Profiling Coordination Training

Training Report
21-26 June 2015
Chateau Bossey, Geneva, Switzerland

JIPS
Joint
IDP
Profiling
Service

1. Introduction

Background

The Profiling Coordination Training (PCT) was originally developed in 2012 with the aim of building the capacity of the humanitarian and development community to conduct collaborative profiling exercises in displacement situations. Developed with support from Feinstein International Centre (Tufts University), the training is based on JIPS experience since 2009 ~~of~~ supporting profiling exercises in the field, that enabled JIPS to identify the key competencies needed in a profiling coordinator.

Since 2012, JIPS has organised four PCTs in Geneva (two in 2014 and one in 2015), with participants coming from UN agencies, Government and NGOs, including an Urban PCT that focused on profiling within urban contexts. This urban element has since been integrated into the regular PCT.

Targeted specifically at participants who will take part in the implementation and coordination of profiling processes, many have gone on directly implement PCT learning objectives in operations around the world, with additional field support from JIPS. As part of improving and increasing the impact of the PCT, in 2014 JIPS introduced a comprehensive monitoring and evaluation for the training, of which this report is a part.

Purpose of report

This report is intended to be shared amongst JIPS staff and consultants and with JIPS' key partner organisations such as operational partners, the Executive Committee of JIPS and with donors.

The report is based on the monitoring and evaluation of the June 2015 PCT. The main aim of this report is to highlight the key achievements of the training, to evaluate the success of the training, to offer insight on which to develop future PCT's and to inform the rollout of future trainings. In addition to this report, an internal JIPS document has been produced that contains detailed recommendations and action points for future PCT's that addresses the organisation, facilitation and content of the course and of each individual session within the course.

Structure of report

This report is broken down into six sections:

1. Introduction to the report and the training: background behind the training, the purpose of the report, the monitoring and evaluation of the training and the purpose and learning objectives for the training

2. Preparation, Delivery and Structure: venue organisation, administrative arrangements, facilitation of sessions, facilitation team, participants, and an overview of the sessions covered
3. Participants' reflections on the course: participants' comments per day and from final evaluations, including highlights and low points
4. Participant's pre and post-assessment results: findings and brief analysis
5. Suggestions from participants for further JIPS support
6. Conclusion and recommendations

Methodology of M&E and analysis

The training included a strong Monitoring and Evaluation (M&E) component, to collect and make use of information from participants during the course of the training, in order to increase its impact, as well as monitoring and recording feedback and assessment data for the purposes of evaluating and improving the course. The M&E component included seven elements:

- Pre-training assessment;
- Observation of training sessions, group discussion and exercises;
- Daily training team debriefs;
- Daily participant evaluations;
- End of course participant evaluations;
- Post-training assessment; and
- Post-PCT training team evaluation session.

Post-PCT interviews with participants have been planned and will be conducted six months after the training in December 2015 and the results will be added to this report as an Annex. These will focus on application of learning from the PCT to complete the evaluation process.

Purpose of the training

This training event was designed to build the capacity of experienced humanitarian and development professionals from government, NGO and UN backgrounds and working in contexts affected by displacement to coordinate or support profiling exercises.

The training provided an introduction to the profiling process as a whole, and built the capacity of participants across five competency domains[1]:

1. An analytical approach to complexity;
2. Technical aptitude;
3. Initiating and coordinating action;

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[1] The *Profiling Coordinator Competency Framework* is included as an annex at the end of this report

4. Capacity building; and
5. Managing collaborative relationships.

The PCT was designed to support and build the capacity of:

- Staff in the field undertaking or planning to undertake profiling activities
- Staff members who might provide support to potential profiling activities as part of their work
- Expand the pool of experienced and trained Profiling Coordinators available to lead future collaborative profiling exercises with JIPS, selecting candidates who may need this training to enhance their current and potential work

The overall purpose of the training was to enable participants to have the technical, operational, coordination and project management skills to enable the successful coordination and management of a collaborative profiling project.

Learning objectives

One of the issues discussed in the development of the training was the need to counterbalance building participant knowledge and confidence about the entire profiling process with building specific competencies of the participants in order to prepare them for the role of a profiling coordinator.

The learning objectives of the training were developed session by session, looking at what was achievable within each session. A full list of the learning objectives by session is included in an annex at the end of this report.

Participants working on key terms and definitions

In developing learning objectives specific to the length of the course, the intention of the team was to achieve the entirety of the learning objectives developed for the training, and evaluate how successful the training was in building the capacity of participants within the limited course duration by continuous monitoring and evaluation with participants.
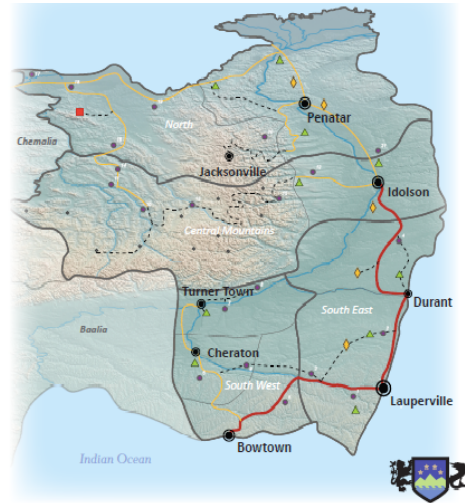
> *"I would like to thank JIPS for all the efforts they exerted to conduct this training in the best way possible and I think they did such a great job."*

2. Preparation, Delivery and Structure of the training

The course combined technical, operational, coordination and project-management capacity building through a series of lectures, group discussions and group exercises, analytical activities and simulations in a fictional setting.

The training was designed within the narrative of a fictional country scenario within which participants work to design and implement a staged profiling exercise – each day followed the logical sequence of the profiling process with consistent application of knowledge and cumulative skills development.

A map of Freedonia, the fictional country scenario used during the training

The fictional scenario of Freedonia was developed to help reach all key learning objectives of the training and to act as a "leveller" for participants who arrive with a various levels of experience.

Prior to the training, participants receive a country briefing, including maps, including the key players and organisations in the country and their Terms of Reference as a Profiling Coordinator.

Throughout the training, simulation injects are provided in the form of a desk review, population movement tracking data and rulings from the Ministry on methodology and tool design.

In addition, the training used a range of tools and techniques based on the experiences of the facilitators. The aim was to build a clear understanding of the step-by-step sequence of a profiling process, the role of a profiling coordinator, and to build participant confidence in their ability to support or coordinate a profiling exercise.

Venue

The training took place at Chateau de Bossey, a residential training venue located in Bogis-Bossey, Switzerland. The venue was able to accommodate all participants and provided two training rooms for use as a plenary room and breakout room, which allowed for multiple group exercises to take place simultaneously without disruption.

The training rooms were housed in a separate building a short walk away from the main building of the venue, which was useful to keep the training group together during course hours and contributed to building cohesion among participants.

Administration arrangements

Administrative arrangements were managed by the TCB Manager, working closely with the Communications and Advocacy Officer with additional support from the Danish Refugee Council (DRC) office in Geneva. These included:

- Circulating a call for applicants and managing the participant selection process;
- Providing training information to successful applicants;
- Venue arrangements;
- Support for travel and accommodation arrangements for some participants;
- Producing training and participant resources (training pack, handouts, posters, etc.).

During the course, the Communications and Advocacy Officer, in consultation with the facilitation team, handled administrative and logistical issues.

The majority of logistical and administrative support was conducted by the communications and advocacy team at JIPS, such as organising the venue, transport, meals, the printing of materials and rooms. Additonal support was given by the Danish Refugee Council (DRC) for participants' flights and car rental.

Participant application and selection process

The participant selection process went smoothly, with the use of Google Forms making the compilation of applications easy. The dissemination process involved contecting key partners and individuals though JIPS' network of contacts and the executive committee member organisations. This involved sending out emails and advertising the PCT on the JIPS website and the websites and newsletter of other key partners such as ACAPS, Global Clusters and rosters. In addition, key partners in terms of potential and ongoing field support were targeted.

A high number of applications were received, although not as many as for previous PCTs; reasons for this could be to do with the timing of the training (mid-summer) and the dissemination of the call for applications itself, particularly as the staff member responsible for this dissemination in previous PCTs was no longer at JIPS.

Seven candidates had to withdraw, the primary reason was having visa applications rejected or not processed in sufficient time. Some drop-outs were replaced although others were too last minute resulting in a reduced number of participants than originally planned. This challenge could be addressed through running regional PCTs where visas may be easier to obtain.

There was a last-minute rush to fill additional vacant places, this is difficult to avoid due to visa issues. However, should a yearly calendar for PCTs be put in place, this should help with participant planning and the selection process.

