TRAINING GUIDE ON AREA-BASED DURABLE SOLUTIONS PLANNING

FOR PRACTITIONERS & POLICY MAKERS - **2020**

ReDSS
Unlocking Protracted Displacement

Boy overlooking settlement in Somalia. Credit Marco Gualazzini

INTRODUCTION TO THE CURRICULUM

The face to face training curriculum on area-based planning is part of ReDSS' project to strengthen the capacity of actors involved in durable solutions planning in the East and Horn of Africa region.

The modular training material covers two to two-days and a half workshops targeting practitioners and policy makers at the local level.

It was piloted in Jigjiga, capital of the Somali Regional State in Ethiopia and will be further rolled out in Ethiopia, at the Woreda, regional, and federal levels, as well as in other countries in the region where ReDSS is active to support area-based solutions planning at local levels.

Goal and objective of curriculum

The main goal of this curriculum is for practitioners and policy makers to be better equipped to lead and take part in area-based solutions planning for Displacement Affected Communities.

The main learning objectives are for training workshop participants to be able to:

- Explain the added value of area-based approaches to plan for durable solutions and enhance social cohesion in displacement contexts.

- Apply area-based approach elements and principles and link them to the durable solutions planning cycle.

- Explain how to lead and/or take part in context specific, inclusive and government-led durable area-based solutions processes, meaningfully involving a wide range of actors.

Throughout the curriculum specific emphasis is put on:

- Social cohesion

- Community engagement

- Government engagement

Target audience:

Policy makers and practitioners from national and local authorities, UN agencies, Civil Society Organizations, International NGOs and other key local actors.

It is recommended to ensure a tangible balance among participants and to invite practitioners and policy makers from different backgrounds to reflect the multi-stakeholder and multi sectoral characteristics of the area-based approach.

The training curriculum is highly participatory and there should not be more than 30 participants at each workshop. For the ideal composition, an equal participation in the training among various local actors, including government, UN agencies, INGOs, and local CSOs is key.

➤ Try to select the "right participants" who have a strong interest in the subject matter and will have the capacities to take an active part in the discussions and to put the learning and recommendations into practice. This might require an actors mapping exercise followed by direct contact with each selected organization to choose the best participants for the workshop. A first short interview with the selected participants over the phone might be a good way to check on their motivation/availability and capacity to follow up on the outcome of the workshop.

➤ It might not always be possible but try to ensure gender balance among the participants.

Cover page: Community discussions with women group in Somalia. Credit: DRC

COURSE DESIGN, METHODOLOGY AND MODULARITY

Course duration
The curriculum is composed of flexible modules to adapt to the context in which the course is being applied. It is designed to cover a two and a half- day training workshop. However, the curriculum is modular with possibilities to tweak, add, reduce, or cut sessions depending on the context and on the learning needs of the participants.

Different options are proposed for each session with optional "focus" on specific issues and elective activities depending on the time allocated for the training event, its the objectives and learning needs of the participants.

Course design

8 Sessions
The course is comprised of:
- An introduction to the workshop and to the context
- Six sessions divided into two main parts
  - ➤ Session 1 and 2 on unpacking area-based approach, its components, elements and implementation principles
  - ➤ Session 3 to 6 on the area-based approach and the solutions planning cycle
- A last session (session 7) on the development of context specific recommendations on the application of area-based approach at the local level where the workshop is rolled out

Each session is comprised of:
- Facilitators notes including:
  - ➤ A summary of each session
  - ➤ Its main objectives
  - ➤ Key messages
  - ➤ Its detailed structures and timing
  - ➤ Detailed instructions for the activities
  - ➤ Preparation tips
  - ➤ Useful resources
- A PowerPoint presentation with detailed instructions and tips in the comment/note box of each slide.
- Handouts when relevant
- Activity instructions and templates when needed.

