**Facilitation Guide**

**Madagascar Emergency Response Training**

**November 26th-29th, 2012**

**Main Topics:**

1. Introduction to Sphere
2. Emergency Needs Assessments
3. New Technology for Needs Assessments
4. Emergency Assessments Analysis & Strategy

**Objectives:**

1. Strengthen knowledge of Sphere & know how to apply Sphere to help us improve the quality of our emergency programs.
2. Improve capacity to design & implement quality emergency needs assessments
3. Familiarize participants with new technology and how it can best be applied in needs assessments
4. Participants are able to analyze assessment information to develop an emergency response strategy

**Day 1**

**Session 1.1: General Introductions 30 Minutes (9:00-9:30)**

**Objectives of the session:**

* Formally open the workshop
* Ensure all participants understand objectives
* Begin to learn more about each other

**Materials:**

* PowerPoint Presentation

**Facilitation**

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| Time | Method | Content |
| 30 mn | PowerPoint  Plenary | * Welcome * Introduce facilitators * Topics & objectives of the 4 day workshop * Introductions of participants * Weekly Schedule & Housekeeping |

**1.2 Introduction to Sphere 45 minutes (9:30 - 10.15)**

**Objective:**

* To become familiar with the Sphere project, the humanitarian charter and the handbook.

**Key Messages:**

* People affected by disasters have a right to life with dignity that is enshrined in international humanitarian law; Sphere minimum standards are an expression of this right.

**Materials:**

* Sphere presentation (PowerPoint)
* Sphere books and Post It notes
* Handout 1.2: A Brief Introduction to Sphere

**Facilitation**

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| Content |
| **Task 1: introduction to Sphere [45’]**  **Ask questions** to establish how much participants already know: What is Sphere? How have they used it? Why is it needed?  *Take responses from a few participants*  **Present:** What is the Sphere Project? [Use powerpoint]  **Slide 5:** Distribute Sphere handbooks. Give participants 5 minutes to mark sections with Post-It notes.  Introduce the Humanitarian Charter and discuss as necessary. Highlight key points   * “we affirm the primacy of the humanitarian imperative…” * “as humanitarian agencies, we interpret our role in relation to the needs and capacities of the affected population and the responsibilities of their governments…”   Point out what is new in 2011 version : Protection Principles, Key Actions  Introduce Standards, Actions, indicators and guidance notes  **Discuss** the participants’ experiences of applying Sphere in emergencies, or their opinion on the potential advantages and difficulties associated with doing so.  **Distribute** Handout 1.2 |

**Session 1.3 Code of Conduct 1 hour (10:15-11:15)**

**Objectives:**

* To become familiar with the Red Cross & Crescent and NGO Code of Conduct
* To reflect on our strengths and weaknesses in regards to the Code of Conduct
* To share experiences of challenges and successes in applying the Code of Conduct.

**Key Messages:**

* Code of conduct is a shared commitment
* Increasing focus on accountability in the humanitarian sector has implications on how we work and, in particular, on how we engage with beneficiaries.

**Materials:**

Sphere books, Code of Conduct page 370

**Facilitation**

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| Time | Method | Content |
| 30 mn  25 mn  5 mn | Plenary discussion  Group exercise  Group presentations  Plenary discussion | **Introduce** the Code of Conduct and draw attention to the note that names CRS and Caritas Internationalis as contributors (p. 368). Read out all 10 principles.  **Divide** participants into groups to read and discuss the principles.  *Group Work Instructions: In groups, participants should identify 1 principle where, based on specific experiences, your organization is doing particularly well; and 1 principle where your organization is weaker (or has faced challenges in applying the Code of Conduct in emergencies). Be prepared to share.*  **De-brief:**  Ask one group to share and explain the ‘principle’ they identified with the larger group, illustrate with the example. Start with what we are doing well (round robin), then share the challenges.  **Discuss:** Any contradictions or principles cited as both positive and challenges? Are there any trends that emerge (i.e. areas of strength or weakness)? Why do some of the challenges emerge? What can we do about them?  Wrap up with key messages |

**Tea Break**

**(11:15-11:30)**

**Session 1.4 Sphere Technical Standards, Actions, Indicators, Guidance Notes: Analyze and Categorize 1 hr (11:30-12:30)**

**Objective(s):**

* To review the difference between a minimum standard, action, indicator and guidance notes.

**Key Messages:**

* The standards are fixed and absolute and we must strive to meet them.
* The actions are suggested activities and inputs to help meet the standards.
* The indicators are suggested ways to measure whether we attain the standard. In different contexts, different indicators may be appropriate.
* A single indicator should not be used in place of a standard. E.g. water 15 l per person per day is only one indicator for “All people have safe and equitable access to a sufficient quantity of water…”
* Sphere provides both quantitative and qualitative measures of performance; one is not inherently a better measure of the standard than the other. It is context-specific.
* Sphere standards set the minimum and can be exceeded.