Facilitation team

The facilitation team worked well together, building on some of the team's experience of facilitating previous PCT courses. In addition to having two facilitators who had worked on previous PCTs, an additional facilitator had been a participant on a previous PCT and so could also bring their experiences of having been an attendee of the PCT.

There were also new members to the facilitation team, which helped to bring new ideas and approaches with material seen with 'fresh eyes'. In some ways this was a challenge for those facilitators to be able to grasp the content of the training, but was also an opportunity to diversify the facilitation team in order to develop a more sustainable approach for future rollouts.

Each member of the team brought a range of skills and experiences to the training, which complemented each other and enhanced the learning for participants. In particular, it was helpful to have members of the team who had technical expertise, field experience and training experience.

The team teleconferenced and met on a regular basis during the month prior to the training to develop and discuss materials, learning objectives, and the organisation of sessions. The full facilitation team met in Geneva for two days before the training to run through sessions and finalise material.

Day 1: Going through the profiling process with participants

The facilitation team also met in the evenings on a daily basis throughout the training to review the day, reflect on observations from the sessions and feedback from participants, run through key points from each session, and prepare for the following day. Great care was taken to tailor the next day's sessions according to feedback from that day, with group configurations and dynamics discussed and planned for the following day. These debriefs also fed into the findings and recommendations in this report.

Members of the facilitation team supported each other in a range of roles, including leading and co-leading sessions, observing group exercises and discussions, participating in role-plays, and facilitating small group activities.

Having seven staff members meant that there was plenty of staff to cover administrative issues, to prepare and make changes to upcoming sessions and to support others during the facilitation of sessions.

The high number of staff meant that facilitation styles changed for each day. This avoided participants growing tired with any one style of facilitation. The range of facilitators (and participants) also enabled the use of many practical examples and added to a collective expertise on profiling with an excellent range of experiences, presentation styles and skillsets.

Content development and delivery

Session plans and presentations were well planned with a lot of time given to preparation and the editing of sessions. This content was reviewed by many staff members and several meetings were also held in Geneva to work on sessions in groups, and to practice sessions with JIPS staff.

Participants working on objectives for a profiling within the fictional country scenario of Freedonia
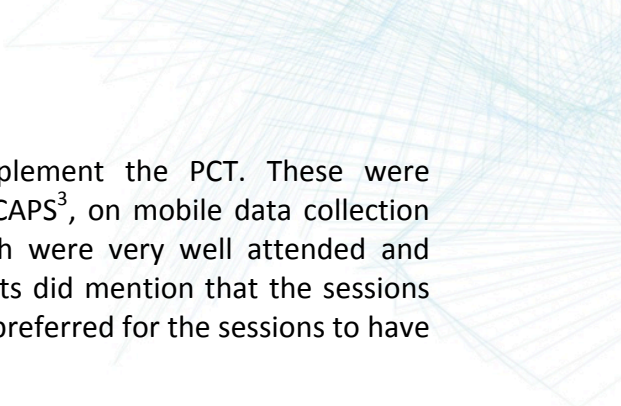
Active morning recaps were also used and proved highly popular. Groups of participants had to capture the key points of the previous day through different tasks each day, such as drawing a picture of the previous days key points, writing a poem on the role of the profiling coordinator, or taking part in a quiz (which was used to recap sessions where the understanding of technical terms was key).

Attention was also placed on integrating what was a freestanding Urban PCT into the regular country wide profiling approach of the PCT. This was done by integrating more extended urban case studies into the sessions and by having one group focus on Lauperville, the fictional capital of Freedonia during the group exercises that then fed into plenary recaps. This proved successful as many participants highlighted their interest in profiling in urban settings.

Additional evening sessions were held to complement the PCT. These were facilitated by staff members from CartOng[2] and ACAPS[3], on mobile data collection methods and data visualisation, respectively. Both were very well attended and received great feedback, although some participants did mention that the sessions ran late into the evening and that they would have preferred for the sessions to have been held earlier.

Facilitation of sessions

The high amount of group work meant that participants remained engaged throughout the week, with some tiredness amongst participants only showing in late afternoons during the more technical sessions

The facilitators focused on keeping people engaged and active, with a variation in group exercises including short exercises to get people moving, this included taking participants to different settings, such as working outside or in adjacent rooms.

In addition to the preparation of content for each session, there was also a focus on making visuals for presentations more dynamic with the use of images to hold the attention of participants.

The facilitation team managed to keep the sessions on time almost throughout the PCT, with the only exception the introduction to profiling methodology where it was difficult to cover the content within the allotted timeframe. This was the first time that this happened for the PCT, and reflected the decision that the team took on cutting certain sessions away, giving more time to the remaining ones, and moving some sessions to a more expanded day one.

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[2] www.cartong.org
[3] www.acaps.org

The training team

Emanuel Souvairan is the Training and Capacity Building Manager at JIPS and oversaw the running of the workshop and facilitated various sessions during the week.

Margharita Lundkvist-Houndoumadi is a Training and M&E Advisor at JIPS who has been a core PCT team member since the original development in 2012. She worked on the design and management of the content of the PCT sessions, in addition to facilitating various sessions during the week.

Natalia Baal is the Coordinator of JIPS and provided input into sessions and facilitated various sessions during the week.

Laura Ronkainen is a Profiling Advisor at JIPS and works on field support to country operations. She provided input into sessions and facilitated various sessions during the week.

Simone Holladay is a consultant and former JIPS staff member who facilitated technical sessions on mapping and sampling during the week.

Giulia Boo is a Communications & Advocacy Officer at JIPS and provided administrative, logistics and communications support for the PCT.

Amanda Wigfall is a Communications & Research Associate at JIPS and provided administrative, logistics and communications support for the PCT.

Participants

The course had a broad range of participants from different agencies and a mix of technical and non-technical participants which worked well for group exercises and plenary discussions, with the different profiles of the participants complimenting each other.

Having 20 participants meant that the course was easier to facilitate than in previous PCTs where participant numbers were higher. This enabled smaller groups for exercises and left more space for participants to become involved in discussions. A smaller group also meant that is was easy for facilitators to engage directly with participants, encourage participation and to manage interaction within the sessions.

The participants and how they intend to use the training

Souleymane Gueye
Senior Information Management Officer, UNHCR, Switzerland
"I will be using the new skills and knowledge to better support the community operations."

Oscar Valencia
Senior Officer
Unidad Victimas, Colombia
"Spread the word, share the tools with my colleagues. Undertake profiling exercises in Colombia using the learnt methodology."

Damien Jusselme
Profiling Advisor
JIPS, Switzerland
"Daily work. Support to missions. Networking with other participants."

Fredrick Juma Hanga
Information Management Officer
UNHCR, Iran
"My operation is planning a profiling exercise and I will be very helpful in the objective and the whole process of data collection."

Pacome Ngome Ngame
Senior Regional Protection Officer, UNHCR, D.R.Congo
"We have a JIPS mission in DRC in the coming days to implement a profiling exercise."

Anna Minuto
Senior Information Management Officer
UNHCR, Senegal
"Advocate and support the different countries in the exercise (starting with CAR and Niger)."

Eliana Rueda
Profiling Advisor
JIPS, Switzerland
"Supporting country operations and making sure I collaborate with in-country profiling coordinators."

Nicolas Coutin
Co-lead Protection Cluster NRC, Central African Republic
"I am already engaged in profiling in CAR, so all I learned will be put into practice straight forward."

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Giulia Spagna
Reg. Mixed Migration Project Officer
Danish Refugee Council, Djibouti
"I feel that I learned a lot not only in terms of profiling, but generally on a set of skills as coordination, facilitation of collaborative efforts, analytical approach to complexity. I'd definitely use these skills in my job and try to pass what I can to my co-workers."

Georgeos Murad
Senior Registration
Assistant
UNHCR, Syria
"I will try to discuss with relevant colleagues the outcome of this training to see how we can best implement its content in our operations."

Svetlana Badina
Advisor
Statistics Norway,
Norway
"I am going to use this training in my work with displaced populations and analysis of them, to find the field where I can be useful and implement my expertise."

Johanna Klos
Associate Regional Analyst
IDMC Switzerland
"I will share what I have learned with my colleagues in order to enhance the organizational understanding on primary data collection/profiling. The training will also help me in future research mission to ask the right questions on the data collection of IDPs."

Koen van Rossum
Senior Information
Management Officer
UNHCR, Jordan
"I will push for more Focus Group Discussion collection exercises before my organization publishes reports. I will also experiment more with mobile data collection tools."

Kaleem Rehman
Ass. Inter-sector Coordination
Officer
UNHCR, Jordan
"Our operation can make profiling in the urban areas where most of the refugees are residing in host communities so this training can help me to plan the exercise in a more effective way."

