**CAPACITY BUILDING FOR EMERGENCY RESPONE (CB4ER) PROJECT**

**CATHOLIC RELIEF SERVICES INDONESIA – KARINA (CARITAS INDONESIA)**

**FACILITATION GUIDE**

**FOR**

**EMERGENCY RESPONSE PROJECT DESIGN TRAINING**

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| **Session 1: Introduction to Project Design (1½ hrs, 90 minutes)** |

**Objectives**

* To refresh participants’ practice on emergency response assessment planning based on a scenario

**Key Message:**

* Assessment does not guarantee you will have good quality program but without assessment will guarantee your program fail.
* Planning is a key for a good assessment; focus only need to know not nice to know with time bound.
* ER assessments are iterative. Plan to collect initial information that will help make management decisions. Then reassess as your response and the context evolves

**Materials:**

* Scenario
* How to conduct assessment during emergencies (Emergency Assessment Guidance)

**Facilitation Process**

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| **Session Topic** | **Time** | **Methodology** | **Facilitation** | **Materials/hand-out** |
| **Introduction****Importance of Planning****Planning for ER Assessment Stages** | 10’15’15’15’25’10’ | Plenary brainstormingGroup works on scenario 1.Group works on scenario 2.Group works on scenario 3.Work reviewReadingSummary in plenary | **Brainstorm**: Who attended Assessment training? What the key points of stages in assessment? Why do we need to plan? Why is it important?* *if you fail to plan, you plan to fail*

Divide participants into 3 groups. By using the scenario (develop multi sector response), participants were asked what to do base on the scenario. (Please refer to the need assessment training on assessment planning)**Group** instruction: in small groups (5 person/group) please prepare the plan for assessment indicating: * WHY you will conduct another assessment (objective);
* WHAT information you need to collect
* HOW you plan to collect this information
* WHERE you plan to collect this information
* WHEN you plan to collect this information
* WHO you need to talk to
* WHO will conduct the assessment

Write each piece of answers on meta-cards.Arrange the answer into matrix.

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|  | RAPID ASSESSMENT | IN-DEPTH |
|  | 1st stage (24 HOURS) | 2nd stage (1ST WEEK) | 3rd stage (More than 2 weeks-1 months) |
| WHY |  |  |  |
| WHAT |  |  |  |
| HOW |  |  |  |
| WHO |  |  |  |
| WHO you need to talk to  |  |  |  |

Understanding the needs for us to make decision about our role in disaster event 🡪 identify the gaps Give handout matrix of assessment stages to participants and review it: What do you learn? 🡪 additional learningWrap up with key messages* Assessment does not guarantee you will have good quality program but without assessment will guarantee your program fail.
* Planning is a key for a good assessment; focus only need to know not nice to know with time bound.
* ER assessments are iterative. Plan to collect initial information that will help make management decisions. Then reassess as your response and the context evolves
 | Flipchart, marker or PPt Hand out 3 scenario of emergency. Different colours meta-cards for different stageHandout Sphere core standard #3Hand out: key information in each stage  |

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| **Session 2** | **Linking Assessment Stages to Intervention Phases** | **1 hour** |

**Objective:**

* Participants understand different stages of intervention phase, related to the emergency response iterative process.

**Key Messages:**

* Emergency response is an iterative process, therefore the project designing is an iterative process.
* Intervention type can be different as the emergency situation changes.
* Intervention type related to proposal development process.

**Materials:**

* Handout – CRS/Asia Proposal development & review guidance.
* ER Mechanism in Karina KWI.

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| **Session Topic** | **Time** | **Methodology** | **Facilitation** | **Materials/hand-out** |
| Opening: Experience in giving response | 15’15’ | Plenary sharingMini-lecture | 1. Encourage participants to share their experiences on giving response by asking questions:
	1. Have you already do the response? What kind of response?
	2. How do you do usually response?
	3. When do you usually do the response?
	4. What information do you use to response?
	5. How do you use the assessment information for the assessment?

