### Summary

A look into the variety of stakeholders involved in humanitarian interventions, their respective roles and responsibilities and how each of them and together they can use the Sphere Handbook.



### Aim

This block aims to provide an overview of the stakeholders involved in a context-specific humanitarian response, and to highlight how the Sphere Handbook can be used by all of them as a reference tool.

### Learning objectives

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

* Map the stakeholders involved in humanitarian response
* Describe the stakeholders’ roles and responsibilities
* Explain and illustrate how Sphere can increase the quality and accountability of the various stakeholders’ contributions to humanitarian response.

### Key messages

* ‘We recognise the primary role and responsibility of the affected state to provide timely assistance to those affected, to ensure people’s protection and security and to provide support for their recovery’.
* No single stakeholder is able to meet all the needs of the affected population; therefore, it is in the interest of all to work in a complementary fashion.
* Sphere can be used as a common language amongst the various stakeholders, with the aim of improving the quality and accountability of humanitarian response.

#### Preparation & resources

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| For the facilitator | For each participant | For each group of 4-5 participants |
| * Example of stakeholder’s mapping to clarify the expected outcome of the first exercise | * Sphere Handbook * Highlighter | * Marker pen * Colour cards |

### You may also want to look at:

* **Module A8** – The Core Humanitarian Standard (which replaces Sphere Core Standards ‘Chapter)
* **Module A9** – Sphere and the Humanitarian Charter
* **Module B5** – Sphere and coordination
* **Module B6** – Sphere and advocacy
* **Module C3** – Sphere and the national government

### To know more:

* **Do** the ‘Sphere Handbook in Action’ e-learning course, module ‘Who responds’: [www.sphereproject.org/sphere/en/learning/e-learning-course](http://www.sphereproject.org/sphere/en/learning/e-learning-course)
* **See** the video Humanitarian Standards in Context – Bringing the Sphere Handbook to Life: [www.sphereproject.org/resources](http://www.sphereproject.org/resources)
* **Read** the graph highlighting the legal responsibility of the state and the moral responsibility of humanitarian organisations, p.2: [www.sphereproject.org/silo/files/what-is-new-in-the-sphere-handbook-2011-edition-v2.pdf](http://www.sphereproject.org/silo/files/what-is-new-in-the-sphere-handbook-2011-edition-v2.pdf)

#### Session plan

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| --- | --- | --- |
| Activity | Description | Timing |
| Introduction | All the stakeholders involved in a context-specific humanitarian response can use the Sphere Handbook as a reference tool to enhance the quality and accountability of the humanitarian response. | 5’ |
| Group work  ‘Stakeholders’ mapping’ | Split participants in groups of 3 to 5 and explain:   * Participants have to identify the stakeholders (individuals, groups and institutions) who are involved in the response and write each stakeholder’s name on a different colour card, using one colour per type of stakeholder (for example, green for INGOs, etc.). * For each stakeholder, participants discuss in their group their roles and responsibilities in the response, and write both on another card. * On a flipchart, each group will map out the various stakeholders involved in the response, drawing the relationships among them. They can also draw large or small bubbles around the card to represent the stakeholders’ relative size or power.   All flip charts should be stuck on the walls or on their stands. | 20’ |
| Debriefing | Propose a gallery walk: everyone goes around and looks at the other groups’ work. | 10’ |
| Wrap-up | Ask a few questions:   * Which stakeholders have the power to make things change positively for the affected community? * Which stakeholders can use their power and challenge the positive change to the affected community? * Who are the rights holders and who are the duty bearers? (Let participants refer to the Humanitarian Charter and help them clarify the role of the state.) | 5’ |
| Group work  ‘Stakeholder strategies and the use of Sphere’ | In plenary, regroup stakeholders who present similarities in terms of their roles and responsibilities in the response.  Split the participants into groups to investigate further these regrouped stakeholder strategies.  Participants will:   * Write on colour cards the main strategies/actions used by these stakeholders to support the humanitarian response * Prioritise 3 priority strategies/actions * Find information in their Sphere Handbook to support each of the 3 priority strategies/actions   Encourage the groups to look in various parts of the Handbook, including the Humanitarian Charter and the Core Humanitarian Standard which replaces Sphere Core Standards ‘Chapter (see CHS Commitment 6 on coordination).  Each group will prepare a flipchart summarising the stakeholder’s roles, responsibilities, their key strategies/actions and Sphere support for this. They have 20’ to do so.  Each group will present in plenary in turn. (15’) | 40’ |
| Debriefing | Explain that several stakeholders might have common priority strategies, such as coordination, service delivery, WASH provision, or advocacy, and explain how the Sphere Handbook can provide guidance to most stakeholders in most of their strategies/actions related to humanitarian intervention. | 5’ |
| Wrap-up | Conclude by insisting that working in a coordinated manner and using/sharing/understanding the same vocabulary (Sphere Handbook) is a real asset for improving the quality and accountability of humanitarian intervention.  Refer to Protection Principle 1 (avoid exposing people to further harm) which is a responsibility of all humanitarian agencies.  Insist that one of our commitments in the Humanitarian Charter is ‘We acknowledge that our fundamental accountability must be to those we seek to assist.’ | 5’ |

### Tips for facilitators

* Depending on the type of actors in the room, this module may bring out some tensions and controversy; you need to be prepared to handle them and refocus the group on the aim of the module.