Alicia Gonzalez
Information Management
Officer
UNHCR, Switzerland
"This training can be applied not only for a project about profiling exercise, but also in any other information management project so I have the intention to apply to several project and contexts."

Clara Buelhoff
Information Analyst
ACAPS, Switzerland
"I intend to deepen particularly the data analysis and coordination skills, because I have a hunch they will be highly useful. Same applies to lessons taken from collaborative approaches."

Dieudonne Binene Kabagambe
Registration Officer
UNHCR, South Sudan
"I will brief and use the knowledge."

Shadman Mahmoud
Liaison Officer
(IMO unit)
UNHCR, Iraq

Yvon Martial Ngana
Information
Management Cluster
Protection
UNHCR, Central African
Republic

Malcolm Johnstone
Monitoring and Evaluation
Manager Lebanon Cash
Consortium
International Rescue
Committee, Lebanon

Sessions covered during the course

Below is an outline of the sessions covered each day during the course; the full agenda is included as an annex at the end of this report.

Day 1: Introducing profiling and the country scenario

- Welcome and introductions
- Introduction to profiling
- The profiling process
- The role of the of Profiling Coordinator
- Introduction to the fictitious country scenario: Freedonia

Day 2: Establishing a collaborative platform

- The collaborative approach
- Facilitation skills
- Shaping the Coordination Platform: Stakeholders, Identifying the issues, Advocacy and Structure
- Data visualization (by ACAPS)

Day 3: Developing a methodology

- Developing objectives
- Developing a profiling methodology
- Mapping of target populations
- Focus Group Discussions (FGD) methodology

Day 4: Methodology and tools

- Sampling for profiling surveys
- Data collection & analysis tools
- Mobile Data Collection (by CartOng)

Day 5: Field implementation

- Building capacity for profiling
- Data collection & field organisation
- Data analysis and reporting
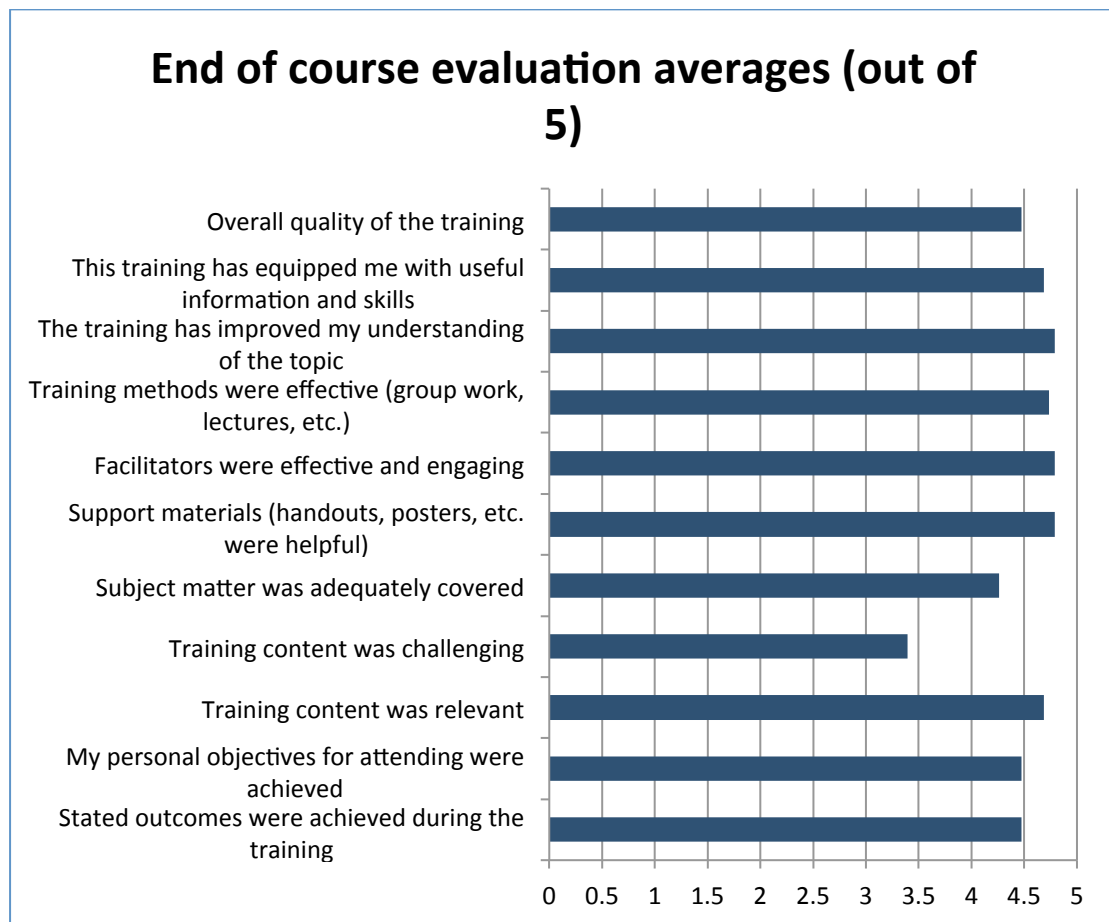- Process management: Keeping things on track

Day 6: Data analysis, reporting and dissemination

- Data analysis exercise
- From validation of findings to their dissemination
- Course conclusion and evaluation

3. Participants' reflections on the course

The course evaluation was extremely positive, with all responses scoring higher than a 4 and most higher than 4.5 out of 5. The only exception was the question on whether or not the course was challenging, which received a lower average score of 3.4 out of 5. This was an anomaly with 3 participants giving this a score of 1 out of 5, whilst marking all other questions 4 or 5 out of 5. The 16 other participants who completed the evaluation ranked this session with similar scores in line with their other responses so the majority of respondents found the course content sufficiently challenging suggesting that JIPS could undertake an exploration into whether or not to make the content more challenging.

The other slightly lower score was on the question of whether subject matter was adequately covered. Comments that related to this questions showed that participants wanted more coverage of some of the technical subjects, in particular sampling, a topic that participants would have liked to have spent more time on.

End of course evaluation averages (out of 5)

Question	Score
Overall quality of the training	4.5
This training has equipped me with useful information and skills	4.7
The training has improved my understanding of the topic	4.8
Training methods were effective (group work, lectures, etc.)	4.7
Facilitators were effective and engaging	4.8
Support materials (handouts, posters, etc. were helpful)	4.8
Subject matter was adequately covered	4.3
Training content was challenging	3.4
Training content was relevant	4.7
My personal objectives for attending were achieved	4.5
Stated outcomes were achieved during the training	4.5

"I really enjoyed this training and feel more confident about my skills to approach complex situations in the field, in general."