*Note: B & C the important question for participants. Facilitator write the key answer, especially for point D-E.*1. Facilitator points out that different stages demand different responses, due to different needs 🡪 relief responses in first stage, then post-relief/transitional. (notes: facilitator needs to be very clear on explaining this and give examples).

*Note: if there is no satifactory answer, facilitator team need to step in to share their experiences.* |  |
| See the linkage | 25’ | PairworkPairbuzz | 1. Give the proposal development hand-out. Ask participants to compare between assessment stages and the proposal development handout.
2. Discuss in pairs:
	1. How is the linking between assessment stages and responses?
3. Plenary:
	1. Participants share their ideas on the linking.
	2. Facilitator points out the linking. Stressed in the different responses for each phases. Different responses means different step of proposal developing. “We will work on that steps during this workshop.”
 | Handout – CRS/SASIA Proposal development & review guidance.Karina Proposal Guideline (work flow) |
| Closing | 5’ |  | 1. Facilitator points put the key message:
	1. ER assessment process is iterative, so does the response decision.
	2. Responses changes as the emergency situation changes.
	3. Proposal is one of the ways to document the decision and changes.
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| **Session 3: Introducing Analysis Tools - Ranking Matrices and Conceptual Frameworks (2,5 hrs)** |

**Objectives**

* Participants understand the importance of a good analysis.
* Participants are familiar with matrix analysis tools.

**Key Message:**

* Using matrix will help us to compare different situation and different needs of the affected people.
* Ranking matrix is one of the appropriate tools 🡪 prioritizing needs.
* There are numerous tools for analysis, each with its own purpose. We have to choose and familiar to use.(This key message useful for the participants who already have analytical tools)

**Materials:**

* Using the same Scenario (Flores TAMARA STORM)
* Identified finding and quotes from the affected people (ready to put into matrix)
* Matrix for Assessment analysis form (location based, male-female) on the same document.
* Finding from different male/female from different location

**Facilitation Process**

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| **Session Topic** | **Time** | **Methodology** | **Facilitation** | **Materials/hand-out** |
| **Bridging from Previous Session** | 15’ | Small group workPlenary discussion | Dividing the participants into diocesan groups (one group; director/decision maker & contact person)Open with: “From the first session you already understand the different stages and information collected from assessment…from 2nd session, we already discuss intervention phases.”Discuss among your group:1. What we learnt from the first session on different stages of assessment results and also from the second session (intervention phases).
2. From what your learnt, what would be the next step?
3. Why the analysis is important?

Ask one group to share from the results of group discussion. Ask other groups if they have other different answers.*Note: if there is no answer, facilitator step in to lead the discussion.** *To get more accurate pictures of the situation who, where, how they are affected so we can identify needs and appropriate intervention.*
 |  |
|  | 30’10’ max  | Group WorkGallery work choose one or two Plenary and Wrap upKey messagesDe brief. | Participants are devided into regional groups. Distribute analysis matrix and assessment finding to the groups.*Note: prepare findings documents to accompany scenario.*Task of the group:* 1. Fill in the matrix with the assessment findings quotation.

*Note: Do not forget to mention that direct observation finding also go into matrix**Analysis is about who is affected how and where.**Matrix Showing Location and different needs in different color* *In this exercise we will practice put the different needs in different location using matrix* *The next step is to prioritize problems based on different location by male, female, children or in different sub groups within the community. organize information by regrouping some ideas into bigger ideas.** 1. Identify the problem and write into small paper (use metaplan) using different color (for example: different color for male and female, and different color for different location such as accessible and remote area)

*Note: What is common finding from the matrix?**What is different and why?**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.* *Give some sense of relative priorities* * 1. Ask the group also to identify what people needs (the idea is making ranking based on what people need)

*Note: rank the needs with the most frequent answers as top priority.* Select one group to present their works. Ask other groups to add if any differences.*Facilitator notes:** *core problem defined as lack of a solution in different villages and in different people (male and female or ethnic)*
* *too many problems, too general*
* *messy, not organized into useful groupings*
* *few cause-effect linkages, because the cause is the disaster*
* *This is the first step, the priority of the affected people not neccessary to be address by the agency (more analysis to be done!).*