Training tools
The training package also includes:
- An agenda template
- Pre and post-tests to compare the learning improvement of the participants. 5 questions from the test can be used as a quiz the morning of day 2 to recap the different learning points of the first day.
- A final evaluation form

Children in a classrom in Kebribeyah School. Credit: ReDSS

Modularity and adaptation
You will need to adapt and modulate the training curriculum depending on the location, context, learning needs of the participants, and the planned length of the workshop.

The training package provides you with opportunities and tools to do so:

- Each session is composed of "generic" slides and activities as well as optional "focuses" and activities to opt for or not depending on the context. Theses focuses and optional activities are marked as "optional" in both the facilitators and slides notes.
- Alternatives are proposed in the activity instructions to be able to adapt concrete and application exercises to the timing of the workshop, profile of participants, objective of the training event and context.
- Some slides might need to be updated, adapted and completed, especially when related to the description of the context, data and information, situational update, context specific laws, policies, etc. Reminders and tips on how to operate these changes are provided in the note box under the concerned slides.

Learning methodology
The curriculum is based on a participatory methodology which entails time for self and group reflection and activities applying the concepts, approaches and information sharing.

Formal presentations are often short to leave enough time for concrete activities. Make sure you leave enough time for these activities and for the debriefings and ensuing debates and discussions. They are important! Keep in mind that the results of the activities and of the discussions will serve as basis for the development of specific recommendations at the end of the workshop.

The curriculum uses training techniques catering for all training styles including presentations, visuals, pictures, videos, readings, problem solving exercises, consensus building activities, brainstorming and case studies. The modularity options proposed respect this variety and alternance of training techniques. Try and keep a good balance between the different training techniques whenever you make non-proposed changes to the material.

Training overarching messages:
Here are the main messages and principles on which this training curriculum are based and that should be conveyed/mainstreamed throughout the workshop.

1. **Definition:** Area based approaches in solutions planning and programming refers to an approach that defines the area, rather than a sector or target group, as the main entry point. All stakeholders, services and needs are mapped and assessed, and relevant actors mobilized and coordinated with. In a displacement context, it entails including all members of the Displacement Affected Communities (Refugees, IDPs and Host Communities) in the durable solutions planning and implementation processes;

2. **Social cohesion and solutions:** Displacement has an impact on the social cohesion of Displacement Affected Communities and a thorough analysis of the potential tensions and conflicts that influx of populations, humanitarian and development interventions, changes in resources or new competitions could trigger is key to develop conflict sensitive and effective area-based programming;

3. **Participatory and community based:** Displacement affected communities have the right and the capacity to participate in any decision impacting their lives, and a participatory/community led process is key to support solutions processes and to ensure social cohesion and inclusion. Area-based approaches to planning puts communities at the core of an integrated response and adopts a participatory approach. It entails the meaningful inclusion and participation of Displacement Affected Communities throughout the entire programming cycle, including planning, implementation, and review.

4. **Evidenced-based:** Area-based solutions plans are informed by quality, updated, shared and concerted data about the long-term needs of Displacement Affected Communities and the areas' functioning, available and accessible services.

5. **Building on the existing:** Understanding the community structures, planning and interventions that already exist within the same area is key to identify the gaps that can be filled and the opportunities that can be capitalised on.

6. **Government-led:** Area-based planning processes for durable solutions should be led and coordinated by national and/or local authorities who have the primary responsibility to respond to displacement situations in their territories. Their capacity to lead and coordinate such inter-sectoral, integrated and participatory processes should be supported and strengthened.

Community consultations with urban refugees in Nairobi. Caption: DRC

Summary of the training package
The learning programme is structured into 8 sessions as follows.

Introduction
Setting the scene.
What are we going to talk about and how are we going to do it?

Learning Objectives	■ Participants are able to explain the objectives and the methodology of the training workshop.
	■ Participants introduce themselves and are introduced to the facilitators.
	■ Participants are aware of the international, regional, national and local context in which the workshop is rolled out.

Key messages	1. Participants are able to explain the objectives and the methodology of the training workshop.
	2. Participants introduce themselves and are introduced to the facilitators.
	3. Participants are aware of the international, regional, national and local context in which the workshop is rolled out.

