

Profiling Coordination Training Middle East/ North Africa



Training Report

25-30 October 2015

Dead Sea, Jordan



Introduction

Background

The Profiling Coordination Training (PCT) was originally developed in 2012 with the aim of building the capacity of the humanitarian and development community to conduct collaborative profiling exercises in displacement situations. Developed with support from Feinstein International Center (Tufts University), the training is based on JIPS experience of supporting profiling exercises in the field since 2009, which has enabled JIPS to identify the key competencies needed in a profiling coordinator.

Since 2012, JIPS has organised five PCTs (one in 2012, two in 2014 and two in 2015), with participants coming from UN agencies, governments and NGOs. These included an Urban PCT that focused on profiling within urban contexts, and for the first time, a PCT held outside of Geneva that was hosted and co-facilitated by the United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA). The latest PCT, which this report covers, was held at the Dead Sea in Jordan with a focus on bringing participants from the Middle East and North Africa (MENA) region.



Above: Participants placing the different steps of a profiling exercise in chronological order during the profiling process session on day 1

Targeted specifically at those who will take part in the implementation and coordination of profiling processes, many training participants have gone on

to directly implement PCT learning objectives in operations around the world with additional field support from JIPS.

Purpose of report

This report is intended to be shared amongst JIPS staff and consultants and with JIPS' key partner organisations such as operational partners, the Executive Committee of JIPS and donors.

This report is based on the monitoring and evaluation of the October 2015 PCT. This report aims to highlight the key achievements of the training, to evaluate the success of the training and to improve subsequent PCTs. In addition to this report, an internal JIPS document has been produced that contains detailed recommendations and action points for future PCTs that address the organisation, facilitation and content of the course and each individual session within the course.

Report Structure

This report is divided into six sections:

1. Introduction to the training and goals of the report
2. Methodology for the monitoring and evaluation of the training, including the learning objectives
3. Review of the preparation, delivery and structure of the training, including the logistical and administrative arrangements, facilitation of the sessions, facilitators, participants, and an overview of the sessions covered
4. Participants' reflections on the course, including participants' comments per day and final evaluations
5. Suggestions from participants for further JIPS support
6. Conclusion and recommendations

Methodology of M&E and analysis

The training included a strong Monitoring and Evaluation (M&E) component with two goals: to make improvements throughout the training based on daily observation and participant feedback, and to strengthen the training objectives, content and format in order to increase the overall impact of the course in the future. The M&E components included:

- Observation of training sessions, group discussion and exercises;
- Discussions between facilitators and participants throughout the week;
- A plenary discussion with participants at the conclusion of the course;
- Daily facilitation team debriefs;
- Daily participant evaluations;
- End of course participant evaluations; and,
- In-depth discussions with the facilitation team after the PCT.

To complement the M&E activities listed above, JIPS will conduct interviews with PCT participants six months after the training in April 2016, assessing how PCT content has been applied to the work of the participants. The interview results will be added to this report as an Annex to complete the evaluation process.

Pre and Post training assessments were used in the two previous PCT's to test the participants' knowledge before and after the training. However, the assessments were time consuming while producing limited output when exploring both qualitative and quantitative approaches, and were not used in the Dead Sea PCT. The JIPS training team felt that post-PCT interviews

would produce a stronger understanding of the participants' takeaways from the training.

Purpose of the training

The Profiling Coordination Training (PCT) was designed to build the capacity of experienced humanitarian and development professionals from government, NGO and UN backgrounds, especially those working in displacement-affected countries of the MENA region to coordinate or support profiling exercises.

The training provided an introduction to the profiling process as a whole, and built the capacity of participants across five competency domains¹:

1. An analytical approach to complexity;
2. Technical aptitude;
3. Initiating and coordinating action;
4. Capacity building; and
5. Managing collaborative relationships.

The PCT was designed to support and build the capacity of:

- Staff in the field undertaking or planning to undertake profiling activities
- Staff members who might provide support to potential profiling activities as part of their work; and
- Expand the pool of experienced and trained Profiling Coordinators available to lead future collaborative profiling exercises with JIPS, selecting candidates who may need this training to enhance their current and potential work

The JIPS PCTs endeavour to provide participants with the technical, operational, coordination and project management skills needed to successfully lead a collaborative profiling project.

This training engaged with participants based in the MENA region in particular to ensure better targeting of relevant participants, to enable more regional discussions and information sharing during the training event, for networking amongst participants and for the JIPS team to explore needed

¹ The *Profiling Coordinator Competency Framework* is included as an annex at the end of this report

adjustments for on-going regional implementation of the PCT. This decision was also taken in response to previous cohorts' feedback.

The decision to hold the PCT in a region was also taken to make it more convenient for regional participants to attend the training (for example, by targeting participants working in a country with fewer visa restrictions and with easier travel connections).

The decision of the MENA region over other regions was made because it is heavily affected by displacement, there was a high level of interest from potential participants, and JIPS received an offer to host and support the event from UNOCHA. Additionally this was also relevant to JIPS support activities in the region.

Learning objectives

An issue discussed in the development of the training was whether the training should seek to expand participants' knowledge and understanding about the entire profiling process, or focus on developing specific competencies in order to prepare participants for the role of a profiling coordinator. It was agreed that both elements were necessary in equal measure, as participants will fulfil a range of different functions in contributing to profiling exercises, and that both knowledge of the process and technical skillsets are essential to these roles.



Above: Participants presenting their findings and interpretations to the group during the sampling session on day 4

JIPS developed learning objectives for the training session by session, assessing what was achievable within each session. A full list of the learning objectives by session is included as an annex at the end of this report.

In developing learning objectives specific to the length of the course, the team intended to achieve the entirety of the developed learning objectives, and evaluate how successful the training was in building the capacity of participants within the limited course duration by continuous monitoring and evaluation with participants.



A participant explains a sampling term through a children's story during the day 5 recap exercise

For this PCT, learning objectives were created for the four new sessions that were offered. These four new sessions were data visualisation, themes and indicators, finalising a methodology and secondary data review.

In addition, the learning objectives for the sampling, focus group discussions, data analysis and reporting, and data interpretation sessions were changed to ensure that the sessions were oriented towards the skills, attitudes or competencies the participants should have after each session. A full list of learning objectives per session is included as an annex to this report.

2. Preparation, Delivery and Structure of the training

The course combined technical, operational, coordination and project-management capacity building through a series of lectures and group discussions, as well as exercises, analytical activities and simulations in a fictional setting.

The training was designed within the narrative of a fictional country scenario, in which participants work to design and implement a staged profiling exercise. Each day followed the logical sequence of the profiling process and required the consistent application of acquired knowledge and cumulative skills development.



A map of Freedonia, the fictional country scenario that is used throughout the training

The fictional scenario of Freedonia was developed to help reach all key learning objectives of the training and to act as a “leveller” for participants who arrive with various levels of experience.

Prior to the training, participants received a country briefing, which included maps, a list of the key players and organisations in the country and their Terms of Reference as a Profiling Coordinator.