**Materials:**

* Sphere books
* Handout 1.4 of Sphere Categorize and Analyze Exercise Cut Outs (cut out each one and mix up) and Bags for each groups
* Handout 1.4b Reference Sheet for Facilitators
* Tape

**Facilitation:**

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| Time | Method | Content |
| 10 mins | Plenary discussion | **Explain** difference between a standard, action, and indicator. Read the definitions. Refer to an example of each (but not one that is part of the upcoming exercise)   * **Standards** are universal, absolute goals or norms that we should aim to achieve * **Actions** are suggested activities and inputs to help meet the standards * **Indicators** are signals or measuring units. In Sphere they are used to measure whether and how much we have achieved the standard * **Guidance notes** share experience and clarify the indicators. |
| 40mn | Group Exercise | **Divide** the participants into groups and provide each group with the 36 slips of paper (9 standards and one related action, indicator and guidance note for each standard). So 9 sets of 4.  *Instructions: Analyze and categorize. Identify which are standards and which are key action, indicator and guidance note for each standard. There is only one action, indicator and guidance note for each standard. Tape your 9 groups of 4 on to your flip chart page.*  Facilitator should circulate and correct as needed as they post up their sets of 4. Call out which group is getting it done first to encourage competition (for example – “this group has three correct sets up”) |
| 10mn | Plenary | Take feedback on the exercise. How they found it helpful. Remind them that they do not need to memorize everything in Sphere, but they need to be able to find what they need quickly.  **Refer** participants to pg. 8-9 “Conforming with the Sphere minimum standards”.  **Conclude** with key messages. |

**Session 1.5 Sphere Core Standards 1 hr (12:30-1:00, 2:00-2:30)**

**Objective**

* To be familiar with the Sphere core standards and know how to apply them.

**Key Messages:**

* Beneficiaries should be actively involved in all stages of the project cycle, including the assessment, design, implementation, monitoring and evaluation.

**Materials**

* Sphere books
* Flip charts

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| Session |
| **Task 1: Introduce core standards [10’]**  Briefly **discuss** the core standards as an integral (and often overlooked) part of Sphere. Read all 6 standards and assign a standard to each group. |
| **Task 2: Getting to know the core standards. [20’]**  Divide the participants into groups – 1 standard per group  **Ask** participants to review the standard, actions, indicators and guidance notes and discuss 2 questions:   1. *Do you think it is possible to maintain this standard, meet the indicators and take these actions in an emergency?*   *2. How can you try to ensure that you do this better? (i.e. cite practical steps you can take)* |
| **Task 3: Report back on core standard exercise [30’]**  In plenary, **ask** groups to read aloud their standard and their proposed ‘steps’. Q&A. [5 mins max per presentation]  **Conclude** by emphasizing the importance of Core Standards and “principles” behind Sphere (not just technical guidance or quantitative indicators). Beneficiary participation – **Accountability**- is theme cross cutting all Core Standards.  Ask questions to check that core standards have been understood. Ask whether they will be useful in people’s current projects, and ask for practical examples of their usefulness. |

**Lunch**

**(1:00-2:00)**

**Session 1.5 Sphere Core Standards ( continued from before lunch) (2:00-2:30)**

**Session 1.6 Sphere Technical Standards, Actions, Indicators, Guidance Notes : Applying to Scenarios 1 hr 30 mins (2.30-3.20, and 3.40- 4.20)**

**Objective(s):**

* To learn how to apply a minimum standard, action, indicator and guidance notes in particular scenarios.

**Materials:**

* Sphere books
* Handout 1.6: Printed scenarios and Instructions for Sphere Standards Exercise.

**Facilitation:**

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| --- | --- | --- |
| Time | Method | Content |
| 25 mn | Group Exercise | **Divide** the participants into # groups and provide each group a short scenario [see Hand-outs] with instructions.  *Instructions: Read the scenario in your groups and answer the following questions:*  *\* What standard(s) apply to the scenario?*  *\* What are the key actions that we should take?*  *\* What are the relevant indicators that we have to reach?*  *\* What guidance notes would best help to design the intervention to achieve the standard?*  *Be prepared to briefly present scenario and discussion.* |
| 25 mn | Plenary de-brief and discussion | Each group should **briefly present** and, in particular, identify the process that they followed in their group work and the challenges.  **Discuss** the following Key Questions:  1. Are the indicators, actions, guidance notes and standards useful and/or appropriate?  2. What are some potential limitations of the SPHERE standards, actions indicators and guidance notes (e.g. – 15L per capita) |
| 20 mn | Group Exercise | Divide the participants into # groups and provide each group a different scenario [see Hand-outs] with instructions.  Instructions: Read the scenario in your groups and answer the following questions:  \* What standard(s) apply to the scenario?  \* What are the key actions that we should take?  \* What are the relevant indicators that we have to reach?  \* What guidance notes would best help to design the intervention to achieve the standard?  Be prepared to briefly present scenario and discussion. |
| 20 mn | Plenary de-brief and discussion | Each group should briefly present and, in particular, identify the process and challenges process that they followed in their group work.  **Review** and identify some participant practices in use of Sphere and challenges as time allows  **Conclude** with key messages. |

**Tea Break**

**3:20-3:40**

**Session 1.6 Sphere Technical Standards, Actions, Indicators, Guidance Notes : Applying to Scenarios (continued from before tea break) (3.40- 4.20)**

**Session 1.7 Sphere Quiz 40 minutes (4:20-5:00)**

**Objective:**

* Test knowledge of how to use Sphere book.