Timing structure & activities	■ 90 min
	■ Two parts:
	➢ About the training workshop
	➢ About the context
	■ Activities:
	➢ Participants/facilitators introduction
	➢ House rules
	➢ Displacement mapping

Session 1:
Durable solutions and Area-based approach.
What is it?

Learning Objectives
- Participants are able to define durable solutions and displacement affected communities (DAC).
- Participants are able to describe what an area-based approach to planning is.
- Participants are able to explain the added value of area-based approach for durable solutions planning and enhanced social cohesion.

Key messages

1. Durable Solutions are achieved when displaced persons no longer have protection and assistance needs related to their displacement and when they have access to their rights without discrimination

2. Creating a conducive environment for the achievement of durable solutions is a long-term process and the primary responsibility of local and national authorities with the support of humanitarian and development actors.

3. Displacement affected communities involve all displaced populations and host communities as displaced people do not live in a vacuum

4. Area based approaches refers to an approach that defines the area, rather than a sector or target group, as the main entry point. All stakeholders, services and needs are mapped and assessed, and relevant actors mobilized and coordinated with. (IRC)

5. Area-based approach is an approach that responds to the whole population living in a specific geographic area.

Timing structure & activities
- 90 to 120 min.
- Icebreaker: "shoelaces"
- Three parts + two optional focuses:
  - Durable Solutions and DAC
  - Area-based approach
  - Durable Solutions and DAC
  - Area-based approach
- Activities:
  - Durable Solutions and DAC
  - Area-based approach
  - Optional group activity: contextualize the four components
  - Plenary or group discussion on the expected benefits of are-based approach
  - Optional group activity: "Play with the dynamics".
  - Optional plenary activity: what are the main impacts of displacement on social cohesion?

Community meeting in Loima, Turkana. Caption: DRC

Session 2:
Area-based approach.
How do we do it?

Learning Objectives
- Participants are familiar with the 10 elements guiding the operationalization of area-based approach.
- Participants are able to explain the how to define an area and start targeting the populations.
- Participants start reflecting on the application of area-based approach in their context.

Key messages

1. The ten principles for area-based recovery programmes are drawn from recent research projects. In the absence of internationally agreed upon definition and related conceptual framework, we will work with this set of elements as a basis for our area-based solutions plans.

2. Area based planning uses an area/geographical location as the main entry point. The area in which an area-based approach is implemented can be determined based upon a number of factors.

3. An area-based approach is characterized by its focus on needs, capacities and vulnerabilities within a geographic area, rather than among a specific population group. Targeting should therefore be based predominantly on these criteria. In addition, a pragmatic approach that avoids doing harm should be adopted.

Timing structure & activities
- 90 min
- Energizer: stretching exercise
- Two parts:
  - The 10 elements guiding area-based approach
  - One area and one population: delimiting and targeting
- Activities:
  - Playing cards:
  - Group discussion on the elements and the context
  - Case studies and activity on area-based initiatives

Session 3:
Preparation: A multi sectoral and multi stakeholder planning process

Learning Objectives

■ Participants are able to describe the multi sectoral and multi stakeholder aspects of area-based approach.

■ Participants are able to identify the actors who should lead and take part to durable solutions plans and to explain their roles.

■ Participants are able to identify existing coordination and participation mechanisms to ensure inclusiveness and coordination.

■ Participants recognise the need to strengthen the capacity of national and local actors to lead and coordinate area-based solution plans.

Key messages

1. Multi-stakeholder, multi-sectoral approach is needed to address a variety of needs, embracing a range of social, economic and physical, humanitarian and development objectives.

2. The multi-sectoral, multi-agency approach should focus on leveraging the expertise of various actors within an area and to ensure that the various agencies involved in an area-based planning approach do not work in silos.

3. Cross sector actors mapping and capacity assessment are key in the process of developing an area-based planning;

4. Area-based approach programming requires the support or creation of institutional mechanisms for more effective information flows and coordination between the many different actors and sectors.

