CCCM Cluster Myanmar
Training of Trainers Report

Date:	8-12 February, 2016
Location:	Yangon, Myanmar
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Project Donor:	ECHO and USAID

FINAL WORKSHOP SUMMARY REPORT

Introduction and background

Since 2011, more than 240,000 people in total have been displaced in Myanmar.

Two years after inter-communal violence in Rakhine State, 120,000 IDPs reside in IDP camps and many others in isolated villages living in dire conditions with limited freedom of movement. Many others who were not directly affected by the violence have lost their livelihoods as a result of restricted movements due to the security situation. There are currently four camp management agencies working in around 20 priority camps, which house over 90 per cent of all IDPs across the State. Notably services for displaced children, the elderly, and persons with special needs are limited.

In Kachin and northern Shan States over 100,000 people remain in need of humanitarian assistance, including over 98,000 people still displaced as a result of the conflict that erupted in June 2011. Some 50 per cent of them are staying in areas beyond Government control where humanitarian access is limited. To date there are over 150 camps or camp-like settings in Kachin and Northern Shan with a population per camp ranging from a few dozens to over 1,000 residents. Some camps are home to multiple ethnicities but for the large part ethnicity is relatively homogenous. Typically the camp population is of the same religious denomination. Churches have played a key role in Kachin society for generations, providing spiritual as well as practical support for the communities.

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 a request from the CCCM Cluster lead (UNHCR) in Myanmar in 2014, 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.

Over the last year, these CCCM teams have provided formal training to 131 persons in Rakhine state and 159 in Kachin/Shan. In addition, with IOM leading the capacity building and mentoring projects, a number of tools to improve information management at field level were created including a 4W, a contact list, a tool for service provision monitoring, as well as a reporting template to be used by camp management agencies. Specific mentoring was provided to NGOs staff working at site level hence ensuring a good level of retention of the information provided during the trainings. In addition, the CCCM Cluster benefited from the translation of CCCM training materials into the Myanmar language and adapted the training package to include materials on Gender Based Violence (GBV), protection mainstreaming and Counter Trafficking (CT) awareness. The dimension and complexity of CCCM in Myanmar requires the national NGOs and CCCM practitioners to have the right knowledge, skills and attitudes to effectively meet the challenges of the situation and needs of the IDPs. Stakeholders' competence and response capacity should be built based on best practice in order to encourage an effective, relevant and accountable response to displaced populations. The key partners for this project are national and

local authorities, UN and NGO staff, NGA, camp managing agencies, service providers, IDP leaders and host community structures.

With this background, the training of trainers (ToT) event was planned with the aim of strengthening national staff capacity in Myanmar CCCM agencies to:

1. Enable participants to design, deliver and evaluate a CCCM learning event with confidence, based on participants' learning needs and expectations, under the principles of adult learning and using a participatory approach.
2. Increase the number of CCCM agencies with training knowledge and capacity to deliver key messages in the Myanmar language in both Kachin and Rakhine State.
3. Reflect and plan how to incorporate this knowledge into participants' work responsibilities.
4. Lay the ground for the revision of the CCCM cluster capacity building strategy for 2016.

The workshop was held at the *Best Western Hotel* in Yangon, Myanmar.

Participant Profiles

The training was attended by 23 participants who are current site managers, a CCCM Coordinator in Kachin, CCCM officers and assistants, as well as CCCM program support staff, representing eight different NGOs, and Cluster agencies IOM and UNHCR. The group was a mixture of national staff members from Kachin and Rakhine states. The breakdown by agency was as follows IOM (5), UNHCR (1), DRC (3), NRC (2), KBC (3), KMSS (4), Shalom (3), LWF (1) & RI (1).

The participants had previously attended a CCCM introductory training conducted in Mandalay, in November, except for two who were nominated by their agencies to attend without having met this requirement. Following the TOT will be able to conduct supported training sessions for CCCM colleagues and implementing partners with an emphasis on their state context and needs.

Expectations of Participants

The majority of expectations of the participants were to improve their presentation and facilitation skills, in line with the ToT objectives. Some participants expressed a desire to learn more of the technical theory of CCCM. This topic was covered only briefly on day 1 as some had not attended the introductory session, and because the training time was very short. Trainers took every opportunity to reinforce technical knowledge in CCCM following the participant led session, and in particular following the sessions on GBV and camp closure where the majority of conceptual questions existed.

Workshop Agenda

The workshop lasted five days and included a mixture of practical training exercises and core content related to adult learning principles and useful technics to design a successful learning event as well as an opportunity for participants to practice acquired facilitator skills and present CCCM key concepts under the supervision and with the support of the master trainers. (See a copy of the agenda that is at the end of this training report)

CCCM/Shelter Cluster Coordinator, Edward Benson in welcome to participants.

Day 1: Welcome and Introduction, Adult Learning Principles, CCCM Framework, Presentation on the CCCM Training Materials and Adapting Key Messages

The first day covered an **introduction to the course** and a review of the **CCCM framework** to remind participants of the main roles and responsibilities related to camp coordination and camp management. This session put an emphasis on how camps or camp like settings can at time be the only solution to concretely provide assistance and ensure protection for the affected population. This presentation was primarily a reminder for all participants about their role in CCCM either at site level or with an agency providing CCCM coordination.

