Why this course?
Effective coordination is the key success factor in the ability of humanitarian actors to work collectively on Communication, Community Engagement and Accountability (CCEA) in crises but CDAC, its members and other bodies have identified a scarcity of skills. In this training, coordinators of CCEA will acquire the skills and knowledge needed so that responses are more effective and accountable at meeting the needs and priorities of individuals and communities affected by crisis through effective CCEA strategies and approaches. The Coordinator Training is an output of CDAC’s Enhancing Surge Capacity programme, which focuses on improving capacity and capabilities at the inter-agency response level. The programme aims to embed a future-proof systematic approach to aiding the sourcing and training of personnel, addressing specific identified gaps in the fulfilment of global CCEA commitments. For more information visit the CDAC website.

Learning objectives
The course aims to equip existing and potential CCEA coordinators to effectively support CCEA activities at the national or sub-national level. By the end of each training, participants will be able to:
• Understand and be able to use the soft skills needed to effectively collaborate and coordinate collective CCEA activities in a response.
• Use tools and techniques to facilitate that coordination to enable collective action.
• To understand and utilise the administrative structures needed to integrate CCEA into a crisis response.
• Confidently facilitate a sub-national, national, or regional CCEA platform to achieve results effectively and efficiently.

Who is the course for?
This course is ideally suited for individuals who already have upwards of 5 years of mid- or high-level experience in the humanitarian system at the national or international level and who are looking to increase their skills to take on a CCEA coordination role at the inter-agency level. They may be humanitarian experts from NGO, RCRC or UN agencies or part of a global Standby Partner or other global, regional or national roster system who want upskilling.
As this course develops a common language and understanding of CCEA, it is particularly useful for all new and potential coordinators within a given response to support coherence and decision making. With this in mind, this course has been designed to allow trainees to fit it in with their current work (see “How long does it take?” below).

Participants of the training join with the following knowledge and skills:
• Minimum of 3-5 years’ experience, with responsibility for management, or project planning or programme coordination activities, or have a P3 grade in the UN system; for complex responses the preference is for P4 grade or a minimum of 7 years’ experience working in an NGO.
• Technical expertise in ‘Accountability to Affected Populations’ (AAP), ‘Communication and Community Engagement’ (CCE) or similar discipline, is a strong advantage, or they have taken the CDAC CCE Advanced Technical Skills Training for Practitioners (ATT).
• Experience in an inter-agency coordination role (UN, NGO or private sector) is a strong advantage which may be taken in lieu of more specific CCEA experience.
• In-country experience in humanitarian settings is essential and familiarity with national government and CSO coordination architectures, the UN system and global coordination structures (e.g., IASC) is an advantage.
• This course can be delivered in English, French and Spanish with the potential to expand the language availability as the course evolves.

How long does it take?
The Coordinator Training for CCEA is tailored to each participant group and takes place in the CDAC virtual learning environment. The delivery of the training is flexible but is designed to be undertaken over the five weeks. Weekly seminar sessions allow trainees to fit this training into their normal routine. The tutorials will also allow trainees to integrate their learning into their work.

Small group seminar sessions are followed by tutorials with individuals or pairs of trainees to discuss the topics in depth. Participants should ensure sufficient time to attend the seminars and to do all required reading ahead of the sessions.

Training outcome
Coordinators of CCEA acquire the skills and knowledge needed so that responses are more effective and accountable at meeting the needs and priorities of individuals and communities affected by crisis through effective CCEA strategies and approaches.

Increased emphasis in the training is given to addressing the priorities of people that may be disproportionately disadvantaged. This includes measures to build on, strengthen and mobilise local knowledge, languages and cultural understanding of national experts and communications-related private sector companies as part of a more localised response.
How does it align with global ‘locally-led’ response commitments?
To support the application of global commitments on localisation and the participation revolution (Grand Bargain and other), increasing efforts are being made to present the training through the lens of a locally-led response, complemented where necessary by international support. The starting point is developing an understanding of nationally-led country coordination mechanisms. This course is also very useful to give a rapid and true experiential learning for national staff in international coordination methods, increasing the potential for locally-led responses, both immediately and for the future.

Training Methodology
The training follows an incremental learning pathway, which allows trainees to build knowledge progressively, and is adapted to their learning and professional development skills and competencies.

