|  |  |
| --- | --- |
| **Session 19: Advocacy** | **1 hour 30 minutes** |
| **Note:** This session is partly knowledge based, reviewing some strategies for advocacy in different situations. It is partly designed to shift attitudes by challenging participants to see advocacy as an important aspect of their work and to actually do it. And more than half of the session is devoted to a skills practice role play and analysis exercise with peer feedback. The session includes:  1. **PowerPoint presentation** – with trainer’s notes in the “Notes View”, which will help you facilitate a general discussion about advocacy with the participants.  **2. A role-play** activity to be done in teams of three participants, in three rounds, so that each person has a chance to advocate, a chance to be the target of advocacy, and a chance to evaluate a different advocacy scenario. |  |
| **Learning objectives**  By the end of this training, the participants will be able to:   * Advocate for people’s rights using the Sphere Handbook and approach * Advocate for the broader use of Sphere among humanitarian actors, including your own organisation | |
| **Key messages**  There are five key messages of the session that you should highlight. The goal is that participants will absorb and be able to restate these key messages with colleagues after the training.   * The key purpose of advocacy is to create change. * Sphere advocacy can include encouraging wider use of Sphere around the Humanitarian Programme Cycle or working with affected populations to help them claim their rights. * Advocacy may be needed with many different counterparts, from the affected and host communities, to government authorities, partners, donors, and politicians. * Different approaches and tools work in different settings – there is no one right way to advocate. * Humanitarians work to change the World, and advocacy is one way they can achieve this. | |

|  |  |
| --- | --- |
| **Concise session plan** (this is a moderately-paced session) | **Timings** |
| 1. Introduction and learning objectives (slides 1 and 2) | 5 mins |
| 1. Presentation and facilitated discussion on advocacy (3–9) | 25 mins |
| 1. **Role play exercise in trios** and debriefing (as part of exercise debriefing use 10–16) | 55 mins |
| 1. Wrap-up and challenge to participants (17–19) | 5 mins |
| **Other files you will need**  You will need to print several copies of the file **STP 19 Role Play Scripts.docx** (one for yourself and one for every three participants). You may also want to print the first two pages of the handout on one colour paper, the second two on a second colour, and the last two on a third colour to help you quickly divide participants into roles. You can print double-sided to save paper.  At the end of this session you should distribute flyers for the “How to be a Sphere Champion” online learning course. You can print these using the file **STP 19 Sphere Champion flyer.pdf –** one copy for each participant. | |
| **General norms for all Sphere training sessions**   * Apply the principles of adult learning by using an active learning approach in your session design and facilitation. See the **STP Facilitator’s Guide** for more such information and tips. * Remember that different sessions in this package have different content and therefore different approaches to training based on that content. Content has been simply classified as relating to **skills, knowledge, and attitude**. Most sessions include some aspect of each, in different ratios.   + **Skills**-based content results in the participant being able to do an activity or perform a skill. It is best taught by practice, hands-on application, and repetition.   + **Knowledge**-based training results in the participant knowing certain information. This can be measured by quizzes, discussion after the session, or the participant’s ability to explain the content to someone else.   + **Attitude**-based content is intended to change the way participants think about certain topics or the way they approach humanitarian work. This content is about encouraging, convincing, and eliciting buy-in from the group to the extent possible. * Communicate to participants core messages that they will be able to retain and apply **– not** everything you want to tell them. What they need to know to be able to successfully use Sphere in humanitarian response is always less than what you want to tell them and more than they can remember. * Use the learning objectives to guide you if you need to prioritise some elements of the session for the sake of time. * Always use the activities (e.g. case study, role play, plenary discussion, matching game, photo or video analysis) during the session. Participants will learn more by doing, and be much more interested, than if they are lectured at. * Decide how you will share the responsibilities if you have a co-trainer. * You are encouraged to use the session plans and activities from this package for your topic or to modify and develop your own – as long as the learning objectives are met. * Have a plan B (and C) to mitigate unexpected challenges (power failure, more or fewer participants than planned, last-minute room changes, etc.) * Although estimated timings are provided in the notes, consider your group’s size and discussion style, and do the required maths to determine feedback and debriefing time needed. Six groups of four people with each person speaking for 2 minutes = 48 minutes if everyone speaks! It would take 24 minutes if one representative speaks for each group for 4 minutes. * Close your session on-time with an activity wrap-up, summary, debrief, or challenge to action.   **Sphere Training Package surveys**  The Sphere Training Package is updated every few years. Your feedback is highly valuable during and between revisions for monitoring use, and for assessing the quality of the sessions and their suitability for different audiences.   * If you recently delivered training using one or more sessions from this training package, please complete this survey: <https://www.surveymonkey.com/r/STP2019facilitatorsENG> * If you recently finished working through this training package for private study, please complete this survey: <https://www.surveymonkey.com/r/STP2019studiersENG>   **Participant feedback**   * However long or short your training event, Sphere recommends asking your participants for feedback. If using a paper questionnaire, you may use your own form or adapt the one provided in the file **STP 20 Evaluation Form Template.docx**. If you have Wi-Fi at the training venue and everyone can access a phone or PC, you may prefer to use an online survey. Sphere has a central post-event participant survey which you can test here: <https://www.surveymonkey.com/r/spheretesten>. Contact [learning@spherestandards.org](mailto:learning@spherestandards.org) to request a unique way of collecting survey responses (SurveyMonkey calls this a “collector”) or tailored version for your event.   **Sharing a training report**   * If you have recently organised or facilitated a workshop, please send an event report to [learning@spherestandards.org](mailto:learning@spherestandards.org). This may be shared via Sphere digital platforms so please don’t include private or sensitive information. The file **Training event report template.docx** included in this package may be used as a template if your organisation doesn’t provide one. | |
| **Tips for local modification**   1. If you do not have access to power or equipment to present PowerPoint slides, print the slides on A3 paper in advance and conduct the session as a live event. 2. This session is very workable without the prepared PowerPoint presentation. The group activity supports the bulk of the session and the key points from the slides can be shared by using printed A3 copies, or by use of the flip chart, and your own presentation. 3. Before your session, investigate previous advocacy work that Sphere Focal Points may have done in your country with the national disaster management authority (NDMA). If they have adopted policies and guidelines that explicitly refer to Sphere, that should be noted in the session as it should give humanitarian workers a head start in their advocacy efforts. If not too wordy, copy key sections of the language for distribution or citation. | |