

PPPR 101 for CLM Implementers

AN ONLINE TOOLKIT

TOOLKIT USER GUIDE

Based on Experiences
from Burkina Faso, Senegal, and
Central African Republic

PREPARING YOUR WORKSHOP

In order to host a successful workshop, it is imperative to **understand** who the attendees of the workshop will be, what they already know, what they want to learn, and how they plan to use the newly gained knowledge. This will determine what the workshop needs to cover.

Secondly, you will need to know how much time (and budget) is available in order to draft an **agenda that makes sense**. The agenda needs to provide different techniques for learning new content, exercises to practice new concepts, and space to ruminate on how new knowledge and existing work fit together

Important work also happens on the sidelines of workshops, which are often a much-needed opportunity for people that work on similar issues and/or advocate with similar targets to sit together, get to know each other, update on ongoing work, and strategise for bigger impact. **Breaks and social time are important** not just for this reason, but also to provide 'brain breaks'. Depending on your available time and culture, gentle movement or stretching exercises can be a welcome addition.

However, you may draw up an ideal agenda only to realise that there is no good opportunity to bring everyone together for the three days that you had anticipated. In such a scenario, you can explore **different formats**. You can consider whether you can condense your workshop agenda into a shorter time, 'make' additional time by providing prior reading and handouts before and during the workshop, or divide the workshop agenda into an in-person component, leave everyone to try out work, and then reconvene online in a virtual workshop to reflect on the practical work and add instructional time. In the three countries in which we piloted these workshops, each country organiser had slightly different priorities.



If you have the time, consider sending a survey to participants in advance of the workshop. This should give you additional information to hone your workshop agenda. All COPPER CLM partners in the three countries that were to use these CLM and PPPR 101 materials received the same questionnaire. Based on their answers, we developed varying agendas from the overall workshop toolkit, to reflect the specific needs of each country context. Yet, each workshop shared overarching expectation of the intended learning results:

GOALS FOR WORKSHOP:

1. Participants have a general understanding of PPPR terminology.
2. Participants have an introductory understanding of international PPPR Frameworks.
3. Participants have a good understanding of how their country interacts with these Frameworks.
4. Participants understand where PPPR and their existing CLM indicators overlap.
5. Participants gain an initial understanding of existing PPPR indicators and indicator domains.
 - a. Detailed integration of PPPR indicators is part of Phase 2 following this workshop.

EXPECTATIONS FOR WORKSHOP DESIGN:

1. Design agenda, slides, and worksheets for a 2 (or 3)-day training.
2. Participatory design with ample opportunities to apply knowledge in activities that will bring each country partners towards reaching their PPPR goals.
3. Exercises should be practical and applicable to immediate work of country partners, not theoretical exercises.
4. Adapt relevant portions to country context.
5. Brief country consultants in training material and adjust as needed.

In Burkina Faso, the CLM team had the following requests:

- ➔ **Include time for identification of participant priorities at the beginning of the training.** The draft agenda outline allocated time for verification of participant knowledge. The adapted agenda included several opportunities and options to further customize the content based on participant interest.
- ➔ **Increased focus on different PPPR concepts, national and global PPPR processes.** One additional customization option was to have participants do brief group work on each PPPR process to reinforce new terminology and make the content more tangible.
- ➔ **Importance of specific examples over theoretical and academic content.** The facilitator was encouraged to break up lecture components by incorporating questions to participants, inviting sharing of participant examples, and overall engaging the participants as experts on practical content rather than as students in order to maximise the different sets of expertise in the room.
- ➔ **Workshop time should be 8:30 until 16:00, with breaks usually at 10:30 and lunch at 13:00, the latter of which coincides with prayer time for Muslims.**

In Central African Republic, the COPPER CLM team planned to invite relevant representatives from the Ministry of Health in charge of epidemiological surveillance and pandemic emergency management.

This was a great opportunity for communities to ask MOH representatives to give presentations on their work. The CLM needed to determine if MOH representatives would stay for the full workshop or limited time only, to make the most of the shared time.

- **Therefore, the customised agenda included time for brief presentations by MOH representatives on their work, including what they learned from COVID-19 and other ongoing pandemics.** Options were given to hold a panel presentation or individual presentations. While local customs should prevail, ample time for Q&A is always of utmost importance and the format should encourage mutual dialogue.
- **The customised agenda also including longer coffee break time to allow for more informal discussions with MOH representatives.** CAR priorities included advocacy and resource mobilization; therefore, this workshop could be a good opportunity for country partners to start building new or strengthen relationships with MOH representatives. The agenda changed the introduction section to allow each organization to share their 2024 work achievements and 2025 plans in a brief 5-minute presentation at the beginning of the workshop when MOH and other government representatives are present to encourage dialogue.