The afternoon comprised a session on **adult learning principles** and presented the different learning styles and their implications on training event design to the group. An emphasis was put on presenting participative training methods, such as discussion groups and exercises which enable participants to actively practice demonstration skills and teaching each other. As the participants were mainly familiar with teaching methods revolving around repetitions and exposure to interactions between teachers and learners, the role of the facilitator was explained in depth to increase participants' awareness of the necessity to move from the instructor position to focus on the learning experience. To achieve the facilitator role, participants learnt how facilitators usually materialize their goals. Typically this is achieved by setting up specific activities adapted to the targeted audience, asking questions and giving feedback, placing trainees at the center of the action. Advice was given to enable the future trainers to create a learning

environment where trainees feel safe and are given appropriate space to share their experiences with others.

Kolb's learning cycle and personal learning presented on Day 1 of the ToT in Yangon

A short overview of the **CCCM training materials** was covered to introduce the participants to the CCCM training package. The presentation covered the power point objectives, session plan timings and structure, as well as the handouts and case study advice. Participants were invited to review the training package in order to familiarize themselves with the structure and prepare themselves for their own presentations later on in the week.

Building upon the adult learning principles, the final session of the day was on **adapting key messages** for specific CCCM audiences. This session emphasized to ensure participants realized that different stakeholders and CCCM partners have different backgrounds, motivations, and decision making procedures which require adapting the methods to the actual culture of the working environment as well as the different levels of responsibility. A short exercise outlined the different characteristics of potential audiences and then assigned a short homework preparation for revising key messages related to CCCM. This homework was presented to the training group in a short exercise the following day.

Day 2: Participant led Short Presentations, Designing a Training Event, Managing the Training Group

Day two started with the participants giving their **short presentations**, which applied the learning in **adapting key messages** for specific audiences that was covered on the previous day. The presentations were timed to give each person exactly 2 minutes to perform their assigned topics. Although some trainees had not prepared well for their presentations, this exercise allowed the training team to assess their ability to prepare and adapt key messages in front of a group while linking camp management topics to pre-determined audience characteristics. Each person received quick feedback from their peers on their presentation skills.

Managing a good workshop and session requires planning, preparations and flexibility. Trainers need to be clear about the learning needs, the specific objectives of their participants and be able to plan appropriate exercises and activities within the established CCCM content. Designing a Training Event allows participants to practice these skills and discusses the importance of conducting a learning needs assessment as part of the pre-training process.

A session on **CCCM resources** was included as some participants were new to the CCCM sector, while most needed a review of the key CCCM resources to refresh and reestablish their knowledge of the CCCM reference documents. The Camp Management Toolkit, Sphere Handbook, and the Guiding Principles on Internal Displacement were presented in an interactive method. The session also provided a translated version of each of these crucial documents to TOT participants. The Norwegian Refugee Council's addition of the Myanmar language version of the CM Toolkit was central to this presentation, and well received by all.

Taking into account participants' lack of experience as trainers and somewhat recent exposure to CCCM, one session aimed at improving their capacity to **manage a group as well as the training time and space**. This kind of guidance was essential to build participants confidence and limit their degree of exposure to challenging behaviors or other logistic issues while delivering content in their future trainings. Ensuring they will be able to focus on disseminating the required key messages, the future trainers were invited to reflect on key considerations to keep control over the pace of their sessions, the interactions in-between and with participants as well as different training venue setups to optimize the learning experience.

In the last exercise of the day, the participants were paired up and assigned a CCCM training topic from the global training package to prepare for the participant led sessions on day 4 and 5 of the workshop. A "lucky draw" exercise was organized to randomly assign topics to the pairs. Groups were appointed based on regional differences, accordingly, Rakhine and Kachin participants were given an opportunity to work together to expand their operational exposure to each other's context. These pairs were also matched based on mixing less experienced CCCM staff together with more knowledgeable participants. Participants were encouraged to read through their assigned topic during the evening hours in order to be prepared on the next day when the coaching exercise would take place.

Participants scramble to answer CCCM questions correctly and get the opportunity to draw their topic for the participant led sessions

The assignment for the participant led presentations was to prepare a 60 minute presentation on the topics of Participation, Protection Framework, Standards and Settlement Design, GBV, Camp Closure and Durable Solutions.

Day 3: Interpersonal Communication, Model Session and Coaching for Participant Led Sessions

Developing an understanding of a trainers own **interpersonal communication** marked the start of day three. Participants learned how effective trainers need to build their own effective communication techniques through awareness of their voice, body language, listening and observations skills. Even very experienced trainers find that increasing their perceptions as to how they come across to others will ensure that when giving instructions or techniques they overcome other distractions in learning events. This was a participatory session that involved and challenged the participants to recognize how different participants' perceptions are essential to interpersonal communication skills and techniques to promote learning.

The topic of the **Model Session** was Camp Care and Maintenance. There are two objectives in a model session

Trainer in the model session relating the topic of care and maintenance back to the work that each agency was doing in their region

The first is for the master trainers to illustrate an example for how participants might use and apply the training materials. The other objective is to illustrate the interpersonal communication techniques and adult learning principles presented through the previous days of training.

This particular model session also offered an opportunity to remind participants of this important stage of the camp life cycle, the different activities that it encompasses and the role of community participation. The topic of the model session was chosen to match as closely as possible the current challenges faced by the participants working in camps and camp like settings in Rakhine, Kachin and Northern Shan states. Aside from the benefits derived from the demonstration of effective training skills, this session generated a rare and quite fruitful opportunity for participants from different states to share their experiences, ideas and learn from their respective operational approaches to care and maintenance.

