

Stand-By Partner Training Secretariat Bulletin

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Common SBPP induction training package

Renee has been working furiously to develop the common induction training package against the SBPP competency framework. Our goal is to deliver the draft package to the partnership by the end of October.

In the past month we have worked with Danish Refugee Council and the Icelandic Crisis Response Unit to explore ways to use the package, either by re-aligning existing course content to the framework or by using the package to develop stand alone training. Coupled with our previous work with CANADEM developing a distance learning package against the competencies, we feel we are making significant progress towards harmonization of induction-level training.

However, the effectiveness of these efforts will be based on what happens next. Once we release the draft package, we are keen to work with the partnership on ways you want to use it. We are happy to work bilaterally with any interested partner on linking existing work to the content or to hear from you about any changes you'd like us to make.

Our ultimate goal remains harmonizing our approaches to induction training to ensure all roster members have a minimum level of preparation and understanding before getting to the field.

We are committed to being needs driven and as such rely on you to guide how we approach this work. We look forward to hearing your thoughts on the content and to working with you on ways to adapt it to meet your needs.

We will deliver the content via DropBox and our Google Community of Practice. For anyone unable to use these tools, we will discuss alternative ways to get the content to you.

If you'd like to talk about the package or ask for us to set a time to walk you through the content, please don't hesitate to get in touch.

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Training of Trainer services

In 2014-2015 the secretariat has run or supported nine training of trainer events (also called Enhanced Training Skills workshops) for UN agencies, the training staff in the SBPP and special interest groups such as information management trainers.

Although much of the work of the secretariat focuses on systems issues such as the competency framework, supporting training capacity is another core component of our service.

We have seen an increase in demand in the past two years for skills building events. Some for subject matter experts who are asked to deliver sessions and others for experienced training staff and course designers. We believe these events are an important element of strengthening training quality and capacity in the partnership.

We are currently exploring ways to revise the course for particular interest groups in the humanitarian community and we welcome any requests from SBPs for us to run or support events in house. We will also continue to schedule SBP-specific events such as those we have run in Norway and Sweden over the past two years for 2016 with the additional goal of strengthening linkages between training focal points within the partnership.

Events can range from a couple of hours on developing learning outcomes to 2,3 and 4 day events for subject matter experts and course designers.



Annual Survey

At the end of this year we will complete our first three year work plan. In preparation for development of a new work plan, we will soon be seeking your feedback on where the secretariat should focus from 2016.

The training secretariat aims to deliver a needs-based, partner driven service. We focus on work that is of importance to individual organisations as well as broader training issues of common concern.

Our annual survey is one of the ways we seek your input into the work plan, it's also an important tool for gathering feedback on our performance.

This year's survey is particularly important as it will help guide us into our new work plan, setting our priorities for the years to come.

We will have a steering committee meeting in October and following that, we will distribute the survey. Unlike in previous years we will also follow up directly with individual organisations with bilateral calls and visits (where possible) to seek more detailed feedback and guidance.

If you have questions you'd particularly like us to include in the survey this year, don't hesitate to let us know.

Any other questions you have about how we can support your organization or how the secretariat functions and is funded, just let us know.

UNICEF Cluster Coordination Course for SBPP

The resurgence of cluster coordination training is continuing with many clusters developing and running cluster (sector) specific training in 2015/16.

UNICEF is working on collective approaches across the clusters it leads and we are thrilled to see they have scheduled a cluster coordination training event in November specifically for standby partners.

The event will be hosted by Irish Aid in Limerick from November 9-13, 2015.

This course is especially tailored to those with deployment experience in program roles or limited coordination experience to build the pool of roster members who feel confident to take on coordination roles and perform as a cluster coordinator. For more information contact Lauren Cheshire (lcheshire@unicef.org) at UNICEF.

Hosting options for the JIMT in 2016

In September we delivered an Enhanced Training Skills Workshop for Information Managers from UN agencies and Global Clusters with the goal of expanding the pool of available trainers for the JIMT in 2016.

There continues to be an increased demand for IMO deployees from standby partners and a commensurate interest in IM training opportunities.

Our goal is to run the JIMT for standby partners twice in 2016 but for this we will need hosting support from the partnership.

If your organization would like to host the JIMT in 2016 please let us know.

Security Training Analysis 2016

Once the common induction package is complete in October, the secretariat will turn its attention to the analysis of security training we discussed at the last annual consultation.

We have begun some initial discussions with security advisors in the UN and have re-commenced observation of security training by partners and their service providers.

Our goal is to develop a baseline of what is being taught at the moment across the partnership, to gather feedback from UN and other security training services and to develop some guidance on good practice to inform the decisions partners make about face to face security training.

The minimum standard for UN staff which also applies to SBP roster members won't be impacted by this analysis. The online UNDSS BSIF and ASIF are the common standard as is SSAFE for in-field training in designated duty stations.

We hope this analysis will inform what to do between these to benchmarks and provide space for dialogue on good practice across the partnership.

If you'd like us to come and see your security training or think there is a course we should see as part of the analysis, please get in touch.

Training Tips: Learning about learning, the role of metacognition in training

Over the past week I've been helping deliver an advanced training of trainers. I'll admit to being nervous when I was asked if I could deliver a session on metacognition in andragogy. Before saying yes I might have had to use a dictionary.

Although the language seems technical and maybe a little alien to what we normally do, the practices involved are not.

We teach adults (andragogy—a word useful for boring people at parties) and in every training of trainers event I have ever been part of we ask people to keep a learning journal—a metacognitive tool.

This week I got a chance to really explore why this is a good idea and to discuss other tools we can use to support adults to be masters of their own learning.

Metacognition looks at how we can help learners to better understand their own learning needs and preferences. Its more than just evaluating if participants learnt anything on your course, Metacognition looks to help them become more conscious of what works for them and what doesn't so they can do better with future learning opportunities. Not so complicated after all.

For example, did they enjoy simulations but found they retained little from the event unless they wrote details down? Maybe they are more reflective or theorist-centred learners. To get more form an event they can ensure they spend time each night of a course on their own writing down their key learning points from the day. They can carry a little note book or perhaps ask for more information about the topic and read about it after the event.

Did they fall asleep in the lectures and Q&A sessions but came alive when they had a chance to do the work for themselves in an exercise? Perhaps they are more activist in their learning preferences and need to look at ways to practice what they have learnt in real life until they feel they have the hang of it.

I often hear the statistic that 70% of what we learn is on the job but far too often the opportunity to learn from what we do is lost because we have not been self aware during the process, have not considered it a learning event, its just work.

If we want to know if our courses have impact, not only do we have to evaluate learning, we have to help learners take ownership of their learning at the time as well as when they are back at work.