# NUTRITION CLUSTER PARTNER TRAINING (New revision, January 2018)

SUGGESTED COURSE LENGTH

* Three days starting at 8:30am on day one and finishing at 3:00pm on day three.
* The third day focusing on CCPM can be could be replaced with group discussion of achievements and challenges of country cluster/sectors and ways forward.
* Adjustments are possible to timing such as shorter breaks etc. to manage local timing issues and cultural customs.



**BACKGROUND**

Coordinated humanitarian response rests on the notion that no one organisation can meet the large-scale humanitarian need so we must work collaboratively to achieve common goals for affected populations. The cluster approach helps ensure humanitarian action is efficient, accountable, inclusive of all stakeholders and transparent and founded on the principles of partnership.

In support of this, the Global Nutrition Cluster Strategy 2017-2020 commits the GNC to working nationally/regionally and globally to strengthen the capacity of national coordination platforms in delivering the people-centred nutrition in emergencies responses, amongst others taking into account cross-cutting issues such as gender equality, environment issues and gender-based violence (GBV).

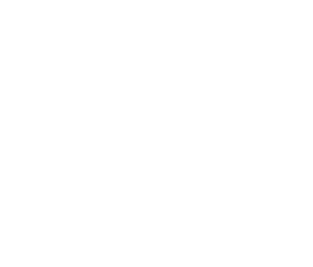
This training package is part of the GNCs suite of learning materials, focusing specifically on preparing country-based Nutrition partners to contribute to nutrition coordination through a strengthened understanding of concepts, tools and processes and the particular role of partners in the coordination platform.

**COURSE GOAL**

To introduce participants to coordination roles, responsibilities, approaches, tools and outputs through exploration of the Humanitarian Program Cycle and Core Functions of Clusters with the goal of expanding engagement and contribution of partners to nutrition coordination.

**VENUE REQUIREMENTS MATERIAL & EQUIPMENT**

* Seating for 25 people at round or rectangular tables.
* Table for facilitators
* Power boards and extension cables for computers
* Projector and cables (UVG or HDMI)
* Laptop and clicker (if possible)
* Microphone and batteries (if possible)
* Flipcharts for each group (stands if possible) and coloured marker pens.
* Post-it notes (large), coloured cards with pins/tape/tack if able to pin/tape/tack to walls.
* Access to a printer
* Name tags or stickers and cards for desk name tags



**TRAINING OUTCOMES:**

* Expand knowledge of the Cluster Approach (origins, aims, and functions) and the Humanitarian Programme Cycle
* Increase knowledge of the critical role of partnership to effective coordination
* Explore the roles, responsibilities and accountabilities of Cluster/Sector coordinators, partners and stakeholders in coordination
* Identify how to access and use Cluster/Sector performance management tools, processes and products
* Enhance knowledge how nutrition programming can prevent greater gender inequality and exclusion of certain people and groups, by applying the ADAPT and ACT framework.
* Identify how emergency response and nutrition programming can address and reduce Protection Against Sexual Exploitation and Abuse (PSEA) and Gender-Based Violence (GBV) and can help community empowerment programmes.

**TARGET AUDIENCE**

This is an introductory-level course which assumes a minimum level of experience and understanding of humanitarian concepts and nutrition (or other sector) programming.

**Priority participant groups for this course include:**

* National and or sub-national level nutrition sector program personnel working in a priority context. When spaces are available, program personnel from other sectors in locations where the training is being run for the nutrition platform.

**Training Content DAY 1**

Day one lays the foundation for the course, building a common knowledge base among learners on humanitarian coordination functions, priorities, approaches and actors, clarifying and reinforcing the importance of partnership and partner contributions to these. Learners discuss nutrition coordination roles, responsibilities and structures with a focus on the core functions of clusters and accountability to affected populations.

FACILITATION TEAM

* The course requires a minimum of two facilitators to deliver sessions and support group work.
* Ideally the course would be run by a in-country coordination personnel with the support of the GNC.
* There is a pool of vetted trainers available through the GNC who can coordinate the course.
* Whether run by the national coordination team or global NC others, at least one person should have experience coordinating a nutrition cluster.
* Whenever possible, all facilitators should have experience delivering training/adult learning and/or be supported to complete a training of trainers.

**Training Content DAY 2**

Day two explores the Humanitarian Program Cycle building understanding and providing space for dialogue on how partners work with thje Nutrition Coordination Team through each phase of the cycle.

The day includes and emphasis on Needs Assessment, Strategicv Planning, Resource Mobilisation and Monitroing the response.

**TRAINING CONTENT DAY 3**

**CCPM (Cluster Coordination Performance Monitoring)**

**COURSE METHODOLOGY**

The training uses a variety of interactive and participatory methods to support learners to explore new concepts, reflect on their confidence with them and explore their real life application, including group work; presentations, plenary discussions. The delivery methods, focus and content can be adapted based on the experience level of the group and or particular needs in a delivery context with greater emphasis placed on any element as needed.

**EVALUATION MATERIALS INCLUDED IN PACKAGE**

1. Level one evaluation: (participant reaction) done each day at the completion of sessions using varied methodology to garner feedback
2. Level two questions based on session learning outcomes: (knowledge transfer): options include informal level 2 evaluation is conducted for 20min at the start of every day using learning outcomes from the previous day’s sessions to gauge comprehension, lateral thinking and identify gaps or errors.