Participants' reflections on each session

In general the feedback from participants on the course was extremely positive, with the course rated highly for all sessions. All sessions except for three received an average rating of above 4.5 out of 5 (exceptions being the debrief on facilitation skills, introduction to profiling and Focus Group Discussions)
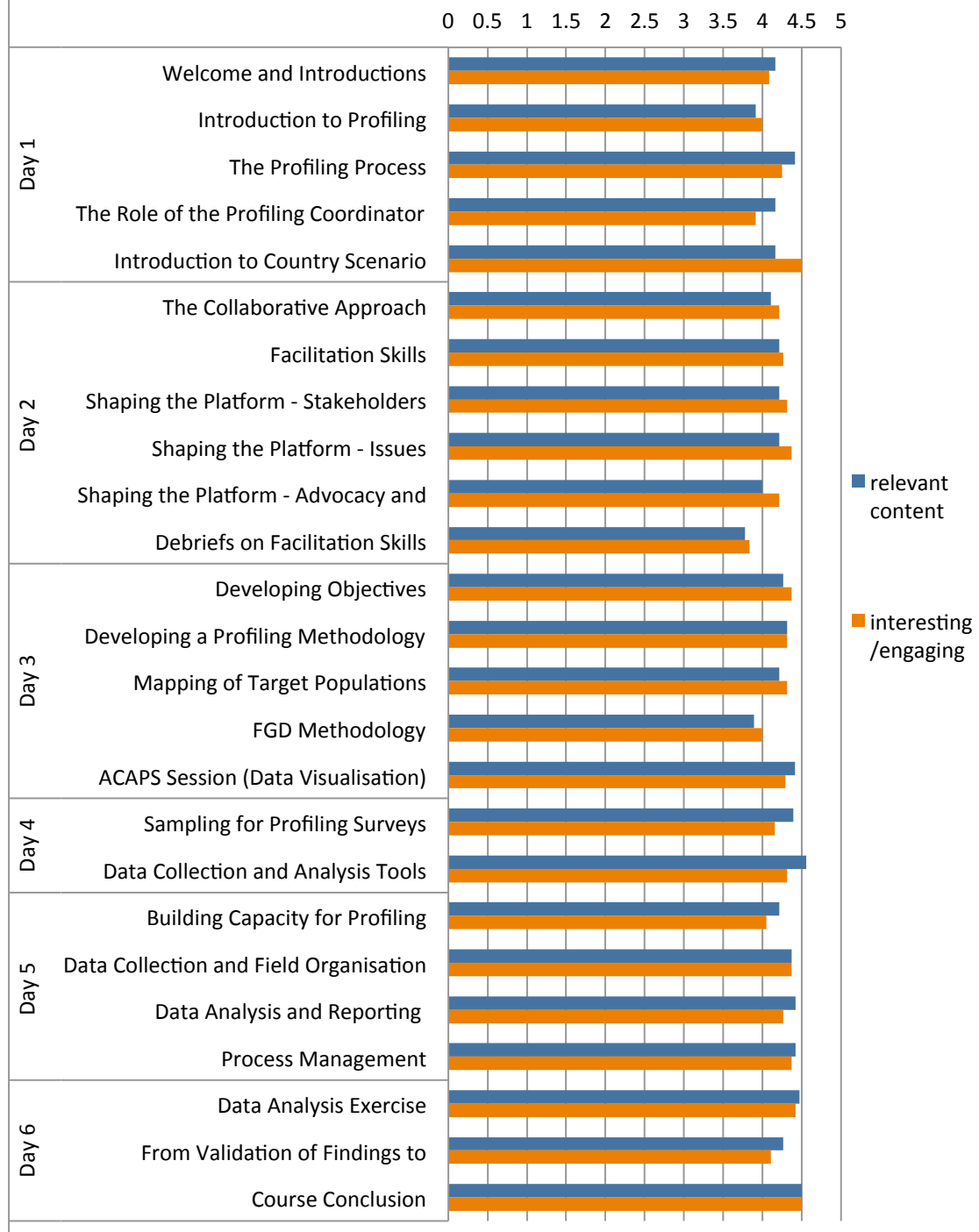
One notable trend was that sessions from day 2 and 3 scored higher on engagement and interest and lower on whether the content was relevant, whereas days 1, 4, 5 & 6 had higher ratings for the relevance of content than on engagement and interest (see next page for graph).

This is most likely because the sessions on day 2 and 3 (day 2 in particular) involve a lot of group work and are more active but are less technical and focus on soft skills, which are often less valued on training courses. Therefore relevance of content scores were lower, whilst engagement scores were higher.

This feedback can give us an incentive to try to ensure that the sessions where engagement and interest was lower, are more intereactive, and that the sessions where content scores were lower are explained or shown to be relevant within the profiling process.

The highest rated session was for data collection and analysis tools where the content was deemed to be the most relevant by participants whilst the lowest rated session was the debrief on facilitation skills, which came at the end of a day when participants submitted comments that they were already too tired.

Participant ratings for each session (out of 5)

Chart showing participant ratings (0–5 scale) for "relevant content" (blue) and "interesting/engaging" (orange) for each session, grouped by day:

Day 1
- Welcome and Introductions
- Introduction to Profiling
- The Profiling Process
- The Role of the Profiling Coordinator
- Introduction to Country Scenario

Day 2
- The Collaborative Approach
- Facilitation Skills
- Shaping the Platform - Stakeholders
- Shaping the Platform - Issues
- Shaping the Platform - Advocacy and
- Debriefs on Facilitation Skills

Day 3
- Developing Objectives
- Developing a Profiling Methodology
- Mapping of Target Populations
- FGD Methodology
- ACAPS Session (Data Visualisation)

Day 4
- Sampling for Profiling Surveys
- Data Collection and Analysis Tools

Day 5
- Building Capacity for Profiling
- Data Collection and Field Organisation
- Data Analysis and Reporting
- Process Management

Day 6
- Data Analysis Exercise
- From Validation of Findings to
- Course Conclusion

Comments from participants

Day 1

There were some requests for the session titled The Profiling Process to be more interactive, and for the Introduction to Profiling to diverge less from the main topic/ talking points in plenary. Participants had travelled over the Saturday and were arriving Sunday morning tired from the previous week's work and travel without having had a break. This had a noticable effect on the level of engagement and was reflected in comments on the starting day of the training course.

Participants engaging in a quiz on Freedonia during the first day, as an introduction to the country scenario

Day 2

The day was felt to be very engaging and the group work was popular. There were some criticisms of the methods used for stakeholder analysis, in particular, the power axis that was used and the simplicity of the tools for when working in complex environments with a large number of stakeholders. The optional evening session with ACAPS on Data Visualisation proved to be very popular but having a long session in the evening was difficult for some participants.

Day 3

Some of the comments on specific sessions related to Mapping, which was felt by some participants to be a little confusing, participants also wanted more time spent during the Focus Group Discussion (FGD) Methodology session in dealing with issues such as analysing data from FGD and challenges in conducting FGD. There were some suggestions for the groups to undertake a simulation FGD. Participants mentioned the relevance of the examples used in the session on developing a mthodology as being particularly helpful.

Day 4

There was a keen interest in sampling as a topic from many participants. There were a number of requests for more time to be spent on the sampling session from participants, with comments that not enough time or space was given to 'getting this right' for participants. The sampling session received a significant amount of comments and was highlighted as an important topic for many of the participants. The session on tools was extremely popular, due in no small part to the interactive nature and practical application.

The mobile data collection session provided by CartOng proved to be very popular with participants with a high level of interest in this session reflected in the fact that many participants did not have experience with this tool. Some participants did note that they would have liked to have understood how to have designed the forms and to use the software which could be incorporated into the next PCT.

Day 5

All sessions from the day were popular, with a few comments on making the theoretical parts of data collection more engaging, and Capacity Building to be less generic. Generally all sessions were seen as valuable and participants responded that they were happy to end the day with the process management session which helped them to see the broader picture and to think of timings in relation to the whole process.

Day 6

Comments on the Data Analysis Exercise highlighted that it was extremely useful for participants and that they enjoyed the interactive nature of the session. Some participants requested more information on online tools for the validation to dissemination session. There was also a comment that it would have been good to have used the Freedonia scenario for the data analysis exercise, rather than the real example from Quito.

Participants' highlights of the course

Participants commented in the evaluation on what some of the highlights were for them. Here are their responses:

"I was mostly interested in understanding the whole process, its complexity and identify what the needs of field operation would be in the terms of support. It has been achieved"

"Data collection and analysis because these are the most pertinent ones to my context"

"Data visualization, sampling, data collection and analysis. They provided me with insight on data management methods. From here on I will continue strengthening what I learned. Recap activities were fun. I will keep them in mind for future trainings that I facilitate."

"Coordination platform, because I don't have a lot of experience. Country scenario, because I learned a lot about concrete situations and challenges"

"Methodology, Data Collection tools, understanding of household survey and FGD, were entirely useful. Material that was provided was also helpful to develop the concepts."

"The group work really helped me to "learn by doing", get insights from other participants' experience and knowledge and push me to use practically the skills and tools covered by the sessions. In terms of topics, I feel that all of them have been extremely relevant for this training"

"All content of the course was highly relevant. In particular, the big focus on the planning of the profiling exercise was important, as this part has to start right in order to be able to achieve good results."

Additional comments related to the desire for a general overview of the whole profiling process and to address the key elements of each area of the process. There were also specific comments on the role of the coordinator, developing objectives, and many highlighted the technical parts of the course as important to them, including mapping, sampling, data collection tools, and data analysis.

In addition, a key highlight mentioned was the chance to learn from the different experiences of the colleagues and facilitators and the beneficial nature of the group exercises.

Participants low-points of the course

Participants commented in the evaluation on what some of the low-spots of the course were for them. Here are their responses:

"Definitely some topics would require more time and collection: data analysis and mobile data collection."

"The session on data sampling and data collection could have had more time. There was a lot of interest on the topic and I felt like I would have wanted to keep on working on that"

"Facilitation skills - I was already familiar with this section"

"The coordination part. I think that everyone knows that the coordination is basic to achieve our objectives but the problem is not that we do not know but more that for several reasons usually we do not do it so I am not sure if to spend a lot of time on the training to explain why it is important to make sense."

"Although I understand the difficulty of fitting a whole profiling exercise in a one week training, I think it's important to have more technical sessions (maybe option evening sessions on Excel, Kobo, GIS, etc.). In terms of low, the sampling section could benefit from a bit more work, it was not always clear, it's also not very clear in the hand-outs."