Participants getting to grips with the Freedonia country scenario on day 2

Throughout the training, the facilitation team periodically distributed updates on the Freedonia scenario to move the narrative forward. Depending on the planned activity, these took the form of a completed desk review, population movement tracking data or decisions from the Ministry and Profiling Working Group on the objectives and methodology.

In addition, the training used a range of tools and techniques based on the experiences of the facilitators. The aim was to build a clear understanding of the step-by-step sequence of a profiling process and the role of a profiling coordinator, and to build participant confidence in their ability to support or coordinate a profiling exercise.

For this PCT, the facilitation team was able to develop additional materials for Freedonia, such as a Freedonia dataset, allowing participants to work on the country scenario throughout the training course. This differed from previous courses, as some sessions used case study examples to illustrate a concept, such as discussing a dataset from a completed profiling exercise to demonstrate approaches to data analysis.

Venue

After researching possible venues and conducting a competitive bidding process JIPS selected the Movenpick Dead Sea Resort, a residential training venue located at the Dead Sea in Jordan. The venue was able to accommodate all participants and provided two training rooms for use as plenary and breakout rooms, which allowed for multiple group exercises to take place simultaneously without disruption.



Participants discussing an exercise in groups in the main training room

Administration and logistic arrangements

The Training and Capacity Building Manager and the Communications and Research Associate at JIPS managed the administrative and logistic arrangements for the training. They worked closely with staff members from the United Nations Coordination of Humanitarian Affairs (UNOCHA), who are based in Amman, Jordan. These included:

- Providing training information to successful applicants;
- Making venue arrangements;
- Supporting travel and accommodation arrangements for some participants;
- Supporting participants in obtaining a visa to enter Jordan; and,
- Producing training and participant materials such as the training pack, hand-outs, posters, etc. (design and printing).

The Communications and Research Associate, in consultation with the facilitation team, handled administrative and logistical issues on site throughout the course and this ensured that the course ran smoothly throughout the week. With support from UNOCHA, JIPS did not encounter any additional or unforeseen problems that were related to holding the event outside of Geneva.

“One of the best trainings that I attended: Kept me engaged, relevant context, and challenging exercises.”

Participant application and selection process

The dissemination process involved connecting key partners and individuals through JIPS' network of contacts and the Executive Committee member organisations. This involved sending out emails and advertising the PCT on the JIPS website and the websites and newsletters of other key partners such as ACAPS, Global Clusters and rosters.

In addition, key partners were targeted in terms of potential and ongoing field support by JIPS' field support team. UNOCHA also identified key partners with a high potential for future field support collaboration, and then used its extensive network in the MENA region to target potential participants from those agencies.

The PCT received over sixty relevant and qualified applications, more than the previous PCTs held in Geneva; this could have been due to the timing of the training, the fact that the training was regional and therefore more accessible to applicants who might not otherwise travel to Geneva or be able to receive a visa to attend, or because of the wide dissemination of the call for applications itself.

The support from UNOCHA in targeting participants helped greatly in increasing the number of qualified applicants. Unlike previous trainings, where participants were forced to cancel last-minute because of visa restrictions or complications, this PCT had only one cancellation from a participant, suggesting greater accessibility. Therefore, 26 participants were able to attend the training (at the previous PCT, by contrast, only 20 participants attended because of seven cancellations).

During the selection process, the training manager shortlisted the candidates, in consultation with UNOCHA in the region, before applications were reviewed by JIPS' field support team; the final selection was made by a JIPS panel. The selection prioritized candidates who were most likely to use the learning outcomes of the training in their day to day work.

JIPS also considered whether the candidates would have valuable contributions to discussions and the makeup of the group in terms of achieving a balance between technical and coordination experience, gender, a representation of relevant displacement contexts in the region and whether appropriate agencies were represented.

In addition to independent consultants, the following agencies were represented at the training: ACTED, DRC, IRC, NRC, REACH, Statistics Norway, UNDP, UN Habitat, UNHCR, UNICEF, UNOCHA and WHO.

The participants were based in the following countries: Iran, Iraq, Jordan, Lebanon, Libya, Turkey and Syria, Pakistan, South Sudan and Switzerland.

The training team



Emanuel Souvairan is the Training and Capacity Building Manager at JIPS. Emanuel oversaw the running of the workshop and facilitated various sessions during the week.



Natalia Baal is the Coordinator of JIPS. Natalia provided input into sessions and facilitated various sessions throughout the week.



Laura Ronkainen is a Profiling Advisor at JIPS and works on field support to country operations. She provided input into sessions and facilitated various sessions throughout the week.



Boris Aristin is a Regional Assessment and Monitoring Coordinator for the Syria crisis deployed by iMMAP to UNOCHA, where he is the Whole of Syria Needs Identification Framework Coordinator. He provided input into sessions and facilitated various sessions during the week.



Damien Jusselme is a Profiling Advisor at JIPS and works on field support to country operations. He provided input into sessions and facilitated various sessions throughout the week.



Amanda Wigfall is a Communications & Research Associate at JIPS and provided administrative, logistics and communications support for the training.

Facilitation team

The facilitation team worked well together, building on the team's experience of facilitating previous PCT courses. In addition to having three facilitators who had worked on previous PCTs, one facilitator had been a participant in the previous PCT and could bring the experience of having been an attendee. UNOCHA also provided a facilitator who contributed experience from the region and complemented JIPS' expertise with emergency and coordinated assessment experience. He worked especially well with the participants, in part because of past collaborations.

The new members to the facilitation team helped bring fresh ideas and approaches to the material. Though, in some ways, it was a challenge for those facilitators to quickly master the content of their sessions, it was also an opportunity to diversify the facilitation team in order to develop a more sustainable approach for future rollouts.

Members of the team met on a regular basis during the month prior to the training to develop and discuss materials, learning objectives, and the organisation of sessions. The majority of the team also travelled to the Dead Sea several days in advance, leaving sufficient time to practice the different sessions at the venue itself. This allowed the team to deal with any logistical issues well in advance and to finalise the content of the sessions. Additionally, the time spent working together served as a team-building exercise to build the confidence of the facilitators.

Three members of the facilitation team also attended a four-day, internal facilitation and presentation skills training event several weeks in advance of this training, which sought to build up the presentation and facilitation skills of the team. This served as an opportunity to work on making the content of various the sessions more interactive and tailor the training to different learning styles. This led to an improvement in many of the approaches used in the sessions, particularly the sessions on focus group discussions, mapping of target populations and sampling where participant feedback in previous PCT's had been mixed.

The facilitation team also met in the evenings each day of the training to review the day, reflect on observations from the sessions and feedback from participants, run through key points from each session, and prepare for the following day. The team took great care to tailor the next day's sessions according to feedback from that day, with group configurations and

dynamics discussed and planned for the following day. These debriefs also fed into the findings and recommendations in this report.