Before closing the session please mention the key messages to the audience: * **Using matrix will help us to compare different situation and different needs of the affected people.**
* **Ranking matrix is one of the appropriate tools that will easy to us to put into prioritizing (rank) matrix.**

What Diocese can do with this prioritization finding? They can summarize and share to Karina KWI.The facilitator asks the participants for feedback on the usefulness of these matrix of analysis tools. Tips and recommendations are shared and noted. |  |

**Session 4: Gap and Capacity Analysis (2 hours)**

**Objective:**

* Participants understand the importance of gap analysis and capacity analysis and able to practice using gap & capacity analysis tools.

**Key Messages:**

* A gap analysis helps us to see other agencies works, avoid duplication, and what we should focus on.
* Collect the information what other agencies doing by coordinating with them.
* A capacity analysis tell us what our strength & weakness the optimize you resources link with Caritas Diocese.
* Don’t forget to link with other Caritas Capacity.

**Materials:**

* Gap analysis matrix handout
* Diocesan caritas profile

**Facilitation Process**

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| **Session** | **Time** | **Methodology** | **Facilitation** | **Materials/hand-out** |
| **Identified Capacity** | 15”30”15”30”15”15” | BrainstormingGroup work 1Gallery walkGroup Work 2Gallery walkPlenary | 1. Facilitator reminds participant on Sphere core standard #2: Coordination. Then ask: why do we have to coordinate? Highlight participants answers on
* To know what others are doing
* To avoid overlapping responses
1. Facilitator highlight the roles and responsibilities of humanitarian organization stated in the Sphere: to filling the gaps.
2. Participants divide into 3 group.
3. Make role-play: someone from cluster meeting, someone from meeting with the government, someone from the field. They are reporting to the decision makers, which are all participants. After they give the information in the forum, the coordination reports then distributed. This is to show the participantas that everytime they attend the meeting/coordination we make the reports.
4. Ask the group to work on following instruction:

- Write the information from coordination meeting into the matrix 3w. (material 4.1)

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| **Who** | **What** | **Where** | **For whom** | **How long** |
|  |  |  |  |  |
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* Compare the matrix result with the entire community need in the scenario (material 4.2) to identified gap:
	+ 1. What: what needs that not yet covered?
		2. Where: where are the areas that not yet covered?
		3. For whom: who are the people that not yet covered?
1. Group work presentation using gallery walk.
2. Facilitator give instruction: The disaster is in your diocesan’s area of work. Pretend you are all working in the same organization. Here is your organization condition facilitator gives the organization profile (material 4.3).
3. Check your diocesan capacity related to the disaster, using the resource mapping.
4. Facilitator explain how to use the resource matrix:

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| Component | Diocesan condition | Other resources (from the network) |
| e.g: staff |  |  |
| e.g: volunteers |  |  |
| e.g: WASH competency,so on… |  |  |

(will be refined later)1. Participant summarize the matrix using the guidance questions:
	1. By seeing the matrix, what is your organization competence?
	2. What is your organization will be able to do? Not necessarily have the competence, but able to get support on that (maybe from the network).
2. Group work presentation by gallery walk. One groups will be discuss in plennary with key components from other groups.
3. Facilitator presents the key messages and clarification if needed.
 | * material 4.1 3WH matrix sample
* material 4.2 Scenario
* material 4.3 Caritas Profile
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| **Session 5: Deciding What to Address (90 minutes)**  |

**Objective:**

To practice defining strategic objectives & identifying components of program strategy, drawing on result to need, gap and capacity analysis~~.~~

**Key Messages:**

* Strategic Objectives and program components is need to be have a good justification and validation based on the problem, gap and capacity assessment.
* Sphere can tell us what components we need to look at:
* Programme design is based on analysis of the specific needs and risks faced by different groups of people
* Programme design addresses the gap between people’s needs and their own, or the state’s, capacity to meet them
* Programme design are revised to reflect changes in the context, risks and people’s needs and capacities
* Programme design include actions to reduce people vulnerability to future hazards and increase their capacity to manage and cope with them

