### Summary

Some insights into many of the typical problems found in the WASH technical sector, illustrations of the minimum standards and associated key indicators, as well as a practical hands-on exercise.



### Aim

This module aims to provide participants with a better understanding of how the Sphere standards and indicators, together with the rights-based approach, can assist them and the people they serve through humanitarian preparedness and response.

### Learning objectives

*By the end of this session, participants will be able to:*

* Locate the technical chapter on WASH in the Sphere Handbook, and describe some of its minimum standards, associated key indicators, key actions and guidance notes
* Illustrate practical implementation of the minimum standards and key indicators
* Advocate for Sphere minimum standards implementation.

### Key messages

* The 13 WASH standards and their supporting activities and indicators illustrate an integrated system of analysis of needs, provision of water, and management of waste that should be well-coordinated if public health is to be preserved. Each part supports and is supported by the others.
* The WASH standards cannot be achieved if the Sphere Humanitarian Charter, the Protection Principles and the Core Humanitarian Standard (replacing Sphere Core Standards ‘Chapter) – as well as the cross-cutting themes and the other technical chapters – are not taken into account.

#### Preparation & resources

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| For the facilitator | For each participant | For each group of 3-5 participants |
| * Sphere Handbook * Pocket calculators * Review slides 2 to 20 and preselect a few problems of particular interest to your participants (about 3 out of the 9 problems). Mask the slides you won’t use (right click on the slide and select ‘mask’ at the bottom) and they won’t appear in the presentation. | * Sphere Handbook, highlighter * Print pages 1-2 of Handout ‘The minimum standards in Water Supply, Sanitation & Hygiene Promotion (WASH)’, on both sides, in colour if possible. Cut all 14 images/slides and place in an envelope. There should be one envelope per table/group. | * Flipchart stand, paper and marker pens (various colours) * Pocket calculators |

### You may also want to look at:

* **Module A1-A2-A3** – What is Sphere?
* **Module A4-A5** – Sphere in context
* **Module A7** – Sphere cross-cutting themes
* **Module A8** – The Core Humanitarian Standard (replacing Sphere Core Standards ‘Chapter)
* **Module A9-A13** – Sphere and the Rights-Based Approach (RBA)

### To know more:

* **Browse** ‘The Sphere Project in brief’: [www.sphereproject.org/about](http://www.sphereproject.org/about)
* **Read** the chapter ‘What is Sphere?’ of the Sphere Handbook (p. 4-17)
* **See** the video ‘Humanitarian Standards in Context – Bringing the Sphere Handbook to Life’: [www.sphereproject.org/resources](http://www.sphereproject.org/resources)

#### Session plan

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| Activity | Description | Timing |
| Introduction | The Sphere WASH standards and indicators, together with the rights-based approach, can assist you and the people you serve in humanitarian preparedness and response. | 5' |
| Slide presentation  ‘Some problems in WASH’ | Show the preselected slides (between 2 and 20; you should have chosen in advance 3 out of the 9 problems of particular interest to your participants and context).  Explain that these slides will show the kinds of recurring problems that persist in disaster-affected areas, and particularly refugee camp populations.  Present each problem and read aloud the associated questions as well as the possible answers. Use your own examples and stories to illustrate each of these problems and call for examples from others in the group who have experienced them.  Keep the session lively and move quickly. | 15' |
| Brainstorming in plenary | Prompt participants to share other problems which they have faced in disaster-response situations, from camp and/or from non-camp situations. | 5' |
| Group work  ‘Sphere minimum standards in WASH’ | Distribute one envelope per group. Each envelope contains 13 pictures + 1 overview picture (Handout ‘The minimum standards in WASH’).  In each group, have one participant pick a picture and read the corresponding standard aloud to the group. All group members should look for this minimum standard in the Handbook. Then have the participant who picked the picture make sure it is clear to the rest of the group. Then another participant picks a picture, etc., until all 13 have been read. The 14th picture, which could be picked at any time, names the 7 WASH sectors (highlighted in the diagram on p.82).  In every case, challenge the group to ‘test’ the standard to see whether or not everyone agrees that it is in fact universal in nature and globally applicable. | 20' |
| Slide presentation  ‘Visualising the WASH indicators’ | Show slide 21 and highlight the relationship between the Sphere Handbook components. Explain that indicators should be selected and adapted to your context.  You should have preselected approximately 3 examples most appropriate to your context from slides 22 to 42. Run the presentation with the corresponding slides. Use the questions in the presentation to get active participation from the group. Explicitly read out one key action and one guidance note associated with each indicator to ensure participants understand the structure Minimum standards/Key action/Key indicator/Guidance note.  Raise specific questions about cross-cutting issues (gender considerations, environmental impact, disaster risk reduction, etc.), rights or principles (roles and responsibilities, for example) or Protection Principles and the Core Humanitarian Standard (which replaces Sphere Core Standards ‘Chapter) to ensure participants always take them into account, even when they focus on technical standards and indicators. | 15' |
| Practical group exercise  ‘Assessing the achievement of a standard’ | Explain that this exercise will allow participants to practice. They should organise as a group to respond to the following question:   * Are the toilet facilities in this training venue achieving the ‘Excreta disposal Standard 2: Appropriate and adequate toilet facilities’? (p.107)   Get ready to respond YES or NO and explain your choice. You have 15 minutes! | 15' |
| Plenary hands-up | In plenary, ask who responded YES and who responded NO.  Ask the YES to explain briefly why, and then have the NO do the same. | 5' |
| Plenary brainstorm and wrap-up  ’Sphere RBA and transversal aspects’ | While doing the following exercise, ask and comment on the following:   * Have you considered the Humanitarian Charter, the Protection Principles, the Core Humanitarian Standard, the cross-cutting themes and all the technical chapters? * Did you coordinate with the other groups with the same mission? * Did you visit the bathroom? If yes, did you ensure that you were not disturbing people? Did you organise a joint visit with selected people from each the group?   Ask participants how they feel and what they would do differently next time.  Recap the key messages of the module and use slides 43 and 44 to conclude the session. | 10' |

### Tips for facilitators

* If you are not an expert in WASH you may want to ask someone who is an expert to support you during this session. Ideally, this person is a participant.
* Ask in advance if you can use the training venue bathroom for the practical exercise.
* If you have any props for the session (tap stand hardware, VIP latrine diagrams, empty jerry cans for illustration – or even better – full ones to illustrate their weight), use them!

**Acknowledgement**: InterWorks Sphere technical sectors course materials have been used and adapted to design this module: [www.interworksmadison.com/publications-training-resources/sphere](http://www.interworksmadison.com/publications-training-resources/sphere).