Members of the facilitation team supported each other in a range of roles, including leading and co-leading sessions, observing group exercises and discussions, participating in role-plays, and facilitating small group activities, including the smaller activities (such as counting different coloured beans to show that taking a sample is an effective way to understand how characteristics are distributed in a population).

Having six team members meant that there was plenty of staff to cover administrative issues, to prepare and make changes to upcoming sessions and to support others during the facilitation of sessions.

The depth of the facilitation team meant that facilitation styles changed for each day. This prevented participants from growing tired of any one style of facilitation. Additionally, the range of facilitators (and participants) enabled the use of many practical examples and added to a collective expertise on profiling with an excellent range of experiences, presentation styles and skillsets.

Content development and delivery

Session plans and presentations were well planned with time allocated to the preparation and the editing of sessions; many staff members reviewed the content. Several meetings were held in Geneva to work on sessions in groups and to practice sessions with JIPS staff in addition to the time spent in preparing several days in advance of the training at the venue itself.

Active morning recaps were also used and proved highly popular. Groups of participants had to capture the key points of the previous day through different tasks each day, such as drawing a picture of the previous day's key points or writing a poem on the role of the profiling coordinator.



Above: Participants working on their recap of the previous days key concepts

Two additional evening sessions were held. One was a briefing and discussion on the Protection Information Management initiative led by UNHCR and DRC at the global level and with which JIPS is directly involved. The other focused on the use of Microsoft Excel for data analysis. This was an optional session that was offered to participants who wanted to improve their basic Excel skills.

Facilitation of sessions

The large amount of group work meant that participants remained engaged throughout the week. The training focused on keeping participants engaged and sustained interest throughout some of the more technical sessions, much more so than in the past. This showed in the participant evaluations, where scores for engagement were noticeably higher for these sessions than in the previous PCT.

The facilitation team managed to stay on schedule for most of the PCT, and adjusted content to fit the day, for example shortening some sessions in order to recover time. However, there were a few sessions that ran over on time, so some activities were cut from later sessions. This only significantly affected the first day, when there was not enough time remaining to introduce JIPS as an inter-agency service until the recap on the following day.

The main difficulty arose in the plenary recaps at the end of sessions, where discussions were allowed to continue for longer than the allotted time. More thought needs to be invested into ways to ensure this does not happen in future training events, especially with large groups. The facilitators discussed this during the week and it improved in the final days of the training.

Participants

The course included a broad range of participants from different agencies and a mix of technical and non-technical participants. This worked well for group exercises and plenary discussions, as the different profiles of the participants complemented each other. It was noticeable that the participants for this training had a particularly high level of experience. The facilitation team made an effort to bring out the knowledge and experience from the participants, and to ask them to share lessons learned from past projects.

Having 26 participants meant that the course was trickier to facilitate than in the previous PCT where there were only 20 participants. However this mostly related to plenary recaps.

	Name	Position	Organisation	Country
1	Olivia Cribb	Associate Coordination Officer	UNHCR	Jordan
2	Andrew Merat	Head of Program	DRC	Jordan
3	Chantal Abou Zeid	Outreach Coordinator	World Vision	Lebanon
4	Sara Jelveh	Snr. Data Management Assistant	UNHCR	Iran
5	Fahad Abbasi	Senior Project Manager	IVAP	Pakistan
6	Fuad Hudali	Information Management Officer	UNOCHA	Jordan
7	Snjezana Pijanovic Hansen	Regional M&E	Save the Children	Jordan
8	Tarek Elgebely	Information Management Officer	UNOCHA	Jordan
9	Tarek Tamer	MEL Field Coordinator	DRC	Lebanon
10	Amelie Sundberg	Assessment Officer	REACH	Iraq
11	Kashif Siddiqi	Head of IMAU	UNOCHA	Turkey
12	Catherine Osborn	Protection and Advocacy Advisor	NRC	Jordan
13	Said Abdullah	Information Management Officer	UNHCR	Turkey
14	Sameer Al-Rubaye	Information Management Officer	UNDP	Iraq
15	Jennyfer Dulyx	Health Sector Working Group Coordinator	WHO	Jordan
16	Yasmine Colijn	Site Manager	ACTED	South Sudan
17	Caroline Howard	Consultant	Independent	Switzerland
18	Rawia Atalweel	Emergency Officer	UNICEF	Syria
19	Insaf Mounadi	Protection Project Manager	DRC	Libya
20	Thomas Stork	GIS Officer	REACH	Jordan
21	Jalal Mesady	Urban Information and Analysis Specialist	UN Habitat	Syria
22	Nadine Khayat	Urban Analyst	UN Habitat	Lebanon
23	Per Schønning	Technical Advisor	Statistics Norway	Norway
24	Reem Afghani	Humanitarian Affairs Officer	UNOCHA	Syria
25	Petra Järvinen	Reintegration & Solutions Intern	UNDP	Switzerland
26	Melissa Weihmayer	Information Management Associate	JIPS	Switzerland

Sessions covered during the course

Below is an outline of the sessions covered each day during the course; the full agenda is included as an annex at the end of this report.



Above: On day 2, a group lists out all of the key stakeholders in Freedonia while a group (behind) starts to map these out on the wall

Day 1: Introducing profiling and the country scenario

- Welcome and introductions
- Introduction to profiling
- The profiling process
- The role of the of Profiling Coordinator
- Introduction to the fictitious country scenario: Freedonia

Day 2: Establishing a collaborative platform

- The collaborative approach
- Facilitation skills
- Shaping the coordination platform: Stakeholders, identifying the issues, advocacy and structure
- Developing objectives

Day 3: Developing a methodology

- Developing a profiling methodology
- Mapping of target populations
- Themes and indicators
- Secondary data review
- Focus group discussions methodology

Day 4: Methodology and tools

- Sampling for profiling surveys
- Finalising a methodology
- Data collection & analysis tools