**Materials:**

* Handout 1.7: Sphere Quiz and Answer Sheet

**Facilitation**

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| Time | Method | Content |
| 20 mn | Group exercise | **Divide** participants into teams of 2 and **explain** that they need to work together to find the answers to the quiz.  **Provide** QUIZ and allow for 20 mins to complete it. Encourage participants to **USE** the book. |
| 20 mn | Plenary discussion | **Provide** answer sheet and ask participants to self-score. Share scores and check on what they found easy or difficult. Discuss questions that were especially difficult or provided new knowledge.  **Conclude** by checking on key learning and whether/how they found the quiz useful. |

**Day 1 Wrap Up**

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|  |  | **Day 1 review and day 2 preview**  **Review of key messages and outputs of the day.**  **Brief preview of next day. Identify participant to lead next day review**  **Daily Evaluation.**  Distribute ‘post its’ to the participants.   * What went well today? * What could have been done better? |

**DAY 2**

**Re-Cap & Preview 30 minutes (9:00-9:30)**

Good and bad summary from previous day

Review summary of Day 1 sessions. Participant can lead a game/quiz to do this.

Walk through session topics for Day2

**Session 2.1. Emergency Assessments: Introduction 45 mins (9:30-10:15)**

**Objective:**

* To recognize the importance of conducting a rapid initial assessment before deciding whether and how to respond to an emergency.

**Key Messages:**

* Emergency assessments should take place as soon as possible after a disaster strikes
* The aim is to confirm how urgent the needs are and **whether** a response is required. If so, field assessments should trigger the decision on **what type** of emergency response to start.
* The assessment information should provide information on **where** to conduct an initial response.
* The assessment findings can mobilize immediate funding for emergency interventions.

**Materials:**

Handout 2.1: Case Study

PowerPoint presentation Emergency Assessments Slides

**Facilitation**

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| --- | --- | --- |
| Time | Method | Content |
| 25 mins  10 mins  10 mins | Individual reading, pair buzz  Plenary discussion  Plenary  Plenary discussion  PowerPoint presentation | **Introduce objectives of Emergency Needs Assessments sessions**  **Distribute** the case study and read aloud or **Ask** participants to share their reaction to the case study in pairs. What did the partner do well? What could they have done better?  Participants shares their ideas in plenary. Participants should recognize that, informed by an assessment, the response could have reached the worst affected people with a more appropriate package, with little delay. Ask if anyone can share a similar experience that happened to them in their work, particularly regarding recent assessments.  **Ask** participants to think of 2-3 key recommendations for the partner to ensure best practice in future?  Share ideas in plenary. Check that key messages above have come out in the discussion, if not summarize.  The facilitator underlines the importance of the needs assessment as the first step in any emergency response.  Brief PowerPoint presentation on “Why do we do Assessments.” [slides]. Discuss whether tips for conducting a good assessment correspond with best practice recommendations from the pair buzz. |

**2.2 Emergency Assessments: Planning 1hr 30 mins (10:15-11:00, 11:20-12:05)**

**Start here and continue after tea break**

**Objective:**

* To identify information needs required to make key decisions in an emergency response.
* To review approaches to assessment planning.
* To put into practice assessment planning skills based on a scenario.

**Key Messages:**

* Emergency assessment should be focused and time bound – one tool should be developed and used within a well defined period of time.
* Emergency assessments are iterative. Plan to reassess as your response and the context evolves
* Focus on collecting timely, reliable information that you will USE.
* Accuracy is often a challenge for collecting numbers/statistics. Use secondary sources and focus your primary data collection on qualitative information on how people are doing and their coping strategies.
* Good planning is essential. Planning means deciding: who should be on the assessment team; where you will go and who you will talk to; what information you require; what methods you will use to collect that information.