The afternoon was spent coaching the groups and helping them to develop specific objectives for the 60 minute practice session to be presented the following day. As participants were working in pairs, without being given the opportunity to choose their respective partner, they also had to experience the difficulty of coordinating with co-facilitators and agree upon roles and responsibilities among them to ensure the coherence of the training session. This approach was specifically selected to ensure a similar level between presenter groups, but it also aimed at

conveying the message that future trainings organized at field level should be done in synergy with other camp management actors working in their respective area and not in isolation.

Day 4: Constructive Feedback, Participant Led Sessions

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 can be tricky. 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 last year which provided an easier way of measuring objectively the skills of each trainers. (See the concluding annex for the final results)

Participant Gum San Seng "Moses" presents the camp life cycle in his participant led session

The Camp Closure and Durable Solutions presented by Maran Tang Nau and Naw Lay Lay Wah

A group debrief with constructive feedback followed each participant led sessions.

The day ended with participants getting specific tips on how to improve their sessions to be presented to the colleagues again on the last day of the training.

Day 5: Participant Led Sessions (Round 2), Participant Training Plan and Closure of the Training

Day five featured the second round of participant led training sessions of 60 minutes each.   The participant led sessions were much improved and many of the lessons learned in the first round of presentations had been applied.

The last session of the day was a short action planning session where participants were grouped by regional areas and asked to plan which training they planned to conduct in the next months.

Almost half (45%) of the participants planned to organize and conduct formal CCCM training events within the next 3 months. Amongst those, 60% planned capacity building activities to target external actors intervening at camp level such as service providers and IDP representatives, while 40% were primarily meant to build the participants organization capacity in CCCM.

The national trainers also mentioned they wanted to use alternative capacity development methods such as regular mentoring and coaching to develop both their respective colleague's skills as well as those of the actors intervening at camp level, including camp committee members. Although these skills had not been introduced as part of the training curriculum, the CCCM Cluster has an opportunity to further develop these skills in the next year within the agencies and national trainers' pool.

Finally, a number of participants also mentioned more informal initiatives such as sharing the resources and learning materials received during the training with their colleagues, or conveying relevant messages during staff meetings. In their new capacity building plans, a number of participants mentioned that their capacity to conduct the planned activities would depend on the acceptance and buy-in from their respective supervisors. Hence, the fact that this ToT targeted a majority of staff rather senior in their organizations is likely to influence positively the actual dissemination of key messages and planning of future capacity building activities where those organizations intervene.   (See annex with the adjusted capacity building training plans)

Participants plan how they might use their CCCM training skills in the field during 2016

Summary of Feedback and Evaluations

Feedback from participants was received through three methods. The first was a daily debriefing session among the trainers assessing to which degree their objectives for the day were met and listing any other comments to the day and recommendations for future sessions. The debriefing sessions were useful in preparation for the following day to adjust and accommodate participants' comments and suggestions to the extent possible. Participants also filled in a daily evaluation sheet asking what their main learning was for each day. This feedback was included in the evaluation of the training.

As a second method, all participants filled in a standardized evaluation form at the end of the course. The questionnaire ranked the training according to a range of parameters and provided space for comments and recommendations for future similar trainings. The summary of the evaluation forms is included as annex to this training report.

The overall feedback from participants was very positive. In the final evaluation, 86% stated the course completely or mostly met their expectations and considered it both achieved its aims and objectives.

Additionally 91% of the participants reported they would use what they had learned in their daily work, primarily mentioning an increased confidence and capacity to conduct future CCCM trainings targeting their colleagues or project beneficiaries. Indeed, 50% of the participants

referred to applying their newly acquired knowledge in upcoming training events they were to facilitate while the rest of the participants made general reference to the usefulness of the training.

For example one participant shared:
> *"I learned to know more on CCCM and I believe that what I have learned from this training will be useful for myself, organization that I am working and for IDPs in the camps."*

While another reflected:
> *"All the sessions/lessons in this training are very useful (…) everything can be applied in my work."*

Comments on topics that participants wished to be included in the training were role play technique, designing a training event (focus was on session only during day 2) and more CCCM topics related to the civilian character of the camp, and more on Gender Based Violence and Disaster Risk Reduction.

Lastly comments from the participants that were constructive requested that future training not be conducted over such a compressed timeframe, suggesting to add additional days as the content and agenda was really very packed. Overall, the participants and the trainers concluded similar sentiments, as for the majority of the participants the training was above their experience level as trainers.

> *"Learning time is quite short and due to the tight schedule, the participants didn't have enough time to read hand-outs or have break time. I think the training schedule should be about 8 to 9 hours per day. I believe that if the participants could have personal time for relaxation, they could learn more and do better during the training sessions. "*

> *"It would be great to extend a few more training days and ask the participants to do more presentation on 3 different subjects."*

Closing remarks from the participants were:

> The training *"Improved my self-confidence to become a good trainer and made me understand more how to apply it in my work. It also encouraged me to do more self-learning and self-study."*

> *"By attending the training, I understand more on CCCM and can share with other in detail and systematically."*

> *"Group discussion is very interesting and it is the strong point of the training."*

"As mentioned in the last session, would be great if there is opportunity to receive coaching, mentoring to become better understanding for personal and professional development.

Participants from DRC and LWF present training certificates to each other and pose for a picture

Recommendations

Based on the evaluations and personal feedback from participants received, as well as detailed facilitator review discussions, the following key points and recommendations should be taken into consideration for the organization of the next ToT session.