Day 5: Field implementation

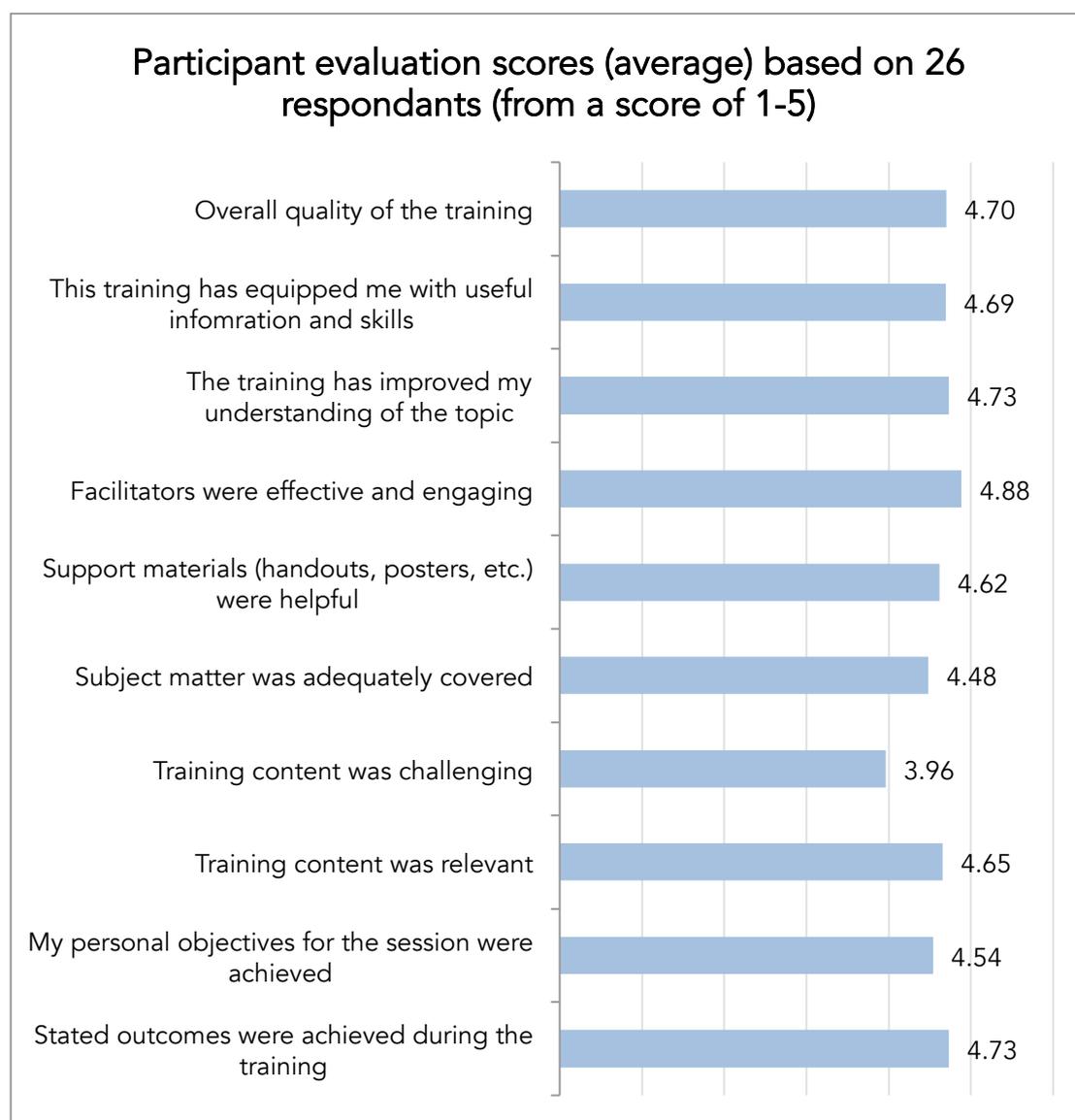
- Building capacity for profiling
- Data collection & field organisation
- Data analysis and reporting
- Data visualisation
- Optional evening Excel class

Day 6: Data analysis, reporting and dissemination

- Data interpretation exercise
- From validation of findings to their dissemination
- Process management: Keeping things on track
- Course conclusion and evaluation

3. Participants' reflections on the course

The course evaluation was extremely positive, with all sessions receiving very high scores; almost all questions received an average higher than 4.45 out of 5. The only exception was the question on whether or not the course was challenging, which received a lower average score of 3.96 out of 5. This was an improvement on the average from the previous PCT, where this same question received 3.4 out of 5. In general all the scores ranked higher for this PCT than for the previous training that was taken place in June, and which used the same questionnaire.



"Everything was interesting! Loved the interactive part of every session. Amazing training. Thank you :)"

Participants' reflections on each session

At the end of each day, participants were asked to rank each session from between 1 to 5 according to two different criteria: first for the relevance of that session, and secondly, whether the session was interesting.

In general the feedback from participants on the course was extremely positive, with the course rated highly for all sessions. All sessions received an average rating of above 4 out of 5, which was, again, an improvement on the previous PCT.

Almost all the sessions had higher scores for relevance, compared to interest, with the exceptions being the data interpretation exercise, the introduction to Freedonia (a quiz) and the role of the profiling coordinator.

"A very complete and holistic training. Many field examples to make sessions more concrete. Very strong facilitators and organization."



Above: Participants counting beans and then plotting this on their flipcharts during the mapping of target populations session to introduce sampling.

The last PCT showed that interest was higher than relevance on day two, with the inverse for the rest of the week; this training did not show this same trend. This could be explained in two ways: first, because this group was more experienced and therefore felt that the soft skills covered on day 2 were of higher relevance, and second, because the facilitation team had worked hard to ensure that the more technical topics (that had been deemed more relevant by participants in the past) were more engaging and

interactive. Several participants commented throughout the week that they were surprised that “boring” technical concepts could become more interesting when presented through fun exercises.

The participants listed the sampling, data collection tools and the evening Excel sessions as the most relevant (with ratings of 4.7 out of 5). It should be noted, however, that, only those who chose to attend the optional evening Excel class gave feedback on this particular session, therefore the relevance of the class was pre-determined.



Above: A participant explaining high variance (from sampling) through a story

The topics that received the highest scores for *interest* were the data interpretation exercise and the data visualisation class (4.6 out of 5), closely followed by the session on secondary data review and the introduction to the course (4.5 out of 5).

The lowest scores for interest were for the sessions on developing objectives and developing a profiling methodology (4.0 out of 5 average score) and for relevance, the introduction to Freedonia (4.2 out of 5).

Participant ratings (average) of each session (from a score of 1-5)



Comments from participants and reflections on each day

Day 1

The introductions to the course received positive comments, as did the **introduction to profiling**; participants mentioned the discussion of different types of assessments and how they differed from JIPS' approach as being helpful. There was one comment requesting that this session be made more interactive. The session on the **profiling process** received a lot of positive comments on how this helped participants to piece together the different steps and to map this out. This was considered useful for those who already knew many of the components of the process but had not thought about the sequencing before. Other comments were that this session was a lot of fun (as it involved group work sequencing the different steps involved in the process), and that it helped people to orientate themselves for the week, but the plenary recap took longer than needed.

"The session on the profiling process got me to reflect on my experience in a profiling exercise in my country programme and got to see what other colleagues thought about the chronological steps compared to mine."



Participants working through the steps involved in the profiling process

For the **role of the profiling coordinator**, specific comments on the use of role play to act out the different types of coordination styles received positive comments. There was a request for more concrete examples and details. There were also remarks that participants would have liked the introduction to JIPS on this first day.

Day 2

This day received a lot of positive comments. Some participants mentioned that the session on the **collaborative approach** provided a helpful framework for their work. Generally participants liked the level of engagement that happened in day two; only the longer session that had less group work, **developing objectives**, and received a request for a group exercise. For the **stakeholder mapping**, some participants were happy that the exercise allowed some flexibility in methods, while others found this difficult in their groups. There were also a few comments that more examples of paths to advocacy would be helpful.

"I loved all the sessions, honestly as they are all relevant; the exercises are interesting, fun, informative and relevant."

