

**WFP ODJ Assessment and Analysis**  
**Capacity Strengthening Strategy for 2008**

prepared by Greg Collins  
December, 2007

## **Acknowledgements**

I would like to thank and acknowledge all WFP staff, government counterparts, partner agency staff, and other interested parties who took time from their busy schedules to talk with me during the consultation that informs this report (appendix 2). I would also like to thank the authors of the numerous secondary sources consulted for their informed and well documented perspectives (appendix 1). It goes without saying that the collective insights from both form the basis for the conclusions and recommendations presented in the pages ahead.

In addition, Andrez Golebiowski, Sonsoles Ruedas and Erik Kenefick from the ODJ Regional Bureau and Charisse Tillman, Joyce Luma and Wolfgang Herbinger from WFP headquarters deserve special acknowledgement for their ongoing support of this endeavor. Above all, I would like to thank Sylvie Montembault who helped me think through many of the analytic and practical challenges faced and worked tirelessly to ensure the consultation went smoothly from start to finish.

- Greg Collins (December 2007)

## Executive Summary

The purpose of this report is to identify assessment and analysis capacity building priorities at the regional and national levels and articulate a focused strategy for addressing them in 2008. Based on a convergence of evidence drawn from a wide variety of primary and secondary sources the following were identified as the top three cross-cutting priorities in the region; household survey methods (design and analysis), the integration of markets analysis into vulnerability assessments, and comprehensive assessment and analysis<sup>1</sup>.

To address each, it is recommended that WFP build upon and support the SADC FANR regional capacity building initiative known as the Center(s) of Excellence and its plans to offer a series of professional short-courses. This involves active engagement in the design and delivery of a FEWSnet-led markets course, helping to give shape and focus to an FAO-led course that holds the potential to address the ‘comprehensive assessment and analysis’ capacity building priority, and advocating for the addition of an as yet unplanned course to address the most prominent regional priority - household survey methods. Should this advocacy prove successful, WFP would be well suited to take the role of lead agency in collaboratively developing and delivering the household survey methods course.

To complement the CofE-based regional component of the strategy, a combination of focused thematic workshops and technical exchanges are recommended to address discrete (and diverse) priorities identified at the national level. Technical mentorships that link WFP staff who participate in CofE courses to understudies within their Country Offices are also recommended in order to maximize the impact of the regional component of the strategy on Country Office capacity. In line with WFP ODJ’s expressed desire for a more focused approach to assessment and analysis capacity building, both the regional and national components of the proposed strategy summarized above reflect need to put depth of understanding and tangible skills gain ahead of the breadth of topics covered and number of persons trained.

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<sup>1</sup> ‘Comprehensive assessment and analysis’ is a composite category consisting of the practical application of livelihoods approaches, the use of different units of analysis during multi-sector surveys, distinguishing between chronic/transitory conditions, and the inclusion of underlying causes in assessments/analysis. It does not include specific thematic areas (nutrition, HIV/AIDS, markets, etc.).

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## **1. Background and Objective(s)**

The WFP ODJ Regional Bureau (RB), its associated Country Offices (COs), and the government counterparts and partner agencies with whom they work are engaged in a broad range of activities that involve assessment and analysis. These include ongoing vulnerability assessments and analyses (VAM/VAC), assessments during rapid or slow onset emergencies (EFSA/ENA), and measurement of programme performance (M&E). Efforts to build capacity in this regard have been ongoing. However, there is also a recognized need for a more strategic approach in order to address technical and thematic weaknesses and achieve tangible skills gains. To this end, a consultant was hired to identify regional and national capacity building priorities and - on the basis of these priorities - develop a more focused strategy for strengthening assessment and analysis capacity in 2008. Although the primary aim of this report is to articulate WFP's recommended contribution, the priorities themselves and the strategic direction suggested by them are more broadly applicable to all those involved in food security related assessment and analysis in the region.

## **2. Institutional Context**

Following back to back droughts in 2001-02 and 2002-03, a number of initiatives coordinated by the Southern Africa Development Community (SADC) Food Agriculture and Natural Resources (FANR) Regional Vulnerability Assessment Committee (RVAC) have taken place. Foremost amongst these were the formation of National Vulnerability Assessment Committees<sup>2</sup> (NVACs) in most SADC member states and, more recently, the establishment of a regional Programme Management Unit (PMU) within the SADC FANR to coordinate RVAC activities including assessment and analysis capacity building.

A significant amount of cross-national variation exists in the quality of NVAC coordination and information, the extent to which they have been institutionalized within national governments, and the assessment and analysis methodologies used. However, it is widely recognized that the R/NVAC system provides the most viable

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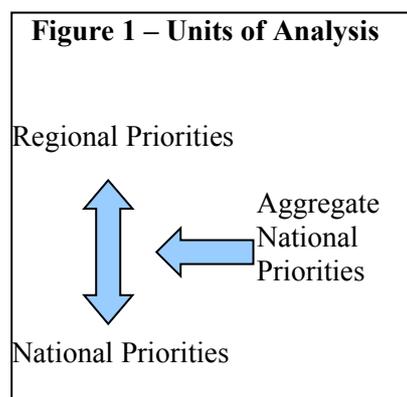
<sup>2</sup> NVACs (or their alternatively named equivalents) are tasked with planning, designing and implementing annual and ad hoc food security and vulnerability assessments to inform national government and agency response options and targeting.

and sustainable way forward in terms of meeting regional and national assessment and analysis needs<sup>3</sup>. As such, any agency-specific strategy aimed at building capacity in this regard must take account of and contribute to the strengthening of this system and – to the extent possible – be embedded within existing R/NVAC capacity building initiatives.

### 3. Identification of Regional and National Capacities Building Priorities

The regional and national capacity building priorities identified in this section represent a ‘convergence of evidence’ drawn from a wide variety of sources. These include the numerous studies, reports and discussion papers produced in the last two years that have directly or indirectly commented assessment and analysis capacity (see appendix 1), as well as discussions held with regional and national stakeholders involved in assessment and analysis and end-users of assessment and analysis information (see appendix 2). Some degree of subjective interpretation was necessary in order to consolidate these sources owing to the sheer number of sources consulted, inconsistencies in the use of terminology between, and qualitative differences in the degree to which certain priorities were emphasized over others<sup>4</sup>. However, a concerted effort was made to not overly weight any single source - including the discussions held – in recognition that the priorities identified by each are in part a reflection of who was asking, who was asked and high profile initiatives at the time

Data sources also differed in terms of the unit of analysis used with some documents and interviewees identifying regional priorities without reference to specific country needs and others focused on national priorities without aggregating up. To bridge this gap, aggregate national priorities were used to assess the degree of agreement between the two levels of analysis (figure 1).



<sup>3</sup> In some countries NVACs are responsible for assessment and analysis activities broadly defined. In others, separate government units (typically a Disaster Management Unit) are tasked with assessments in emergency contexts.

<sup>4</sup> Priorities identified in this report represent those that were most heavily emphasized by each source.

A self-assessed skills gap survey of WFP staff was also conducted in order to complement the regional and national level analysis. Although individual skills ‘gaps’ do not represent capacity building priorities in and of themselves, the analysis does round out the picture by providing a baseline for assessing capacity gains in the coming year and a means of assessing WFP’s current capacities against the technical and thematic priorities identified by the regional and national level analyses.

