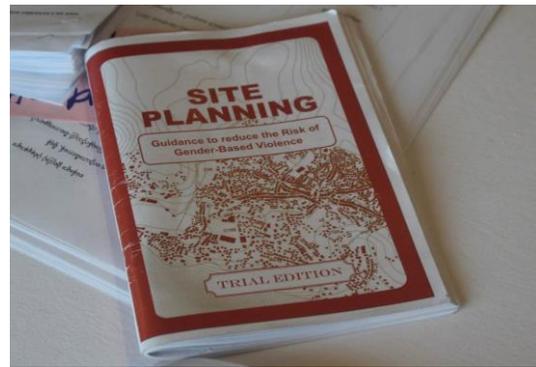


Figure 8: Site planning guide to prevent SGBV

- **Adult Learning Principles and Coaching**

The Adult Learning Principles session focused on providing participants with an overview of how adults, differently to children, learn. The facilitator introduced participants to adult learning to make participants acknowledge that many of the principles of participatory training draw on theories of adult learning and that adults learn more by doing, than by listening. Therefore, trainers for adults will need to provide opportunities to experience, to think, to understand, to reflect and to apply.

Drawing from the CCCM Cluster session plan and power point presentation, the facilitator led participants into a discussion on the adult learning cycle, based on research by David Kolb, an American education theorist, who in 1975 developed a globally recognized adult learning model. The facilitator emphasized that the way in which adults learn new things is greatly influenced by one's previous or current life experiences, personal background, education and culture. Therefore, for adult learning to occur, it is important that a trainer conceptualizes the theory and link it to real life situations and to the trainee's context. The facilitator then provided tips on methodologists that are best suited for each learning style (Activists, Pragmatics, Reflective and Theorists), encouraging

participants to ensure that they structure their session in such a way as to plan for a mix of methodologies to ensure broader outreach. The session also covered Coaching as a different technique than training that is particularly useful in leading the recipients of coaching to find solutions by themselves to challenges. The content of the coaching session was based on NRC's Coaching handbook. The intention was to mix elements of a ToT with that of coaching so that participants would be able to learn and practice the concepts of coaching and be able to replicate some activities during their work with camp committee members in Kachin and Rakhine. Such technique is particularly useful when there is a long term engagement in capacity building and it requires a specific set of skills and tools. It is however worth mentioning that introduction to coaching would normally take 90 minutes. During the planning stage, when the TOT agenda was being drafted, it was decided to only provide a few elements on this topic and hence, the coaching session was introduced under the adult learning principles.

- **Instructions for the participant lead**

This session prepared participants for the participants-led-sessions in which they themselves had to prepare on a topic and train the other participants while being evaluated by both the trainers and their fellow colleagues. All participants were paired up by the facilitators who assigned specific topics to all and explained about the mechanics of the presentations including venue and logistical arrangements. Participants were also reminded to approach any of the coaches / mentors on stand-by should they require assistance in the preparations. Participants were given the free hand to decide amongst themselves how they, as co-facilitators, wanted to design and structure their presentations, the methodologies to be used and adaptation of materials, related tools and activities to unlock concepts. This session was handled directly in Myanmar language to ensure solid understanding.

Day 2 Sessions

- **Designing a training event, managing the group, time and space**

This session was designed to provide the participants with all of the elements needed for preparing and conducting a successful training. The facilitator started by covering the importance of conducting a solid learning needs assessment to inform about the topics, the contextualization and the methodologies to adopt. The participants were led into identifying all of the elements involved in the organization of a training such as participant selection, trainers diversity, development of the training curriculum, including methodologies, group activities and case studies, venue, and delivery of the sessions. Different tips were shared about how to keep the attention and focus of the group, how to manage the space and the facilitator discussed the importance of respecting time and setting up ground rules agreed by everyone.



