**Sheet A**

**Round 1: You are the Sphere advocate**

**You work for an NGO. You meet a military commander on the road – blocking your way to the crisis-affected area.**

It is the day after the heavy rains caused landslides and flooding throughout this rural area. Early news reports and satellite imagery show that three villages on this road may have been destroyed. There are reports of widespread destruction and homelessness. The military have closed the roads claiming looting and violence in the area. They say no-one is allowed to enter the area. You have arrived with a small assessment team in your NGO-marked vehicle and a limited amount of immediate assessment supplies. You know the following information only.

1. Trucks with relief supplies from your NGO have been dispatched from the capital this morning to use this same road to reach the villages later today – if the roads are opened in time for the trucks to pass before nightfall.
2. There are an estimated 12,000 people affected in these three villages.
3. The area is very poor, and your organisation has been running nutritional and food security programmes here for the past few years.
4. You know the headmen of the three villages by name (Messrs. Arbol, Banot, and Cordoba).
5. The humanitarian imperative calls for life-saving humanitarian assistance to be provided immediately – and nothing should supersede this principle.

**Round 2: You are the target**

**You are a local leader. You meet a team of people from the capital who have come to visit your village.**

You are the head of a poor village in a rural and religiously conservative area. The ongoing drought has caused further difficulties for your community. Recently, a measles outbreak has occurred in a neighbouring village and a medical team has come to do a health assessment and to vaccinate the children.

1. You are afraid that these vaccinations are a plot to poison your people – a minority in the country. You know that the central government is against you and you are very suspicious of any outsiders.

2. To best protect your people, you demand that the assessment team only talks to you. You know the names of all of the men in this village and the size of their families. You also know their medical problems since they come to you for advice.

3. You want to know why these people are here and how they are going to help you. If they say they have come to help, you demand that they show you what they are bringing to help. If they have only come to ask questions, you are not interested.

**Round 3: You are the observer/evaluator**

Use the **evaluation sheet** on the other side of this paper to evaluate the **advocate.** Do not intervene or offer advice, simply record your observations and share this with the advocate at the end of the role play.

**SPHERE ADVOCACY ROLE PLAY EVALUATION SHEET**

Review the form before the role play begins and fill it in as the role play proceeds. When the exercise is finished, you will have a few minutes to complete this form and to share your observations with the responder.

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| --- | --- | --- | --- | --- | --- | --- |
| **Sphere Advocacy Role Play Exercise Review Form**  Rate the following aspects of the **advocate’s** dialogue on a scale from 1 to 5 where 1 means the task was not done at all, and 5 means it was very well done. Circle the number you choose for each activity. If the activity is not important or needed for this scenario note “not applicable” in the ‘Any other comments” column. | | | | | | |
|  | Rating scale | | | | | Any other comments |
| **1. Focused and clear** | | | | | | |
| * Made it clear what was being advocated for | 1 | 2 | 3 | 4 | 5 |  |
| * Identified a specific problem or issue to change | 1 | 2 | 3 | 4 | 5 |  |
| * Kept focus on the issue, not the person | 1 | 2 | 3 | 4 | 5 |  |
| * Ended the dialogue with clarity and without making threats or false promises | 1 | 2 | 3 | 4 | 5 |  |
| **2. Knowledgeable** | | | | | | |
| * Knew (or referenced) fundamental principles in support of advocacy | 1 | 2 | 3 | 4 | 5 |  |
| * Knew what rights were being curtailed | 1 | 2 | 3 | 4 | 5 |  |
| * Showed an understanding of the context and constraints | 1 | 2 | 3 | 4 | 5 |  |
| * Knew the options for change and offered to help in achieving them | 1 | 2 | 3 | 4 | 5 |  |
| * Was able to cite Sphere (if needed) | 1 | 2 | 3 | 4 | 5 |  |
| **Persuasive** | | | | | | |
| * Slowed the pace of the dialogue if needed (if there was tension or raised voices) | 1 | 2 | 3 | 4 | 5 |  |
| * Searched for workable solutions for both sides | 1 | 2 | 3 | 4 | 5 |  |
| * Presented clear arguments that allowed face-saving and dignity on both sides | 1 | 2 | 3 | 4 | 5 |  |
| * Took a “let’s work together” approach | 1 | 2 | 3 | 4 | 5 |  |
| **Open, interested, and empathetic** | | | | | | |
| * Asked more than explained | 1 | 2 | 3 | 4 | 5 |  |
| * Used open-ended questions | 1 | 2 | 3 | 4 | 5 |  |
| * Appreciated challenges and difficulties of the other person | 1 | 2 | 3 | 4 | 5 |  |
| * Ended the dialogue with firmness on principles, but with respect to other perspectives | 1 | 2 | 3 | 4 | 5 |  |

**Sheet B**

**Round 1: You are the observer/evaluator**

Use the **evaluation sheet** on the other side of this paper to evaluate the **advocate.** Do not intervene or offer advice, simply record your observation and share this with the advocate at the end of the role play.