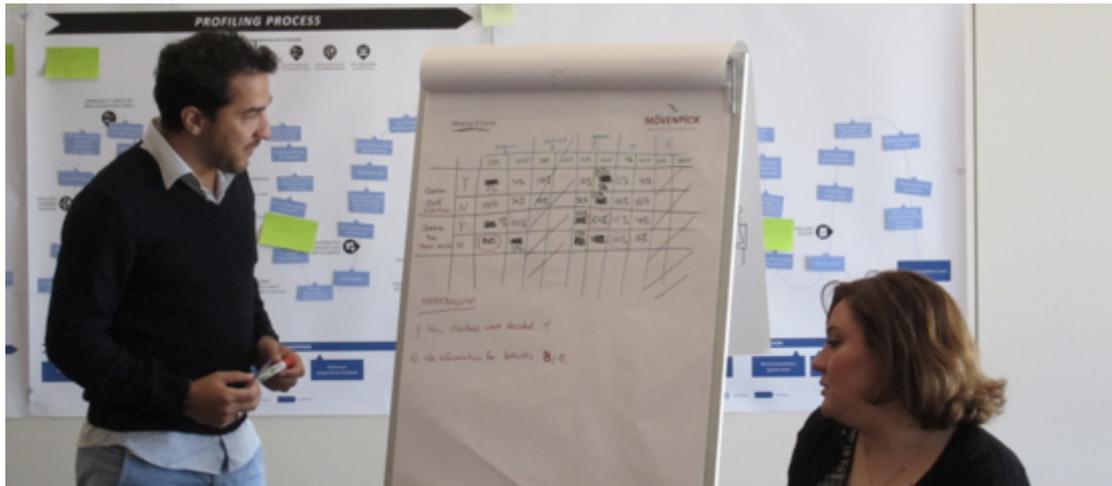
Day 3

The use of practical examples in **developing a methodology** was popular with participants, although there was a request for more context-specific variations to be discussed and a request to turn the presentation into an exercise. There were a few negative comments on the presentation, which may have been due to issues with some text and colours not being visible on some of the presentation slides. The **mapping** session received a lot of positive comments, as did the **secondary data review** session. For the **themes and indicators** session, one participant mentioned that they were still confused about levels of analysis. Two people remarked further on the exercise, one suggesting that the groups spend time developing mock up indicators, and the other mentioning that the exercise seemed too easy. They mentioned that it also seemed less tailored to profiling.

"Profiling methodology was great, but I can't remember key considerations that well. Any better, more memorable way to organize it?"

Day 4

The **sampling** session received a lot of very positive comments on both the content and also on the explanation and facilitation of exercises. A lot of participants listed this as the highlight of the day, but there were a few comments that some participants still felt a little confused about some of the technical details.



Participants discussing how to generalise their findings based on their sampling approach during the sampling session

For **finalising a methodology**, there were some comments that more time should be spent on this, with additional topics and tools on presenting, as it is a key role for a profiling coordinator. The gallery walk looking at **data collection tools** was extremely popular both for the fact that this was a different approach than other sessions, allowing four groups to spend an hour with an individual facilitator discussing some of the tools, but also because of the usefulness of the tools.

"I enjoyed reviewing and discussing challenges linked to tools."

Day 5

The session on **building capacity for profiling** received a comment that this helped in building partnerships more strategically. The **data collection and field organisation** exercise was very popular, with positive comments describing the exercise as exciting, and appreciating the levels of engagement and the challenging nature of the exercise. Participants also felt that this was highly relevant to their work and were glad to be able to get into the details.

"I especially appreciated the budgeting part, as we usually leave this until a very late stage without proper planning"

The **data analysis and reporting** session received favourable feedback on the use of examples of good and bad reporting, saying that the presentation was clear and simple.

Many participants mentioned that the **data visualisation** session was a lot of fun, with interesting visuals and great examples. However, some would have

liked more emphasis on key design principles or concrete design tips that the participants could have taken with them. Maps were also mentioned as a missing visualisation tool. *"Data visualization was both interesting and thought provoking"*

The evening **Excel class** received a lot of positive comments, with participants grateful for the time given to them, the repetition of key messages and the usefulness of the content.

"I will be using pivot tables for sure!"

Day 6

The **data interpretation** exercise was popular amongst the participants, who gave a lot of positive comments on the fact that it was interactive, practical, and involved hands-on group work, as participants worked on interpreting profiling findings from the fictional scenario of Freedonia.

"Great exercise - difficult / challenging still a bit confused about 'how representative' our data is based on our sampling strategy. Would have been helpful to get a recap of the sample design then a more detailed recap at the end of the exercise"

For the session on the **validation of findings to their dissemination**, the comments were mainly positive on the level of engagement during discussions, but a greater focus on dissemination strategies was requested.

"Dissemination - varies greatly linked to context. So hard to draw conclusions."

"The discussion on dissemination gave me ideas to improve in my work."

The session on **process management**, that involved filling in a Gantt chart (activity plan), was popular, as this helped to tie the whole exercise together and served as a nice summary. However, a few participants were already experienced with this and found the session less useful.

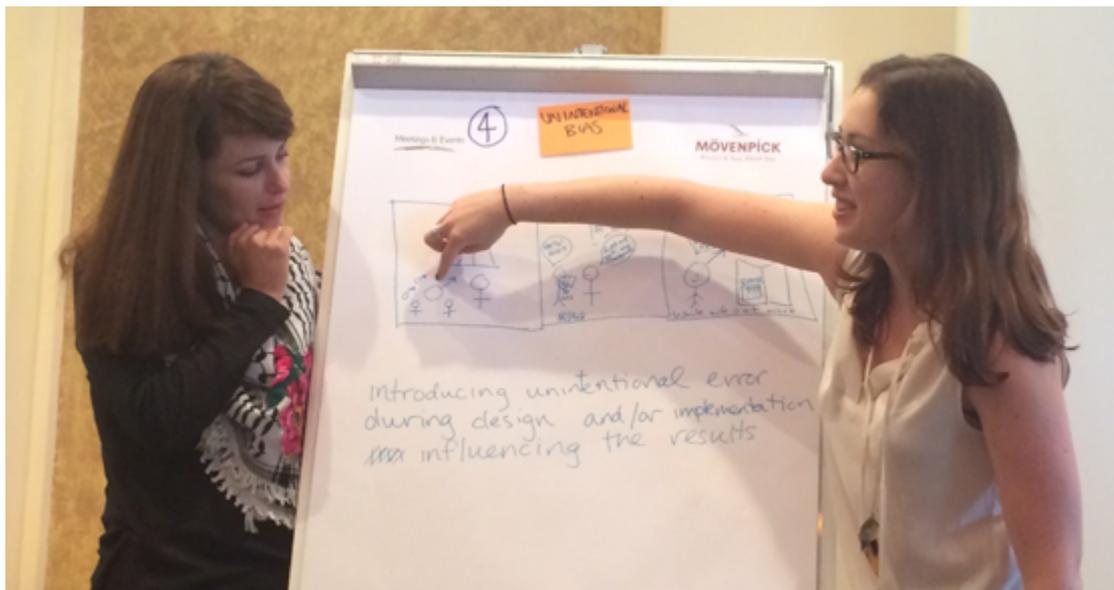
Participants' highlights of the course

Participants commented in the evaluation on what some of the highlights were for them. Here are their responses:

"I really loved the discussion of the cases that JIPS has been working on. The fact that these were incorporated into lecture really made the material come alive, and the facilitators clearly demonstrated a lot of passion while reflecting on their personal experiences. These "tips from the field" were especially memorable moments from the PCT. "

"Various sessions were indeed useful - basically all starting from day 2. Though I am very familiar with all the concepts discussed, I still learned. All sessions were relevant to the IDP profiling (and adjusted to it)."