Figure 9: Group activity designed to show that CCCM facilitators are at the time facilitators, instructors and learners

- **Working with translation: the PowerPoint and you**

The facilitator led the participants to think critically about the use of PowerPoint presentations. The session looked at the pros and cons of PowerPoints and how to make PowerPoints effective and professional. Participants were asked to look analytically at different presentations identifying how layouts, animations, heavy text and images conveyed different messages. The session provoked participants to think whether PowerPoints were pertinent for unlocking certain concepts with different type of audiences. Overall, participants were led to think critically about which type of methodologies to use to get maximum effect with regards to the understanding of the concepts by the audience.

- **Model Session: Coordination/Information Management**

The Coordination and Information management session was used as a model presentation to show participants how a good training session is delivered. Two facilitators worked together also showing to the group how to work in tandem and how facilitators can help each other in promoting a dynamic learning environment. The session included theory and practical activities for participants to experience concepts and get inspired with ideas for their own sessions. Facilitators allowed time for questions and answers showing participants how to handle questions in different ways.

- **Working groups' preparation**

This session was devoted to participant's work on their respective topics. This session was not planned in the 2016 ToT Training and facilitators who attended both events felt that providing more time to participants was necessary for them to prepare a quality session while enjoying the overall ToT experience. Hence, participants worked on the training materials while facilitators made themselves available to assist with questions and guidance.



Figure 10: Group work to prepare the session on Protection



Figure 11: Group work - Rakhine and Kachin participants

Day 3-4-5 Participants-Led-Sessions

Participant-led sessions covered 9 topics. Participants were split in groups of 2 or 3 and had to deliver their session twice. On day three and four half of the group presented their session in the plenary training room and the other half in a smaller room set up for the occasion. Participants received feedback from the TOT facilitators as well as from their fellow colleagues on the first day and on the second day they had to facilitate again the session, taking into account the feedback received, to the other group of participants. This way all groups had the chance to improve their sessions and to present in different settings (plenary meeting room and small meeting room) and a different audience. Topics that were presented are listed below and Annex 1a shows the agenda of the participant-led session: Introduction to CCCM, Roles and Responsibility, Coordination & Information Management, Participation, Gender Based Violence (GBV), Camp Site Selection, Planning and Set Up, Care and Maintenance, Camp Closure and Durable Solutions, Protection.



Figure 12: Participant-led session on Coordination and Information Management

Constructive feedback

Aiming to build up the confidence of participants before their first presentation and related peers review, an initial session on Constructive Feedback was organized. It covered the importance of feedback in the learning process and described positive ways to give and receive feedback. The interpretation of someone else's feedback could be a minefield in itself, and understanding how negative feedback or 'constructive feedback' is given in certain cultures can sometimes help us to reduce cultural misunderstandings. Above all, the session was aimed at inciting participants to freely share their thoughts on their respective presentations even if this has to materialize through indirect speech, hints, and subtle suggestions.

Participant led sessions then followed during the rest of day four. Participants were evaluated using the ToT ranking methodology developed for the previous year TOT which provided an easier way of measuring objectively the skills of each trainer.



Figure 13: Peer to peer constructive feedback on one of the participant-led sessions

Evaluation of Participants-led Sessions

The graph below shows the score that the evaluators gave to the participants on three main criteria: delivery, audience engagement and technical competence. Evaluators in particular looked at the accuracy of the content, the efforts made to contextualize the sessions and to adjust to the audience, their ability to maintain the room active and engaged, and how they used different adult learning methodologies. The participants facilitating the sessions on Participation, Roles and Responsibilities and Protection received the highest scores, respectively and average of 3.8, 3.5 and 3.3 out of 5. Participants facilitating introduction to CCCM and Care and Maintenance scored the lowest, respectively 2.1 and 2.4 on average.