CCCM ToT participants should be selected from people who have already attended a full CCCM training. Although the course achieved the aim of producing a number of qualified CCCM trainers for Myanmar, their level varies and in most cases they are still in need of technical support.

One positive example was found and can be applied to other national trainings of trainers' events. Because of the working environment in Myanmar the participants had already formed tight bonds as a group and the training reinforced this. More should be done by the incoming CCCM state level coordinator and IOM capacity building specialist to build a community of practice where locally adapted tools and methodologies can be shared and lessons learned exchanged.

Way Forward and Action Plans

The Myanmar training of trainers reached three regional areas of CCCM operations in the country. The CCCM Cluster will need to continue to be strengthened by providing a clear understanding of its function to authorities. Capacity building activities targeting operational challenges (camp closure, durable solutions and protection) could be further extended, with specific expertise being called upon from colleagues in other clusters.

Activities related to protection mainstreaming need to be pursued in close collaboration with the GBV and the other protection actors. Further efforts should be made in the course of 2016 to

organize additional formal and information training opportunities for CCCM graduates to practice their new skills and further enhance operations for the CCCM cluster to better meet the needs of IDPs living in temporary sites in Kachin, Northern Shan and Rakhine state, involving a broader range of actors, such as national and state authorities, as well as looking into alternative capacity development options such as mentoring and coaching.

A regular CCCM bulletin from CCCM cluster members (monthly or quarterly) addressing the issues of Kachin/Shan and Rakhine state could also facilitate more regular information exchange between the CCCM trainers/practitioners. The relationships that were built during this event can continue to inform joint advocacy messages when and where necessary. By fostering a community of practice and sharing of nationalized training materials, updates could contain more than just what activities have been accomplished in different regional areas, but also identify needs or gaps which could be of use to each region.
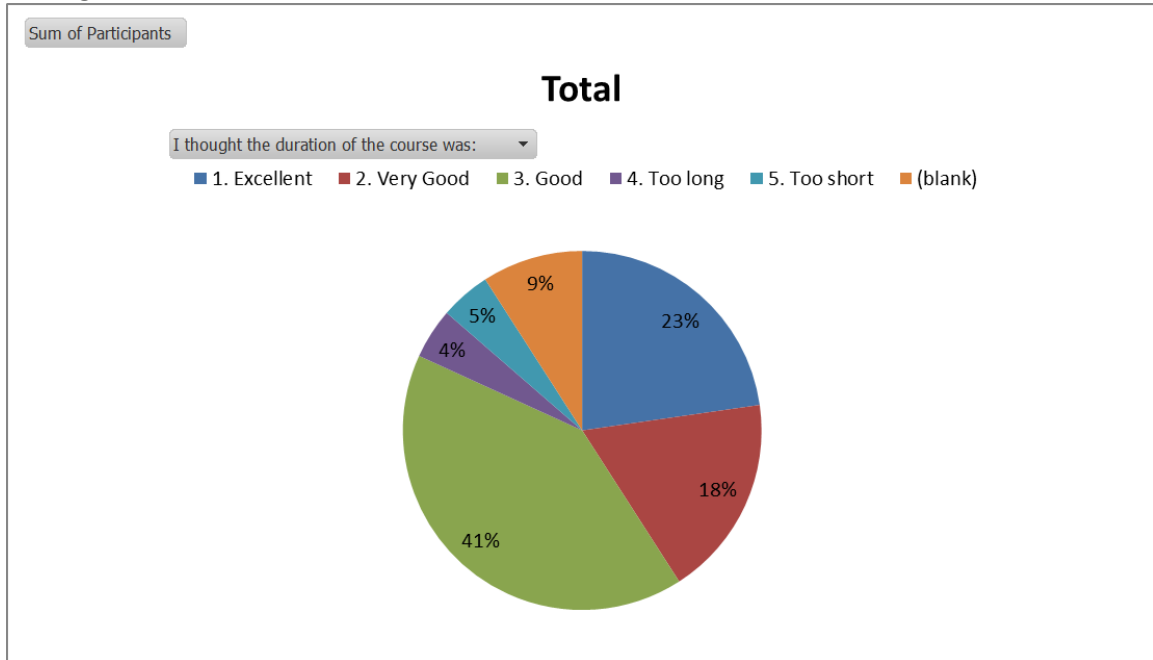
Annex 1 – Training Agenda

	Day 1	Day 2	Day 3	Day 4	Day 5
CCCM Training of Trainers, Yangon, February 8-12, 2016					
08.30-10.00	**Opening remarks and Introduction to the course**	**RECAP**	**RECAP**	**Module 7** : Constructive Feedback	**RECAP**
		Participants led short presentations	**Module 6** – Interpersonal communication (60')	Participants' led session	Participants' led session
10.00-10.30	*TEA BREAK*				
10.30-12.00	**Module 1** - Adult Learning Principles	**Module 4** – Designing a training event	**Model session**	Participants' led session	Participants' led session
12.00– 13.00	*LUNCH BREAK*				
13.00– 14.30	**Module 2** - The Camp Coordination and Camp Management Framework	**Module 5** – Managing the group, time and space	Working groups' preparation	Participants' led session	Participants' led session
14.30– 15.00	*TEA BREAK*				
15.00– 16.30	**Module 3**: Introduction to the CCCM training materials ; Adapting training materials - and key messages	CCCM resources (30')	Working groups' preparation	Participants' led session	Participants' led session
		Division into groups - instructions for participant's led sessions (60')			
16.30- 16.45	*BREAK*				*BREAK*
16.45- 18.30	Self Assessment	Working groups' preparation	Working groups' preparation	Working groups' preparation	**Module 8**: Participant Training Plan
18.30 -19.00					**Closing remarks, certificate ceremony and group picture**