### **3.1 Regional Capacity Building Priorities**

Three cross-cutting technical and thematic priorities emerge from both the regional (figure 1) and aggregate national (figure 2) analyses and include:

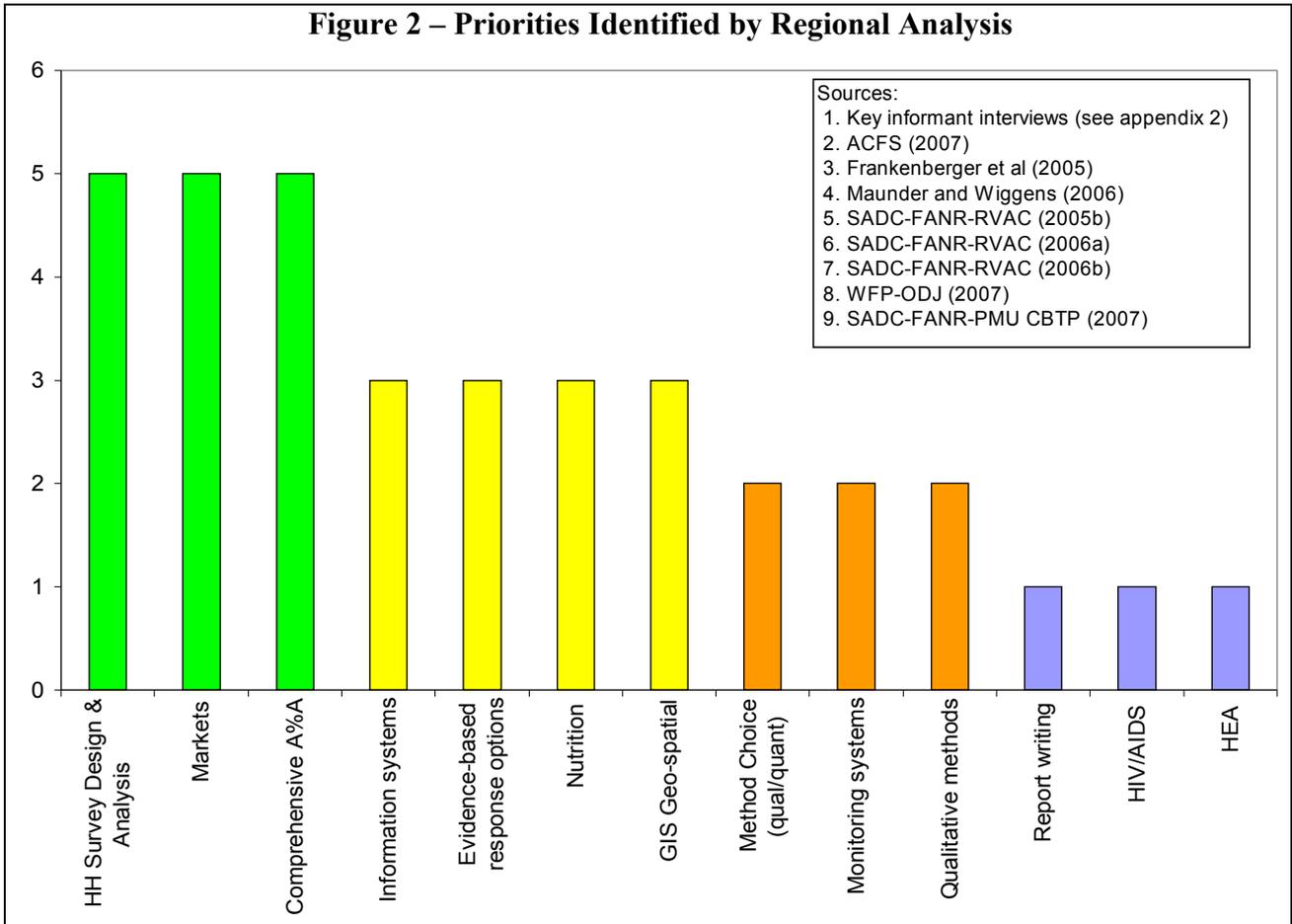
- *Household survey methods (quantitative)* with emphasis on more advanced statistical analysis and design issues including probability sampling, stratification and questionnaire development.
- *Markets analysis* with emphasis on incorporating market data and analyses and into vulnerability and food security assessment and analysis.
- *Comprehensive assessment and analysis* with emphasis on practical applications of the livelihoods approach, incorporating different units of analysis in multi-sector assessments, distinguishing between chronic and transitory conditions, and expanding assessments and analysis to include underlying causes.

*Information systems* – meaning the system of management, consolidation, flow and presentation of data from various assessment and analysis activities - were also identified as a priority by both the regional and aggregate national analyses<sup>5</sup>. However, it is clearly a second tier priority behind the three technical/thematic areas outlined above. The degree of disagreement between the regional and aggregate national analysis in terms of other technical and thematic priorities is also noteworthy and underscores the need to both identify and address capacity building priorities at the regional and national levels.

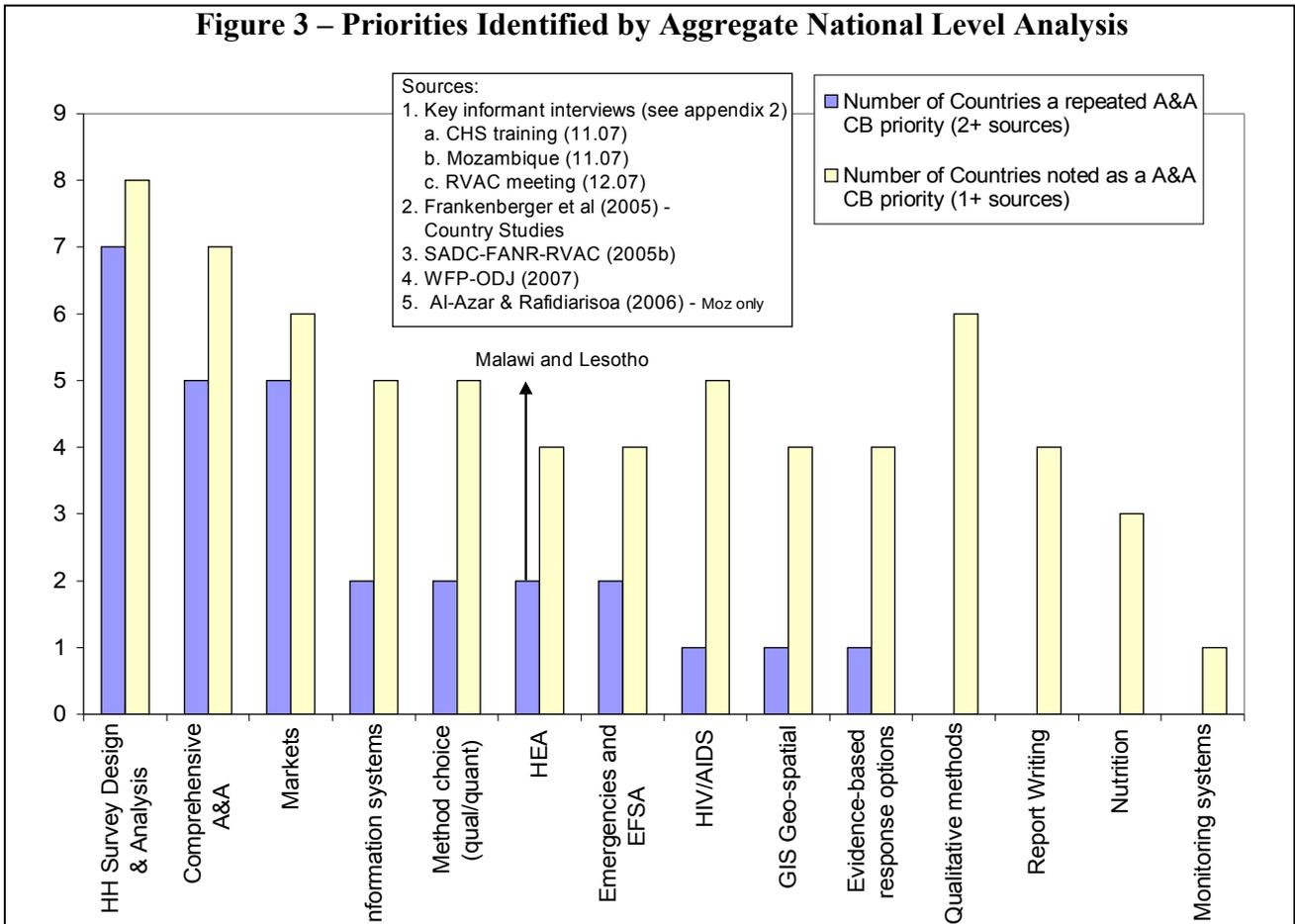
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<sup>5</sup> A distinction is made here between *information systems* and *monitoring systems* with the latter be distinguished as the collection and analysis of data for the expressed purpose of gauging change over time. Monitoring systems typically feed into information systems and/or make use of them.