5. An effective area-based approach is dependent on ensuring complementarity with other actors and programs within the defined geographical area.

6. National authorities have the primary responsibility to find durable solutions to displacement situations on their territory.

7. Area-based planning should aim to build and strengthen the capacity of the national and local authorities to lead and coordinate area-based planning involving a wide range of actors and sectors.

Timing structure & activities

■ Multi-stakeholder process: Who is in?

■ How to coordinate?

■ National ownership

■ Principles of engagement with national authorities.

■ Activities:

➢ Actors mapping

➢ Existing coordination mechanisms: gaps and opportunities

➢ Who does what in the end?

➢ Guiding the engagement with national authorities (optional)

Session 4:
Preparing for an evidence-based planning: durable solutions analysis for area-based planning

Learning Objectives

■ Participants are able to explain why collecting and analyzing data and information is key for area-based durable solutions planning.

■ Participants are able to describe the type of data and analysis needed to develop a joint area-based solution plan.

■ Participant are able to explain the methodology and tools that can be used to develop an area-based solution analysis and measure the progression toward solution.

■ Participants start thinking about linking area-based solution analysis and local and national planning

Key messages

1. An up-to-date, shared and concerted data and analysis is key to inform area-based solutions planning.

2. A holistic & contextualized analysis is needed to better understand the main obstacles to and opportunities for solutions in the selected area.

3. The selected area serves as the entry point for data collection and analysis. The analysis should incorporate comparison between the situations and characteristics of the different components of the population as well as the specific characteristics of the areas hosting them, such as service and infrastructure capacity.

4. We need longer-term data in order to better understand IDPs profiles, vulnerabilities, needs and capacities through a multi-stakeholder data system.

5. New tools and methodologies have been developed to support data collection and analysis to inform joint area-based solutions planning.

6. The 8 Inter-agency Standing Committee (IASC) criteria offer a good basis for the development of contextualized solutions indicators to be applied at the are level.

7. Linking area-based planning indicators to the SDGs contributes to its consolidation and potential inclusion into national or local development planning framework.

Timing structure & activities

■ 90 min

■ Energizer: common vision and coordination

■ 4 parts:

➢ Why collecting and analyzing data?

➢ What is an area-based solutions analysis?

➢ Methodology and tools to carry out area-based solutions analysis

➢ Adapt your indicators

■ Activities:

➢ Scattered data

➢ Tailor our indicators

Session 5:
Community-based planning and Community Action Plan

Learning Objectives

- Participants are able to explain what Accountability to Affected Populations (AAP) and community-based planning are and why it is crucial for areal-based solutions planning.
- Participants recognize the value of developing inclusive Community Action Plans under the Government leadership and in line with relevant national or local strategies and planning agenda.
- Participants are able to examine ways to consolidate and link Community Action Plans to local and national planning to ensure funding and implementation.

Key messages

1. Accountability to affected population is not more than ensuring that people are at the centre of the area-based approach and that partner organisations are not only accountable to donors but first and foremost to the population that they are working with.

2. Community-based approach is an approach in which communities have an active role and participate in highlighting and addressing the issues that matter to them.

3. Community-based approach entails empowering local actors to determine what interventions would be most effective and supporting them to implement and evaluate the interventions. To this end, community-based interventions should also strengthen local coordination and planning capacities.

4. In the Community Action Planning process DAC are the primary resource rather than the objects of solutions planning. This approach motivates them to take an active part in the planning, implementation and monitoring of solutions activities.

5. Developing an inclusive and integrated Community Action Plan requires a step by step process that results in a consolidated plan to be linked to local development and sectoral plans and planning agenda.

6. A comprehensive mapping of community structures should be conducted at the outset of interventions, and interventions should build on existing groups and plans. New groups should not be formed unless they bring significant added value to community planning processes and it is important to be aware of any lack of representation to address it.