**Materials:**

Handout 2.2.1: Assessment Exercise (Memo with description of disaster and group work instructions)

Handout 2.2.2: Assessment Tips and Planning Table

PowerPoint Slides

Note Cards of 3 different colors, markers

**Facilitation**

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| Time | Method | Content |
| 45 mins | Presentation  Group Exercise  [Simulation memo as Handouts] | **Introduce** the topic: For all assessments it is essential to make a plan of action. Without a plan, it is easy to find yourself in a situation where you may collect too much information with no clear idea of what to do with it. Now we will do an assessment planning exercise.  **Divide** into groups and **provide** Handout with scenario background  Based on the information in the scenario, **ask** the participants to plan an immediate emergency needs assessment and determine:   * 1. WHY – objective of the assessment   2. WHAT information to collect   3. HOW – what methods   4. WHO – key informants   After 10 mins or so, **distribute** next memo. Focus on one assessment period at a time and complete task. Repeat to develop assessment plan for the **first days – weeks – months**  *Tip: Use different color stock cards for each period (if available).* |
| 30 mins | Plenary de-brief | **Ask** participants to post all cards on the wall on large matrix:   |  |  |  |  | | --- | --- | --- | --- | |  | *1st assessment* | *2nd assessment* | *3rd assessment* | | Objective |  |  |  | | Information |  |  |  | | Methods |  |  |  | | Who to talk to |  |  |  | | Use |  |  |  |   **Ask** one group to present their findings for the 1st assessment – Q&A for clarification and for additions from other groups. Work column by column, allowing for clarification at each stage.  **Review** overall assessment plan, ask:   * + Are there any gaps with what we have posted? Is there anything you would change (e.g. HH survey in first or 2nd assessment)?   + Working row by row, what are the key differences in each phase? E.g. how do information needs and methods evolve? Who does it at each stage?   + How do we characterize each assessment (more general observations)? What are some of the key differences between types of assessments?   + What key learnings do you draw from this exercise? Do they correspond to particular time periods?   *Look for: triangulation, variation in methods and sources, inclusion of vulnerable groups, inclusion of other stakeholders, opportunities for more participatory approaches, too much information in first days, use of sphere checklists, etc .* |
| 15 mins | Summary  PowerPoint  Q&A | **Distribute** Assessment Tips and Planning Table. Invite participants to read it. Ask participants to share anything that stands out from the guidance. Any new learning?  **Review** with key messages on types of assessment, timing and tips. |

**Tea Break 11:00-11:20**

**2.2 Emergency Assessments: Planning (Continued from before tea break) (11:20-12:05)**

**Session 2.3 Research methods: Bias and Triangulation – 35 mins (12:05-12:40)**

**Objective:**

* To reflect on biases and prejudices that exist in any emergency assessments and identify ways to overcome them.

**Key Messages:**

* Biases and prejudices can influence our understanding of a situation. Bias is natural, we are all biased by whom we are, there is little we can do to prevent it, the issue is how to mitigate it. Recognizing our biases and prejudices is the first step in overcoming them.
* Triangulation reduces the risk of bias in a needs assessment. Triangulation means the assessment is conducted by a diverse, multi-disciplinary team, using multiple tools and techniques, with individuals and groups of people who represent the diversity of the community.

**Materials:**

* Optical Illusions on PowerPoint slides
* Handout 2.3 Biases and How to Overcome them with Triangulation

**Facilitation:**

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| Time | Method | Content |
| 5 mins | Plenary | **Project** the first optical illusion. The facilitator asks the participants - What do you see? Ask participants to describe what they see, and explain it to others who may see something different. Ask them to take a closer look and see if they notice something different.  Then, **provide** the second optical illusion and repeat the process, asking questions and encouraging closer observation and sharing different points of view.  Ask, “What did you learn from this?” Participants arrive at the conclusion that they saw what they expected to see, not what was actually there. |
| 10 mins | Plenary (pairs if time | The facilitator asks, “What are the different biases and prejudices that may affect our post disaster needs assessment?”  Write them on a flipchart: Examples might include - past experience; gender bias; language or dialect bias; age bias; cultural bias; religious bias; political bias; ethnic bias; seasonal or time bias (visiting when the fields appear fertile or visiting in the morning when men are out looking for work) area bias (only visiting accessible places, e.g. more prosperous villages close to the main road); superiority bias (talking to the better educated and assuming the poor have few skills or capacities). Note the affect this can have on targeting criteria. |
| 20 mins | Plenary (pairs if time) | **Ask**, “How can we minimize biases and prejudices?” (If time assign different bias to different pairs to ensure all situations are addressed. Elicit examples, and note ideas on flipchart, avoiding repetition.)  Conclude with the concept of **triangulation.** **Sum up** the session by sharing key messages.  [Provide and discuss Handout on Biases.] |

**Session 2.4: Who to Talk to: Stakeholder Analysis -50 minutes**

**Start here and continue after lunch break (12:40-1:00, 2:00-2:30)**

**Objective:**

* Participants are able to identify stakeholders in a disaster situation and to identify who should take part in the assessment.

**Key Messages:**

* + Communities are never homogeneous. We need to understand the composition of various groups and sub groups within a community.
  + Each group has particular interests (what they have to gain or lose) and influence (positive or negative) which need to be factored into assessment planning.
  + A good stakeholder analysis is the basis of good gender and vulnerability analysis.
  + Stakeholder analysis needs to be repeated at various steps in the project cycle (assessment planning, analysis, strategy review) to inform project decisions (what to do, where, targeting, coordination).