**Figure 2 – Priorities Identified by Regional Analysis**



**Figure 3 – Priorities Identified by Aggregate National Level Analysis**



### **3.2 National Assessment and Analysis Capacity Building Priorities**

Table 1 (next page) presents the results of the national level analysis with capacity building priorities identified for all countries in the region except Angola which was excluded due to insufficient data. It goes without saying that the top three regional priorities figure prominently as national priorities for many of the countries in the region. However, a number of countries also have specific capacity building needs beyond those shared with their regional neighbors, reflecting differences in both context and the primary assessment and analysis methods used. As with the regional analysis presented in section 3.1, national priorities are grouped by priority level based on how frequently they were emphasized by the various sources consulted.

The Mozambique case deserves special mention as both the primary and secondary sources consulted indicated a need to differentiate between national level priorities and provincial level priorities in recognition of the ongoing process of decentralization occurring there. This need is particularly acute in regards to ‘household survey methods’ with data collection and basic descriptive analysis as provincial level priorities and survey design (particularly sampling) and intermediate to advanced statistical analysis identified as priorities at the central level.

### **3.3 Individual Assessment and Analysis Skills Gap Survey – WFP Staff**

Forty-seven WFP CO staff from various countries in the region responded to an individual level skills gap survey that asked them to self-assess their capacity to perform various assessment and analysis related tasks<sup>6</sup>. Given the unequal response by Country Offices (figure 4) and the fact that the survey was intended to be a census – not a probability sample – the results should not be interpreted as being statistically representative of all WFP staff engaged in assessment and analysis. Nonetheless, the results do give a general picture of individual staff capacity and - by extension - organizational capacity.

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<sup>6</sup> Respondents were asked to categorize their capacity in various tasks as None - no experience or training and currently unable to perform the task (0), Low- some experience or training, but require moderate/heavy support to perform task (1), Moderate - experience and training, but some support is still required to perform task (2), or High - significant experience and training, able to perform task independently (3). The questionnaire is provided in appendix 3.

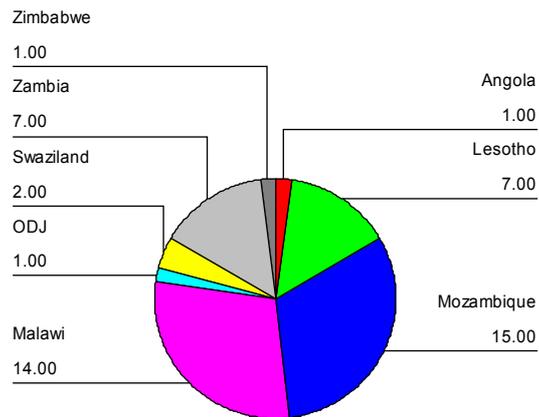
**Table 1 – National A&A Capacity Building Priorities by Priority Level**

	First Tier Priority (3+ sources)
	Second Tier Priority (2 sources)
*	Third Tier Priority (1 source)

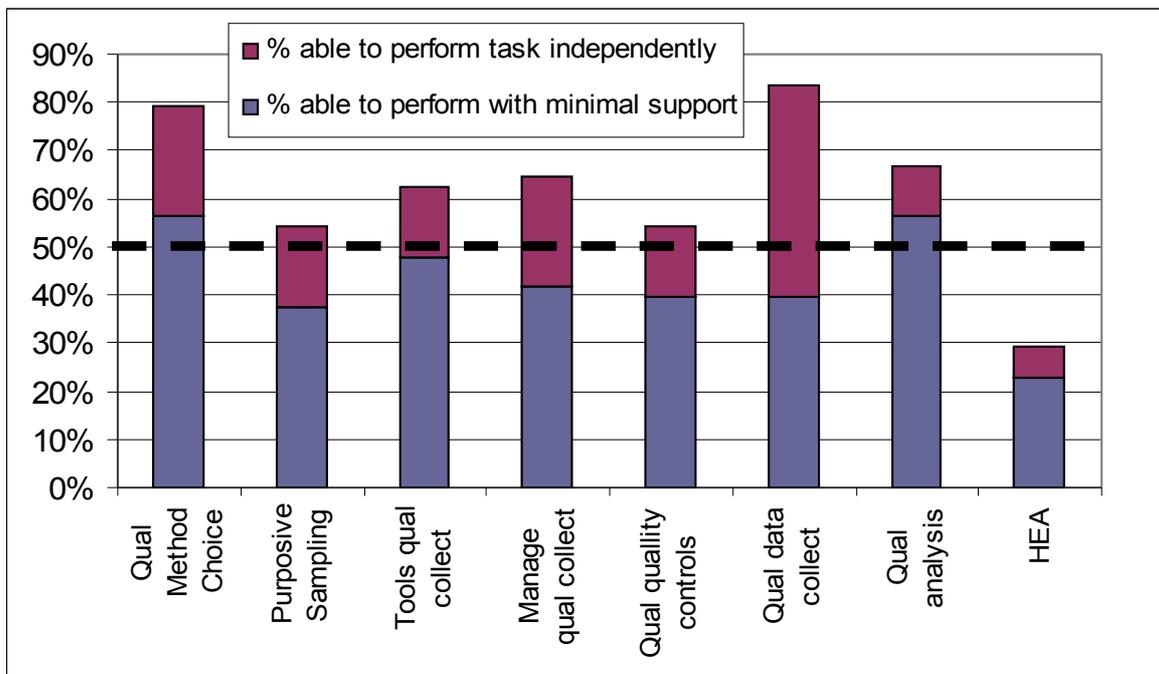
		Lesotho	Madagascar	Malawi	Mozambique	Namibia	Swaziland	Zambia	Zimbabwe
<b>Regional Priorities</b>	HH Survey Design & Analysis		*						
	Comprehensive A&A				*	*			
	Markets			*					
	Information systems			*	*				*
	Method choice (qual/quant)	*					*	*	
	HEA						*	*	
	Emergencies and EFSA							*	*
	HIV/AIDS	*		*				*	*
	GIS Geo-spatial			*	*		*		
	Evidence-based response options	*					*		*
	Qualitative (analysis)		*	*	*	*		*	*
	Report Writing				*	*	*		*
	Nutrition						*	*	*
	Monitoring systems	*							

A comparison of tasks associated with qualitative and quantitative skills support the regional and national level analyses in that they suggest (at least the perception of) higher capacity for qualitative methods (figures 5 and 6). There is also a clear linear relationship between qualitative and quantitative skills, meaning those with high capacity in one typically also had high capacity in the other<sup>7</sup>. Nonetheless there are more qualitative “specialists” than quantitative “specialists” (figure 7). These results conform to expectations and – in addition to supporting the need for improved quantitative household survey methods capacity – likely reflect the common misconception that qualitative methods are “easier” than quantitative methods. The analysis of thematic tasks also supports the priorities identified at the regional levels in that it identifies the ability to perform markets analysis as a comparatively weak (figure 8).