**Materials:**

* Sphere Handbook
* Scenario

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| **Session Topic** | **Time** | **Methodology** | **Facilitation** | **Materials/hand-out** |
| **Introduction** | 15’ | Reading  | Share about the Objective of this session* *Facilitator share the objective of this session and get the general feedback or expectation from participants*

Review on previous session III & IV that based on the priority, existing gap and capacity, we will explore what we want to achieve to address the needs.Sphere Handbook p.65 – 68 (key indicators)Core Standard #4: Design & Response*The flow:** *In panel, select one participant to read the key indicators on the Shere book page 65 – 68;Appoint the participant to read and others to participants to summaries or mentioned about the key message on each section; or ask the participants*
 | Sphere book |
|  | 20’ | Presentation plenary | Defining Objectives:Explain that in an emergency context, our Strategic Objectives are typically sector specific, and each may be a different prioritized problem. Definition – Description – Give an example*Share the good and weak examples and ask the participants to divide them self into four group (depend on the numbers, 4-5 people/group) and ask them to choose the which SO is good/weak and explain. Each group will need to receive the package of the good and weak example.* *Participants share the components of the good SO.**Participants brainstroming to define what is SO.****Note:*** *Consider some tips on Do’s and Don’ts in building strategic objective, focus on people – centered (what we want to see change in the people), high level changes!**The flow:** ***“Strategic Objective, describe the noticeable or significant benefit that are actually achieved and enjoyed by targeted groups by the end of the project”*** *– source CRS Propack 1; page 106.*
 | ***Handout:****Good SO:**Please find the good example**........................................**Why this is good?**Weak SO:****“To repair roads and bridges in ten locations inside Mae La Ma Camp and Mae La Oon Camp that were badly damaged by the flashfloods and landslide”****Why this is weak? Because is only about the activity and it does not describe what the people are doing or what is changing the people life.****“the target population is assisted and meet with the target need”****Why this is weak? Because is very general and not specific to the sectors.****“Vulnerable communities, particularly ultra vulnerable, community member, accumulate tangible and intangible objective”****Why this is weak? Because there are some difficult terms and not specific* |
|  | 15’ | Group Work | * Divide the participants into four groups
* Ask the participants to decide “WHAT” the group will do based on the scenario, and to give justification on “WHY” they take that decision 🡪formulate the decision (*if needed, display this question above on the screen)*.
* Ask the participants to find the information on the gap by visiting the key informant
* Ask the group to write the result on the flipchart and select the presenter
 | * Scenario
* Flipchart paper
* Marker
 |
|  | 15’ | Plenary discussion | Participants presented their decision (strategic objectives). * Select the group who will present the result
* Guide the process with question:
* Do participants define the WHO and when
* Do participants describe the solution to the identified needs?
* Ask others group to provide comments, confirmation, input, suggestion, etc*.*

*Note: final result is selected objectives for further discussion in session 7-9.* |  |
|  | 5’ | Wrap Up | Facilitator l asks the selected participants to summarize this session and write the OBEJCTIVE statement agreed by the participants on the cards and explain to participants that these objectives will be used in the next sessions. |  |
| ***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.*
* *Write in full sentences as if already achieved put the targeted primary beneficiaries.*
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| **Session 6**  | **Targeting** | **90 min.**  |

**Objective:**

* To apply different targeting option 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
* Targeting decision depends on resources availability (staff, skill, logistics, financial)
* Targeting happens at 2 levels: geographic (which communities to target) and beneficiary (which families or individuals in those communities to target)
* Vulnerability is specific- base on emergency context
* Protection principle #2 – access to impartial assistance

**Materials:**

* Sphere handbook
* Case study based on scenario

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| **Session Topic** | **Time** | **Methodology** | **Facilitation** | **Materials/hand-out** |
| **Targeting** | 15’20’15’20’15’5’ | Brainstorming -Sharing – Pair Buzz Group WorkPlenary DiscussionGroup WorkPlenary DiscussionWrap Up | **Introduce** the topic and objective: An essential part of strategy design is deciding on targeting and scale. Facilitator ask the participants:Based on the experience regarding the targeting:* What is your experience in defining the target communities?
* How did you target beneficiaries within the communities?