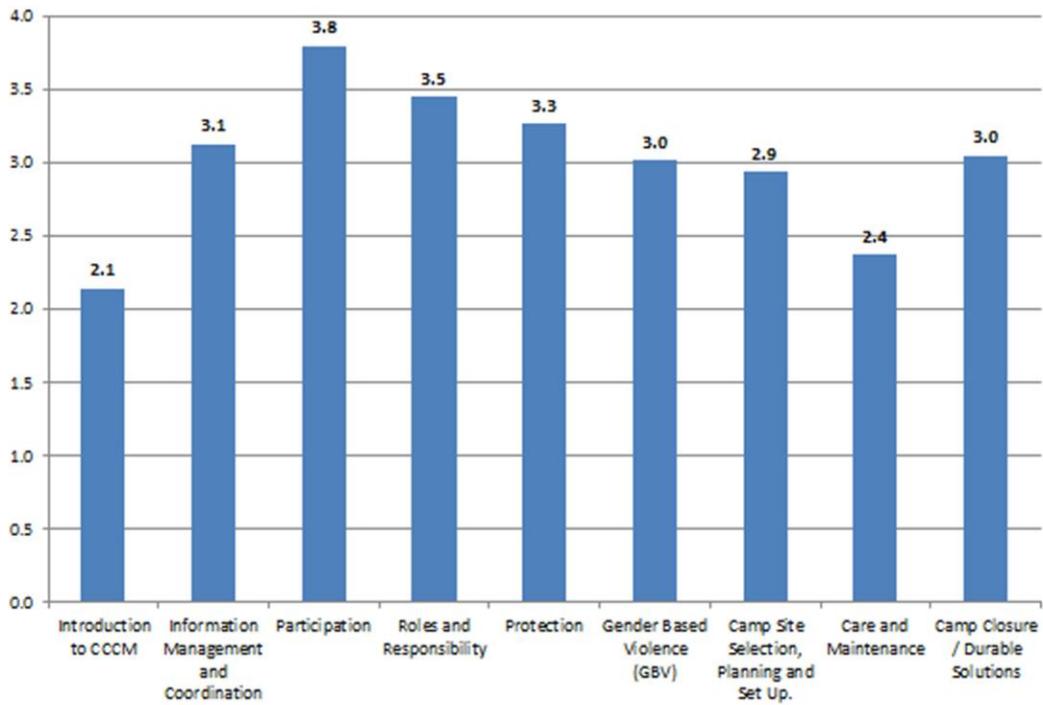


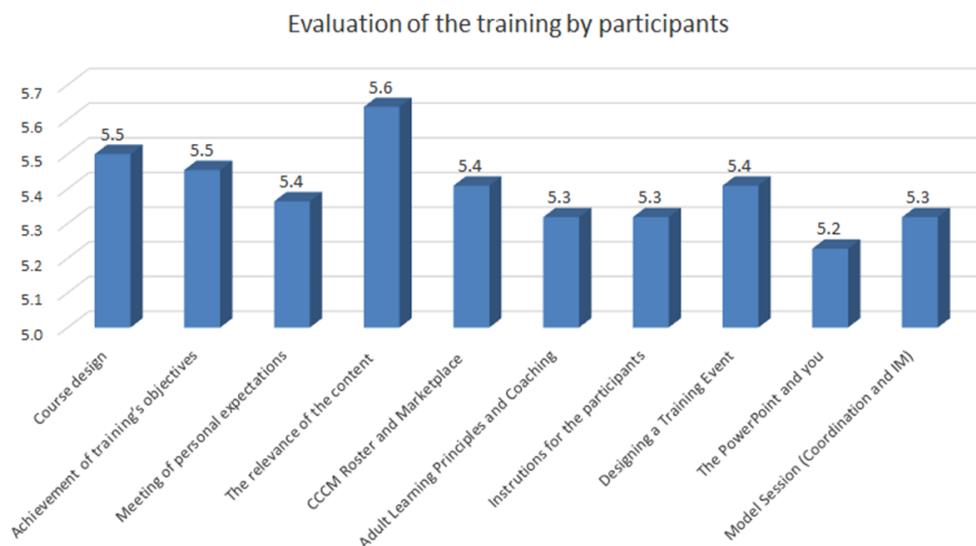
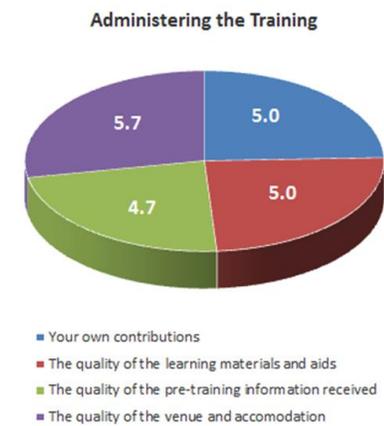
Figure 14: 2017 ToT Facilitators (IOM and NRC)

