**1.1 Welcome and Introductions**

**Day 1:  08:30 – 09:30 (60 minutes)**

**Session Purpose:**

This session provides an opportunity for participants to familiarize themselves with the workshop team, the other participants, the course and to recognize their individual and collective responsibilities as part of the Sub-national Nutrition Cluster Coordination Training.

**Learning Objectives:**

By the end of this session, participants will be able to:

* Identify the workshop team and other participants of the workshop.
* Describe the overall course objectives, outcomes and agenda.
* Assess their current skills and capacities in relation to the course objectives.
* Describe the methodology and processes to be used in the course.
* Define their personal and collective responsibility for achieving course learning outcomes.

**Outline of the Session:**

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| **Topic** | **Time** | **Guidance note for facilitator** |
| Welcome  | 5’ | Senior representative of UNICEF (if available) |
| Introductions | 15’ | * Workshop team and participant introductions
* Safety and security information, logistics, etc.
 |
| Learning Objectives and Outcomes | 30' | * Overall course objectives and learning outcomes
* Participant Self-Assessment against course objectives exercise
* Participant Self-Assessment of coordination skills exercise (Percentages)
 |
| Agenda and Methodology | 10' | * Agenda and themes for each day of the workshop
* Roles, responsibilities and accountabilities of participants
* Course review sign-up
* Car Park feature
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**Session Materials:**

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| --- | --- | --- |
| **General** | **HO=Handouts (1 per person) and** **R =Resources (copy per instructions)** | **Electronic References** |
| * PowerPoint presentation
* Name badges
* Folders with NCCT Agenda inside
* Pens/Notepads
* Prepared flip charts
	+ Car Park
	+ Course Review Sign-Up sheet
 | * 1.1 HO SNCCT Agenda
* 1.1 HO Participant Self-Assessment
* 1.1 R Question cards x 2 (cut into individual question cards)
* 1.1 R Percentages x 1
* Registration form to be initialled by participants and recollected each day
 |  N/A |

 **Facilitator Notes**:

**Welcome (5 minutes)**

* If a senior member of UNICEF (country rep, etc.) will open the session, try to ensure the intervention is short and focused on reinforcing how the learning will help improve coordination, and through this, outcomes for affected children and families to motivate participants. Preparing speaking notes in advance may help.
* If done by a facilitator, open the workshop on a positive note and explain how the NCCT came about in the location. Reflect on how the learning will help improve coordination, and through this, outcomes for affected children and families to motivate participants.

**Introductions (15 minutes)**

* Show PowerPoint **“Workshop Team”** and introduce the workshop team for the training. It often helps to establish your experience and credentials in the introduction as this allows the participants to identify with them.
* Inform participants about all safety issues (fire exits, etc.)
* **Participant Introductions**: Facilitators can then choose a number of different ice-breaker techniques to introduce participants, such as:
	+ "Question cards" – were participants are given questions to ask others in the group (See 1.1 R Question Cards and PowerPoint)
	+ "Treasure hunt" - where participants "find" interesting information about other participants or about key nutrition-related standards, tools or approaches
	+ "Memory games" - where participants have to remember participant's names or other details

**Learning Objectives and Outcomes (30 minutes)**

* **Course Objectives and Learning Outcomes**. Show PowerPoints and establish how the course objectives and learning will facilitate participants to more effectively meet their individual and shared responsibilities as part of the Nutrition Cluster/Sector and achieve better outcomes for people affected by crisis.
* The course is designed to promote active participation to reinforce learning; activities are designed to validate existing knowledge of participants, reinforce basic coordination concepts, tools and competencies, but also encourage participants to reflect on how these can be applied in practice.
* **OPTIONAL:** Expectations Exercise (10 minutes)**:** Facilitators can begin with a brief exercise to ask participants to identify their own expectations for the course. This could be done individually or in groups of 2-3, with expectations posted on the wall.
* **Course Outcomes Self-Assessment Exercise**: Present the course objectives and outcomes on PowerPoint. Distribute 1.1 HO Participant Self-Assessment and ask participants to complete the self-assessment for the Start of the Course. Re-collect the self-assessments and keep them until the end of the course where participants will self-assess again. Make sure participants know that their names will not be recorded. The forms will be used for workshop monitoring and statistical data only.
* **Coordination Skills Self-Assessment Exercise**: Using the 1.1 R Percentages pages, create a long vertical line across the floor. Invite participants to stand on the line according to where they think they currently are in terms of their own coordination skills. Depending on time have a few participants explain why they are standing in the position they are. Reflect on how the course will help them to improve their skills and move closer to 100%. To conclude, ask participants to remember where they stand on the line and tell them we will do the exercise again at the end of the course to reveal whether their position on the line has moved and why.

**Agenda and Methodology (10 minutes)**

* **SNCCT Agenda**: Present the PowerPoints on Summary Agenda discussing the daily themes

(Day 1: Understanding the Coordination Context, Day 2: Developing Coordination Competencies, Days 3, 4 and 5: Coordination within Humanitarian Programmes) and how they interlink.

* Present the slide on **“How will we do this?”** and share the responsibilities of facilitators, participants and collective responsibilities. Participants can also contribute their ideas on the "ground rules" that will help ensure course objectives and expectations will be met. These will likely include:
	+ No use of mobile phones or laptops while in session
	+ Respect for timing
	+ Sharing of participant's own experiences or other resources
* Present the slide on **Methodology** and highlight that the course is interactive and requires active participation. We will use a variety of learning techniques to reach all kinds of leaners.
* Ask participants to volunteer to conduct the Course Review sessions at the beginning of each day. They may work as individuals or pairs. Facilitators can provide guidance on exercises and how to make the reviews engaging.
* Also mention the Car Park flip chart where issues and questions can be recorded by participants and addressed by the workshop team.

**OPTIONAL Introduction to the 3R’s of Accountability (10 minutes)**

* In this part of the session, the aim is for participants to see the relationship between how their individual roles and responsibilities contribute to wider responsibilities (or accountabilities) for their organization, the cluster and for outcomes for affected people.
* An introductory set of slides presents some of the key concepts around accountability that will form the basis for each of the other sessions in the training course.
* Using the "3Rs" framework (Rights, Results, and Relationships), the facilitators can show how the course itself is similar to a cluster, in three dimensions:
	+ **Results:** Learning expectations (defined by participants) and learning outcomes (defined by GNC)
	+ **Rights:** For participants to participate, to receive relevant information, to give feedback and for the facilitators to present course materials, facilitate discussions, time management, etc.
	+ **Relationships:** Success will depend on maintaining respectful, trusting relationships and active engagement between all participants and the facilitators.
* This general overview is the same one used in later sessions to explain **Accountability to Affected People** from the cluster perspective, so it could be a useful first introduction to the concept.

**Key messages**

* The course has three main themes: 1) Understanding the Coordination Context, 2) Developing Coordination Competencies, 3) Coordination within Humanitarian Programmes.
* Various interactive methodologies are used during the course and active participation will ensure that all benefit from the workshop.
* The features of the workshop to contribute to learning are: car park, course reviews, handouts, ground rules, resources and health and safety information.
* All participants and trainers bring experience and ideas to the course and we are here to engage as much as possible.
* This course is a safe place for participants to exchange ideas, ask questions and challenge thinking. It is a respectful process that is enabling.