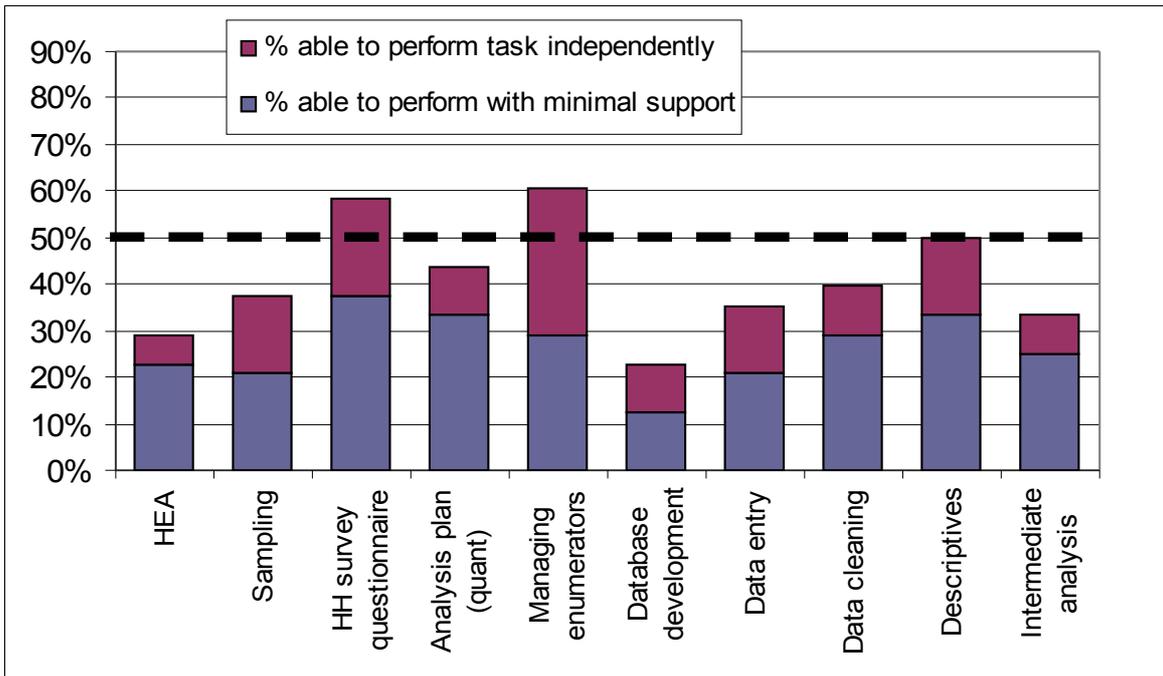
**Figure 4 – Sample Distribution: Skills Gap Survey**



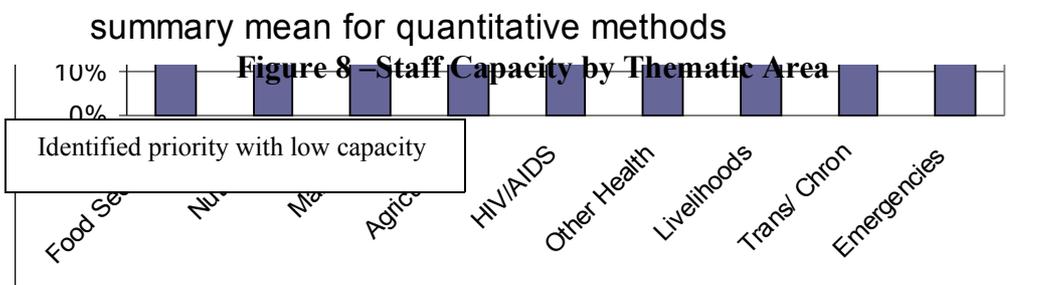
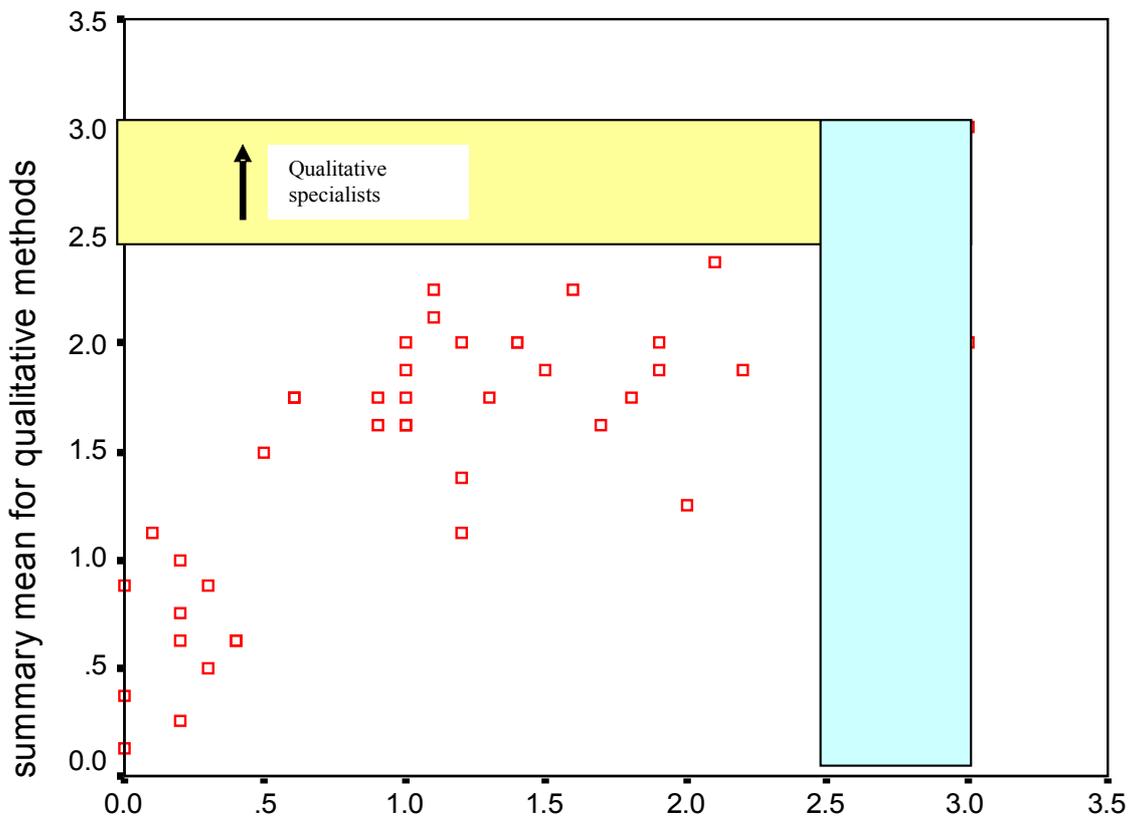
**Figure 5 – Staff Capacity to Perform Various Tasks: Qualitative Methods**



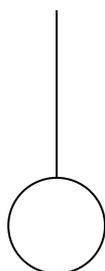
<sup>7</sup> The high specialists used only for qualitative tasks and low specialists used only for quantitative tasks. Composite means of 2.5 or more are also highlighted as high-end specialists.



**Figure 7 –Individual Staff Capacity: Qualitative/Quantitative Methods**



**Figure 8 –Staff Capacity by Thematic Area**



#### **4. Strategy for Addressing Regional and National Capacity Building Priorities**

In line with WFP ODJ's expressed desire for a more focused approach to assessment and analysis capacity building, the strategy outlined below reflects the need to put depth of understanding and tangible skills gain ahead of the breadth of topics covered and number of persons trained. In substantive terms this means moving away from multi-themed workshops that sensitize participants to a wide array of topics and concentrating instead on the technical and thematic priorities identified in section 3 of this report. This is not meant to deride the value of sensitization, but rather recognize that it is now time to move beyond it. In terms of participation in the short-courses, focused thematic workshops, technical mentor-ships and technical exchanges that make up the regional and national components of the learning strategy, it means investing more in *select* WFP, government counterpart and partner agency rather than diluting this investment in an attempt to train too many.