**Round 2: You are the Sphere advocate**

**You work for an NGO. You are visiting a small village with a health assessment and vaccination planning team from the capital. The leader of the village meets you.**

A major drought has been affecting this area, with no end in sight. To make matters worse, nearby villages have reported measles outbreaks, and this area is completely unvaccinated. The minority group that lives in this area also distrusts the central government, and there have been widespread rumours that the ethnic majority ruling government is trying to poison them with “vaccination campaigns”. Most people have no health information records, and many depend on local traditional healers who reinforce their suspicion of Western medicine.

1. Red Cross volunteers who were here recently reported high levels of malnutrition, and poor sanitation and hygiene practices – mainly due to lack of clean water.

2. You know that during the last month there were reports of several infant and young child deaths, representing a dramatic increase in fatalities over the last year.

3. You want to do an assessment with the women and children, as well as the men, to learn how best to introduce some changes that will improve the health situation here.

4. You want the health situation here to change. To do so, you must convince the local leader to help in arranging a vaccination programme for all children under 14, and to support your community assessment by organising focus groups.

**Round 3: You are the target**

**You are an overworked field staff member of a local NGO. Someone from HQ is visiting.**

You and your team have been working around the clock bringing food and much-needed clean water to the survivors of the tsunami. Most have lost their homes and are putting their lives and homes back together from the rubble. As always, some areas are better off than others, and the levels of services vary widely from one small community to the next. You are doing all you can to at least try to give everyone something – to show that you care and to show solidarity with the communities.

1. You and your team know the local area very well and are familiar with the relatively more vulnerable areas and the more resilient communities.

2. Your team needs a break, and you need more funding and supplies if you are to improve services.

3. You have requested support from the national HQ. So far, it has not been able to increase your budget or offer additional supplies, though it has promised to send a team to monitor your response programme and offer advice.

4. You are intent on making the case to the visitor from HQ that you know what you are doing, don’t need advice, and only need more staff and more money – not more talk.

**SPHERE ADVOCACY ROLE PLAY EVALUATION SHEET**

Review the form before the role play begins and fill it in as the role play proceeds. When the exercise is finished, you will have a few minutes to complete this form and to share your observations with the responder.

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**Sheet C**

**Round 1: You are the target**

**You are a military commander guarding the road against looters and rebels after the floods and landslides. A jeep approaches the roadblock where you are positioned.**

You are the military authority in this area. You have seen widespread devastation in the three villages farther down this road. You have stationed troops in each area to keep the peace and to protect people’s property and homes against looting and even attacks by rebels during this period of chaos.

1. You believe that your forces can control the area and open the road under supervision in 2 to 3 days’ time.

2. There are an estimated 12,000 people affected in these three villages, where your soldiers are doing some search and rescue operations and distributing water. If other people bring food to you, you can distribute it using your own trucks and soldiers.

3. You know the headmen of the three villages by name (Messrs. Arbol, Banot, and Cordoba). You have asked them to make a list of the people who have died, as well as those who are homeless.

4. You have authority from your superior to provide military-style group tents as needed.

**Round 2: You are the observer/evaluator**

Use the **evaluation sheet** on the other side of this paper to evaluate the **advocate.** Do not intervene or offer advice. Simply record your observations and share this with the advocate at the end of the role play.

**Round 3: You are the Sphere advocate**

**You have arrived at a busy field office from HQ to advise the tsunami relief team here.**

You recently attended a Sphere workshop and are passionate about improving the way your organisation works and responds to those in need. You have convinced your manager, and you now need to convince the field team, to read and review Sphere and to begin organising more community-based engagement and assessments now – at the beginning of this response – to establish baselines. You believe the field team needs to carefully use Sphere indicators, take key actions, and start complying with Sphere.

1. You want to distribute Sphere Handbooks and ask the team to review them and incorporate key aspects into their work as soon as possible.

2. You know the team is underfunded, which you can’t do anything about. You also know the team works without much community engagement or participation, and feel they should at least be doing those tasks well.

3. You know that this team has solid experience in doing humanitarian work, but they are still operating the way they did 20 years ago – as logistical experts, but without any real community engagement or participation.

4. You are intent on changing this.

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