**Materials:**

Handout 2.4 Stakeholder Analysis

Prep flip chart pages for 4 categories

**Facilitation:**

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| Time | Method | Content / facilitation notes |
| 10 mn | Plenary discussion | In plenary, **ask**: What are stakeholders? What does the term mean?  -> Stakeholders are persons, groups or institutions, who may have *interest* in or *influence* over a project.  -> Interest refers to what people may gain or lose, expectations or resources invested  -> Influence refers to power due to decision-making authority, ability to influence activities or other stakeholders in a positive or negative way.  **Explain** what a stakeholder analysis is: it is a step by step process of identifying the stakeholders that we need to talk to when conducting an assessment. The purpose of the analysis is:  1) to identify different groups who may have interests or influence on the possible project; and  2) to investigate relationships among different groups and anticipate potential conflict (Do No Harm). |
| 10 mn | Plenary discussion | **Refer** to scenarios they have experienced and ask participants to identify all the stakeholders. Note them up on the flipchart. |
| 20 mins | Plenary | **Distribute** handout. Refer to the Stakeholder Analysis handout grid :     |  |  |  | | --- | --- | --- | | *Interest* | | | | *Influence* | **Low interest, high influence:** Should be informed that an assessment is taking place and project is starting and ask for their cooperation. | **High interest, high influence:** Should be consulted, can provide useful information, which might have to be double checked. Could help mobilizing the community for project activities. | | **Low interest, low influence:** This groups is less important but it might be useful to share information | **High** **interest**, **low influence:** Should be the primary participants for providing information in the assessment, they should be consulted during project planning and they are the primary beneficiaries. Share  information and coordinate with them. |   **Place** names of stakeholders from scenarios they are experiencing on the grid to analyze their level of interest and influence on the emergency response  Does the table help us to think how to involve stakeholders with high interest and low voice? |
| 10 mins | Plenary discussion | Review challenges of systematically talking to key stakeholders in assessments and share ideas on how to ensure that needs, particular those of the most vulnerable, are appropriately identified.  **Wrap-up** with Key Messages. |

**Lunch Break 1:00-2:00**

**Session 2.4: Who to Talk to: Stakeholder Analysis**

**Continued from before lunch break (2:00-2:30)**

**Session 2.5 What Information to Collect: Emergency Assessment Tools- 1hr 45 mins (2:30-3:30, 3:50-4:35)**

**Objective(s)**

* To be capable of designing appropriate tools for emergency assessments.

**Key Messages:**

* A good understanding of the exact nature of the problem is necessary in order to define a program that meets people’s immediate and longer term needs. A good needs assessment is essential for good program design.
* Sphere provides checklists on food security, health, shelter and wat-san that can be used as a reference for conducting a needs assessment.
* The tool informs the interviews, transect walk or other participatory methods used during the assessment. The focus should be on the process, not on the tool.
* Do not reinvent the wheel but adapt tools to the local context and your information needs.
* Avoid using close-ended questionnaires in early assessments ; use open-ended questions, probing for a broad range of issues.

**Materials:**

* [Sphere Handbook](http://www.sphereproject.org/content/view/27/84/lang,English):
  + Core Standard 3, page 61
  + Appendix 1: Water Supply and Sanitation Initial Needs Assessment Checklist, page 124
  + Appendix 1: Food Security Checklist, page 214
  + Appendix 1: Shelter, Settlement and Non-Food Items Initial Assessment Checklist, page 278.
  + Appendix 1: Health Services Assessment Checklist, page 338.
* Handout 2.5 Tool Review Questions-Information

**Facilitation:**

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| Time | Method | Content |
| 15 mins | Reading in plenary | The facilitator **asks** everyone to turn to their Sphere handbook and read Core Standard 3 on *Needs Assessment*, page 61.  Then, invite participants to review relevant appendices with assessment checklists. Solicit comments on the reading. |
| 45 mins | Group Exercise and plenary discussion | **Assessment Tools – Part 1**  In small groups, using SPHERE, develop your checklists to inform what information will be gathered in the 2nd assessment (refer back to scenario from Session 2.2 and Handout 2.2.2 Tips and Planning Table). Explain the checklist can inform interviews, transect walk or other participatory methods used during the assessment – it is a list of information required, not a list of interview questions. [30 mins].  Plenary de-brief: Each group posts flipcharts on wall and conduct a *gallery walk*. Review and compare group work. How are the groups different? What key information cannot be omitted? How has Sphere informed the checklists? [15 mins] |
| 45 mins | Plenary  Groups  Plenary | **Emphasize key message about need to focus on process of information collection and information needs, not just on one tool**.  Review:  **Present** the “Tool Review Questions/Information” in Handout 3.5  Group Instructions  Checking your work: Using the yes/no reflection, each person should review their work and pick out information needs that could be eliminated (following the logic of the tree).  Use red markers and draw red dots next to the eliminated information needs.  **Conduct** a plenary review: work flipchart by flipchart, discuss the rationale of each group. Q&A  **Conclude**, was this review useful? How and why? |