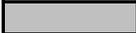
##### **4.1 Strategy for Addressing Regional (or Cross-Cutting National) Priorities**

Professional short-courses being offered through the R/NVAC capacity building initiative known as the Center(s) of Excellence (CofE) offer an ideal mechanism for addressing the regional capacity building priorities identified in section 3.1. Not only does the short-course format and opportunity to tap local academic expertise fit well

with the need for depth of understanding and technical and thematic focus, embedding WFP’s capacity building strategy within the RVAC CofE avoids the pitfalls of having a parallel agency-specific strategy – both in practice and perception. Increasing WFP’s engagement with the CofE is also critical for ensuring that the evidence-based priorities identified in section 3.1 are addressed as, to date, funding and agency agendas rather than evidence have played far too prominent a role in determining CofE course offerings. Finally, WFP’s support of this regional initiative has the added benefit of helping to bolster the institutional legitimacy of both the CofE and the R/NVAC system<sup>8</sup>. Indeed this may be the most important contributions of WFP’s 2008 capacity building strategy as these local institutions are the lynchpin for building sustainable, long-term assessment and analysis capacity in the region (see box 1).

Table 2 provides an overview of the four CofE courses currently planned for 2008, as well as two additional courses proposed on the basis of the regional priorities identified in this report. The recommended roles WFP should play in each course are also highlighted, including the need to advocate for the proposed course additions and a more focused approach to the continuous monitoring course being led by FAO. Narrative descriptions of the current status of each course and the rationale behind WFP’s recommended involvement in them are provided in sections 4.1.1–4.1.6.

**Table 2 – Center(s) of Excellence Professional Short-Courses**

 WFP as lead agency  
 WFP collaboration with lead agency

CofE Course Title	Course Status	WFP's Recommended Role			
		Advocacy	Design/Delivery	Funding	Participate
Understanding Food Security and Vulnerability for Policy and Strategy Design	Planned				
Market Analysis for VAA	Planned				
Continuous Monitoring Approaches & Analysis for					

**Box 1 – The Center(s) of Excellence**

Based out of the University of Kwa-Zulu Natal (UKZN) African Center for Food Security (ACFS)\*, the SADC FANR CofE and has two primary objectives:

1. to develop an accredited university degree program in food security assessment and analysis to train the next generation of practitioners
2. the delivery of professional short-courses to meet immediate assessment and analysis capacity building needs

By using the CofE professional short-courses (2) as the cornerstone of its regional level capacity building strategy, WFP also makes an important contribution toward helping the UKZN ACFS meet both objectives. The UKZN ACFS was selected to serve as the SADC FANR CofE through a competitive process and has also been selected as the NEPAD Center of Excellence.

### **4.1.1 Understanding Food Security & Vulnerability**

This food security foundation course is currently being offered by the UKZN ACFS in January-February 2008. However, there has been little interest on the part of NVAC members due primarily to the course fees involved. Initial discussions with the CofE suggest that WFP has a key role to play in both helping refine the content of this course as well as in funding 2 to 3 participants from each NVAC in order to make the course more accessible. Existing EFSA food security modules covering key food security concepts (e.g. the three pillars, etc.) and the process of assessment and analysis provide a basis for WFP's technical inputs<sup>9</sup>. However, ensuring the course is geared toward a practitioner audience is an equally important contribution. The rationale for investing in this course is that – despite not being a priority area in and of itself - it provides a foundation upon which other CofE courses that directly address identified regional priorities will be built<sup>10</sup>.

### **4.1.2 Market Analysis**

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<sup>9</sup> Although the modules specific to emergency contexts may not be suitable, the CofE did express their interest in adding an emergencies component as this is also part of their NEPAD mandate.

<sup>10</sup> This foundation course should be viewed as a preparatory course – not a pre-requisite – as many of the most qualified CofE participants will already have a sound understanding of basic food security and assessment concepts. Nonetheless, required preparatory/refreshers reviewing basic food security and assessment/analysis concepts should serve as a pre-requisite for all CofE courses

FEWSnet has been identified as the lead agency tasked with developing and delivering the markets course. Although it remains in its very early formative stages – they have already made clear their desire for WFP to be actively involved. Given that this is one of the top three regional priorities identified in this report, substantial involvement by WFP is well warranted and represents a critical capacity building investment for 2008. WFP’s regional market specialist, existing training materials developed for the markets component of an EFSA workshop held in Durban in 2006, and market analysis tools such as MARKIT provide the basis for WFP’s technical contribution. However, WFP can also play an important role in ensuring that the course is geared toward integrating markets analysis into vulnerability assessment and analysis, as well as in advocating for a practical application component that enables participants to apply concepts learned in the classroom to the particular issues and contexts faced in their own countries. As a funding source for the course has yet to be identified, WFP may also need to play a collaborative role in funding 2 to 3 NVAC participants from each country in which markets analysis is an identified national priority (e.g. all except for Namibia and Zambia).

#### **4.1.3 Continuous Monitoring Approaches**

FAO has been identified as the lead agency tasked with developing and delivering this (as yet) rather vaguely defined course. The course is currently in its very early formative stages and – as with FEWSnet and the markets course – FAO has actively sought out WFP’s collaboration in developing and delivering the course. The current lack of focus is cause for concern in that – as is - the proposed content runs the distinct risk of resulting in yet another multi-themed ‘sensitizing’ workshop with little hope of tangible skills gain<sup>11</sup>. However, this also presents an opportunity as two of the identified regional priorities – ‘comprehensive assessment and analysis’ and ‘information systems’ - figure among the many topics being covered. Given that FAO is fully cognizant of the need to tailor the course to the southern Africa context<sup>12</sup>, WFP can play a key role by advocating for this taking the form of a more focused approach that addresses one of these two priorities with a strong preference for the more highly prioritized ‘comprehensive assessment and analysis’.

<sup>11</sup> The term ‘livelihoods’ was recently used in a PMU description of the course during the annual RVAC meeting further underscoring the lack of clarity concerning the course’s content.

<sup>12</sup> FAO intends to hire a consultant to lead the process of tailoring it to the southern Africa context.

#### **4.1.4 Baseline Surveys using HEA**

The fourth and final CofE short-course slotted for 2008 is the Household Economics Approach (HEA) course that will be led by some combination of RHVP, SCK-UK and the Food Economics Group (FEG) with course funding provided by DFID. HEA does not figure among the regional priorities identified in this report and therefore does not represent a priority regional capacity building investment for WFP. However, it was identified as a national level priority in Lesotho and Malawi and the participation of at least one WFP staff member from these countries in the HEA course is essentially for addressing these priorities and ensuring they are up to speed on the primary approach to VAA being used in their countries. HEA was only identified as a third tier priority in Swaziland and Zambia. However, participation by at least one WFP staff member from each of these countries is also recommended as means of empowering them to make informed methodological choices and for getting beyond the current methodological stalemate in the region.

#### **4.1.5 Household Survey Methods - Design and Analysis (proposed 2008)**

Strengthening technical capacity in household survey design and statistical analysis of household survey data is the most clear-cut regional priority identified in this report. It also figures as a first or second tier national priority for all countries in the region with the exception of Madagascar where it was identified as a third tier priority. As such, the absence of a household survey methods course from the suite of courses being offered by the CofE in 2008 represents a critical omission and it is strongly recommended that WFP play a lead role in advocating for its addition.