There were many comments given to the sampling session, with it equally being highlighted as an important session, but also one in which participants would have liked to have had more time spent on the session, and more clarity from this session. This could represent the fact that the content needs to be made clearer for future sessions, and also that the fact that the facilitator was running this session for the first time.

In the future the scope of what the session covers could be reduced in order to ensure that there is sufficient clarity on the key messages within the allotted time frame.

In general, there were many comments on the fact that the participants wanted to explore some of the technical subjects in more depth, in particular; sampling, data analysis and data visualisation.

4. Participants' pre and post-assessments

Participants took the same multiple-choice test immediately before and after the training course in order for the training team to be able to assess learning on particular topics. Participants already scored highly on the pre – training assessment, and scored only marginally higher on the post-training assessment. The assessment is included as an annex to this report for reference.

It was decided to pilot a multiple choice approach in order to have comparable data from before and after the course and in order to be able to plot easily the changes in the learning of participants. In previous PCTs this was done through open questions that required written answers that then needed to be read and marked according to the answers written. This was a time consuming activity and it was decided that due to a desire to lighten the amount of time spent on monitoring and evaluation of the PCT and in order for the training to be offered at more frequent intervals during a calendar year, a multiple choice questionnaire could be piloted as a lighter approach.

Only 19 participants are included in the pre and post assessment scores, with only 17 being comparable in terms of before and after scores (see table on the next page). The 19 scores are analysed for each question. The reason for this variation is because one participant arrived late to the training and therefore missed a pre assessment test, while another participant left the training early, therefore missing the post assessment test.

The questions were scored based on whether all answers per questions were answered correctly, so for example if 3 out of 4 answers in a multiple choice question were answered correctly but there was an omission of the fourth answer, the participant would not receive a point.

There was a general improvement in test scores after the course as expected, with some questions showing a marked improvement. The biggest improvement was in the question on which area a facilitator does not need to manage, with only 4 of 19 participants marking 'content' in the pre assessment (as opposed to: process, relationships and goals) while 13 of 19 participants selected this in the post assessment.

Other improvements made were in the understanding of what profiling is and isn't (such as the difference between profiling and needs assessments, whether to involve the government or include a pilot).

Average participant test scores out of 21

Pre: 14.63
Post: 15.40
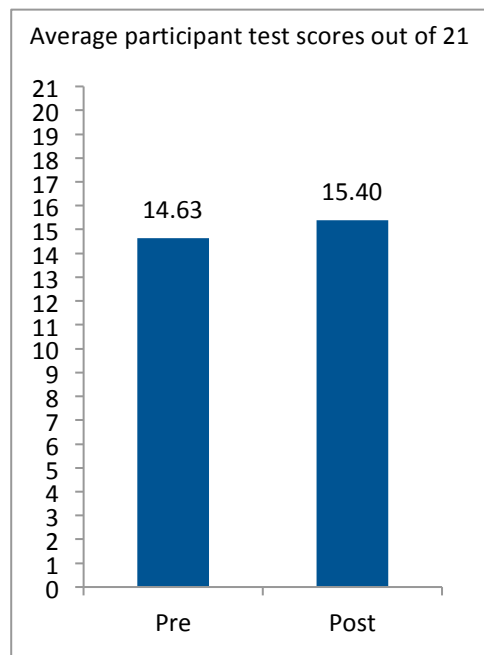
What was interesting was that for some questions participants actually had worse scores for the post training assessment than before. This was most notable in two areas; sampling, and the role of the profiling coordinator.

12 of 19 Participants believed correctly that the Profiling Coordinator was responsible for planning and delivering training for data collection staff before the course started, but only 7 of 19 marked this correctly following the training course. Similarly scores went down on the question of whether a Profiling Coordinator was responsible for fundraising (answer: No) (from 15/19 to 12/19) and for ensuring that the profiling process is collaborative (from 16/19 to 15/19).
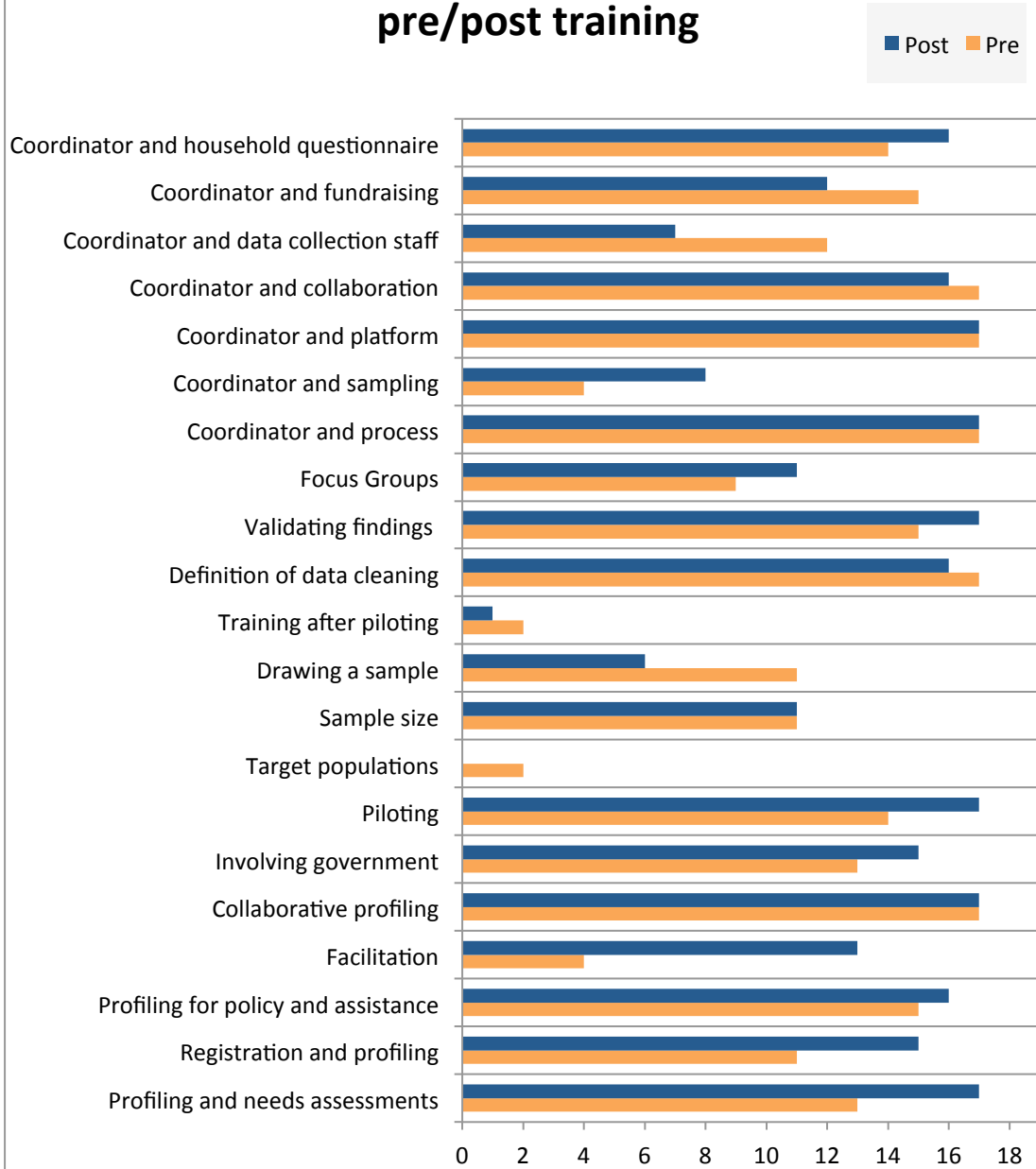
The other significant drop was from the question on what a person needs to know in order to be able to draw a sample with 11 out of 19 answering correctly before the course and 6 people out of 19 answering correctly following the completion of the course. This could highlight that we have left a certain amount of ambiguity to these questions from specific sessions, in which case the sessions would have to be revised in order to address this, or more nuanced questions would need to be developed to reflect possible alternative answers.
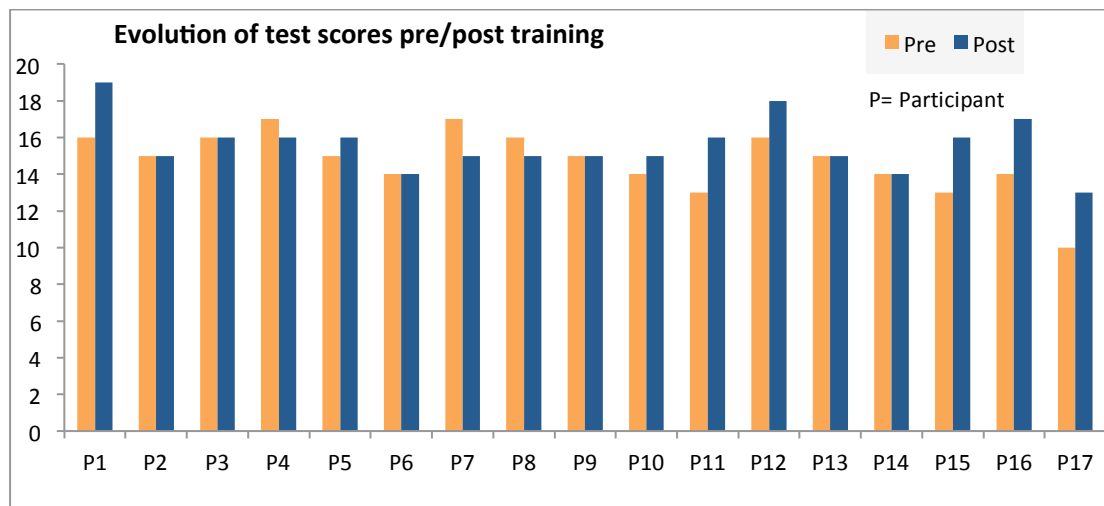
In general many scores were already high, which could either indicate existing knowledge on the topic area or questions from which it was easy to infer an answer. These questions were on the topics of when to validate findings, the role of the profiling coordinator in setting up a coordination platform, overseeing the profiling process and ensuring the process is collaborative and in doing so in order to ensure relevance and buy-in (all 17 out of 19 in the pre-assessment test).