***Facilitator notes:*** *Remind them that targeting affects the scale of the program (big or small):**- how many resources do you have**- what is your organizational capacity (staff, skills, logistics)**- Refer to the previous result from assessment analysis, identified the Strategic Objective and organizational capacity and gaps**-Remind the participants for impartial targeting by referring to Code of conduct & humanitarian principles.*Group Exercise 1: Your organization is responsible for providing humanitarian relief in 3 affected villages. [*See targeting exercise handout with map*] Based on the assessment reports and the available resources, plan your organization’s targeting strategy for the project area. Be prepared to defend your targeting strategy. Each group should present targeting strategy - decision (group debrief) to peers. Distribute targeting exercise (related to criteria/vulnerability) to the groups:1. Divide the participants into 2 groups or use the previous grouping
2. Ask the group to develop targeting strategy in the affected areas. The discussion guide will follow the two question below:
	* What criteria will you use for targeting households?
	* Why do you choose that criteria? Consider vulnerability aspect on defining your criteria.
3. Ask the group to write the result of discussion on the flipchart paper and select the presenter.
4. Ask all participants to observe others group result. Ask them: what general comments do you have?
5. Facilitator ask: Were there challenges or problems in targeting certain households within the village? How can this be overcome? *(i.e. involving beneficiaries in setting the criteria)? Refer to Sphere Common Standard on Targeting (Indicator 2; Guidance Notes 2 and 3)*
6. Facilitator points out that vulnerability is context spesific and give example. Protection issue (impartial targeting, Gender issue - cross cutting themes)

Group Exercise 2: 1. using the same scenario, continue your work by discussing these questions:
* Based on the resources you have, which village are you going to prioritize? Why?
* What challenges did you face (if any) in allocating your resources? How did you address these challenges?
* Were there any tradeoffs (for e.g. serving less beneficiaries because of budget constraints)?

2. Group present their work. 3. Facilitator asks 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? Possibilities:* 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

Wrap-up:*Conclude with the key messages (PPT bullets point):** The purpose of targeting is to meet the needs of the most vulnerable while providing aid efficiently and in a way
* Targeting decision depends on resources availability (staff, skill, logistics, financial)
* Targeting happens at 2 levels: geographic (which communities to target) and beneficiary (which families or individuals in those communities to target)
* Vulnerability is specific- base on emergency context
* Protection principle #2 – access to impartial assistance

Note:* *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. (Sphere p.196)*
 | * Sphere Handbook Common Standard 4, page 55-73

PPT slide show – statement from p.66* Sphere Handbook Protection principle, page 36 -37 – Reading
* Sphere Handbook Code of Conduct p.368 & Humanitarian Principles p.15-24

PPT slide show p.21* Case study targeting – Hand out
* Group works, Sphere Handbook reference e.g. food security standard. Targeting distribution p. 193-195.
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| **Session 7**  | **Strategy Selection**  | **3hrs 20 min** |

**Objectives:**

* To introduce various intervention to respond to an emergency.
* Participants understand response strategy can change based on changing situation.

**Key Messages:**

* Implementing strategy can change based on changing situation (in depth assessment, etc)
* There are many ways to address a single need
* We can’t meet all the needs, depending on our technical capacities.
* Sphere provide the appropriate intervention guidance.

**Materials:**

* Handout 7.1 Example of a Food Security Matrix
* Handout 7.2 Padang Earthquake Case Study

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| **Session Topic** | **Time** | **Methodology** | **Facilitation** | **Materials/hand-out** |
| **Introduction** to response implementation strategy | 30’10’30’20’10’30’ | Plenary discussionPlenary discussionGroup workPlenary sessionPlenary session | This session will start with a brainstorm to solicit participants’ experience in past emergency response. *Facilitator asks:** Have participants had experience in responding to an emergency?
* What responses/interventions did they implement? How did they implement this?
* why/based on what?