Initial discussions with the CofE indicate a high degree of enthusiasm for this initiative. However, it must also be recognized that - despite the evidence contained in this report - some will undoubtedly view this as WFP pushing its own methodological agenda. As such, care must be taken to ensure this advocacy is approached in as transparent a manner as possible beginning with the dissemination of a course concept note to RVAC members via the RVAC PMU in early 2008<sup>13</sup>.

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<sup>13</sup> A draft outline of the course's content and format are provided in appendix 3

If the concept note is looked upon favorably by RVAC members and a decision is made to add the course, WFP is the obvious choice to take on the role of lead agency - both technically given its experience in using the methodology and because of its role in advocating for the course addition. Given the time investment associated with being the lead agency, it is more than likely that WFP would need to hire a consultant to develop and deliver the course in collaboration with the CofE and other interested partners<sup>14</sup>. As the lead agency, WFP should also expect to fund the participation of 2 to 3 NVAC members from all countries in the region where household survey methods are an identified national priority (e.g. all countries in the region). Although WFP's investment in this course would be substantial, it is more than warranted by the fact that household survey methods stand apart from all other technical and thematic areas as the top capacity building priority in the region.

#### **4.1.6 Comprehensive Assessment and Analysis (proposed 2009)**

Depending on what direction the FAO-led monitoring course takes, it may be necessary to advocate for an additional course on 'comprehensive assessment and analysis' that would cover the practical application of livelihoods approaches, technical issues associated with multi-sector assessments (e.g. combining different levels of analysis), distinguishing between chronic and transient conditions and incorporating underlying causes into assessment and analysis. Doing so is critical for ensuring all of the top three regional capacity building priorities are addressed. However, it is recommended that WFP's role be limited to advocating for the course and collaboratively contributing to its development as the identification of 'comprehensive assessment and analysis' as a capacity building priority is in part a response to perception that most assessments in the region are food aid assessments. The 'experts consultation for curriculum development' that will occur sometime during 2008 offers a suitable forum for this advocacy with the evidence in this report providing the basis for it. Should a decision be taken to add the course, it is envisioned that it would be developed and delivered in early 2009.

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<sup>14</sup> The consultant should be experienced in both the practical application of household survey methods (design, collection and analysis) in rural Africa and in teaching quantitative methods to university and practitioner audiences. The timeline for this consultancy would be approximately 2 months.

## **4.2 Strategy for Addressing National Priorities**

At the national level, a combination of learning approaches are proposed including focused thematic workshops (FTW) to address the most prominent national level priorities not covered by the CofE-based regional component of the strategy, technical mentor-ships (TM) to maximize the impact of CofE courses on national capacity building, and cross-national technical exchanges (TE) to complement the two. The recommended application of each is outlined in table 3 with more detailed descriptions of what they entail provided in 4.2.1-4.2.3

### **4.2.1 Focused Thematic Workshops (FTW)**

FTWs are workshops that take place at the national level and focus on a single technical/thematic priority (or suitable but limited combination of related priorities) not addressed by the CofE-based regional strategy. Another critical attribute of FTWs is that they are explicitly tied to an upcoming assessment event that incorporates the technical/thematic area being covered. This practical application component provides an effective means of bridging the gap between concepts presented in a workshop setting and practice by having knowledge gained readily applied in a ‘real world’ setting. It also ensures that the benefits to country offices, government counterparts and partner agencies participating in the FTW are made readily apparent in the form of improved assessment and analysis outputs related to the particular technical/thematic area(s) being covered. To maximize the benefits of this approach, FTWs will necessarily deviate from the typical 5-day workshop format and instead be spread around the assessment event to which they are linked as follows: workshop and preparation for assessment event (5 days), practical application during/following assessment (over 1-2 mo. period), facilitated post-assessment review, refinement and analysis of lessons learned (2-3 days). In Mozambique, a training of trainers approach may be suitable as a mechanism for FTW deliver to the provincial level (see table 4).

**Table 3 - Components of WFP ODJ  
A&A Capacity Building Strategy**

<b>CofE</b>	Center of Excellence Course (p=proposed, rf=re-focused)
<b>TM</b>	Technical Mentorship linked to CofE Course
<b>FTW</b>	Focused Thematic Workshops
<b>TE</b>	Technical Exchange

	Lesotho	Madagascar	Malawi	Mozambique	Namibia	Swaziland	Zambia	Zimbabwe
<b>Food Security Foundation Course</b>	← Participation to be determined in consultation with NVACs →							
<b>HH Survey Design &amp; Analysis</b>	CofE(p), TM	CofE(p), TM	CofE(p), TM	CofE(p), TM, FTW*	CofE(p), TM	CofE(p), TM	CofE(p), TM	CofE(p), TM
<b>Comprehensive A&amp;A</b>	CofE(rf), TM		CofE(rf), TM	CofE(rf), TM	CofE(rf), TM	CofE(rf), TM	CofE(rf), TM	CofE(rf), TM
<b>Markets</b>	CofE, TM	CofE, TM	CofE, TM	CofE, TM		CofE, TM		CofE, TM
<b>Information systems</b>	FTW, TE					FTW, TE		
<b>Method choice (qual/quant)</b>					FTW**			
<b>HEA</b>	CofE, TM, TE		CofE, TM, TE			CofE, TM	CofE, TM	
<b>Emergencies and EFSA</b>		FTW**						
<b>HIV/AIDS</b>								
<b>GIS Geo-spatial</b>								
<b>Evidence-based response options</b>				FTW				
<b>Qualitative (analysis)</b>								
<b>Report Writing</b>								
<b>Nutrition</b>								
<b>Monitoring systems</b>								

\* FTW for provincial level training on household survey data collection and basic (descriptive) analysis - could use Training of Trainers approach

\*\* FTW to cover identified thematic area, as well as general food security and assessment/analysis concepts (linked to NVAC establishment)

There is also a need for more general ‘sensitizing’ training on food security concepts and the assessment and analysis process in Madagascar and Namibia owing to the recent establishment of NVACs in each of these countries. Whether this need can be effectively attached to the proposed FTWs in each country (see table 3) will need to be determined in each case. Tailored versions of the general EFSA training may prove suitable in this regard as modules covering general food security concepts, the assessment and analysis process, special considerations for emergency contexts and choosing between methods or combinations of methods have already been developed. However, it may ultimately make more sense to stagger the trainings due to differences in the target audience and objectives with the general concepts workshops logically taking precedence and preceding the FTWs.

#### **4.2.2 Technical Mentor-ships (TM)**

TMs are designed to extend the capacity building benefits of CofE course participation beyond immediate course participants from WFP Country Offices and, as such, are suitable only for those technical/thematic areas covered by CofE course offerings. TMs are a variant on the current on-the-job learning (OJL) in the region in that they focus on technical and thematic areas rather than types of assessments. The mentor-ships work two ways. First, CofE course participants are mentored during practical application of the course material by the course instructor or a suitable technical advisor (from another CO or the RB). Second, they also serve as one-on-one technical mentors to an understudy within their COs who serve in a support role during the practical application tied to the course, as well as ongoing applications of the technical/thematic skill set during subsequent assessments. This mentor-understudy relationship should not be seen as a substitute for the CofE course. Rather it provides a means of extending skills gained beyond course participants – both as a means of hedging against staff turnover and preparing junior staff to participate in the same technical/thematic CofE course in future years.

#### **4.2.3 Technical Exchanges (TE)**

Technical exchanges are simply formalized opportunities to share lessons learned between countries hosted by one of the participant countries. Although TEs can entail

a country with recognized expertise in a technical/thematic area guiding another country with recognized weaknesses in the same area (e.g. cross-country mentorship), they also provide an ideal opportunity for countries at the same level of development to glean valuable insights from one another. TEs should be viewed as a complement to FTWs or CofE course participation and such are applicable to any of the national level priorities identified in table 1 (section 3.1). However, it is recommended that the use of TEs be approached incrementally with following pilot exchanges recommended for 2008:

- TE on HEA between Lesotho and Malawi following participation of both countries in the CofE HEA course. Swaziland/Zambia may also be included should either express additional interest in HEA after the CofE course.
- TE on ‘information systems’ between Lesotho and Swaziland 2 to 3 months after both countries have completed the FTW coursework, practical application, and post-application review on information systems.