7. The CAP planning process should be led and coordinated by local authorities to ensure that there is alignment with existing locally owned area-based plans. In the absence of these, area-based programming should contribute to/support their development

Timing structure & activities

- Activities:
  - ➤ Who is in? mapping of CAPs participants
  - ➤ Map local development and sectoral planning agenda

Participant at ReDSS pilot training on area based approaches. Credit ReDSS

Session 6:
Monitoring, evaluation and adaptative management

Learning Objectives

- Participants are able to explain why monitoring and evaluating area-based plans and related activities is important.
- Participants are able to explain what the main components of a monitoring, evaluation and learning systems are.
- Participants are able to explain what adaptative management is.
- Participants start thinking about ways to improve the flexibility and adaptability of their area based plan.

Key messages

1. It is key to plan for regular monitoring exercises to ensure flexibility, adjustments and efficient implementation.

2. Mapping evidence and learning gaps and planning for reducing them is part of the monitoring, evaluation and learning systems.

3. Area-based approach requires appropriate analysis, structured flexibility and iterative improvements in the face of contextual and causal complexity

Timing structure & activities

- 60 min
- 2 parts:
  - ➤ Monitoring and evaluation and MEL systems.
  - ➤ Flexibility and adaptative management.
- Activities:
  - ➤ 4 steps brainstorming: Why, What, How and based on what evidence?
  - ➤ Collaborating, Learning and Adapting in our context? (optional)

Learning Objectives

- Participants are able to develop context specific recommendations on the development and implementation of an area-based solutions plan at the local level.

- Participants are able to start developing context specific objectives, activities, timeframe, actors and leadership to set up a conducive environment for the development and implementation of area-based solutions plans.

Key messages

1. Each context is unique, displacement related issues are complex, and each area-based solutions plan is context specific, based on sound data, analysis and assessment of the socio economic, political, environmental, cultural situation.

2. Area-based approach and area-based solutions plans are multi stakeholder, multi sectoral, target the whole displacement affected population (DAC) living in a delimited area based on their vulnerabilities, needs and capacities.

3. Area-based planning entails considering some key elements and principles that practitioners and searchers recently listed: the ten elements of area-based approach.

4. Area-based solutions plans are multi stakeholder and multi sectoral. This entails the engagement of a wide range of actors from humanitarian, development, peace building, academic and private sectors based on their comparative advantages to meet the needs and reduce the vulnerabilities of DAC. Coordination is therefore particularly important and should ideally be based on existing coordination mechanisms and planning systems.

5. Joint outcomes that form the basis of area-based solutions plans are informed by shared and agreed upon, quality, up to date, sex and age disaggregated data and information.

6. Area-based solutions planning is an inclusive and participatory process that puts the DAC at the center of the area-based plan development and implementation through meaningful and effective engagement. Area based solutions planning and implementation are based on strong participatory and accountability mechanisms. Community Based Planning is highly recommended in local contexts.

Timing structure & activities

- 120 to 180 minutes

- This session is structured around a two-steps participatory exercise aiming at developing specific recommendations for the development and implementation of an area-based solution plan at local level. :

  ➤ The first step will be dedicated to the development of recommendations on specific area-based planning issues based on the local context.

  ➤ The second step will give the participants the opportunity to go more in depth in their recommendations and to develop a short plan to make some of the recommendations come true.

**Stationary and material to gather for the workshop:**
Workshop checklist.

Printer in the training room to print documents at the last minute if needed

2x
Laptops

Video projector

Sound system
if possible
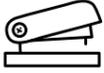
Flip chart
& flip chart papers
at least 6

Markers
(5 packs with different colors)

Scissors

Stapler
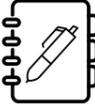
Note pads and pens
for participants

White paper A4
(1 pack of 100)

Color cards or colored paper A4: one pack of each color
(yellow, blue, green, red, orange, pink)