Annex 2 – Participant List

No	Participants Name	Position	Gender	Organization	Duty Station
1	Set Nyi Aung (Lawrance)	CCCM Officer	Male	RI	Sittwe
2	Nan Oo Hlaing	CCCM Officer	Female	LWF	Sittwe
3	Than Tun	CCCM Field Assistant	Male	DRC	Sittwe
4	Mya Thinzar Tun	CCCM Field Assistant	Female	DRC	Sittwe
5	Soe Nway	CCCM Field Assistant	Female	DRC	Sittwe
6	Naw Lay Wah "Lilly"	National Coordinator SIRP	Female	NRC	Sittwe
7	Hlaing Nway Oo "Jade"	CCCM Rakhine, Assistant Team Leader	Female	NRC	Sittwe
8	Saw Myat Thu	CCCM Coordinator	Male	KMSS	Lashio
9	Lu San	CCCM Facilitator	Female	KBC	Muse
10	Naw Lawn	Field Coordinator	Male	KBC	Ying Jian (Chinese Border)
11	Hkawn Ra	CCCM Coordinator	Female	Shalom	Myitkyina
12	La Ring	Field Officer	Male	Shalom	Bhamo
13	Ja Seng Ing	CCCM Coordinator	Female	Shalom	Hpakhant
14	Hkawn Htoi	CCCM Coordinator	Female	KMSS	Bhamo
15	Ma Nang Tsan Mai	Cash Officer	Female	KBC	Myitkyina
16	Maran Tang Nau	CCCM Assistant Field Officer	Male	UNHCR	Myitkyina
17	Naw Gu Zaw Hkawn	CCCM Coordinator	Male	KMSS	Myitkyina
18	Naw Thae Phyu	Admin/HR Manager	Female	KMSS	Myitkyina
19	Kyaw Soe Khine	CCCM Project Support Officer	Male	IOM	Sittwe
20	Tun Moe Khaing	CCCM Project Support Assistant	Male	IOM	Sittwe
21	San Mai	CCCM Project Support Officer	Male	IOM	Myitkyina
22	Gum San Seng	CCCM Project Support Assistant	Male	IOM	Myitkyina
23	AyeTheint Thu	DRR National Officer	Female	IOM	Yangon

Annex 3 - Evaluations

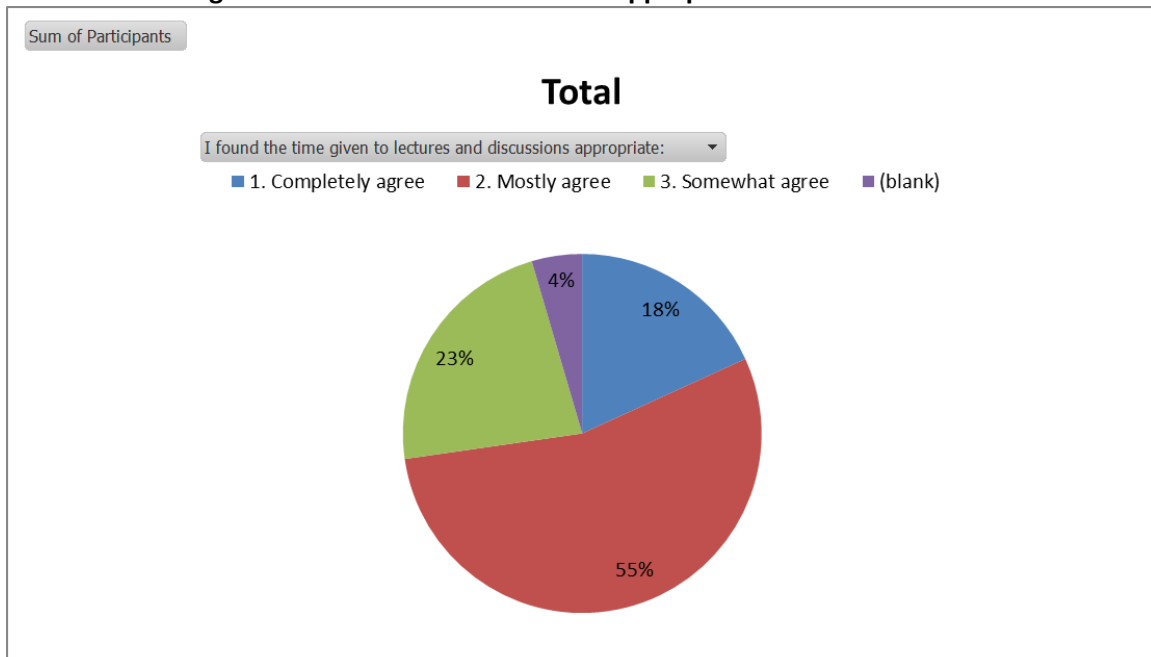**I thought the duration of the course was:**

Sum of Participants

Total

I thought the duration of the course was: ▼

■ 1. Excellent ■ 2. Very Good ■ 3. Good ■ 4. Too long ■ 5. Too short ■ (blank)

9%
5%
4%
23%
18%
41%

Did the course fulfill your expectations?