A modular, iterative approach is used so that the training packages can be easily modified for different expert needs. A detailed CCEA Skills and Competency Framework Self-Assessment is undertaken prior to each training addressing competencies in the following areas:
• General Competencies
• Technical CCEA Competencies
• Basic Management Competencies
• Coordination Competencies

The training is organised around a series of sessions using collaborative adult learning and participatory techniques in seminars and tutorials. It provides participants with an open and comfortable space to share experiences.

The course begins with an introduction to core concepts, drawing on practical examples from CCEA capacity-bridging and CCEA coordination in a humanitarian crisis. Case studies, role-plays and scenarios are used to illustrate key concepts and allow participants to identify and share potential solutions to common CEA coordination challenges and how these could be applied in different contexts or situations.

Participants may also be assigned short reading assignments or exercises to complete individually or in small groups to complement the discussions and learning from each module.

Course Content
The training is organised around the following five sessions, adapted to the participant needs and context.
Outline of Training Sessions

Session 1: CE and AAP Core Concepts and Principles - What’s in a name?

Description
This session provides an overview of the core concepts and principles for community engagement and accountability to affected people and how these relate to humanitarian and development programmes. It includes a review of wider policy discussions around improving the quality, effectiveness and accountability of aid, such as the Grand Bargain and the IASC Results Groups. Participants will discuss the importance of considering gender, age, disability, language, culture and power (and other such distinctions) in describing and adapting CCEA concepts in different operational contexts.

Learning Outcomes
In this session, participants will be able to:
• Develop a shared understanding and definition of core CCEA principles and concepts (including the relationship with PSEA, RCCE, SBC, etc.)
• Explain the importance of CCEA to improving the quality, effectiveness and outcomes of humanitarian and development programmes adapted to different stakeholder groups
• Describe how CCEA principles and practices apply to the work of different sectors/sections/clusters
• Identify available tools and resources to support assessment of CCEA capacities of partners

Session 2: CEA and the Coordination Ecosystem – Finding friends and allies in a complex system

Description
This session explores how CCEA can be integrated into new or existing country coordination mechanisms and processes, such as the Humanitarian Needs Overview (HNO) and Humanitarian Response Plan (HRP), as well as informal coordination processes. Participants will review some of the main challenges and bottlenecks to effective coordination, and the role that CCEA – and CCEA coordinators – can play to address some of those challenges. The session will also look at ways to use CCEA tools and approaches to integrate the views, perspectives and priorities of vulnerable people into needs assessments and programme planning and design processes for both development and emergency programmes. This includes an overview of CCEA partner’s self-assessment tools to map existing CCEA capacities, gaps and opportunities.

Learning outcomes
In this session, course participants will learn to:
• Identify different types of coordination mechanism and explore how CCEA can be integrated into these mechanisms.
• Identify barriers, bottlenecks and enablers for CCEA in country/programme coordination context.
• Define the most appropriate approaches to coordination and partnerships in different contexts
• Identify CCEA allies, champions, and partners to advance CCEA in responses.
• Develop and strengthen coordination “soft” skills to support CCEA integration into programmes.
• Use tools and resources to support CCEA in programme implementation.
• Identify strategies to support localisation, participation and local CCEA capacities, including the role of local actors in coordination.
Outline of Training Sessions

**Session 3: Monitoring and Assessing CEA Quality – Big data, small data, and “good enough” data**

*Description*

This session explores how to develop and integrate strategies to monitor and assess the quality and effectiveness of CCEA measures at different levels – individual project, programme/sector, and collective or inter-agency levels. Participants will review good practices in people-centred approaches to evidence generation and use, including analysing and interpreting feedback data and other qualitative data, and using this to adapt programmes and activities to improve outcomes and accountability to vulnerable people. The session also focuses on identifying effective approaches to using and integrating CCEA data and analysis into monitoring and decision-making processes, as well as some of the common biases and barriers that impede this from happening systematically in programmes.

*Learning outcomes*

In this session, course participants will learn how to:

- Define appropriate CEA indicators at different levels
- Describe effective monitoring approaches using quantitative and qualitative data collection and analysis to support more effective and accountable programmes and operations
- Identify measures to integrate monitoring data, including feedback data, in programme management and coordination processes
- Address common biases and barriers to use of people-centred data and evidence in programming and coordination

**Session 4: Finding CEA Tools, Resources and Capacities – Reinventing the Wheel - Again**

*Description*

The session discusses strategies to ensure vulnerable people have safe, trusted, accessible and inclusive mechanisms to share their feedback and opinions on the quality of services and their relationship with service providers. It explores how feedback and complaints can be integrated into programme management and decision-making processes and used in decision-making processes to take corrective actions when needed.