**Tea Break (3:30-3:50)**

**Session 2.5 What Information to Collect: Emergency Assessment Tools Continued from before tea break (3:50-4:35)**

**Session 2.6 Introducing ICT4D tools 25 mins (4:35-5:00)**

**Objective(s)**

* Introduce ICT4D Tools to participants

**Materials:**

* IPods and IPads

**Facilitation**

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| **Time** | **Method** | **Facilitation notes** |
| mins | Plenary | **Introduce** session and objectives |
| mins |  |  |
| mins | Plenary | **Conclude** with key messages |

**Day 2 Wrap Up**

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|  |  | **Day 2 review and day 3 preview**  **Review of key messages and outputs of the day. Tie the 1st 2 days together.**  **Brief preview of next day. Identify participant to lead next day review**  **Daily Evaluation. -**  Distribute ‘post its’ to the participants.   * What went well today? * What could have been done better? |

**Day 3**

**Re-Cap & Preview 9:00-9:30**

Good and bad summary from previous day

Summarize key messages from Day 2. Participant can lead a game/quiz to do this.

Preview of Day 3

**Session 3.1: Incorporating New Technology into Needs Assessments (9:30-11:00 and 11:20-1:00)**

**Objectives of the session:**

**Key Messages:**

**Materials:**

**Facilitation**

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| **Time** | **Method** | **Facilitation notes** |
| mins | Plenary | **Introduce** session and objectives |
| mins |  |  |
| mins | Plenary | **Conclude** with key messages |

**Tea Break 11:00-11:20**

**Session 3.1: Incorporating New Technology into Needs Assessments**

**Continued from before tea break (11:20-1:00)**

**Lunch Break 1:00-2:00**

**Session 3.2: Targeting and Scale - 1 hr 30 minutes (2:00-3:30)**

**Objective:**

* To introduce different targeting options and review targeting strategies to date.

**Key Messages:**

* The purpose of targeting is to meet the needs of the most vulnerable, while providing aid efficiently and in a way that minimizes dependency.
* Targeting happens at 2 levels: geographic (which communities to target) and beneficiary (which families or individuals in those communities to target).
* Assessment teams must regularly compare results from different areas to develop an overview of different levels of damage, in order to prioritize worst affected areas.
* Blanket targeting of disaster affected families is often the most quick and effective targeting strategy after a disaster, although supplementary support for the most vulnerable is also good, if you have the resources and capacity to implement it.
* Targeting decisions affect and depend on the scale of your program (how large or small it is). The scale depends on your financial resources and your organizational capacity (staff, skills, logistics).
* Targeting criteria should always be known and understood by the beneficiary population
* Targeting decisions need to be revisited (along with other intervention decisions) over time. E.g. a program may start with blanket coverage then introduce more targeted criteria for next phase of support, etc.

**Materials**

* Handout 3.2: Targeting Case Study

**Facilitation:**

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| Time | Method | Content |
| 10 mins | Plenary discussion | **Introduce** the topic: An essential part of strategy design is deciding on targeting and scale. According to participants, what are the key targeting decisions that need to be made?  Targeting happens at 2 levels:  - which communities to target  - which families or individuals in those communities to target.  Your targeting affects and depends on the scale of your program (big or small)  - how many resources do you have  - what is your organizational capacity (staff, skills, logistics) |
| 40 mins | Group work | Distribute targeting exercise to the groups.  Group Exercise: Your organization is responsible for providing humanitarian relief in 3 affected villages. [*See handout for background, demographics and geographical location*]  Based on the assessment reports and the available resources, plan your organization’s targeting strategy for the project area.  The strategy should include:   1. What criteria will you use for targeting households? 2. What resources will you allocate to each village? Give specific numbers.   Be prepared to defend your targeting strategy |
| 40 mins | Plenary discussion | Each group should present targeting strategy to peers. Facilitator asks:   * for observing the work done by your colleagues, what general comments do you have? * What challenges did you face (if any) in allocating your resources? How did you address these challenges? * What criteria did you use to allocate your resources? What were your priorities? * Were there any tradeoffs (for e.g. serving less beneficiaries because of budget constraints)?   Based on the scenario, look for:   * Prioritizing immediate food needs of village C * Possibly blanket coverage of food to village C * Criteria to identify priority families in villages A and B   => Ask the participants if they can see any problem with having different targeting criteria for different villages – i.e – how will people in Village A & B feel about seeing most of the aid going to village C? How can this be overcome?  => Ask whether there are challenges or problems in targeting certain households within the village. How can this be overcome (i.e. involving beneficiaries in setting the criteria)?    **Conclude** with key messages:   * Limited resources necessarily imply making choices. When deciding where to work and whom to target, focus on impact rather than spreading resources thin. Do not try to do everything everywhere. * Select criteria through a participatory process engaging affected persons * Revisit targeting decisions and revise them based on changing needs and updated gap analyses. |

**Tea Break (3:30-3:50)**

**Session 3.3: Introducing Analysis Tools 2 hrs 45 minutes (3:50-5:00, 9:30-10:50)**

**Objectives**

* Participants understand the importance of a good analysis of the information collected in the assessment
* Participants reflect on various tools that they can use to analyze assessment information.
* Participants develop their problem analysis skills.

