**General guidance notes to facilitators / co-designers / trainers / enablers post-Nairobi SoE Workshop**

Nov 2018

First and foremost: WELCOME!

Here are some general advisory notes to go with all the rest of the facilitation/training materials that are included in this package, which should include:

1. Guidance notes to preparing for your own workshop
2. A workshop planning template: your daily planner for a 5½ day workshop, but which can easily be adjust to fit for the two 3-day workshops.
3. A set of PowerPoint slides for each day (similar to what we used in Nairobi but adjusted based on advice and learning from the workshop, with notes added that include key points from Simone)
4. An additional set of useful notes for each day (module) prepared by Mandeep during the 2018 workshop in Nairobi
5. A set of handouts for each day
6. An additional short set of facilitators notes for the microgrant groupwork & plenary sessions (to be used in conjunction with the microgrant handouts)
7. Mandeep’s notes on the panel discussion that we had on “Institutional Changes” on the Friday afternoon of our SoE workshop in Nairobi)
8. A mixture of recent reports, papers and articles that I have found relevant and which you might chose to dip into every now and then to learn from relevant experiences from others – this may follow later.

For all of these, you would still need to adjust and modify before using in practice. When preparing to facilitate your own workshops, you will of course add and remove power point slides (especially adding pictures and photos) as well as adjusting handouts etc. I have therefore decided not to spend time re-synchronising all the power point slide numbers and handout numbers to fit the current draft 2 planning template exactly, since it will all change when you finalise your own design.

Especially you will need to decide whether you will still try the 5 or 5 ½ day workshop approach or, as seems to be preferable, split it into two separate workshops that may look like:

1. First workshop (3-4 days) for Modules 0-4 (intros, rationale, palc, microgrants, capacity development)
2. Start pilots (3-4 months) to start testing palc, microgrants and rapid capacity development
3. Second workshop (2-4 days) for Modules 5-8 (addressing root causes, networking, coordination and institutional changes) and reflecting on experiences
4. Continue pilots (3-4 months?) to develop coordination systems, focus more on networking, developing root causes tapping into other sources of funds etc
5. Third workshop (1-2? days) – reflection, adjustments and develop plans for scaling up.

Below is the current list of Modules. You can of course alter them. They fit with the current diagram of the palc tool box, with the Inner green triangle of the autonomous self-help of people as first responders as Module 1, followed by each one of the ‘bubbles’ (or components, tools, or whichever term you prefer) of the emerging practice. You will notice that although in the diagram we have currently put networking and linking as a separate bubble after capacity development, you could include in capacity development – or in coordination.

**Module 0:** Getting started, co-design

**Module 1**: Overview of sclr: rational and emerging practice: local crisis affected people as first responders and the core of any humanitarian response

**Module 2:** Participatory Action Learning in crises (palc)

**Module 3:** Emergency micro-grants

**Module 4**: Strengthening capacity in crises, including networking, linking

**Module 5:** Addressing root causes during crises

**Module 6:** Enabling demand-led coordination systems

**Module 7:** Changing institutional relationships

**Module 8**: Planning the pilots, follow-up and next steps.

**General training / co-design tips**

* Make a ground rule that every day people need to sit in a different position in the room (always adjusting, not getting used to status quo, keeping minds open)
* Have the “issues” flip chart (parking lot) to record issues that need to be revisited during the workshop
* Use the morning pass the ball game to help participants recap – but be active in noting their key points and be ready to either reaffirm, adjust/correct tactfully (if they are a bit off track) , listen if they are confused, see what needs clarifying, fill any key gaps, throw in any additional observations of yours. Make sure you add value – don’t just tick the box (another session done)
* The “co-design” approach may be new for many of them – you’ll have to keep reminding them that part of their role is to be adding ideas and practices and skills so that what they come up with at the end of the week is *their* draft 1 methodology for sclr (which they will no doubt adapt again when they translate and plan for piloting – and again once they have tried it in practice after the pilots)
* If you feel time is there to start translating in the workshop go for it, but recognise that it will take time and that you may not be able to add much given insufficient time for back translation etc. It may be that this is good for them to do after, but able to check in with you if they want to get clarification on anything
* Look up some additional videos (apart from the 12 min Ted talk by Peter Walker on [locally-led humanitarian response](https://www.youtube.com/watch?v=vCGjRIVdOpc&t=317s) which you can show at end of Day 1 – and from the 12 min “[Fighting Bombs with Perfume](https://vimeo.com/109753187)” from L2GP website which you can show on Day 2
* Remember to do better than I did on using PowerPoint slides as a reminder from me (as facilitator) – they should be used more as something to help the participants!

**Some suggestions related to specific modules**

**Module 2 palc**

**Introductory meeting:** doing a role play for the introductory speech to first community meeting always seems useful and appreciated (although we didn’t do it in the SoE workshop).

* Present slide content
* Role play:
  + One acting as volunteer
  + 5-6 are the community
  + The others observe
  + Task: the volunteer needs to introduce the opportunity as per slide 15
  + Plenary reflection on gaps and opportunities.