The assessment generally showed a good starting level of knowledge of the participants, and that the concepts were well understood. It also allowed us to see areas where more clarity is needed (for example in determining sample size). Some of the questions were too easy for participants and more difficult questions and some aspects of qualitative answers could be included in order to better assess changes in learning, these could be linked more directly to the learning objectives of each session.

Evolution of test scores by question type for pre/post training

Legend: Post (dark blue), Pre (orange)

Question type	Post	Pre
Coordinator and household questionnaire	16	14
Coordinator and fundraising	12	15
Coordinator and data collection staff	7	12
Coordinator and collaboration	16	17
Coordinator and platform	17	17
Coordinator and sampling	8	4
Coordinator and process	17	17
Focus Groups	11	9
Validating findings	17	15
Definition of data cleaning	16	17
Training after piloting	1	2
Drawing a sample	6	11
Sample size	11	11
Target populations		2
Piloting	17	14
Involving government	15	13
Collaborative profiling	17	17
Facilitation	13	4
Profiling for policy and assistance	16	15
Registration and profiling	15	11
Profiling and needs assessments	17	13

* To see the exact questions, please refer to the assessment form in which is included as an annex to this report.

5. Suggestions from participants for further JIPS support

Participants commented in the evaluation on what support they would like to see JIPS provide following the PCT. Here are their responses:

"Keep in touch for remote support and of course, carry on with the already planned mission (to the D.R.C.)."

"Further technical support / training – mobile data collection – data analysis, sampling."

"Support for the upcoming profiling exercise."

"All sessions to be developed as individual sessions in more depth."

"List of further readings/ methods to learn more on the topics."

"To plan regional trainings in the context of the emergency that is happening in the region (the Middle East)."

"I would suggest more regional presence so actors get to know you better and use your resources more. Also, to keep processes moving."

"I would be great if JIPS and ACAPS could have an exchange on their working methodologies and a discussion on caveats. E.g. JIPS presents the profiling process and real examples in the field to the analysis team. It would enhance the analysts' understanding of how data is produced/used. Same could apply the other way with ACAPS."

6. Conclusions and Recommendations

Results

Overall, the training was successful in providing a dynamic and practical learning experience for participants to build their knowledge and understanding of a profiling process.

20 participants arrived bringing with them different skillsets and experiences and there was also diversity in the success of individual participants in meeting the learning objectives of the training. Participants from technical backgrounds (profiling, information management, sampling and statistics,) entered the course with higher technical capacity, and likewise scored the highest in the technical sections of the post-training assessment at the course end. However, there was strong feedback from participants of both technical and coordination backgrounds about the high level of usefulness and the positive impact of the training.

The data collected from the M&E tools during the training provided JIPS with highly relevant information about why participants valued the PCT as a capacity-building opportunity, and how the course can be improved to increase its impact further with successive training groups.
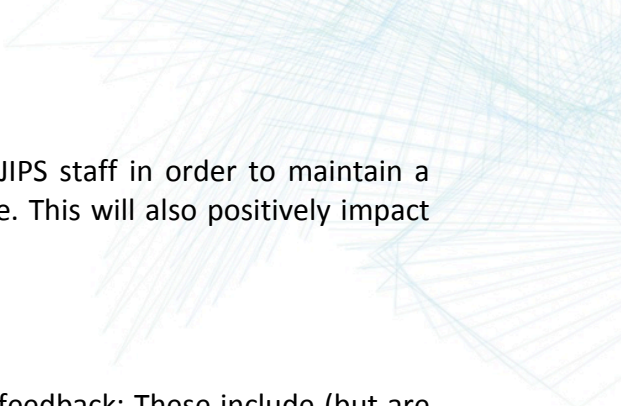
Recommendations

Below are some of the key recommendations from this report. In the interest of brevity, additional and more specific recommendations for detailed changes for the PCT are published in a separate internal report.

Future PCTs

1. The following training events could be held annually:
   o A global PCT per year (in Geneva)
   o At least one regional PCT per year (to rotate between regions), including to be held in French and Spanish in the future (2016-2017)

2. A training calendar should be created and easily accessible on the JIPS website for the PCT in order to support planning for participants, to avoid visa issues, and to offer alternative venues that will enable more targeted participant selection.

Facilitation

3. Create a sustainable facilitation team within JIPS, with external trainers to be brought in if needed but ideally only for optional/evening sessions. TOT for PCT facilitation will be built into next PCT implementation.

4. Targeted facilitation training and coaching for JIPS staff in order to maintain a pool of facilitators with JIPS profiling experience. This will also positively impact delivery of field support by JIPS.

Course content

5. Work on specific sessions based on participant feedback: These include (but are not limited to) sessions on focus group discussions, facilitation skills, sampling and data analysis.

6. Incorporate the use of mobile data collection into the core training; this can be done through using mobile data collection for the monitoring and evaluation of the training (such as with the pre and post assessments and evaluations of the days and course) using KoBo Toolbox for questionnaire design.

7. The additional optional evening sessions can be created for more in-depth discussions on specific issues. These could include contextual discussions relating to specific planned profiling exercises that participants will be working on, technical areas where participants would like to improve (for example on determining sample size, or data visualisation) or topical sessions of relevant/thematic interest (e.g. related to Protection Information Management) and space in the agenda should be created for this.

8. Simplify the presentation design of the material used for each session so that the content is more engaging, accessible and memorable, this includes reducing the amount of text per slides, and creating more visuals that encapsulates key messages in memorable and entertaining ways, increasing engagement and the likelihood of the content being remembered. This will also help facilitators to avoid using the text in their presentation materials as prompts. JIPS' revised PPT template will help with this.

9. Continue to incorporate and increase the presence of engaging mini-activities and variety of facilitation in the more technical sessions so that participants are kept engaged.

Monitoring and evaluation

10. Focus the monitoring and evaluation methodology on the most useful information that is needed and reduce other areas that are less useful, including the adaptation of the pre and post assessments to include more qualitative information and more difficult questions reflecting each sessions learning objectives.

11. Hold an annual review of the PCT for more in-depth analysis of alterations that need to be made, so that large-scale revisions can be done in a systematised way on an annual basis and not after each PCT.

