**SPHERE Training**

**Facilitator’s Guide 2018**

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Testing

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Special thanks

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Introduction

This facilitator’s guide provides an overview of the Sphere Training Package (STP) 2018, and advice to help you plan and deliver successful training on Sphere (2018 edition) that best fits your audience’s needs, your own style and capacities, and your resources.

It is comprised of three parts and two annexes:

**PART A:** Overview of the Sphere Training Package 2018

**PART B:** Tips on adult learning, training, and facilitating for Sphere

**PART C:** Planning your Sphere training in five steps

**ANNEX 1:** Overview of the 20 STP modules

**ANNEX 2:** Example Sphere workshop agendas

Part A: Overview of the Sphere Training Package (STP) 2018

This training package is made up of 20 pre-designed modules of 90 minutes each. As a facilitator, along with a team and training host, you can design your own training based on your overall learning strategy, interests, focus, context, and time available. It is designed for use by trainers with different abilities and interests and is adaptable for audiences with different levels of exposure to Sphere. Examples and short video-based case studies have been selected from many different situations and organisations. Different disaster and emergency situations have been highlighted and the overall training package is suitable for a global audience. You are encouraged to replace the provided examples with your own, if they are more suitable for your training group.

While the 20 session plans presented in this package are designed primarily for workshop-style training – with small-group exercises, and activities – all sessions can also be used effectively for self-study and distance learning with minor modifications. The themes from these sessions can also help focus organised field study visits (see the “Field School” example agenda included in Annex 2). University lecturers are also encouraged to add these sessions to their related curricula, or to develop seminar series or other events with a Sphere focus for graduate-level students.

Materials are designed to be self-explanatory, with notes provided to guide you along the way. If you are using these materials for an informal briefing or simply to inform yourself, you will find the content is explanatory and directly supports the Sphere Handbook. References to the printed English language handbook are included throughout with page numbers referencing the 2018 edition. Specific Sphere content can also be quickly accessed using the search tool in the online version of the Handbook at:

[https://handbook.spherestandards.org](https://handbook.spherestandards.org/).

More advanced facilitators and those presenting this training package for more experienced audiences may adapt these materials by dropping some of the informational sections that are already known or understood by the group and providing more space for the exercises, discussion, and reflection – or by adding your own locally relevant case studies and exercises. Local adaptation and experimentation are always encouraged as long as learning objectives are met and the key messages for sessions are delivered.

Organisation

The 20 training modules of 90 minutes each are organised in two basic themes, as follows:

* **Learn theme: understanding Sphere –** This theme includes 10 modules which address all of the 2018 Sphere Handbook components, generally following the headings of each Sphere chapter. Taken together, they provide a “guided tour” through the entire Sphere Handbook.
* **Act theme: using Sphere –** This theme includes 10 additional modules which cover applications and issues concerning Sphere in practice.

Full list of training sessions

The titles below are all available for use as stand-alone 90-minute sessions or as elements of a larger training agenda. Example agendas built from these sessions are available in **Annex 2**. Those examples illustrate some of the different ways these sessions can be assembled for specific training needs.

|  |
| --- |
| **Learn theme – understanding Sphere** |
| **STP 1: Welcome and Introduction** |
| **STP 2: What is Sphere – the Handbook** |
| **STP 3: What is Sphere – Standards in Context** |
| **STP 4: The Humanitarian Charter** |
| **STP 5: Protection Principles** |
| **STP 6: Core Humanitarian Standard** |
| **STP 7: WASH** |
| **STP 8: Food Security and Nutrition** |
| **STP 9: Shelter and Settlement** |
| **STP 10: Health** |
| **Act theme – using Sphere** |
| **STP 11: Using Sphere in Practice** |
| **STP 12: Sphere and the Programme Cycle** |
| **STP 13:** **Sphere, Assessment, and Analysis** |
| **STP 14: Sphere and MEAL** |
| **STP 15: Sphere and Protection from Sexual Exploitation and Abuse (PSEA)** |
| **STP 16: Sphere and Coordination** |
| **STP 17:** **Sphere, Cash, and Markets** |
| **STP 18: Sphere and the Humanitarian Standards Partnership** |
| **STP 19: Advocacy – Realising the Full Potential of Sphere** |
| **STP 20: Evaluation and Wrap-Up** |

MEAL; monitoring, evaluation, accountability, and learning; WASH; water supply, sanitation, and hygiene promotion

An expanded list of these modules including the learning objectives and key messages of each is included in Annex 1: Overview of the 20 STP modules. All of the files for this training package follow the same naming system and are available in a single folder (STP 2018) available for download at:

[learning@spherestandards.org](mailto:learning@spherestandards.org)

This package includes:

* **PowerPoint slide sets – STP [Session # Session Name].pptx** (note that many of these have embedded videos, so file sizes may be large).
* **Trainer’s notes – STP [Session #] TN [Session Name].docx**
* **Associated session handouts, exercise, notes, etc – STP [Session #] [Descriptive file name].docx**

**Trainer’s notes**

These short session plans (2 to 3 pages) include a short topic description, analysis of the three learning domains (knowledge, skills, and attitude), learning objectives and key messages for each module. They also provide detailed instructions for conducting the training and include descriptions and timing for each topic and exercise in the session.