**Key Message:**

* Assessment and analysis often overlap in reality, even though they are presented as two stages in the project cycle (this is done for the sake of clarity of understanding)
* There are numerous tools for analysis, each with its own specific purpose.
* In the initial stages of an emergency, analysis may best be done by organizing the information, identifying risks (e.g. risk of epidemic due to poor sanitation) and prioritizing needs. A ranking matrix may be the best way to prioritize among competing problems, with criteria to include what (different categories of) people view as their most urgent priority, which are most life-saving, which carry associated risks, etc. Gap and capacity criteria can then be applied to the prioritization matrix.

**Materials:**

* Handout 3.3.1 Information + Prioritization Matrices
* Handout 3.3.2 BBC Cyclone report
* Handout 3.3.3-5 Group 1-3 Assessment Forms
* Handout 3.3.6 Tools for Analysis (from Propack I)

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| **Time** | | **Method** | **Content / facilitation notes** |
| 20 mins | | Small group work  Plenary discussion | In small groups, reflect on your experiences of doing the problem analysis after an emergency assessment. (Or draw on general project design experience).  Discuss   * What range of tools and methods do you actually use to analyze the information gathered in the assessment stage? Be very specific. * What are some of the key challenges or difficulties that you typically experience in analysis? Please discuss in particular   + - difficulties related to the process     - difficulties related to use of specific tools   Write these difficulties or challenges on pieces of paper. If possible, reflect on whether they are related to issues of knowledge, skills or attitudes. Be very specific. (15 mins)  Debrief (5 mins) |
| 10 mins  40 mins  15 mins  30 mins  20 mins  15 mins | | Presenta-tion  Exercise  Explanation  Group exercises  Presentations  Discussion | | Problem Analysis – Prioritization  a) Explain that in the immediate stages of an emergency response, the need is to organize information and prioritize needs. These two steps can be done using matrices (simple tables) Handout 3.3.1: the first to present assessment findings by location and by sector; the second to prioritize problems as perceived by different sub groups within the community.  i) Matrix Showing Location and Information by Sector:  The first column is for the different locations assessed. The other columns are for the information collected, e.g food, NFIs, water, sanitation, etc. The table, when complete, presents the assessment findings organized by sector and geographic location.  In this exercise we will practice analyzing initial assessment data, as you would in an emergency. Handout 3.3.2. Form 3 assessment teams. They are 3 assessment teams working for the same organization going to different villages. Each group will read out its assessment findings, and fill in the information on a matrix. It may be best to complete the information by sector rather than by location (complete column 1, then column 2 etc). [Distribute the assessment forms 3.3.3-3.3.5 to each group  b) The next step is to prioritize problems as perceived by different sub groups within the community. Compare the findings of the 3 teams. Organize information by regrouping some ideas into bigger ideas.  ii) The “prioritization matrix” organizes information by theme (e.g. houses are damaged or destroyed, food shortages, lack of potable water etc) and then ranks it according to degree of urgency for different categories of people. Urgency may be decided based on associated risks (e.g. risk of epidemic because of poor sanitation) as well as immediate life-saving impact.  In your “assessment team” groups develop and fill in a prioritization matrix based on the assessment information from step 1.  c) Each group presents their matrix. Other groups ask questions, make comments and suggestions.  d) The facilitator asks the participants for feedback on the usefulness of these tools,. Tips and recommendations are shared and noted. |

**Day 3 Wrap Up**

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|  |  | **Day 3 review and day 4 preview**  **Review of key messages and outputs of the day. Tie the day’s sessions together.**  **Brief preview of next day. Identify participant to lead next day review**  **Daily Evaluation. -**  Distribute ‘post its’ to the participants.   * What went well today? * What could have been done better? |

**Day 4**

**Re-Cap & Preview 9:00-9:30**

Good and bad summary from previous day

Summarize key messages from Day 3. Participant can lead a game/quiz to do this.

Preview of Day 4

**Session 4.1: Introducing Analysis Tools (continued from previous day) (9:30-10:50)**

**Tea Break 10:50-11:10**

**4.2 Gap Analysis & Capacity Analysis 1 hr 50 minutes (11:10-1:00)**

**Objective:**

* To practice using a gap analysis and capacity analysis to decide which problems to address.

**Key Messages:**

* It is not necessary to do everything identified in the problem analysis because other agencies might be doing some of it, and we might not have the capacity to do it in compliance with Sphere standards. If there is an unmet need and we do not have the capacity to do it well, we should advocate for someone else to take it on rather than risking doing it poorly.
* A gap analysis tells us what other agencies are doing and helps us to see what we should focus on.
* Coordination requires dedicating time and human resources to attending meetings and documenting decisions. CRS and partners need to take a quick decision about which meetings to attend and who should attend them. Regular bilateral meetings are often most effective in deciding who works where. In the initial phase of an emergency, CRS and partners must keep coordinating with and talking to other agencies, because the situation is fluid and everyone is making decisions constantly. Coordination needs to continue, but at less frequent intervals, after the initial phase of the emergency.
* We must not delay meeting urgent humanitarian needs because of information gaps at the inter agency level. The gap analysis and program decisions need to be regularly reviewed and revised based on rapidly changing information.
* A capacity analysis tells us what are our strengths and our areas of weakness, and this should guide us in deciding which areas to work in.