WE TOOK OUR SURF BOARD TO BOSSEY
TO RIDE THE PROFILING WAVE
THAT CARRIED US AWAY
UNTIL THE DATA WAS SAFE

LOST IN THE SEA OF METHODOLOGIES
WE DIDN'T KNOW WHAT TO DO
UNTIL WE FOUND COMMON TERMINOLOGIES
AND PARTNERS CAME ON BOARD TOO

WE ROAD OUR SURF BOARD IN A COLLABORATIVE WAY
TO FIND DURABLE SOLUTIONS FOR DISPLACED & H. COMMUNITIES
MAKING THEM HAPPIER AT THE END OF THE DAY
PROVIDING THEM WITH NEW PROSPECTIVES & OPPORTUNITIES

THE FUTURE IS BRIGHT
EXPECTATIONS ARE HIGHT
WE WILL COMPLY
AND KEEP EVERYBODY INSIGHT

Above: A poem written by a group of participants during a recap exercise on the role of the Profiling Coordinator

Right: Participants enjoying themselves during the taking of the group picture

Annex 1: PCT Participants List

Name	Position	Organisation	Country
Alicia Gonzalez	IMO (protection)	UNHCR	Geneva
Anna Minuto	Snr. IMO	UNHCR	RO - West Africa
Clara Buelhoff	Information Analyst	ACAPS	Switzerland
Damien Jusselme	Profiling Advisor	JIPS	Switzerland
Dieudonne Binene Kabagambe	Registration Officer	UNHCR	South Sudan
Eliana Rueda	Profiling Advisor	JIPS	Switzerland
Fredrick Juma Hanga	IMO	UNHCR	Iran
Georgeos Murad	Senior Registration Assistant	UNHCR	Syria
Giulia Spagna	Regional Mixed Migration Project Officer	DRC	Djibouti
Johanna Klos	Regional Analyst	IDMC	Geneva
Kaleem Rehman	Ass. Inter-sector Coordination Officer	UNHCR	Jordan
Koen van Rossum	Snr. IMO	UNHCR	Jordan
Malcolm Johnstone	Independent Consultant	-	-
Nicolas Coutin	Co-lead Protection Cluster	NRC	CAR
Oscar Valencia	Senior Officer	Unidad Victimas	Colombia
Pacome Ngome Ngame	Senior Regional Protection Officer	UNHCR	DRC
Shadman Mahmoud	Liaison Officer (IMO unit)	UNHCR	Iraq
Souleymane Gueye	Snr. IMO	UNHCR	Geneva
Svetlana Badina	Advisor	Statistics Norway	Norway
Yvon Martial Ngana	IM Cluster Protection	UNHCR	CAR

Annex 2: PCT Agenda with assigned facilitators per session

Session	Timing	Session Name	Facilitators
DAY 1 – Sunday – Welcome, Introducing Profiling and Freedonia			
1	1000 - 1100	Arrival at venue & registration	
1.1	1100 - 1230	Welcome & Introductions	Emanuel Souvairan
	1230 - 1330	Lunch	
1.2	1330 - 1500	Introduction to profiling	Natalia Baal
1.3	1500 - 1630	The profiling process	MLH
	1630 - 1645	Break	
1.4	1645 - 1730	The role of the of Profiling Coordinator	LR
1.5	1730 - 1830	Introduction to country scenario	ES
DAY 2 – Monday – Establishing a collaborative platform			
2	0830 - 0900	Recap & Feedback	ES
2.1	0900 - 1000	The collaborative approach	NB
2.2	1000 - 1030	Facilitation skills	ES
	1030 - 1045	Break	
2.3	1045 - 1215	Shaping the Coordination Platform: Stakeholders	ES, NB
	1215 - 1315	Lunch	
	1315 - 1445	Shaping the Coordination Platform: Issues	ES, NB, SH, MLH, LR
	1445 - 1500	Break	
	1500 - 1700	Shaping the Coordination Platform: Advocacy & structure	NB
2.2	1700 - 1730	Debrief on facilitation skills	ES
	19:30	Evening session1: Data visualisation	ACAPS
DAY 3 – Tuesday – Developing a methodology			
3	0830 - 0845	Recap & Feedback	ES
3.1	0845 - 0945	Developing objectives	NB
3.2	0945 - 1030	Developing a profiling methodology	LR, MLH
	1030 - 1045	Break	
	1045 - 1200	Developing a profiling methodology	LR, MLH
	1200 - 1300	Lunch	
3.3	1300 - 1430	Mapping of target populations	SH, LR
3.4	1430 - 1600	Focus Group Discussions methodology	MLH
	1530 - 1545	Break	
	1545 -1615	Focus Group Discussions methodology	MLH
3.5	1615 - 1700	JIPS Q&A Session	NB

		DAY 4 – Wednesday – Methodology (cont.), & Tools	
4	0830 - 0900	Recap & Feedback	ES
4.1	0900 - 1030	Sampling for profiling surveys	SH, LR
	1030 - 1045	Break	
	1045 - 1200	Sampling for profiling surveys	SH, LR
	1200 - 1300	Lunch	
4.2	1300 - 1500	Data collection & analysis tools	MLH, SH, NB, LR
	1500 - 1515	Break	
	1515 - 1530	Bus leaves venue for Nyon	
	1745 - 1800	Bus leaves Nyon for venue	
	1930 - 2030	Evening session 2: Mobile Data Collection solutions	CartOng
		DAY 5 – Thursday – Field Implementation	
5	0830 - 0900	Recap & Feedback	ES
5.1	0900 - 1000	Building capacity for profiling	ES, MLH, LR
5.1	1000 - 1030	Data collection & field organisation	MLH, LR
	1030 - 1045	Break	
5.2	1045 - 1300	Data collection & field organisation	MLH, LR
	1300 - 1400	Lunch	
5.3	1400 - 1500	Data analysis and reporting	LR, MLH
	1500 - 1515	Break	
	1515 - 1630	Data analysis and reporting	LR, MLH
5.4	1630 - 1715	Process management: Keeping things on track	ES
		DAY 6 – Friday – Data Analysis, Reporting & Dissemination	
	0800 - 0900	Checkout of rooms	
6	0900 - 0930	Recap & Feedback	ES
6.1	0930 - 1030	Data analysis exercise	LR, MLH
	1030 -1045	Break	
	1045 -1115	Data analysis exercise	LR, MLH
6.2	1115 -1245	From validation of findings to dissemination	NB
	1245 - 1345	Lunch	
6.3	1345 - 1515	Course conclusion and evaluation	ES

Name: ……………………………………………………….

Questions

1 **Indicate if the following statements relating to Profiling are True or False:**

    a. Profiling and needs assessments differ in the broadness of the topics   I__I
they cover.

    b. Registration and profiling exercises aim for complete coverage of   I__I
the target populations.

    c. Profiling provides useful information for policy development, rather   I__I
than individual level information relevant for targeted assistance.

2 **Which of the below areas are *not* a priority for a facilitator to manage?** *(Circle one)*
    a. Content
    b. Process
    c. Relationships
    d. Goals

3 **Indicate if the following statements relating to Profiling are True or False:**
    a. A collaborative profiling exercise will ensure greater relevance and
buy-in of the findings   I__I

    b. If involving Government authorities in the profiling will delay too
much the exercise, the Profiling Coordinator should consider going   I__I
ahead without them.

    c. If time is limited, you can leave out the pilot, and instead extend the
training.   I__I

4 **The locations and approximate size of our target populations (the populations we are profiling)…** *(Complete the sentence – circle more than one if needed)*

    a. … Is one of the results from the profiling survey
    b. …. Is required before we embark on the profiling in order to sample the
populations
    c. …. Is important for a profiling survey if information is contentious

5 **What happens to a sample size when the total population (from which the sample is drawn) increases from 15,000 to 30,000:** *(circle the correct answer)*

    a. It remains more or less the same
    b. It doubles
    c. It decreases
    d. It triples

6 **What do you need to know before you can draw a sample**? *(Circle the correct answer - more options can be chosen)*

    a. The location of the target population
    b. The estimated size of the target population
    c. Registration lists with contact information on target populations
    d. None of the above is required

7   **Once you have completed the piloting of your data collection, what is the immediate activities to follow***? (Circle the correct answer - more options can be circled)*

        a.   Training of data collection staff
        b.   Launch of data collection
        c.   Adjustment of methodology and tools

8   **What is cleaning of data?** (*Circle the correct answer)*

        a.   Ensuring that inconsistencies are corrected
        b.   Testing the findings
        c.   Structuring/ systematising data during data collection

9   **When is it recommended to validate your findings from the profiling?** (*Circle the correct answer)*

        a.   During the data collection
        b.   After the preliminary analysis
        c.   During dissemination

10 **The composition of the Focus Group Discussions depends on (e.g. FGDs with women or men; with IDPs or refugees, etc.):** (*circle the correct answer - more options can be circled)*

        a.   The objectives of the profiling
        b.   The results of snowballing
        c.   Local sensitivities

11 **True or False, the role of the profiling coordinator entails:**

        a.   Overseeing the whole profiling process   I__I
        b.   Developing the sampling approach   I__I
        c.   Set up a coordination platform for the profiling   I__I
        d.   Ensure that the profiling remains collaborative throughout the   I__I
            process
        e.   Planning and delivering the training of data collection staff   I__I
        f.   Fundraise for the Profiling exercise   I__I
        g.   Conducting some of the households questionnaires for the survey   I__I