Sum of Participants

Total

Did the course fulfil your expectations? ▼

■ 1. Completely ■ 2. Mostly ■ 3. Somewhat

14%
36%
50%
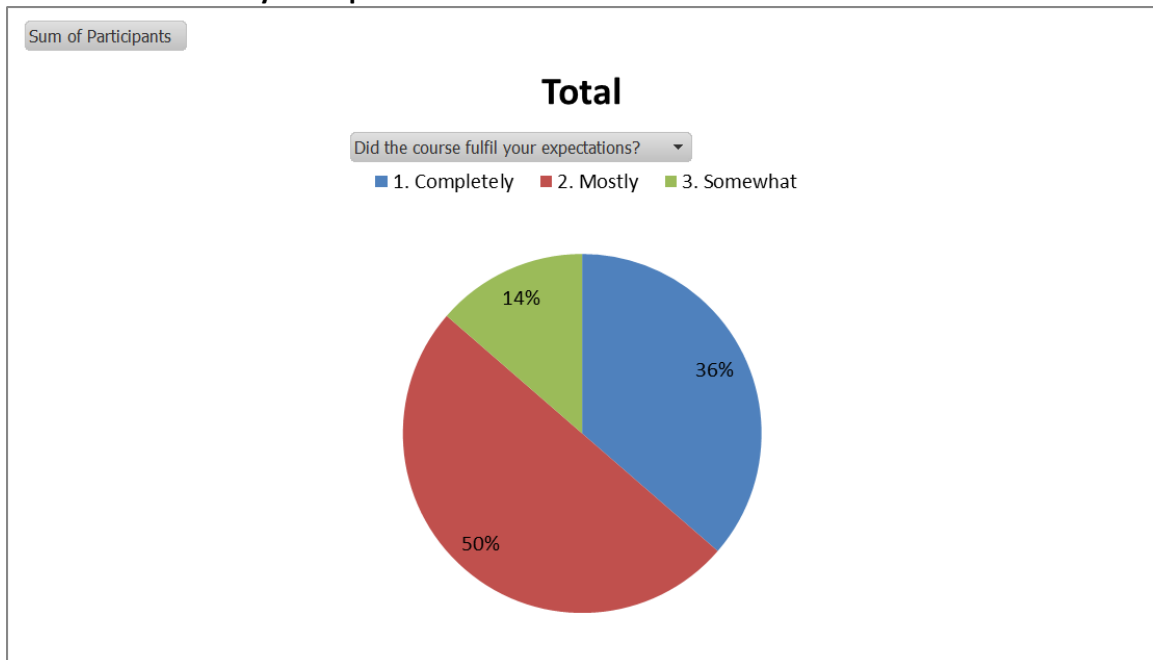
I found the teaching methods used during the course to be:

Sum of Participants

Total

I found the teaching methods used (Video, discussion in samll groups, interactive teaching, etc.) During the course to be:

■ 1. Excellent ■ 2. Very Good ■ 3. Good ■ 4. Satisfying

4%
14%
32%
50%

I found the time given to lectures and discussions appropriate:

Sum of Participants

Total

I found the time given to lectures and discussions appropriate:

■ 1. Completely agree ■ 2. Mostly agree ■ 3. Somewhat agree ■ (blank)
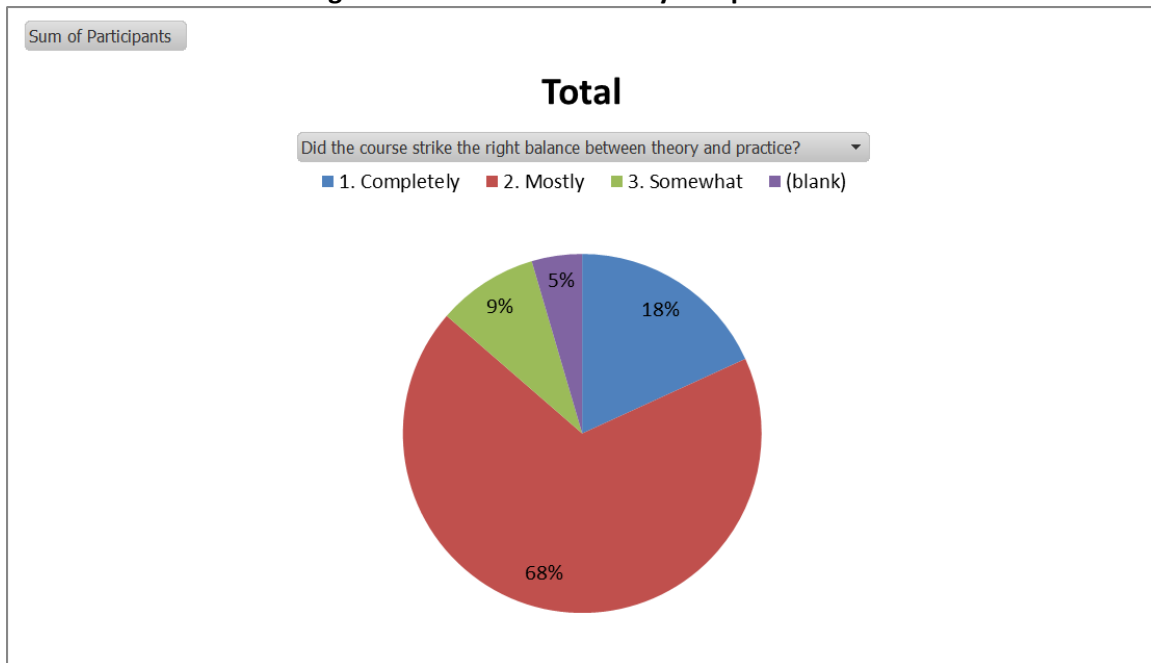
4%
18%
23%
55%
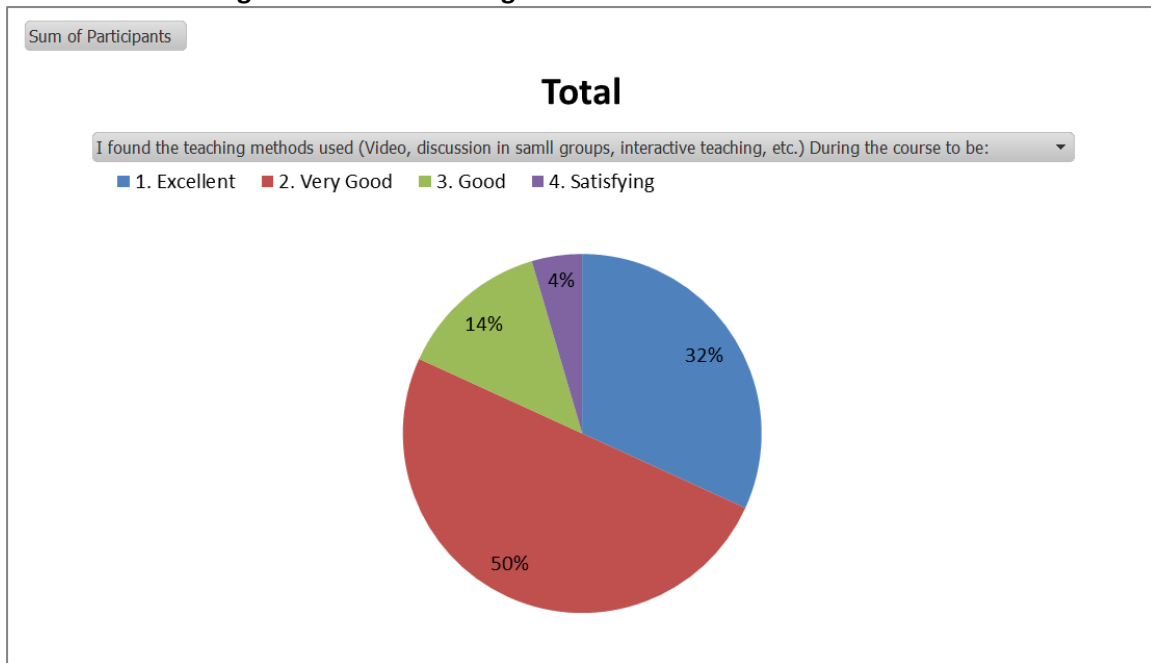
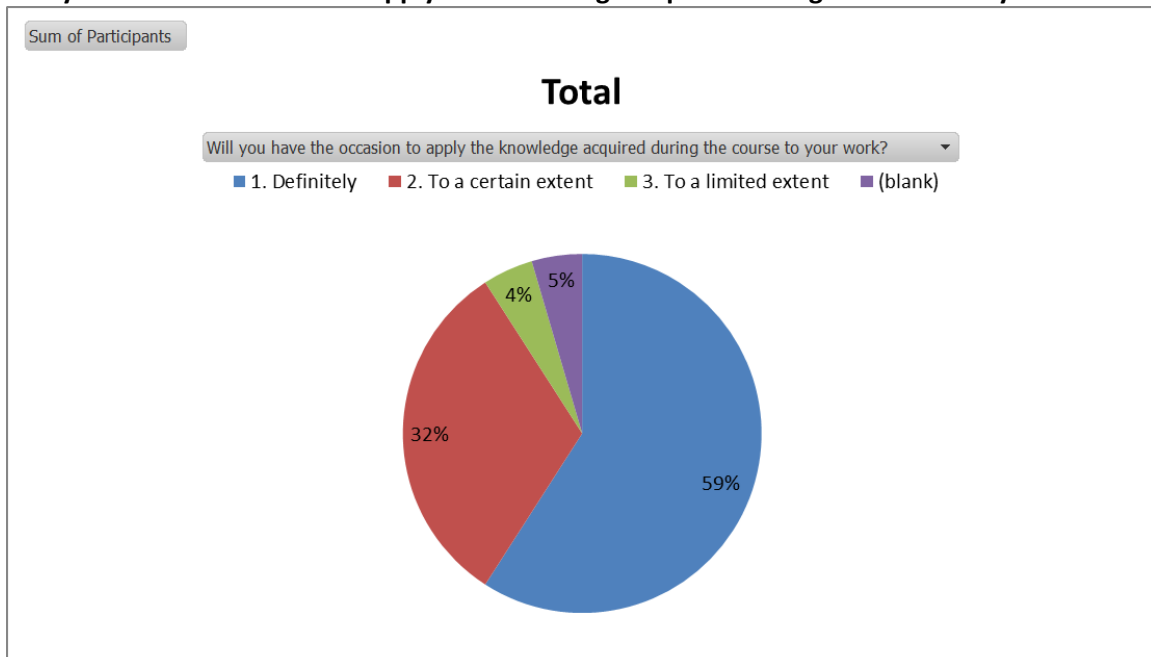**What was your level of satisfaction with the course?**