Write down participants’ answers on flipchart.*Then asks*: aside from the interventions listed on the flipchart, were there any other interventions that you know or are aware of? What are they? Write the participants’ answers on flipchart.*Then facilitator asks* participants to review the strategic objectives and program sectors identified in the previous session, write down the selected objectives on flipchart in CAPITAL letters and tell the participants that this list will be used as reference throughout the session.*Then facilitator ask*:What are you going to do to achieve these objectives, what strategies could you use to implement this activity? (*Facilitator can also use a guiding question*: what factors are you considering when choosing the implementation strategy?)*Write down* participants’ answers on flipchartFacilitator explains that the participants will discuss this in the next group workGroup Exercise on Prioritization Matrix:Divide the participants into 4 groups of 5, and explain the purpose of the exercise, i.e. to explore and discuss various strategies to address a single need. Let the participants know that this exercise will use “food security” as sample of objective. Then give them the following tasks:- The group will discuss and identify various strategies to address the needs for food.- The group will discuss and identify some key consideration and/or criteria to assess the appropriateness of a strategy (for food security intervention) in any given time/phases of emergency. Allow groups to debate and come up with their own criteria.Group presentation- Each group will present their result of discussion using matrix.In plenary: - Ask participants to turn to page 179 of Sphere *2011* to read about different responses to food security.- Facilitator develops 1 common matrix and work with participants to discuss strategies the groups came up with. Explain, for example, why distributions are not cost effective; how gender may be a challenge in cash-for-work programs if men generally engage in unskilled labor, etc.*Reference/Notes for facilitator in plenary discussion:** *Facilitator can use the matrix below for plenary discussion, and to facilitate the participants to jointly develop one consolidated matrix based on the groups’ presentation.*
* *Refer back to Sphere standards for food response, with explanation on specific strategy in specific situation (example: direct food distribution may be appropriate for the first few days of disaster as people do not have facility to cook, etc.).*

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| Sector/implementation strategies |  |  |  |  |
| Direct distribution |  |  |  |  |
| Food vouchers |  |  |  |  |
| Cash vouchers |  |  |  |  |

Facilitator concludes the session with **key messages:*** There are many ways/strategies in any phase of emergency to address a single need
* Intervention such as food direct distribution should be phased out quickly as the situation of emergency and the affected population are changing

Note: possibility to use the actual SO for the exercise. | Flipchart paper Flipchart paperResults of SO session or list of selected objectives on flipchart paperFlipchart paperFlipchart paperSPHERE bookLarge flipchart or blank matrixFood Security Matrix for hand-out |
| To expose participants to the fact that response strategy could change based on the ER changing situation and/or in-depth assessment | 10’10’30’20’ | Plenary session | Introduce group exercise: *Facilitator explains* that in addition to the various ways to address a single need, an intervention strategy could also change as a result of changing situation and/or more accurate information from the in-depth assessment. *Facilitator asks* participants if they have experienced changing their ER intervention strategy, and why*Then facilitator asks the participants to stay in the same groups as in previous session/exercise and facilitator:** Explain the purpose of this exercise, i.e. to inform the participants that emergency response strategy may change based on the changing situation (based on more in-depth assessment, changing beneficiary’s priority, etc.).
* Distribute the case study of CRS Padang Earthquake response.
* Ask the groups to:
* Review the Padang project strategy
* Identify and discuss what changed in terms of strategy and why it changed

When the group work finished, *facilitator ask one – two group to share their results of discussion and what changes they idenfity. Then ask the following questions:** Is it the quickest way to meet urgent needs?
* Is it cost effective?
* Is it in compliance with Sphere standards? How, in what way?

Reference: Core Standard 4 and 5*Another possible question 🡪 is there any other circumstances/do you have any other example where the strategy changed and why? Prepare for local in kind donation*Key message: ER strategy can change overtime depending on changing situation/more in-depth information. Therefore, in-depth assessment is key in determining HOW we are going to carry out the emergency response.* Are the underlying causes of the problem addressed rather than just its symptoms?
* Can women’s strategic and practical needs be met?
* Do we have the technical capacity to comply with Sphere standards?
* Will interventions be sustainable

Etc | CRS Padang response case study |

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| **Session 8 : Strategy Selection (compliance with Sphere Sectoral standards) (3hrs10 min)** |

**Objectives:**

* Participants are able to use Sphere to develop appropriate intervention.
* Participants are familiar with the standards, indicators, guidance notes for sectoral intervention.