	COMPETENCY DOMAINS OF A PROFILING COORDINATOR Competency is here defined as a set of skills, attributes and behaviours that are related to the successful performance of a Profiling Coordinator				
	Analytical approach to complexity	*Technical aptitude*	*Initiating and coordinating action*	*Capacity building*	*Managing collaborative relationships*
I n d i c a t o r s	Triages large amounts of information, critically assessing the quality of available evidence and identifying information gaps and needs Critically assesses various stakeholders and initiatives to identify interests and aspirations of different actors and to spot linkages and synergies for profiling with other processes Makes informed judgments and decisions based on a comprehensive situation analysis Is able to see an individual profiling exercise as part of a wider picture and to identify advocacy opportunities based on this	Is able to recommend appropriate mapping and sampling techniques, as well as quantitative and qualitative data collection methods for each context, considering advantages and limitations of each Makes connections between set indicators and appropriate tools to be used to extract information Is technologically savvy and aware of new technological solutions for profiling and able to assess their appropriateness for different contexts Effectively uses quantitative and qualitative analysis methods, paying attention to prudence in extrapolation/making	Takes initiative/seeks and seizes opportunities Is able to set clear milestones, organizing work accordingly and monitoring progress towards them Works as part of a multi-functional team, engaging people with relevant expertise for profiling and keeping the momentum going Motivates team members to meet responsibilities Is able to facilitate participatory workshops and meetings, consolidating decision making and partner commitment to profiling	Identifies, supports and builds on willingness, capacity, skills and potential in others Opts for facilitating participation instead of execution of tasks in order to increase the skills of others and to build ownership Identifies learning needs and develops appropriate mentoring, trainings and guides Is open about mistakes and sees them through a 'lessons learned' –lens Disseminates the lessons learnt and good practices	Supports the creation of an inclusive and transparent approach to profiling Is able to facilitate consensus on objectives and thematic focus of the profiling exercise Encourages engagement and contribution from partners to support profiling through strategic negotiation Seeks to avoid and resolve conflict and identifies common ground between stakeholders Keeps people informed and communicates effectively with and between technicians and decision makers, translating technical discussions for a

	Analyses risks to inform methodology design and operational planning, including scenario-based contingency planning Understands the modus operandi of different humanitarian and development coordination mechanisms	inferences Is familiar with international norms and standards on internal displacement Writes and drafts clearly different types of texts, including technical and project plans, documenting the profiling process, and final reports	Has sound project management skills, including creating work plans, budgeting and delegation of responsibilities Is flexible and takes decisions in real time	with colleagues locally and globally	non-technical audience Shows respect for and works efficiently with everyone, ensuring that all parties have a voice
Key words	**Analysis, analytical thinking, judgment, evidence-based, critical, strategic thinking, assessing risk, managing ambiguity**	**Mapping, quantitative and qualitative data collection methods and tools, statistical, sampling, focus groups, interviewing, contextualization, validity, reliability, analysis, written communication**	**Taking initiative, work planning, contingencies, thinking ahead of adversities, monitoring, participatory, delegating, flexibility, decisiveness, budget management**	**Ownership, empowering, support vs. substitution, facilitation, mentoring, enabling, continuous learning, knowledge sharing**	**Listening, building trust, strategic thinking, negotiating, building partnerships, mediation, teamwork, synergies, respect for diversity**

Annex 5: Learning Objectives by Session

Session	By the end of the session participants should be able to:
Day 1: Introducing profiling and the country scenario	
Introduction to profiling	• Understand what profiling of IDP situations means • Explain how it is different from registration, assessments etc. • Have a better understanding of why profiling is good for urban and protracted settings • Know what JIPS does (technical support service)
The profiling process	• Provide an overview of the profiling process from start to end; • Identify and chronologise key deliverables during the profiling project cycle; • Determine in which sequence profiling project activities should take place; • Develop a broad, draft project outline to serve as the basis for the project.
The role of the of Profiling Coordinator	• Define the role of the Profiling Coordinator in the profiling project • Identify the key competencies of a Profiling Coordinator • Explain the advantages and limitations of the PC's identity (from outside vs from within the context)
Introduction to the fictitious country scenario: Freedonia	• Understand the key actors and context of the fictional country scenario of Freedonia
Day 2: Establishing a collaborative platform	
The collaborative approach	• Explain the difference between cooperation, coordination and collaboration. • Explain why collaboration is essential for the profiling process. • Identify when in the profiling process collaboration is of particular importance.
Facilitation skills	• Understand the importance to a facilitator of managing the process, relationships and objectives over content • Use the principles of deferring judgment and encouraging participation in the group exercises
Shaping the Coordination Platform: Stakeholders, Identifying the issues, Advocacy and Structure	• Identify key stakeholders who will need to be involved in various aspects of a profiling • Analyse and note linkages between these stakeholders • Obtain information and build rapport with partners in a short amount of time • Plan advocacy approaches to ensure that relevant actors are on board • Allocate roles and responsibilities throughout the profiling exercise to ensure buy-in
Data visualization (by ACAPS)	

Day 3: Developing a methodology	
Developing objectives	• Explain the importance of clear and agreed upon objectives for a successful profiling process. • Explain the parameters of what makes good profiling objectives.
Developing a profiling methodology	• Define the key components/steps of developing a profiling methodology and some of the considerations around each element: e.g. how to define who to profile, in which categories to structure your target populations (i.e. analysis levels), which topics to choose (based on the objectives) and which data collection methods to choose for each type of topic/information (depending on the most appropriate source of information); • Explain the key characteristics of the methods often used in profiling exercises (Mapping, Survey, FGDs, Key Informant Interviews) and how these can be combined depending on profiling objectives, information needs, accessibility and budget limitations, sensitivities and geographical spread; • Coordinate a collaborative process of defining the appropriate methodology to be used for profiling a specific context of displacement, with an understanding of the potential repercussions as a result of the political and operational context; • Communicate and justify the reasoning and logic behind methodological choices to technical and non-technical stakeholders of the exercise.
Mapping of target populations	• Explain the purpose of target population mapping and the steps involved; • Plan a mapping exercise to estimate population figures and locations; • Explain the link between mapping and sampling.
Focus Group Discussions (FGD) methodology	• Explain what defines an Focus Group Discussion; • Develop a methodology for FGDs for a profiling exercise; while keeping in mind the methodological considerations as well as the practical field realties.
Day 4: Methodology and tools	
Sampling for profiling surveys	• Understand what a baseline is and what information /methods are required in different situations in order to define or estimate a baseline. • Understand the logic and reason for sampled-based household surveys in profiling. • Understand the different sampling terminology and approaches that will be used by the expert calculating and distributing the sample in the field. • Understand common sampling challenges in displacement situations and identify potential ways to address them/mitigate them

	• Understand the implications of different decisions about sampling on the representativeness and accuracy of findings. • Coordinate a process of defining a baseline and a sampling approach for a profiling methodology; i.e. know whom to involve at which stages
Data collection & analysis tools	• Identify the different data collection and analysis tools needed throughout a profiling exercise (mapping form, enumeration form, HH questionnaire, FGD question guide; tabulation form and systematization form); in terms of their purpose, structure, components and content. • Outline the technical process of developing the different data collection and analysis tools (link between themes, indicators and questions; link between analysis and data collection tools). • Identify some of the challenges in operationalising certain indicators, such as the definition of the target populations; which is something the PC should be actively involved in together with technicians and profiling partners. • Explain the collaborative aspects of developing data collection tools and identify the role of the PC in this process.
Mobile Data Collection (by CartOng)	
Day 5: Field implementation	
Building capacity for profiling	• Identify staffing needs • Identify and justify the choice of partners • Define the elements of an effective training strategy • Understand the importance of the pilot exercise
Data collection & field organisation	• Develop an operational plan for the data collection phase, considering data collection approaches, field organisation and logistics; • Define the composition of teams to ensure good supervision and quality control in the field. • Anticipate practical/logistical problems (and their solutions) that may come up during the data collection phase
Data analysis and reporting	• Explain the key technical steps involved in the data analysis process (survey and FGD data) • Lead/oversee the analysis of quantitative and qualitative data • Read and understand survey and FGD data and know how to use and how not to use the elicited data. • List the key elements of a good report. • Provide different options for a collaborative analysis and reporting; listing pros and cons.
Process management: Keeping things on track	• Aware of some key consideration for planning the timing of a profiling process (e.g. common pitfalls) • Able to develop a profiling work plan with consideration of time, capacities, resources and context.

Day 6: Data analysis, reporting and dissemination	
Data analysis exercise	*See day 5 Data analysis and reporting*
From validation of findings to their dissemination	• Structure and plan the final steps of the profiling process; • Explain the process and importance of validating findings and developing recommendations collaboratively; • Be able to organize and lead the validation and the development of recommendations. • Explain the importance of providing feedback to communities and provide examples of how to do it;