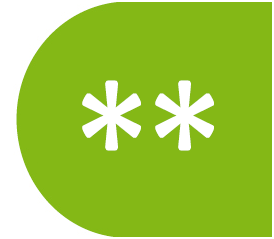
### Summary

An overview of how Sphere, one of the most widely recognised accountability tools in the humanitarian sector, can facilitate humanitarian coordination.



### Aim

This module aims to explore how Sphere can facilitate humanitarian coordination.

### Learning objectives

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

* Explain the importance of humanitarian coordination
* Describe which parts of the Sphere Handbook provide guidance on coordination
* List coordination challenges which can be mitigated by Sphere.

### Key messages

* Active participation in coordination efforts is essential to ensure adequate programme coverage, timeliness and quality of collective action.
* The Core Humanitarian Standard (which is replacing the Sphere Core Standards ‘Chapter) has a specific commitment dedicated to coordination, but the need to coordinate is repeated in all Sphere chapters, from the Humanitarian Charter to the technical chapters.
* The Sphere Handbook, one of the most widely recognised quality and accountability tools, can be used to mitigate several challenges facing humanitarian organisations. It is used as an inter-agency communication and coordination tool.

#### Preparation & resources

|  |  |  |
| --- | --- | --- |
| For the facilitator | For each participant | For each pair of participants |
| * One apple or a ball * One large piece of paper (collating 4 flip charts together) | * Handout ‘Quiz on coordination’ * Handout ‘Answers – Quiz on coordination’ | * Large post-it notes of two different colours |

### You may also want to look at:

* **Module A5** – Sphere in your operating local context
* **Module B6** – Sphere and advocacy
* **Module C1** – Sphere and the stakeholders involved in the humanitarian response

### To know more:

* **Do** the e-learning course ‘Building a better response’: [www.buildingabetterresponse.org](http://www.buildingabetterresponse.org)
* **Do** the ‘Sphere Handbook in Action’ e-learning course, module ‘Coordinated response’: [www.sphereproject.org/sphere/en/learning/e-learning-course](http://www.sphereproject.org/sphere/en/learning/e-learning-course)
* **Read** ‘The Sphere Project: taking stock’ by Aninia Nadig: [www.odihpn.org/humanitarian-exchange-magazine/issue-53/the-sphere-project-taking-stock](http://www.odihpn.org/humanitarian-exchange-magazine/issue-53/the-sphere-project-taking-stock)
* **Read** ‘Improving Humanitarian Coordination: Common Challenges and Lessons Learned from the Cluster Approach’ by Vanessa Humphries: <http://sites.tufts.edu/jha/archives/1976>

#### Session plan

|  |  |  |
| --- | --- | --- |
| Activity | Description | Timing |
| Energiser  ‘The benefits of coordination’ | Split participants into 4 groups at each corner of the room. Each group forms a circle by crossing their hands behind their backs and giving crossed hands to their neighbours, facing outwards.  Put an apple or a ball in the middle of the room. Say that the objective is to be the first group to collect the apple!  At your signal, without letting their hands, each group needs to move to the centre of the room and pick up the apple. It normally ends up in a messy way, with some groups pushing others. | 10' |
| Plenary debriefing | Ask participants what they learned through the energiser and orient their response towards the benefits of coordination. By coordinating with their group and other groups, they could have reached their objective collectively faster and in a smoother way. Highlight that coordination may not be such a natural process and that competition is a real factor.  Summarise by asking one participant to read aloud the paragraph on Coordinated response, Sphere Handbook p.59. | 5' |
| Individual work  Coordination | Distribute the handout with the quiz on coordination to each participant. Each participant has 10’ to individually decide whether each of the 13 statements is TRUE or FALSE. | 10' |
| Work in pairs | For the correction, participants will work in pairs. Have them exchange their filled-out forms. At this stage, distribute the answer sheet. The pairs should read the content of the answers and correct their form. They should also look at the references in their Sphere Handbook. | 20' |
| Plenary debriefing | When all pairs are through, debrief in plenary, asking participants to share specific challenges they have faced when responding to the quiz.  You can close the exercise by asking participants to look at which chapters use the word ‘coordination’ in the Sphere Handbook. | 15' |
| Brainstorming  ‘How the Sphere Handbook can support coordination’ | In advance, stick 4 flip charts together with masking tape and put the large paper on the wall. Let participants take 5 large post-it notes of one colour and individually write 5 key words summarising humanitarian coordination challenges.  Participants come up and stick the post-its on the walls, while you group them to come up with broad themes highlighted by the group.  For each theme, ask in plenary: How can Sphere help us mitigate this challenge? Ask a participant to write down suggestions on post-it of another colour and stick them over the challenges. | 20' |
| Plenary debriefing | Explain that Sphere has become one of the most widely known and internationally recognised sets of standards for humanitarian response and is used as an inter-agency communication and coordination tool. | 5' |
| Wrap-up | End the session by reminding participants of the 3 key messages outlined above. | 5' |

### Tips for facilitators

* If you are not familiar with the Humanitarian Reform and the International Humanitarian Architecture, you are strongly advised to go through the e-Learning course in preparation of the session.
* This session will be more interesting if you have participants coming from various agencies and stakeholders in the room, as they will be able to express more diverse views on coordination challenges.
* Check if it is culturally appropriate to hold hands (energiser), especially with a gender-balanced group.