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| **Session 13: Sphere, Assessment and Analysis** | **1 hour 30 minutes** | |
| **Note:** This session is half based on knowledge and half on skills-building. It is presumed that previous sessions have been conducted covering the Sphere basics (What is Sphere 1 and 2 and the Humanitarian Charter) and the four technical chapters. If this is not the case, you may need to add some time to give a bit of background for this session.  Each participant will need a copy of the Handbook from the beginning of the session. The session combines three elements interwoven throughout its 90-minutes:  1. **PowerPoint presentation** – with trainer’s notes in the “Notes View” to guide your presentation and help you facilitate the exercises.  2. A quick **data assessment exercise** requiring copies of the single-page handout for this session.  3. A longer **video-based exercise** in which participants play sectoral roles working together to develop a multi-sector assessment form. |  | |
| **Learning objectives**  By the end of this session, participants will be able to:   * Explain the importance and focus of assessment at different phases in a crisis * Cite Sphere guidance for assessments in each phase * Convert appropriate Sphere indicators into useful humanitarian assessment questions * Contribute to the design of multi-sector assessments | | |
| **Key messages**  These are key messages of the session that you should highlight in your presentation and underline at the conclusion of the session. The goal is that participants will absorb and be able to restate these key messages with colleagues throughout and after the training.   * Assessment is needed before, during, and throughout the aftermath of crises, and it should improve over time. * Assessment includes learning the needs, resources, vulnerabilities, and capacities of communities and people affected by crisis. * Assessments should engage the community, be coordinated, and designed to support programme decision-making. * Sphere provides practical tools (Indicators and checklists in particular) for developing high quality assessments – use them. | | |
| **Concise session plan** | | **Timings** |
| 1. Introduction and learning objectives (slides 1–2) | | 5 min |
| 1. Different types of assessments and priorities over time (3–7) | | 10 min |
| 1. Improved assessments and disaggregated data (8–16) | | 10 min |
| 1. Improving the quality of assessment questions using Sphere indicators (17–21) | | 10 min |
| 1. Multi-sector assessment design exercise and debrief (22–24) | | 45 min |
| 1. Wrap-up and summary (25 and 26) | | 10 min |
| **Other files you will need**  The PowerPoint file for this session is **STP 13 Sphere, Assessment and Analysis.pptx**  There are three Word files for handouts:   * **STP 13 Data Handout.docx** (print one for each participant and one for yourself) * **STP 13 Guidance for Coordination Team Handout.docx** (print one for each member of the coordination team, i.e. the total number of participants divided by six) * **STP 13 Chapter Icons.docx** (print one copy and laminate for reuse. These can be shuffled and given to groups to assign sectors at random if necessary, and may come in useful for other sessions too. Food Security and Nutrition can be grouped or separated.)   You may wish to create “coordinator” badges for the members of the coordination team in the group exercise. This will help you to quickly recognise who the visiting coordinator is as you move between sectoral groups. | | |
| **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. As long as participants have access to the Sphere Handbook and materials for writing on flip charts or other large paper, this session should work well in any setting and for any level of technology. 2. The video-based exercise for developing assessment questions from Sphere indicators for multi-sector assessment can be run without the video. In this case, use an emergency situation that participants in your group are familiar with. Explain the situation briefly and then run the exercise as it is explained in the presentation and trainer’s notes. 3. As an option where opportunity exists and there is enough time, use the “Field School” option to deliver this content. See the trainer’s note for session 11 (**STP TN 11 Using Sphere in Practice.docx**) for a description of the Field School approach to applying Sphere training in practice.   This session on assessment and analysis can be directly applied to the field visit scenario, by running the multi-sector assessment activity in this session before the field trip, and then using the questionnaire developed by participants in the field. Debriefing is done after the field trip. | | |