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| **Session 16: Sphere and Coordination** | **1 hour 30 minutes** |
| **Note:** This session is evenly split between knowledge gain and attitude shift about the value of coordination. There are some aspects of coordination that humanitarians simply need to know, such as inter-sectoral links, and some pre-set coordination structures. But equally important is the opportunity this session offers to make a positive impression on the value of coordination in humanitarian action. It is designed to influence the way in which participants view collaboration and information sharing to improve the work they do for the people they serve. The session includes:  1. **PowerPoint presentation** – with trainer’s notes in the “Notes View”, which explain the key themes on the slides, and provide instructions for activities and their debriefing.  2. **An energiser group activity (“the magic stick”)** to demonstrate the importance of communication in implementing coordinated action.  3. **A quiz-oriented activity** to be conducted in a timed manner with a participant-research component (reading short sections of the Sphere Handbook to verify answers) and discussion based on participant peer-grading and a facilitator-led debriefing process.  4. **A short video** highlighting coordination in the field in the shelter sector. |  |
| **Learning objectives**  By the end of this training, participants will be able to:   * Describe the two main emergency coordination structures in place globally for international humanitarian crises * Explain the role and expected norms of coordination activities and arrangements according to Sphere guidance | |
| **Key messages**  There are four key messages of the session that you should highlight. The goal is that participants will absorb and be able to restate these key messages with colleagues after the training.   * Coordination is vital to effective humanitarian response. * Communication is central to effective coordination. * Intra-sectoral coordination is as important as inter-sectoral coordination. * There are two globally-established coordination models for international humanitarian assistance: the Inter-Agency Standing Committee (IASC) Cluster Approach for disasters and the UNHCR Refugee Coordination Model for refugee emergencies. | |

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| **Concise session plan** (this is a moderately-paced session with time allocated for reflection and participant-led discussion) | **Timings** |
| 1. **Introduction and learning objectives** (slides 1 and 2) | 5 mins |
| 1. **Magic stick exercise** (3 and 4) | 15 mins |
| 1. **Coordination Summary** (5 and 6) | 5 mins |
| 1. **Quiz exercise** (slide 7) | 10 mins |
| 1. **Quiz “peer-grading,” debrief & discussion** (slide 8) | 35 mins |
| 1. **Global coordination structures** – IASC Clusters and Refugee Coordination Model (9 and 10) | 13 mins |
| 1. **Coordination video** (slide 11) | 5 mins |
| 1. **Wrap up** (12–14) | 2 mins |
| **Other files you will need**  To make your session logistics easier, print the handouts for this session and prepare these for distribution and your own review ahead of time.  **STP 16 Instructions for the Coordination Stick.docx** explains how to set up and conduct the “magic stick” coordination exercise at the beginning of this session.  You will need to print one copy of **STP 16 Sphere and Coordination Quiz.docx** for each participant and one copy of **STP 16 Sphere and Coordination Answer Sheet.docx** for each grading pair.  You will also need the file **STP 16 Sphere and Coordination Instructions for Quiz Facilitation.docx**,which contains complete instructions for facilitating the quiz exercise and its grading and debriefing process. | |
| **General norms for all Sphere training sessions**   * Apply the principles of adult learning by using an active learning approach in your session design and facilitation. See the **STP Facilitator’s Guide** for more such information and tips. * Remember that different sessions in this package have different content and therefore different approaches to training based on that content. Content has been simply classified as relating to **skills, knowledge, and attitude**. Most sessions include some aspect of each, in different ratios.   + **Skills**-based content results in the participant being able to do an activity or perform a skill. It is best taught by practice, hands-on application, and repetition.   + **Knowledge**-based training results in the participant knowing certain information. This can be measured by quizzes, discussion after the session, or the participant’s ability to explain the content to someone else.   + **Attitude**-based content is intended to change the way participants think about certain topics or the way they approach humanitarian work. This content is about encouraging, convincing, and eliciting buy-in from the group to the extent possible. * Communicate to participants core messages that they will be able to retain and apply **– not** everything you want to tell them. What they need to know to be able to successfully use Sphere in humanitarian response is always less than what you want to tell them and more than they can remember. * Use the learning objectives to guide you if you need to prioritise some elements of the session for the sake of time. * Always use the activities (e.g. case study, role play, plenary discussion, matching game, photo or video analysis) during the session. Participants will learn more by doing, and be much more interested, than if they are lectured at. * Decide how you will share the responsibilities if you have a co-trainer. * You are encouraged to use the session plans and activities from this package for your topic or to modify and develop your own – as long as the learning objectives are met. * Have a plan B (and C) to mitigate unexpected challenges (power failure, more or fewer participants than planned, last-minute room changes, etc.) * Although estimated timings are provided in the notes, consider your group’s size and discussion style, and do the required maths to determine feedback and debriefing time needed. Six groups of four people with each person speaking for 2 minutes = 48 minutes if everyone speaks! It would take 24 minutes if one representative speaks for each group for 4 minutes. * Close your session on-time with an activity wrap-up, summary, debrief, or challenge to action.   **Sphere Training Package surveys**  The Sphere Training Package is updated every few years. Your feedback is highly valuable during and between revisions for monitoring use, and for assessing the quality of the sessions and their suitability for different audiences.   * If you recently delivered training using one or more sessions from this training package, please complete this survey: <https://www.surveymonkey.com/r/STP2019facilitatorsENG> * If you recently finished working through this training package for private study, please complete this survey: <https://www.surveymonkey.com/r/STP2019studiersENG>   **Participant feedback**   * However long or short your training event, Sphere recommends asking your participants for feedback. If using a paper questionnaire, you may use your own form or adapt the one provided in the file **STP 20 Evaluation Form Template.docx**. If you have Wi-Fi at the training venue and everyone can access a phone or PC, you may prefer to use an online survey. Sphere has a central post-event participant survey which you can test here: <https://www.surveymonkey.com/r/spheretesten>. Contact [learning@spherestandards.org](mailto:learning@spherestandards.org) to request a unique way of collecting survey responses (SurveyMonkey calls this a “collector”) or tailored version for your event.   **Sharing a training report**   * If you have recently organised or facilitated a workshop, please send an event report to [learning@spherestandards.org](mailto:learning@spherestandards.org). This may be shared via Sphere digital platforms so please don’t include private or sensitive information. The file **Training event report template.docx** included in this package may be used as a template if your organisation doesn’t provide one. | |
| **Tips for local modification**   1. If you do not have access to power or equipment to present PowerPoint slides, print the slides on A3 paper in advance and conduct the session as a live event. 2. This session is very workable without the prepared PowerPoint presentation. The quiz activity supports the bulk of the session and the key points from the slides can be shared by using printed A3 copies, or by use of the flip chart, and your own presentation. | |