Action Planning

This session is related to a requirement for TOT certification, which is that each participant must plan for two training to be conducted, preferably within their geographical context and supported along by an experienced trainer. The action plan includes the sessions to be conducted, timelines, indicative budget, target beneficiaries and co-facilitators from the TOT participants, existing roster members as well as mentors (see annex 3). IOM committed to support training plans financially when they are conducted until June 2017. Most of the participants from the camp management agency partners in Kachin State decided to plan their training sessions in conjunction with the schedule of IOM and/or NRC.

Training Evaluation by Participants

At the end of the training, participants were asked to evaluate the training event and the facilitators on a scale of 1 to 6 where 1 was the lowest and 6 was the highest grade. The evaluation looked at the sessions moderated by the facilitators (see the Agenda in Annex 1) as well as the relevance of the training for their work, whether the training had met their expectations, and how they found the venue and logistical arrangements to be. The graph below shows how participants evaluated each element.



Summary of feedback and evaluations

- Participants scored the relevance of the training very highly at 5.6 whilst two areas were scored by the participants low at 4.7 which pertains to the quality of pre-training information received and their own contribution. This needs to be improved amid the communication challenges from GCA to NGCA particularly in Kachin State.
- In the narrative feedback, *all the participants* appreciated the opportunity to learn new skills and techniques, to learn from each other and the chance to become a better CCCM practitioner / trainer. Participants highly appreciated the quality of the venue and the facility. Few mentioned about the need to provide each participant with a single room while some participants complained that the venue was a bit far from the main city center.

Recommendations

Based on facilitator's observations and discussions with participants and on evaluations of both the participants and the trainers a set of notes and recommendations can be drawn:

- As this was the second national CCCM TOT organized, agencies were institutionally familiar with the event and they showed strong support for sending their staff and agreeing to allowing them to make them available at the request of the CCCM Cluster, other Cluster members of the Government for training across the country.
- In line with the previous year's TOT recommendations, ToT participants were selected upon the criteria of having attended at least the introduction to CCCM training modules and this proved very beneficial.
- While the training achieved the aim of producing qualified CCCM trainers, levels were different among participants and many need a continued support to strengthen their technical skills, confidence with the materials and capacity to contextualize and adapt the training content to their audience and situations.
- Most of the participants had previous training experience, but were surprised by the amount of preparatory work that had to be put in designing a training event and affirmed that training camp residents and camp management committees was easier. The CCCM Cluster and the head of agencies should therefore support in allowing proper preparation and demand from their ToT graduate staff members that trainings conducted be of relevance, contextualized and of high quality for any type of audience targeted.
- While the importance of conducting learning needs assessments prior to trainings has been mentioned, more emphasis should be put on this important stage of preparing a training and practical exercises should be designed specifically for this activity in future trainings.
- Capacity building is a continued effort if trainers are to address not only knowledge of trainees but also practice and attitude.
- Given the new developments in establishing a closer collaboration with the Government, especially in Rakhine, future ToT events should aim at including Government representatives among the participants.

Annexes

Annex 1 – Training Agenda

Annex 1a – Participant-led Sessions Agenda

Annex 2 – Participant List

Annex 3 –Participants Training Plans