In Senegal, the COPPER CLM team required the following adjustments:

- **Workshop time should avoid any scheduling on a Friday; if Friday were absolutely necessary, ensure prayer time is accounted for in the agenda.**
- **Include mapping of CLM and PPPR actors and set participants up for inclusion of PPPR indicators into existing CLM projects.** The toolkit content an introduction to PPPR indicators. However, details on indicator development had to be moved to after this initial workshop, which was capped at two days. If the workshop could have been lengthened, inclusion of additional content would have been possible.
- **Strong preference practical instruction and hands on learning resulted in expanded time for work planning and more time for mutual discussion of ideas, sharing of resources and knowledge among participants.**

Whatever works for your scenario, the provided documents are meant to provide more information than you would realistically include in a two- or three-day workshop. Because CLM practitioners have different personal and professional backgrounds, this toolkit likely includes materials that are already familiar to your participants. Yes, all the slides are relevant to PPPR – but do your participants need to go over each one? Pick and choose what you need, and adjust it in a way that makes sense for your audience. You could even build a learning series where you meet two hours over the course of several weeks. Whatever is best for your learning needs, that's what you should choose.



Based on our experience with this toolkit, if you have people that are really committed to the content, it is possible to hold a productive 2.5 days workshop with the provided content. Remember that you need time to recap and evaluate if people are following the instruction, ensure that the content you are including is relevant for communities, and time to explore the different areas where CLM is interacting with PPPR and where data could be collected.

SETTING UP YOUR WORKSHOP

This toolkit was written with the intention of serving different types of learning preferences and, most importantly, to be highly interactive and practical. Especially when there is limited time and resources, it becomes important to ensure that time spent in a workshop provides sufficient exercises to practice and apply new knowledge. Therefore, make sure that the room you have available is conducive to working in groups. This is again where you need to think about who is at the workshop at why they are there.

You will want to consider how you set up the seating: is it tables set up in individual groups to be conducive to group work? Do you want people from the same organisation to sit together so that they can plan specific work, or is this a network or coalition workshop where you want to push people to collaborate across different organisations and different regions? Do you want people to sit at the same table each day or do you want to mix the seating arrangement daily?

Ideally, you would be able to be on site the day prior to the workshop to set up your location, prepare your materials, and connect with your collaborators.

Questions you may ask yourself include:

1. Is everyone arriving on time or do you need to make adjustments to the agenda?
2. Does everyone understand their role and responsibilities?
3. Does the workshop site have enough space for group work and moving around, or do you need to identify additional alternative spots for groups to work together?
4. Are you prepared for logistical challenges, e.g. how will you pivot if electricity cuts out? If this is likely, make sure you have enough copies of everything your participants need, including the slide presentation.
5. If your exercises involve participants using the internet, will everyone have access to the internet?

FACILITATING YOUR WORKSHOP

Facilitating a two day or three day workshop is a lot of work. In our experience, being able to work as a small team of 2-3 co-facilitators is generally beneficial to the workshop. It allows you to bring in different topical expertise and have an additional observer of how well the content is resonating with participants. However, the level of cooperation between the co-facilitators can create an exceptional workshop, or lead to a disjointed experience.

In Burkina Faso, the two co-facilitators established a good connection with each other.

One facilitator was from the METAL Consortium and was an experienced CLM trainer. The second facilitator had a background in PPPR and work experience at the country level, and therefore could talk about existing status of PPPR frameworks implementation as well as key challenges with practical

examples.

You also want to make sure you know who will be in the room so that you can build their expertise into your workshop agenda. A great facilitator is not the one who speaks the most, but someone who weaves together the individual knowledge in the room together with the PPPR expertise to build a new knowledge ecosystem. Preparation is key, for yourself and for the people who you plan on involving.



If you are able to invite public servants and technical personnel to your workshop, invite them to guide the room on the processes at country level.

When you can involve people that are part of the national processes, have them present on what the process looks like in reality. Ask CLM implementers to present their project strategy and achievements. Always make sure to make good use of the people in the room and invite multistakeholder collaboration. A good facilitator does not have to know all the answers, but to know where to get the answers that are needed.

EVALUATING YOUR WORKSHOP

In each workshop setting, at least some of the questions provided in the toolkit pre- and post-test documents were used to check on workshop learning. In all three countries, participants scored higher in the post-quiz as compared to their self assessment prior to the workshop.

As part of our workshop evaluations, we also solicited feedback on each of the workshop components and how else they could have been delivered. One suggestion common to each country context was to provide more examples from specific countries as well as case studies. Participants wanted the content to be less theoretical and delivered in a way that was felt more relevant and tangible. It is always great to have a case study or example that involves the country where your participants work. While this was possible for the workshop in Burkina Faso, where CLM has been used a lot and there is some civil society participation in PPPR, it was more challenging for Senegal and Central African Republic, where civil society participation was more limited in comparison. You can always use an example from a different country. If you have an example from a country that has a similar context and political structure to the one where you are teaching, great. If not, use this as an opportunity to discuss with participants what lessons they can draw from the case study, how the case study may have looked different in their country, and what adjustments they would have to make.