"Having the time to discuss tools and methodology in-depth. Learning from others."



Participants explaining an example unintentional bias as a story

"The sampling, population, mapping and design of budget"

"Learning more about data collection, profiling, sampling the middle components of the snake where as normally more familiar with planning and finalization components from 3rd party consultants sources and project management."

"I also liked the emphasis on facilitation skills near the beginning of the workshop. This set the stage for more effective group work later on, through group work is always challenging and people stopped nominating a facilitator after day 3."

"The coordination processes for buy-in will be extremely useful for improving our own work. Many parts of the training I also found useful to refresh key elements and ways to present and to train our own staff. "

"Profiling tools, facilitation and capacity building, which I can directly use in my job."

"All the segments of the training were very interesting, especially the coordination plan and the way group work was planned and managed."

In addition, many participants mentioned the fact that the training helped them to understand the process, learn some of the coordination skills, tools, technical skills and methods for profiling.



A participant presents on the different steps involved in the profiling process

There were also specific comments on the role of the coordinator, developing objectives, and many highlighted the technical parts of the course as important to them, including mapping, sampling, data collection tools, focus group discussions, data visualisation and data analysis.

In addition, a key highlight mentioned was the chance to learn from the different experiences of the colleagues and facilitators and the beneficial nature of the group exercises.

Participants low-points of the course

Participants commented in the evaluation on what some of the low-spots of the course were for them. Here are their responses:

"I think that the part on recommendations could be more elaborate. Maybe spend more time on this. Also, some issues remained vague at least for me, for instance JIPS' take on durable solutions."

"Some of the lectures (not all) were a bit too long, making it hard to focus for the entire session. Suggestion: having an exercise in every session is really helpful for mixing up the pace and keeping all engaged."

"I would have liked more assistance on some of the practical aspects of coordination. For instance, we practiced creating a budget during our group exercise; though this was easy for some participants that do this regularly, this was not obvious for those that never did this before. Also, it would have been nice to see an example of a dissemination plan as a "Freedonia Update" to be very clear on what this could look like."

"All the participants could do the data analysis part in smaller groups to ensure more engagement."

"I think the session on data visualization could have involved some more interactive work."

"Qualitative data analysis and reporting session: We should take more time on this."

"First day could be a bit structured as we spent a pretty long time on general concepts. Include appropriate induction/intro on Freedonia in the first day."

"Some of the soft skills of role-playing felt a little long and not the best use of time."

"Reviewing the data collection tools - could we have practiced - could there be a bit more detail and time allocated to the very technical aspects?"

Many of the additional comments related to minor changes to be made within specific sessions, for example by changing or incorporating an exercise or more time on a particular topic. Several participants also said that there were no low spots and the team should continue with the training as it is.

How will participants use the training in their future work?

Participants were asked to identify how they might use the training, or some aspects of the training, in their work. Here are some of their answers:

"I think that the teamwork taught me much about my own personality and valuable lessons in taking a step back and trying to improve my facilitation skills. The processes and investment in coordination have given me large-scale ideas for the organization of my own work."

"I have learned that there are a lot of tasks and activities that I should do in my current work but I miss out on a lot of important steps that are now clear why I should focus on them. I intend to look back on the material, use them as a reference and utilize the tools we acquired."

"Use skills and knowledge in humanitarian work (policy and operations) and possibly as a Profiling Coordinator in the future if there is an opportunity."

"We as an organization are basically developing a regional profiling platform, so we will be debriefing all MENA region colleagues right after this training."

"This training helped me understand the ways that collecting data through mixed methods can address the profiling objectives. I gained new insight into how other participants have used qualitative analysis to complement quantitative data collection through their fieldwork. But clearly there are still remaining questions on how to analyse qualitative data. I am going to take their input and use that as a start to research in this area."

Additional comments indicated participants' intention to directly apply the coordination, data gathering and profiling related concepts to their day-to-day activities. Many participants stated that they would be training or running a workshop on profiling or debriefing their colleagues using material from the course.

Suggestions from participants for further JIPS support

Participants commented in the evaluation on what support they would like to see JIPS provide following the PCT. Here are their responses:

- "Help in implementation of the exercise."
- "Connecting technicalities to the field."
- "Scoping mission."
- "Technical support in deriving sampling guide for IVAP (4 years) profiling methodology."
- "Continue engaging on exchange of materials."
- "Technical support in for profiling in the region."
- "Technical advice and support."
- "I think thematic trainings that look into different forms of data analysis in more details would be more interesting."
- "The creation of a forum or network for knowledge exchange."

Suggestions for future PCTs

In the course conclusion, the participants and facilitators reflected on the week and looked at whether the expectations for the course, set at the beginning of the week, had been met. The participants agreed that the training had succeeded in meeting their expectations (which had been recorded on a flipchart during the introductions in the first session of the training course). After this, the participants gave their suggestions for the course:

1. There were significant differences in participants' familiarity with the fictional country scenario of Freedonia, making it difficult to collaborate on some exercises. One participant suggested that more incentives be set up to get people to review the scenario before coming to the PCT.
2. One participant suggested that the feedback forms be provided in the morning of each training day so that participants could record their suggestions throughout the day. People often could not remember what content was discussed in each session by the end of the day.
3. Participants wanted more information on methods for qualitative data analysis.
4. Participants wanted some tips on how to "visualize maps" – how to create good maps that communicate messages effectively.
5. Participants asked about whether JIPS reaches out to national and local government officials to participate in PCTs; JIPS responded that it has had national/local staff in the past that were affiliated with past profiling exercises, but that generally the networks it disseminates the support request forms to is through international organisations. It was suggested that participants could help spreading the message to national/local staff by referring people they think would be good candidates to apply to the next PCT.
6. Participants complimented the great preparation for the PCT, saying that it was one of the most organised trainings some participants had ever attended.
7. Participants complimented the level of detail and care given to each exercise.
8. One participant requested more social activities earlier on in the week to help people to get to know each other earlier.

6. Conclusions and Recommendations

Results

Overall, the training was successful in providing a dynamic and practical learning experience for participants to build their knowledge and understanding of the profiling process.

“Excellent facilitation - the best prepared training. Fantastic selection of the participants and materials. Fantastic atmosphere all in all.”