Big post-its
(different colors):
6 packs

Scotch tape

Glue stick

Blu-tack

USB key
with the workshop presentations for the participants

Ideal room setting:
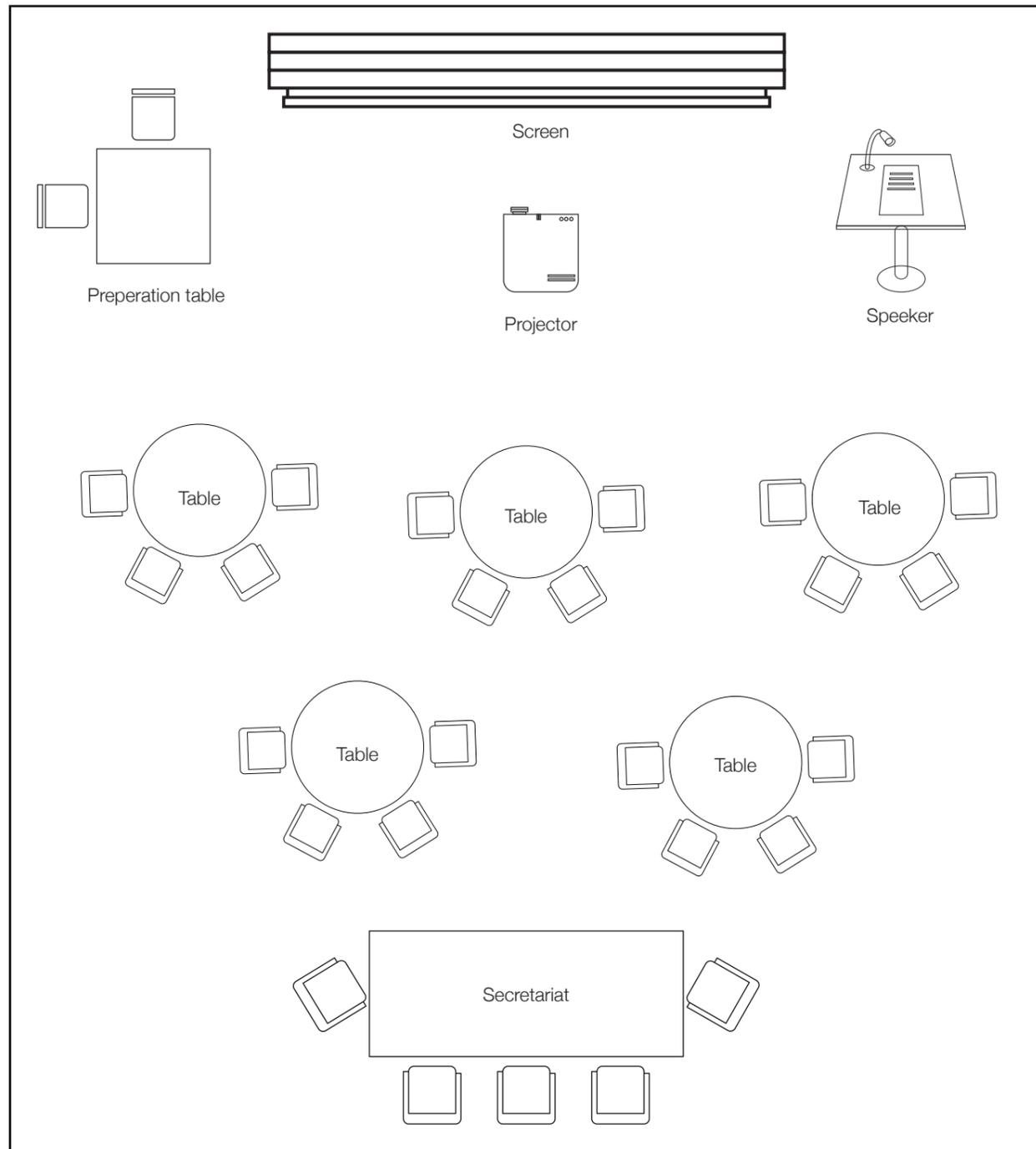
Screen

Preperation table

Projector

Speeker

Table

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Secretariat

Young girls in Kebribeyah School. Credit ReDSS

REGIONAL DURABLE SOLUTIONS SECRETARIAT

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