**Rolling out palc:** You could add an additional group work at the end that asks participants to have a go at planning and budgeting a 12-month assisted palc process in a context they know. This is a good way to get them to think about both the immediate start-up, with their staff as palc initiators and slowly building up a team of palc volunteers, as well as the longer term process of continuing to inform and guide and provide ‘quality control’ of the process over time. For the exercise, you could ask them to imagine that they are assigning 2 of their staff to work as part time palc initiators, and that over the 12 months they would be identifying and training from 4-20 local palc volunteers, from a crisis affected population of about 50,000.

ANOTHER OPTION AFTER Nuba video:

Slide 13: PALC volunteers

* Plenary brainstorm on experience to mobilise, train, incentivise, managing documenting

Slide 14 and handover PALC #5

* Guide the group through the steps from the handout

Slide 15:

* Present slide content
* Following the role play – Group work on handout PALC #2 (training)
  + After observing the role paly, which skills should be in the training of volunteers?
  + What do you like about the training topics?
  + What can be improved?
  + What are the gaps?
* Plenary feedback. Keep the discussion short and focused
* Few point for discussion:
  + What the Volunteers need to:
    - Look for what is happening
    - Spread info on opportunity of microgrants
    - Share self-help practices horizontally
  + Power: just highlight there are power dynamics
  + Is ½ a day enough of psychosocial and power?
  + Inclusion and gender
  + Volunteers should not come from same class / strata
  + ECOWEB example: new volunteer 2 days of training, old one ½ day refresher. They work with whomever is ready to help. If you have well trained volunteers, then the process goes quicker
  + On the job training can be done by LNGO
  + The important is to stand, give trust but keep iterative
  + Might need to develop a guideline for PALC volunteer
  + Discuss volunteer incentives.

END OF DAY

**Module 3: Microgrants**

*For notes on group discussions, see separate “Day 3 - facilitators notes for microgrant groupwork & plenary sessions”*

When things go wrong

* Add any additional examples that you may know about to those already suggested in the slides (currently Day 3, numbers 6,7 & 8). Be ready with your responses, highlighting key good practice tips already indicated in the hand outs.
* If you have a mixture of participants, could be interesting to have one group INGO and one NNGO for the group work.

**Module 5: Addressing root causes**

The “concept” here is that by actively supporting community groups to respond to immediate and/or recovery needs provoked by a crisis, we can feed into and help strengthen the energy and potential of local people to address root causes. This is not new and takes us back to the old discussions of 30 years ago about the “relief, recovery, development continuum” that recognised (eventually) that these should not be seen as distinct sequential steps but can in fact all be happening simultaneously at different levels. What we need to do as enablers is to allow, encourage and support local communities that are responding to short term opportunities and needs to also be thinking about addressing whatever are the underlying causes of their vulnerability to crisis in the first place.

So ... The concept is as much a mindset as anything, just reminding us that we do not have to wait for relief and recovery to finish and for some “development” project to turn up to start such a process – it can start within hours of the crisis.

For example, when the Marawi destruction started and hundreds of thousands of IDPs were running with nothing, some community leaders were already thinking about what needed to be done to tackle radicalisation of disenfranchised local youth and how to influence central Government policy to prevent further escalation of conflict. Likewise, in the middle of active war in Sudan, local communities across conflict lines are developing their own peace agreements while in the Delta, while relief aid and recovery was still dominating most INGOs, some local CBOs were already organising themselves to lobby central Government to change oppressive fishing restrictions that were part of the reasons for the grinding poverty that made people so much more vulnerable to cycle Nargis in the first place.

**Module 6: Coordination & networking**

The “connections, networking” bubble can be added to this module. However, make the point that it is also a crucial part of capacity development and often in addressing root causes – so in many ways it is a cross-cutting component (even more so if we start to involve SHGs and CBOs in facilitating learning/evaluations from each other to accelerate peer group learning). The key learning objective here is to make sure that NNGOs are giving sufficient priority to linking local groups with each other and with other organisations – whether from local Government, national Government, research institutions, the private sector, trust funds, donors etc.

A good group work exercise on this is to get participants to:

* First: list as many examples of where they have seen the making of new connections that have enabled CBOs and community groups to achieve more
* And then: reflect on what it was they did to make the connections and what it needed in terms of time, money, and resources.

This can quickly get participants to better recognise what a cost-effective bit of support this is: often very high gains with very little inputs (in terms of staff time and budgets).

**Module 8: Institutional development and change**

Whether you decide to include this depends a lot on time available, mix of participants, and local contextual institutional.

However, if there is time, the exercise suggested in the group work (slide 28, Day 5) is relevant: it helps all involved (including your own organisations! and the local NGOs – i.e. *not* just INGOs and donors) remember that adopting sclr approaches is not just about rolling out some new technical methodology. Just as important (perhaps *more* important as so much of this is about changes in mind-sets) is about changing the organisational culture and management style of the organisation. It can sometimes also demand a change in procedures of the Finance department. You can of course also look at the “Manifesto” (that Simone kicked off) to remind you of other issues you might want to address in this module and Mandeep’s notes on the panel discussion that we had on “Institutional Changes” on the Friday afternoon of our SoE workshop in Nairobi).