**Key Messages:**

* Sphere can be use as one of the guidelines to develop the strategy (ex: use indicators or guidance notes as criteria).
* Strategy design needs to be done by consultation with the team and the communities.

**Materials:** Sphere handbook

**Facilitation:**

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| **Session Topic** | **Time** | **Methodology** | **Facilitation** | **Materials/hand-out** |
| **Review****Developing Strategy using Sphere Handbook** | 10’ 120’ 60’10’ | PlenaryGroup WorksGallery walk presentationPlenary | Facilitator reviews the previous session using key points: * Our implementing strategy can change based on changing situation
* In Padang Response example, the change is based on in-depth assessment.

Participants are divided into 3 groups and facilitator gives each group different program sector to work on (Shelter, Food, and WASH). *Note: each group should be accompanied by one facilitator who understands the contents of Sphere and the related technical sector discussed by the group.*Ask the participants to: 1. Read the results of the previous session on strategic objectives and findings from assessment
2. Using Sphere book determine:
	* What minimum standards apply to the scenario?
	* What guidance notes would best help to design the interventions to achieve the standards?
3. Based on the group analysis of the scenario, identify key actions to address the needs. Write down on flipchart.

Gallery walk: post all flipchart on the wall and conduct gallery walk. Ask participants: * to identify differences and how each sector proposes to apply Sphere standards.
* which strategy fits with which timeline, is it still appropriate?

Facilitator asks: what could have been most effective interventions for this particular sector? (link to previous sector on various ways of addressing a single need).Wrap up: * Facilitator concludes by emphasizing that we can use Sphere as a reference in determining our strategies.
 | Sphere Handbook 2011 Minimum Standards * Water Supply, Sanitation and hygiene Promotion (pp. 84-90)
* Food Security and Nutrition (pp. 175-179), Guidance Notes #8, p196.
* Shelter, Settlement, and Non-Food Items (pp. 243-245, 249-254)

Flipcharts, meta cards, markers Ppt on key messages |

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| **Session 9 : Strategy Review (compliance with Sphere cross cutting themes and protection principles)** (**2 hours)** |

**Objective:**

* To review and revise strategies to comply with Sphere, cross cutting themes, and protection principles.

**Key Messages:**

* ER strategy has to technically strong by taking into consideration the protection principles and cross cutting themes, particularly gender, in Sphere.

**Materials**: Sphere handbook

**Facilitation process:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Session Topic** | **Time** | **Methodology** | **Facilitation** | **Materials/hand-out** |
| **Review Cross Cutting Themes and Protection****Reviewing the strategy****Refining the group works** | 10minutes30 minutes60 minutes15 minutes5 minutes | PlenaryGroup worksGallery walk presentationGroup workPlenary | Ask participants to read Sphere handbook page 15 on Cross cutting themes and page 33 on Protection Principles. Ask the participants to pay more attention to the Guidance Notes #2 Checklist page 33. Ask participants to return to their previous 3 groups from the last session (WASH, Food, and Shelter) with the tasks: * Review the strategy of the other groups’ works on the previous session, using criteria from the Sphere’s cross cutting themes and protection principles as reference.
* The reviewer group posts the inputs, comments and clarification on post it.