**Materials:**

* Handout 4.2.1 Gap analysis
* Handout 4.2.2 SWOT analysis

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| Time | Method | Content |
| 1 hr 10 mins | Presentation  Groupwork  Discussion | Looking at the prioritization matrix, we need to decide which parts of it we are going to address:  - CRS and partners may not have the capacity to address priority problems well, ie in compliance with Sphere standards.  - other agencies might be doing some of it.  Tools to use at this stage are capacity analysis, in conjunction with Sphere standards; and gap analysis.  (10 mins)  Groupwork: Using the capacity analysis and gap analysis handouts, review the prioritization matrix and decide what issues you want to focus on. (30 mins)  Each group says which issues they have decided to address. Then go round and ask why. Discuss to reach consensus.  Remind participants that in the initial phase of an emergency response, the gap analysis needs to be regularly updated based on new information from coordination and bilateral meetings, and program decisions revised based on the changing situation. (30 mins) |
| 40 mins | Presentation  Pair buzz  Discussion | Information for the gap analysis is collected through coordinating with other agencies. Coordination is a constant process of talking, asking questions and sharing information. Coordination is an essential part of all emergency response, from assessment through analysis to implementation. (5 mins)  Ask participants to brainstorm in pairs lessons learned based on their experience of coordination in emergencies.  (15 mins)  Share ideas. Sum up with key messages. (20 mins) |

**Lunch 1:00-2:00**

**4.3 Program Objectives and Program Components 1h 40 mins (2:00-3:15, 3:35 -4:15)**

**Objectives:**

* To practice defining strategic objectives and identifying components of program strategy, drawing on analysis tools and the Sphere Handbook.

**Key Messages:**

* Explain that in an emergency context, our Strategic Objectives are typically sector specific, and each may be a different prioritized problem. They result from the same disaster but may not be otherwise related (which is different from a “developmental” context).
* The Sphere Handbook can tell us what components we need to look at (based on industry recognized conceptual frameworks or theories of change)

**Materials**

* The Sphere Handbook
* Handout 4.3 Results Framework

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| Time | Method | Content |
| 5 mins  10 mins  15 mins | Introduction  Individual / pair work  Plenary discussion | Defining Objectives:  Explain that in an emergency context, our Strategic Objectives are typically sector specific, and each may be a different prioritized problem.  Ask participants to define their strategic objectives, based on the problem analysis, gap analysis and capacity analysis above. Ie, where a problem has been identified as a priority, and the gap analysis and capacity analysis show that it is something we should address, frame this as the program objective.  ***Tip***: Write the objective statement in the present tense to describe the desired state you wish to achieve by the end of the program. E.g. Disaster affected families in District X are living in safe, hygienic conditions.  Participants read out their strategic objectives. Give feedback. Do they define who and when? Do they describe the solution to an identified problem? |
| 10 mins  30 mins  30 mins | Introduction  Instructions  Small group work  Discussion | The next step is to decide how the objective will be achieved – the implementation strategy. What approach will be used to address this problem? How will the causes of the problem (SO level) be addressed? This will be expressed by the Intermediate Results.  The Sphere handbook can be useful in identifying the different components of a response and formulating potential response strategies. E.g.   * components of each chapter WASH p. 54, food p.106, shelter p.206, health p.252 * malnutrition conceptual framework * food security responses, Appendix 3 p.177 * standards, indicators and guidance notes   Divide into groups, and each group takes a sector, corresponding to one technical chapter of the Sphere handbook. Use objective statements from the previous exercise for 1 or 2 groups, and 1 or 2 of the following examples.  The disaster affected population in District X:   1. has access to water, sanitation and hygiene facilities 2. has adequate, nutritious food for all family members 3. is living in safe, adequate, durable shelter 4. has improved health.   Each group works with the corresponding chapter of the Sphere Handbook (wash, food security, shelter, health) to brainstorm all the potential components of a potential wash/food/shelter/health response.  Note down technical considerations which will have to be taken into account when deciding which strategies can be implemented.  Each sectoral group shares the components of a potential response and technical considerations. |

**Tea Break**

**4.3 Program Objectives and Program Components (Continued from before tea break) (3:35 -4:15)**

**Workshop Wrap-up 30 minutes**

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| 10 min  10 min  10 min | Plenary  Plenary  Plenary | **Summarize Workshop and Highlight key points**  **Workshop Evaluation.**   * What went well during the entire workshop? * What could have been done better? * What should we change to make the workshop better?   **Certificate presentation**  **Closing** |