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| **Session 1: Sphere, Cash and Markets** | **1 hour 30 minutes** |
| **Note:** This session is primarily knowledge based (explaining cash- and market-based response options) and partially attitude oriented (heightening awareness of the potential value of using a cash-based approach to provide assistance and encouraging the participants to actively assess and analyse the feasibility of such programming in a given emergency response). It explains and advocates for use of cash-based assistance (CBA) programming in all appropriate contexts, based on careful analysis of each crisis situation. It emphasises the importance of market analysis, and considers cash-based systems and supply chain management issues as alternatives to an in-kind humanitarian response. 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. **A role-play activity** to be conducted individually by the participants in which they play earthquake survivors who must budget for their immediate needs for the next 2 months.  3. **A small-group** **exercise** matching specific examples of different types of CBA programming to humanitarian needs.  4. **A short video** which illustrates different forms of CBA programming for different groups of people identified in a specific response. The video demonstrates the diversity of CBA programming options. |  |
| **Learning objectives**  By the end of this training, the participants will be able to:   * Concisely explain the philosophy of decision-making for CBA vs. in-kind assistance * Navigate the assessment process required to successfully design a CBA programme * Advocate for using CBA programmes where feasible and appropriate | |
| **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.   * CBA programming is encouraged but not always appropriate. * There are many different approaches to CBA. * Monitoring and evaluation are essential components of any CBA programme, and the programme will need to evolve during the response. * The potential for abuse and misuse of resources in CBA programmes can be significant. | |

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| **Concise session plan (this is a fast-paced session)** | **Timings** |
| 1. Introduction and learning objectives and overview (slides 1–5) | 8 mins |
| 1. Same disaster, different needs – CBA activity 1 and debrief (6 and 7) | 25 mins |
| 1. CBA programming considerations (8–14) | 15 mins |
| 1. The many forms of CBA – CBA activity 2 and debrief (15 and 16) | 15 mins |
| 1. Checklists for CBA (17–19) | 7 mins |
| 1. CBA programmes from the perspective of the recipients (video and discussion) (20–22) | 15 mins |
| 1. Last points and wrap-up (23–25) | 5 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.  The individual exercise **STP 17 CBA Activity 1.docx** requires a printout of one **STP 17 Activity sheet.docx** and one **STP 17 Answer Sheet.docx** *per participant*. Participant will also need pens and can use a calculator or their phone for addition if they choose.  The small-group exercise **STP 17 CBA Activity 2.docx** will require a little more preparation. Each table will need an envelope containing all 26 pieces to be matched, as well as an answer sheet (to be distributed at the end of the exercise. To prepare the envelopes, print as many copies of the **STP 17 CBA Activity 2.docx** file as the number of tables you anticipate for your training. Then, cut out all 13 “type of CBA” strips and all 13 “example” strips. Place all 26 strips in an envelope; repeat the process for each table. | |
| **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. | |

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| **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. If you cannot play the included video, skip it and ask if there are any particular examples of a CBA programme in the country in which you are holding your training. Ask participants who are familiar with the programme to present it as a micro case study and go through the discussion questions on slide 26. Note that a live presentation will take longer than the video so you will need to adjust session length accordingly. |