“One of the best trainings in terms of preparation and design that I have attended. Well Done!”

26 participants arrived bringing with them different skillsets and experiences, and a high level of regional and contextual knowledge. There was also a lot of operational field experience, and the participants were able to share their experiences and examples throughout the week.

During this training, there was a less noticeable gap between technical and non-technical participants, with the participants working very well in the group exercises and feeling confident to participate throughout. There was strong feedback from participants of both technical and coordination backgrounds about the high level of usefulness and the positive impact of the training.

“Many thanks JIPS team, you were really great.”

The data collected from the M&E tools during the training provided JIPS with highly relevant information about why participants valued the PCT as a capacity-building opportunity, and how the course can be improved to increase its impact further with successive training groups.

Recommendations

Below are some of the key recommendations from this report. In the interest of brevity, additional and more specific recommendations for detailed changes for the PCT are published in a separate internal report.

General

1. The regional structure of the training was very successful in attracting qualified candidates and should be continued.
2. Partnering with an organisation to host the PCT provided helpful support for the training (logistical and administrative, in addition to a facilitator) – this was highly successful and could be replicated for future PCTs.

Participant selection

3. The use of an organisation with a regional presence was helpful in determining participant selection and could be included again in future training courses held outside of Geneva.
4. JIPS should maintain final participant selection decisions to ensure good group dynamics and relevance of participants

Facilitation

5. Continue to work on developing a sustainable facilitation team within JIPS for the PCTs, with a focus on mastering content, and presentation and facilitation skills. Targeted training and coaching should be undertaken. Currently some topics can only be presented by one staff member, so additional staff capacity for each session should be explored.
6. External facilitators should be kept as an option if they can compliment existing JIPS expertise and dedicate the appropriate time for the training and preparation.

Course content

7. Work on specific sessions based on participant feedback: These include (but are not limited to) introductory sessions on day one, developing objectives, advocacy strategies, data visualisation, developing a methodology, and validation of findings.

8. Work on the Freedomia scenario based on participant feedback and facilitators debrief sessions: review linkages between different scenario update materials and group exercises, refine methodology and develop new handouts. Make material more engaging, to support learning outcomes and group work.
9. Incorporate the role of the profiling coordinator and the profiling process as part of the introductions to the course, thereby grounding people in the course so the sessions fit together as a longer 'introduction session', or series of sessions.
10. Include introduction to JIPS early on, and separate from introduction to profiling and training introduction sessions.
11. Keep the optional evening Excel class, as this helped some of the less technical members of the group to develop rudimentary Excel skills
12. Continue to incorporate and increase the presence of engaging mini-activities and variety of facilitation styles in the more technical sessions so that participants are kept engaged.
13. Add some additional content on topics that were not adequately covered (for example the analysis of qualitative data, or examples of context-specific advocacy strategies).



Above: Participants and facilitators enjoying the venue after the group photo has been taken.



Right: A thank you card written by the participants to the training team.

Below: Celebrating a participant's birthday on day 5



Bottom right: A sand-art bottle that was given to the JIPS team as a present from the participants on the last day.



Annex 1: PCT Agenda – Dead Sea, Jordan 25-30 October 2015

Session	Timing	Session name	Facilitator(s)
DAY 1 – Sunday – Welcome, introducing profiling and Freedonia			
1	1000 - 1100	Arrival at venue & registration	Amanda Wigfall
1.1	1100 - 1230	Welcome & Introductions	Emanuel Souvairan
	1230 - 1330	Lunch	
1.2	1330 - 1500	Introduction to profiling	Natalia Baal
1.3	1500 - 1630	The profiling process	Emanuel Souvairan, Damien Jusselme
	1630 - 1645	Break	
1.4	1645 - 1730	The role of the of Profiling Coordinator	Laura Ronkainen, Boris Aristin
1.5	1730 - 1830	Introduction to country scenario	Emanuel Souvairan
DAY 2 – Monday – Establishing a collaborative platform			
2	0830 - 0900	Recap & feedback	Emanuel Souvairan
2.1	0900 - 1000	The collaborative approach	Natalia Baal, Boris Aristin
2.2	1000 - 1030	Facilitation skills	Emanuel Souvairan
	1030 - 1045	Break	
2.3	1045 - 1215	Shaping the coordination platform: Stakeholders	Emanuel Souvairan
	1215 - 1315	Lunch	
2.3	1315 - 1445	Shaping the coordination platform: Issues	All
	1445 - 1500	Break	
2.3	1500 - 1630	Shaping the coordination platform: Advocacy & structure	Emanuel Souvairan, Natalia Baal
2.4	1630 - 1730	Developing objectives	Emanuel Souvairan, Natalia Baal
DAY 3 – Tuesday – Developing a methodology			
3	0830 - 0900	Recap & feedback	Emanuel Souvairan
3.1	0900 - 1100	Developing a profiling methodology	Damien Jusselme
	1100 - 1115	Break	
3.2	1115 - 1245	Mapping of target populations	Laura Ronkainen
	1245 - 1345	Lunch	
3.3	1345 - 1515	Themes and indicators & secondary data review	Laura Ronkainen, Boris Aristin
	1515 - 1530	Break	
3.4	1530 - 1730	Focus group discussions methodology	Emanuel Souvairan, Boris Aristin

DAY 4 – Wednesday – Methodology (cont), & tools			
4	0830 - 0900	Recap & feedback	Emanuel Souvairan
4.1	0900 - 1030	Sampling for profiling surveys	Laura Ronkainen
	1030 - 1045	Break	
4.1	1045 - 1115	Sampling for profiling surveys	Laura Ronkainen
4.2	1115 - 1215	Finalising a methodology	Boris Aristin
	1215 - 1315	Lunch	
4.3	1315 - 1515	Data collection & analysis tools	Damien Jusselme
DAY 5 – Thursday – Field Implementation			
5	0830 - 0900	Recap & feedback	Emanuel Souvairan
5.1	0900 - 1000	Building capacity for profiling	Emanuel Souvairan
5.2	1000 - 1030	Data collection & field organisation	Boris Aristin, Damien Jusselme
	1030 - 1045	Break	
5.2	1045 - 1300	Data collection & field organisation	Boris Aristin, Damien Jusselme
	1300 - 1400	Lunch	
5.3	1400 - 1500	Data analysis, reporting	Laura Ronkainen
	1500 - 1515	Break	
5.3	1515 - 1615	Data analysis, reporting	Laura Ronkainen
5.4	1615 - 1715	Data visualisation	Damien Jusselme
	1800	Dinner	
5.5	1900-2030	Optional evening Excel class	Damien Jusselme
DAY 6 – Friday – Data analysis, reporting & dissemination			
6	0900 - 0930	Recap & feedback	Emanuel Souvairan
6.1	0930 - 1030	Data interpretation exercise	Damien Jusselme, Laura Ronkainen
	1030 -1045	Break	
6.1	1045 -1115	Data interpretation exercise	Damien Jusselme, Laura Ronkainen
6.2	1115 -1245	From validation of findings to dissemination	Natalia Baal, Boris Aristin
	1245 - 1345	Lunch	
6.3	1345 - 1430	Process Management: Keeping things on track	Emanuel Souvairan
6.4	1430 - 1515	Conclusions and evaluation	Emanuel Souvairan