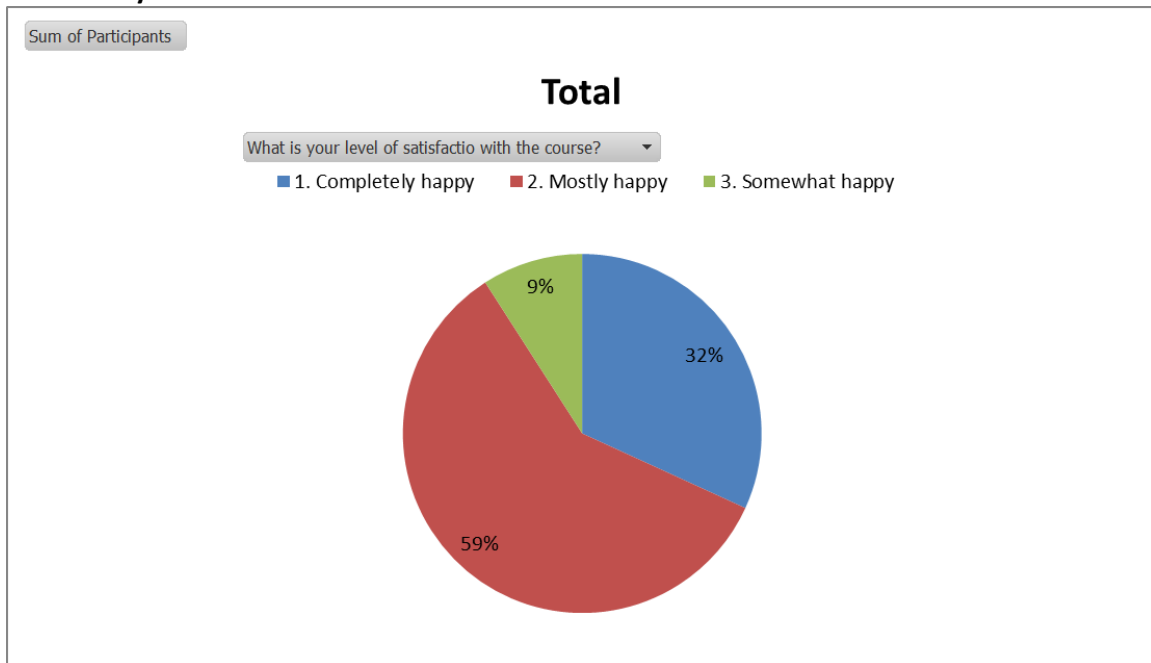
Did the course fulfill your expectations?
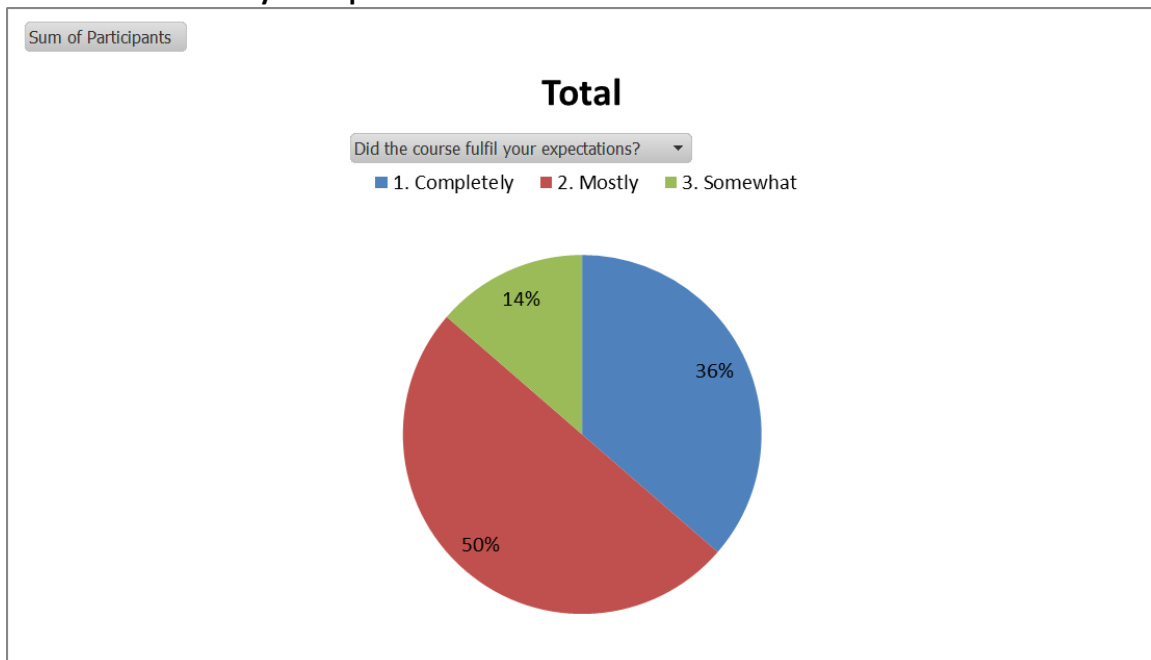
Did the course strike the right balance between theory and practice?

Will you have the occasion to apply the knowledge acquired during the course to your work?