Should these pilot exchanges prove success, TEs on household survey methods (design and analysis) and markets analysis should be considered for 2009 as these technical/thematic priority areas are particularly well suited to cross-national sharing of lessons learned.

#### **4.3 Selection of Participants**

One of the great difficulties faced by WFP globally is that participation in trainings is often seen as a perk or reward as it typically involves an opportunity to travel (either to the capital or abroad) and, perhaps more importantly, earn DSA. In line with the earlier stated need to put depth of capacity building and tangible skills gain ahead of breadth of topics covered and number of persons trained – a somewhat radical rethink of this approach is required. Participants themselves must be viewed as investments in organizational assessment and analysis capacity with selection targeting those that are well qualified to take advantage of the training and well positioned to apply that training in their current position. In the same grain, care must be taken to diversify the capacity portfolio - avoiding over-investing in any single individual and favoring

those that are likely to work in the country and/or region for the foreseeable future<sup>15</sup>. All of this is easier said than done. However, it is hoped that the technical/thematic focus of the learning strategy outlined thus far and the participant selection criteria for the regional and national components of this strategy outlined below help put it into practice.

#### **4.3.1 CofE Professional Short-Courses**

The pre-requisites for CofE professional short-courses that form the basis of the regional component of the strategy will vary according to the substantive material being covered. However, all will require participants to hold a bachelor's degree from an accredited university or be admitted by permission of the UKZN academic Senate. The added value of this for WFP, government counterpart and partner agencies is that it provides a means of ensuring that all course participants meet a minimum standard in terms of previous training and are well positioned to benefit from the courses being offered. Given the difficulties of training audiences with vastly different levels of qualification (e.g. the lowest common denominator problem), these requirements are also beneficial to the learning process. Although WFP should be well prepared to advocate for the inclusion of participants whose qualifications are based on experience rather than education, care must be taken to not to blindly equate years on the job with technical competence.

There are also notable benefits to participants in terms of professional development as being formally admitted to the university allows them to earn course certificates from an accredited institution rather than the rather less valued 'workshop attendance certificate' from WFP. Moreover, they may choose to parlay credits earned during CofE short-courses into a post-graduate diploma or graduate degree. Within WFP, it is strongly recommended that the appropriate mechanisms be put in place to recognize participation in CofE courses as 'continuing education' within the PACE human resources system.

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<sup>15</sup> Some key informants felt that national officers best fit these criteria. However, the issue of whether to favor national officers over international staff remains open to discussion

In terms of the number of participants per CofE course, it is envisioned that 2 to 3 attendees will be drawn from NVAC members in each country where the technical/thematic focus of the course has been identified as a national level priority (see Table 4). For courses in which WFP is funding NVAC participation this should include a minimum of 1 WFP staff member 1 government counterpart to ensure the investment has a direct impact on counterpart and internal capacity.

#### **4.3.2 FTWs, TMs, TEs**

For FTWs, TMs and TEs, the issue of participant selection is addressed in part by the fact that each focuses on a particular technical/thematic priority as this limits the pool of potential participants – particularly when compared to the general, multi-themed workshops of the past. The linking of FTWs to assessment events similarly encourages COs to identify those that will play a key role in assessments in the near future and do so in the particular technical/thematic area being covered. For TMs, the primary participant that will both mentor and be mentored is already selected through the CofE criteria. The selection of TM understudies should be made on the basis of technical qualifications/experience and, perhaps even more important, applicability of the particular technical/thematic area to their current position. As the term understudy implies, a strong preference should be given to junior level staff<sup>16</sup> - to be defined at CO or RB level. TEs are perhaps the most prone to inappropriate participant selection. However, the fact that TEs necessarily involve travel will limit participant numbers (5 or less from visiting country) and, in so doing, encourage a higher degree of selectivity.

### **5. Coordination**

Given the more focused nature of the capacity building strategy outlined in section 4 and the imminent merger of the ODJ and ODK Regional Bureaus it is essential that one person be tasked with the job of overall coordination of assessment and analysis capacity building activities. Moreover, distinct differences in the institutional contexts faced in each region (see section 2) and the discrete (and very different) capacity building strategies that have already been developed for each suggest that it

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<sup>16</sup> WFP should develop criteria for defining ‘junior staff’ at either the RB or CO level.

would be prudent to treat ODJ as a separate region in this regard at least during the transition (e.g. 2008). It is recommended that the Assessment Officer based Johannesburg fulfill this role.

## **6. A Caveat on Flexibility and Funding**

The evidence-base and strategy outlined in the document should be viewed as a general framework for addressing assessment and analysis priorities in the region – not a straightjacket. As such, staff at all levels must remain open to new priorities and re-prioritization of the technical and thematic areas identified should new evidence come to light. Indeed, it's hoped that this document provokes discussion in this regard, particularly amongst COs and the NVACs in which they participate.

Nonetheless, the ODJ RB and its associated COs must remain alert to the ever-present temptation to deviate from the strategy (and the evidence that forms the basis for it) in the face of new initiatives, agendas and funding from donors and headquarters. It goes without saying that these should be capitalized upon where they complement or support various elements of the strategy or can be made to do so. However, care must be taken to ensure that the rationale for engaging in any assessment and analysis capacity building activity remains evidence-based and strategic, rather than funding-driven.

## **7. Next Steps: National and Regional Work-plans**

This report has provided clear and specific direction for assessment and analysis capacity building in 2008, as well as the modalities through which various elements of the strategy can be achieved. The next step is to now articulate this strategy into regional and national level work-plans that provide the detailed timeline and resources (human, financial, material) that will be used to implement the strategy.

At the regional level this entails developing a calendar of CofE course delivery in collaboration with partner agencies, the RVAC, and the University of Kwa-Zulu Natal that ensures the timing and sequence of the various courses being offered is both feasible and maximizes the complementarity between them. Potential funding

sources have been identified for each of the WFP-funded elements of the regional strategy in this report. However, the work-plan and its associated budgets provide the necessary details to follow-up and secure this funding. For those elements of the strategy for which funding is not committed, the work-plan should also reflect a realistic appraisal of whether they will forthcoming, potential back-up funding sources, as well as the ramifications if no funding comes through.

At the national level – COs and their respective NVAC partners have already developed work-plans for the coming year. The challenge now is to see how various elements of the strategy outlined in this document fit within those plans - including participation in the CofE courses and Technical Mentorships (TMs) and, where applicable, the budgets and timing associated with the delivery of national level workshops outlined in this strategy. All COs and NVACs will also need to specify the criteria that will be used to select participants in the CofE courses and Technical Mentorships (TMs), as well as the budgets associated with this participation. It is envisioned that the regional Assessment Officer will play a very active role in assisting COs and their respective NVACs in all of these activities.

## Appendix 1 – Documents Reviewed

This list includes all documents reviewed. The sub-set used for the regional and national level priorities analyses are indicated on figures 2 and 3 respectively (pg. 4)

ACFS-UKZN (2007). SADC Centre of Excellence: Capacity Development for Strengthening Vulnerability Assessment and Analysis - Draft Plan of Action (Sept - Dec 2007), African Centre for Food Security, University of Kwazulu-Natal.

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Maunder, N. and S. Wiggins (2006). Food Security in Southern Africa: Changing the Trend? Review of Lessons Learnt on Recent Responses to Chronic and Transitory Hunger and Vulnerability, Oxfam, World Vision, CARE, RHVP, OCHA.