*Learning outcomes*

In this session, course participants will learn to:

- Identify measures to ensure affected people’s feedback is integrated into decision-making processes in all phases of a programme or operation.
- Ensure data protection and define channels to handle sensitive issues and complaints.
- Close the feedback loop by sharing and validating how feedback has been addressed.
Outline of Training Sessions

**Session 5: Developing CEA Action Plans – Moving from personal learning to collective change**

*Description*
This session reviews the learning from previous sessions with a view towards developing a specific personal learning AAP action plan to strengthen participant’s CCEA skills, knowledge and capacity. Participants will also identify and define key elements to include in a CCEA Action Plan for their own organisations, and at the collective or inter-agency level. This includes a review of AAP roles and responsibilities, existing tools and resources to support CCEA, as well as discussing how to effectively communicate and advocate for greater integration of CCEA with different internal and external stakeholders.

*Learning outcomes*
In this session, course participants will:
- Define an individual learning pathway to continuously learn and improve their own CCEA skills, knowledge and capacities.
- Define an organisational CCEA Action Plan to strengthen and improve CCEA in current programming and coordination mechanisms.
- Identify means to monitor and assess progress on integration of CCEA and take corrective action when required.

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**Donors**
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CDAC Training Offers

Other training offers suitable for emergency deployment roster/surge staff include:

Coordinator Training for CCEA
*Facilitated online.* Designed to give people who will work in CCEA coordination, or for surge personnel who will need to do so at short notice, the key skills they will need when acting as coordinators, so they can build more resilient cooperative embedded partnerships in CCEA.

Bespoke Technical Training in CCEA
*Online or face-to-face.* We develop and deliver training for organisations or rosters looking for training tailored specifically to their needs. Examples include creating CCEA training tailored for work involving: cash, climate resilience, or sectorial-focused work.

Technical Training for Practitioners, CCEA
*Online or face-to-face.* This training has been designed for in-country and technical staff who already have a basic understanding of the concepts. Participants are likely to involved in designing and implementing programmes.

Basic technical training in CCEA
*Online or face-to-face.* This is an introductory CDAC Network course in the use of CCE tools and techniques. It would suit senior management and practitioners in non CCEA areas.

CDAC E-learning course: Communication is aid
*Self-guided, online.* An introductory, three-hour e-learning course that introduces the concept of communication as aid. It takes participants through interactive scenarios to teach the basic elements of how to engage and provide information for affected communities and establish communication mechanisms for dialogue. This course can be taken on its own or as a precursor to other courses. Find out more: [https://kayaconnect.org/course/info.php?id=768](https://kayaconnect.org/course/info.php?id=768)

**Briefing Module**
In this two-hour module participants receive an overview of what communication and community engagement is, why it is important and how it feeds into improving accountability and participation. [Download the Briefing Module](#)

Please contact training@cdacnetwork.org for more information about each training and any related costs.
Why CDAC?

In 2018 the CDAC Network published an ‘Assessment of Surge Capacity for Communication and Community Engagement’ which, among other things, highlighted the lack of coordination skills training for people deployed to support CCEA. Subsequent consultations during 2019 with members of Inter-Agency Standing Committee Results Group 2 on Accountability and Inclusion confirmed that this was a priority gap in enhancing surge capacity.

The training packages build on CDAC Network’s extensive experience in CCEA capacity-strengthening as well as deployments of CCEA experts for organisational and collective surge purposes in a growing number of crises. Individual members of CDAC, and the Network as a collective, have been deploying CCEA expertise, facilitated by both national and international experts, for more than a decade.

Also, after large-scale crises, CDAC has undertaken detailed learning reviews, the outcomes of which have contributed to the design of this course.

To find out more about the wider CDAC programme on national platforms, capacity strengthening, advocacy and learning, please contact FanMan Tsang at fanman.tsang@cdacnetwork.org and Rosie Jackson at rosie.jackson@cdacnetwork.org.