The three learning domains of skills, knowledge, and attitude (based on Bloom’s taxonomy[[1]](#footnote-1)) are gauged and represented in the trainer’s notes for each session as a pie chart showing the approximate amount of time in the session devoted to each. As a trainer it is useful to review the points below to better understand the wording of the learning objectives and to help keep sessions focused on them.

**Skills** acquisition or improvement – is done through “hands-on” activities, analyses, repetition, and practices. Measurable learning objectives include words like *use, apply, analyse, advocate* or other verbs associated with using Sphere in the field.

**Knowledge** gain – is generally about presenting, informing, and clarifying key content through various means, and is generally measurable by tests and quizzes, asking participants to explain the knowledge to others or to paraphrase using their own words.

**Attitude** shift – is often the real target of many training sessions and exercises, particularly where participants already know the content generally, but haven’t accepted it as truly important, or valuable to their day-to-day lives and actions. This is the hardest aspect to measure objectively as a learning objective, but often is the most important – particularly in humanitarian work. This is generally done through expressing and sharing personal opinions, case studies, and participants uncovering new ideas or seeing things in a new light or from a different perspective. It largely depends on the skill of the facilitator/trainer to manage discussions and exercises that engage and challenge participants into new ways of thinking and feeling.

**Associated files and session preparation notes**

The trainer’s notes also describe any advance preparation needed on a personal level, with a selection of key information, and on a logistical level, with a note describing additional files or resources needed for the session. All sessions can be adapted to be run without the PowerPoint slides, and guidance for this is included at the end of each session trainer’s note.

In addition, each plan provides references to other training modules relevant to the one you are preparing. These can guide your choice of other modules when you design your training, and help organise the order of sessions to be presented. They can also support your preparation by encouraging review of other related sessions or reference material that you may not have presented or seen – particularly if you are part of a larger training team.

In instances where exercise instructions are longer or more complicated than usual, additional notes, instructions, or handouts have been included in the STP files for your use. It may be helpful to print these out for yourself in preparation and as a reminder to use them during the session. **Open and review all files with the same STP number to be fully aware of the support materials available for your session.**

**PowerPoint files**

For each module, a single PowerPoint slide file has been provided as a presentation tool and reference for the session. Tips on use, facilitation, and specific **instructions are given in the “notes view” of each slide**. Many of the **slides include embedded video** **files** for ease of use, review, and file management. While this does make the individual PowerPoint files larger, there are fewer separate files to manage, and little need to navigate between PowerPoint and your video player during the session. Simply clicking on the image of the video in the PowerPoint presentation will automatically play the video. This works in the “slide show” mode of all versions of PowerPoint, and in all modes of the newest version.

It is always a good idea to download the PowerPoint files ahead of time and to run these directly from your computer, rather than relying on an internet connection, to avoid complications or outages during your session. Review each file, test any slide animations and practise stopping and starting videos, so that you are comfortable with the technology before the session starts.

Terms of use for the Sphere Training Package 2018

The STP 2018 is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This means that by using these materials you agree to the following:

* + **Attribution** — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
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  + **Share Alike** — If you remix, transform, or build on the material, you must distribute your contributions under the same license as the original.
  + **No additional restrictions** — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.

Photos and videos are included in the STP with the permission of the copyright holders.

Video transcripts

Transcripts for most of the videos are included in the training package in MS Word format. Be prepared to print copies for any participants who would benefit from them.

Sphere folder

If you are running a Sphere Workshop, consider offering each participant a branded folder to keep their handouts in. The file **Sphere\_Folder.pdf** (which can be customised using Adobe Acrobat) needs to be printed professionally. (If you prefer to work from Adobe InDesign files then please contact the Sphere office.)

Feedback and review process

Any comments or input on the STP 2018 are welcomed and encouraged. These will help its continual improvement. The Sphere training team would appreciate any contribution in the form of stories or case studies, which explain how you used the modules and what worked more or less well, together with a description of your context and audience. There are three types of reporting forms provided with this training package:

**Sphere Training Package surveys**

The STP is updated every few years. Your feedback is highly valuable during and between revisions for monitoring usage, and for assessing the quality of the sessions and their suitability for different audiences.