Annex 2: Learning objectives by session

Session	By the end of the session participants should be able to:
Day 1: Introducing profiling and the country scenario	
Introduction to profiling	<ul style="list-style-type: none"> • Understand what profiling of IDP situations means • Explain how it is different from registration, assessments etc. • Have a better understanding of why profiling is good for urban and protracted settings • Know what JIPS does (technical support service)
The profiling process	<ul style="list-style-type: none"> • Provide an overview of the profiling process from start to end; • Identify and chronologise key deliverables during the profiling project cycle; • Determine in which sequence profiling project activities should take place; • Develop a broad, draft project outline to serve as the basis for the project.
The role of the of Profiling Coordinator	<ul style="list-style-type: none"> • Define the role of the Profiling Coordinator in the profiling project • Identify the key competencies of a Profiling Coordinator • Explain the advantages and limitations of the PC's identity (from outside vs from within the context)
Introduction to the fictitious country scenario: Freedonia	<ul style="list-style-type: none"> • Understand the key actors and context of the fictional country scenario of Freedonia
Day 2: Establishing a collaborative platform	
The collaborative approach	<ul style="list-style-type: none"> • Explain the difference between cooperation, coordination and collaboration. • Explain why collaboration is essential for the profiling process. • Identify when in the profiling process collaboration is of particular importance.
Facilitation skills	<ul style="list-style-type: none"> • Understand the importance to a facilitator of managing the process, relationships and objectives over content • Use the principles of deferring judgment and encouraging participation in the group exercises
Shaping the Coordination Platform: Stakeholders,	<ul style="list-style-type: none"> • Identify key stakeholders who will need to be involved in various aspects of a profiling • Analyse and note linkages between these stakeholders • Obtain information and build rapport with partners in a short

Identifying the issues, Advocacy and Structure	<p>amount of time</p> <ul style="list-style-type: none"> • Plan advocacy approaches to ensure that relevant actors are on board • Allocate roles and responsibilities throughout the profiling exercise to ensure buy-in
Data visualization (by ACAPS)	
Day 3: Developing a methodology	
Developing objectives	<ul style="list-style-type: none"> • Explain the importance of clear and agreed upon objectives for a successful profiling process. • Explain the parameters of what makes good profiling objectives.
Developing a profiling methodology	<ul style="list-style-type: none"> • Define the key components/steps of developing a profiling methodology and some of the considerations around each element: e.g. how to define who to profile, in which categories to structure your target populations (i.e. analysis levels), which topics to choose (based on the objectives) and which data collection methods to choose for each type of topic/information (depending on the most appropriate source of information); • Explain the key characteristics of the methods often used in profiling exercises (Mapping, Survey, FGDs, Key Informant Interviews) and how these can be combined depending on profiling objectives, information needs, accessibility and budget limitations, sensitivities and geographical spread; • Coordinate a collaborative process of defining the appropriate methodology to be used for profiling a specific context of displacement, with an understanding of the potential repercussions as a result of the political and operational context; • Communicate and justify the reasoning and logic behind methodological choices to technical and non-technical stakeholders of the exercise.
Mapping of target populations	<ul style="list-style-type: none"> • Explain the purpose of target population mapping and the steps involved; • Plan a mapping exercise to estimate population figures and locations; • Explain the link between mapping and sampling. • Understand what a baseline is and what information /methods are required in different situations in order to define or estimate a baseline.

Themes and indicators	<ul style="list-style-type: none"> • Explain the technical process of developing the analytical framework (the links between the objectives, themes, indicators and questions) • Conduct a thorough secondary data review based on the indicators identified and then identify what gaps exist
Focus Group Discussions (FGD) methodology	<ul style="list-style-type: none"> • Explain what defines an Focus Group Discussion; • Develop a methodology for FGDs for a profiling exercise; while keeping in mind the methodological considerations as well as the practical field realities.
Day 4: Methodology and tools	
Sampling for profiling surveys	<ul style="list-style-type: none"> • Explain the logic and reason for sample-based household surveys in profiling. • Explain some of the implications in terms of the usability of data of probability vs non-probability sampling approaches • Explain basic sampling terminology (bias, sampling frame, sampling and non-sampling error) and approaches • Explain common sampling challenges in displacement situations and identify potential ways to address them/mitigate them • Explain the implications of different decisions about sampling on the representativeness and accuracy of findings.
Data collection & analysis tools	<ul style="list-style-type: none"> • Identify the different data collection and analysis tools needed throughout a profiling exercise (mapping form, enumeration form, HH questionnaire, FGD question guide; tabulation form and systematization form); in terms of their purpose, structure, components and content. • Identify some of the challenges in operationalising certain indicators, such as the definition of the target populations; which is something the PC should be actively involved in together with technicians and profiling partners. • Explain the collaborative aspects of developing data collection tools and identify the role of the PC in this process.
Day 5: Field implementation	
Building capacity for profiling	<ul style="list-style-type: none"> • Identify staffing needs • Identify and justify the choice of partners • Define the elements of an effective training strategy • Understand the importance of the pilot exercise
Data collection & field organisation	<ul style="list-style-type: none"> • Develop an operational plan for the data collection phase, considering data collection approaches, field organisation and logistics;

	<ul style="list-style-type: none"> • Define the composition of teams to ensure good supervision and quality control in the field. • Anticipate practical/logistical problems (and their solutions) that may come up during the data collection phase
Data analysis and reporting	<ul style="list-style-type: none"> • Outline the process involved in the data cleaning and analysis • Interpret survey and FGD data and explain how to use and how not to use the elicited data • Describe the structure of a good report • Provide different options for a collaborative analysis and reporting; listing pros and cons.
Data visualisation	<ul style="list-style-type: none"> • Explain the do's and don'ts of visualizing data • Make informed choices on what visualization tool is appropriate for what type of use (analysis or reporting) and what data and message
Excel class	<ul style="list-style-type: none"> • Explain when to use some excel features for sampling, data cleaning and data analysis • To find explanations on how to use excel features online
Process management: Keeping things on track	<ul style="list-style-type: none"> • Aware of some key consideration for planning the timing of a profiling process (e.g. common pitfalls) • Able to develop a profiling work plan with consideration of time, capacities, resources and context.
Day 6: Data analysis, reporting and dissemination	
Data interpretation exercise	<ul style="list-style-type: none"> • Link results and contextualise findings to take data and turn this into actionable information
From validation of findings to their dissemination	<ul style="list-style-type: none"> • Structure and plan the final steps of the profiling process; • Explain the process and importance of validating findings and developing recommendations collaboratively; • Be able to organize and lead the validation and the development of recommendations. • Explain the importance of providing feedback to communities and provide examples of how to do it;