Moriniere, L. C. (2007). Liberia Training Needs Analysis and Capacity Building Strategy, WFP ODAN (external consultant).

Musi, P. (2006). Knowledge review and gap analysis: hunger and vulnerability in Swaziland, Regional Hunger and Vulnerability Programme.

ODI (2007). A Review of the Links Between Needs Assessments and Decision-Making in response to Food Crises, Overseas Development Institute for WFP-ODAN-SENAC.

RHVP (2006). Report on a Scoping Study for a Regional Centre of Excellence, Regional Hunger and Vulnerability Programme.

SADC-FANR (2006). State of Food Insecurity and Vulnerability in Southern Africa - Regional Synthesis November 2006 from the National Vulnerability Assessment Committee (NVAC) Reports April to June 2006.

SADC-FANR-PMU (2007). A SADC-PMU Discussion Paper: Capacity Building and Training Programme (CGTP) for the ACFSW-UKZN CofE for VAA and Partners - Suggested Training Events October 2007 to December 2008, ACFS-UKZN.

SADC-FANR-RVAC (2006b). 2006 VAC System Annual Organizational Meeting (AOM) on Vulnerability, Food Security, Early Warning and Reporting in Southern Africa - Workshop Report.

SADC-FANR-RVAC (2006a). SADC FANR RVAC Integrated Thematic Training Programme for SADC Member States.

SADC-FANR-RVAC (2005a). Strengthening Vulnerability Assessment and Analysis in the SADC Region through the SADC Regional Vulnerability Assessment Committee: A Five-Year Programme (2005-2009), SADC.

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WFP-ODAN (2006). Emergency Food Security Assessment (EFSA) Basic Skills Learning Programme: 2005/2006 Implementation & Plans for 2007, WFP.

WFP-ODAN (2007). Assessors Database Guide 2.00, WFP.

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WFP-ODJ (2007). Social Protection and Human Security for Chronically Food Insecure Populations in Countries with a High Prevalence of HIV and AIDS - Southern Africa Regional Programme Policy Guidance, WFP.

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WFP-ODK (2007). ODK M&E Framework for Strategy, WFP ODK.

WFP-ODK (2007). ODK Strategy Risk Analysis Framework, WFP

WFP-ODK (2007). ODK Strategy Workplan.

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## Appendix 2 – Persons and Organizations Consulted (Key Informants)

### *Government Counterparts and Partner Agency Staff*

<b>Name</b>	<b>Country</b>	<b>Organization</b>	<b>Job Title</b>
Mateseliso Mojaki	Lesotho	Government of Lesotho, DMA	
Motemekoane Matsitso	Lesotho	Government of Lesotho, Early Warning	Economic Planner
Charles Rambolarson	Madagascar	BNGRC (Madagascar)	NVAC Focal Point
Sam Chimwaza	Malawi	FEWSnet	Country Representative
Charles Rethman	Malawi	Government of Malawi, MEPD	Technical Advisor, MVAC
Hannock Kumwenda	Malawi	Government of Malawi, MEPD	Deputy Director (MVAC chair)
Walusungu Kayira	Malawi	Government of Malawi, MEPD	Economist
Carrie Sylvester	Mozambique	ANSA	Technical Advisor
Olanda Bata	Mozambique	FEWSnet Mozambique	
Raul D. Cumba	Mozambique	FEWSnet Mozambique	Vulnerability and Risk Reduction Specialist
Jacinto Dagraca	Mozambique	Government of Mozambique, Early Warning	
Nacehuo Siseuando	Mozambique	Government of Mozambique, INGC	
Antonio Paulo	Mozambique	Government of Mozambique, Ministry of Agriculture	Ministry of Agriculture
Mauel Yousisse	Mozambique	Government of Mozambique, Ministry of Commerce	Ministry of Commerce
Anabela Mabota	Mozambique	RHVP Mozambique	Mozambique Country Coordinator
Paula Machungo	Mozambique	SCF-UK Mozambique	Technical Advisor
T.K. Dube	Swaziland	Government of Swaziland, Economic Planning	Planning Officer
M.S. Gamedze	Swaziland	Swazi VAC	Astrometeorologist
George Kembo	Zimbabwe	ZimVAC	Deputy Director
Tendai Magara	Zimbabwe	FAO VAC (Zimbabwe)	
Phumzile Mdladla	Regional	FEWSNet	Regional Representative
Rene JC Verduijn	Regional	Independent Consultant	
Gary Sawdon	Regional	RHVP	Regional VAA Advisor
Clare Mbizule	Regional	FAO/WFP	Regional RVAC
Duncan (?)	Regional	SADC PMU	PMU
Isaac Rarakidzwa	Regional	SADC PMU	RVAA Expert

*WFP Country Office, Regional Bureau and Headquarters Staff*

<b>Name</b>	<b>Country</b>	<b>Organization</b>	<b>Job Title</b>
Makhauta Seeko	Lesotho	WFP Lesotho	PET National Coordinator
Wahito Kabaire	Lesotho	WFP Lesotho	
Maherisa Rakotomirainy	Madagascar	WFP Madagascar	VAM Officer
Masozi Kachale	Malawi	WFP Malawi	VAM Officer
Franchesca Elderman	Mozambique	WFP Mozambique	Programme Director
Gilberto Muai	Mozambique	WFP Mozambique	
Karin Manente	Mozambique	WFP Mozambique	Assitant Country Director
Lara Carrilho	Mozambique	WFP Mozambique	
Marta Guivacubo	Mozambique	WFP Mozambique (Maputo sub-office)	Head of sub-office
Mauel Mousse	Mozambique	WFP Mozambique (Maputo sub-office)	
Benjamin Flomo	Swaziland	WFP Swaziland	VAM Officer
Blessing Nyamuzinga	Zimbabwe	WFP Zimbabwe	
Stanley Gwavuya	Zimbabwe	WFP Zimbabwe	
Charisse Tillman	Rome	WFP ODAN	
Joyce Luma	Rome	WFP ODAV	
Adrezj Golebiowski	Regional	WFP ODJ	VAM (JPO)
Amir Abdulla	Regional	WFP ODJ	Regional Director
Eric Kenefick	Regional	WFP ODJ	VAM Regional Advisor
Mutinta Hambayi	Regional	WFP ODJ	
Sonsoles Ruedas	Regional	WFP ODJ	Programme Advisor
Sylvie Motembault	Regional	WFP ODJ	Assessment Advisor

## **Appendix 3 – Household Survey Methods Course: Outline for Concept Note**

### *Proposed Course Content*

1. HH Survey Methods Design
  - a. Problem identification
  - b. Choosing the appropriate method or methods
  - c. Probability sampling and stratification
  - d. Questionnaire development
2. HH Survey Methods Data Collection
  - a. Pre-testing
  - b. Data quality controls protocols
  - c. Enumerator selection and training
  - d. Managing enumeration teams
3. HH Survey Methods Data Processing and Management
  - a. Database and software
  - b. Data entry and quality controls
  - c. Data storage and management
  - d. Data cleaning
4. HH Survey Methods Basic Descriptive Analysis
  - a. Data distribution
  - b. Frequency and means
  - c. Proportions and percentages
  - d. Statistical significance (p-values) and confidence levels
5. Intermediate and Advanced Statistical Analysis
  - a. Defining dependent and independent variables
  - b. Stratification – by design and during analysis
  - c. Bivariate – proportions/percentages (Chi-square), Means (ANOVA)
  - d. Multivariate – theory-based questions and linear regression (OLS)

### *Proposed Course Format*

- Coursework – mix of lecture and practical exercises (8 to 10 days)
- Practical Application – during an assessment (over the course of 3-6 months)
- Post-application Technical Review (using either of the options below)
  - reconvene participants for cross-national learning (2-3 days)
  - in-country by course instructor or suitable technical advisor (2-3 days)