Each reviewer group presents the results and asks the reviewed group to respond. *Note: Please consider local context from each diocese.*Each group refines their strategy based on the comments to make it more gender – responsive and reflecting protection principles.Wrap up & key messages:* ER strategy has to technically strong by taking into consideration the protection principles and cross cutting themes, particularly gender, in Sphere.
* Each diocese should develop their own check list using sphere.
 | Sphere Handbook 2011* Cross cutting themes (pp. 14-17)
* Protection Principles (pp. 29 – 43)
* Guidance Notes #2 *Checklist* (pp.33-34)

Flip Charts, Markers, post it, meta cardsPpt on key messages |

**Session 10: Emergency Proposal Development (4 hours)**

**Objectives:**

1. Participant able to develop emergency proposal in structured and logical way
2. Participant able to review emergency proposal

**Key Messages**:

1. A result framework gives snapshot on what you propose to do (what), and how to address the problem
2. ER proposals are about documenting the organization decisions (what, where, who, how) for communication to relevant stakeholders, and about securing funding as needed.
3. ER proposals describe the early stages of emergency situation and how the organization will response the situation.
4. ER proposal closely linked to the situation reports.
5. Keep the proposal simple and well structured 🡪 timeliness is most important.
6. Good enough proposal, not necessarily the sophisticated ones!
7. ER proposals should be reviewed by using proposal review check list

**Materials** 🡪 Handouts of:

* Result Framework
* Emergency proposal template
* Situation report template
* Proposal checklist

**Facilitation Process**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Session** | **Time** | **Methodology** | **Facilitation** | **Materials/hand-out** |
| **Emergency Proposal Development** | 15”90”15”90”15”15” | BrainstormingGroup work PlenaryPair work Cros check reviewClosing | 1. Refresh the participants with ER phases in relation with assessment and intervention phases (in relation with session 2). Probe into their learning based on specific interventions selected during sessions 5 and 8
2. Encourage participants to share their experience by asking the following questions:
* Do you have experience in writing proposal? (any kind of proposal, not limited to ER).
* How do you do the proposal writing?
* What information do you need to make the proposal?
1. Divide participants into 2 big groups: Western group (Dioceses from Sumatra, Java and Kalimantan); and Eastern group (dioceses from Flores, Sulawesi and Papua)
2. Facilitator asks participants to put the result of previous sessions in the meta-card. Stick them on the wall in logical way into 3 level of hierarchy:
	1. Analysis and identified capacities = the “why”
	2. Strategic objective = the “what”
	3. Intermediate result from the strategy selection session = the “how”
3. Ask participant to write the information in the meta-card and put into the result framework. The SO and IR that needs to be written down good.
4. Give the real result framework (material 10.1) to each participant, then discuss in pairs:
* How similar is the real result-framework with your work? Focus on the content, not the wording.
* Encourage participants by saying that the real framework is already reviewed and had so many information while participants only have limited information. It’s ok ☺
* Was the result framework difficult to make?
1. Share the discussion result in the plenary. Encourage participants to think and provide tips for making a good result framework.
2. Facilitator points out the key messages
	1. Result framework gives snapshot on what is the problem (the SO) and how to address the problem (the IR) 🡪 while talking, facilitator show the example of result framework, just to emphasize the “what” and the “how”
	2. Strategy can change

Facilitator distributes ER proposal template (material 10.2) and sitrep template (material 10.3) then explains the relationship between them. Also, facilitator could present real sitrep and real proposal from previous actual emergency response (e.g: Padang response, etc) in plenary and asks the following question:* How is the information from the sitrep feed into the ER proposal?
* What need to be added from sitrep into ER proposal?
1. Ask participant to write the information from the meta-card into ER Proposal. Each pair produces their own ER proposal. Only SO and IR that need to be well written, the rest can be in bullet points.
2. Facilitators appreciate participants work by saying (e.g: excellent, good job, well done). Then asks:
* Do we have to review the proposal? And why?
* Who should review?. Then facilitator share story of un-reviewed proposal and it’s impact.

 1. Facilitator distribute proposal checklist (material 10.4) for review to each participants. And ask participants to circulate their own proposal to other for cross check with the checklist and write the comments in the post it.
2. De-brief: Was it difficult? Challenges on making it?

Facilitator points out the key messages:* 1. ER proposal can be simple!
	2. ER proposal closely related to sitrep. Information from the sitrep feed in the ER Proposal.
	3. Not focus on proposal writing but on the way of thinking to make proposal base on information/knowledge in the previous session.
 | * material 10.1 Result framework
* material 10.2 Proposal template
* Material 10.3 sitrep template

- material 10.4 proposal checklist |