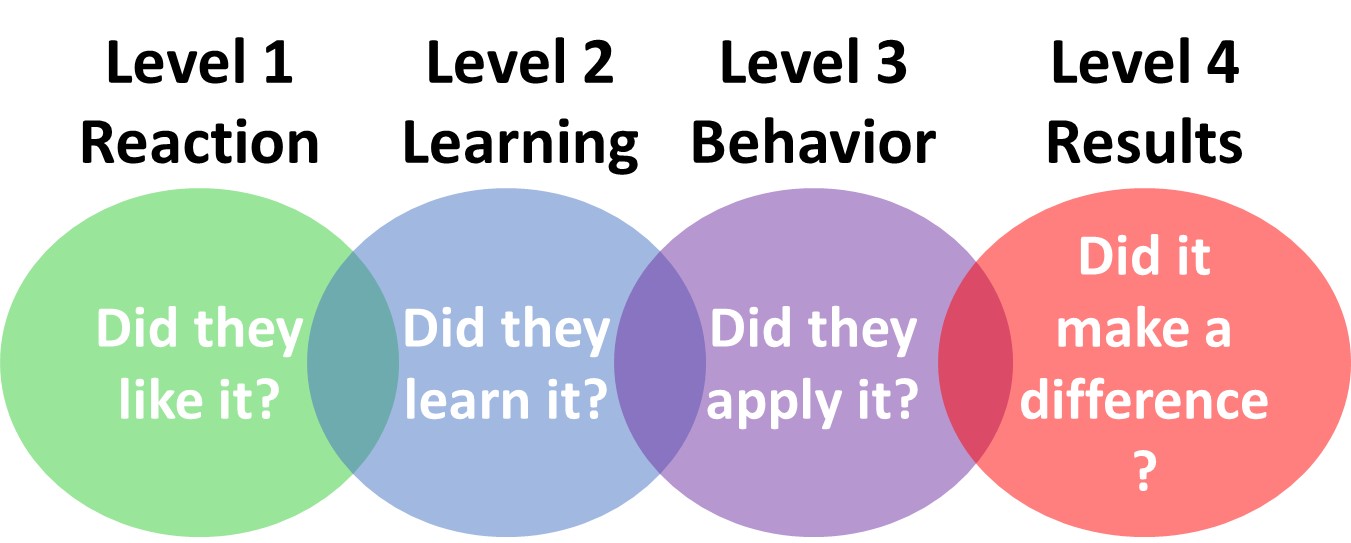
* If you recently delivered training using one or more sessions from this training package, please complete the following survey: <https://www.surveymonkey.com/r/STP2019facilitatorsENG>

**This survey is a reporting requirement for all training events using these materials**. The required fields can be filled in quickly, while optional questions for providing in-depth feedback are also asked. This report allows Sphere to assess general usage and outreach range of the training, as well as to monitor trends in audience types, and most commonly used (or unused) components of this training package.

* If you recently finished working through this training package for private study, please complete the following 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, it may be preferable 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 collector or tailored copy for your event.

The survey in **STP 20 Evaluation Form Template.docx** is a Level 1 evaluation tool (per Kirkpatrick – see [www.kirkpatrickpartners.com](http://www.kirkpatrickpartners.com) for more on this). This type of evaluation measures what participants thought and felt about the training. It is designed to collect immediate feedback and information for your own development as a trainer or organiser of these types of training events. You do not need to forward these reports to Sphere. While you may wish to add Level 2 evaluations to gauge the learning of your participants with a test, this level of evaluation is not generally included in this package, although some sessions do include activities that include this aspect in the session designs themselves. Levels 3 and 4 are harder to measure and require significant orgnaisational effort and management to determine. While they are important, they are gnerally beyond the scope of guidance for this training package.

**Sharing training reports**

* 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 does not provide one.

**Please forward any additional feedback you wish to on the STP materials or their use to** [**learning@spherestandards.org**](mailto:learning@spherestandards.org)**. Your engagement and sharing will be greatly appreciated.**

PART B: Tips on adult learning, training, and facilitating for Sphere

This package of materials is designed for a wide range of users. As such, it may not be optimised for your personal use. It may be overly prescriptive if you are an experienced trainer and facilitator or may seem ambitious in the suggestions of activities and exercises if you are relatively inexperienced in leading discussions or facilitating workshop training sessions. The advice in this section is a good review for anyone but is particularly designed for those who are not experienced trainers or facilitators.

Adult learning and training theory

Andragogy is a concept popularised by **Malcolm Knowles**, a leader in the field of adult education. The theory of andragogy was an attempt to create a means to differentiate learning in childhood from learning in adulthood. He proposed that the characteristics of adult learners are different from the traditional pedagogical assumptions about child learners. Based on humanistic psychology, Knowles’ concept of andragogy presents the individual learner as one who is autonomous, free, and growth-oriented.

This theory highlights **six assumptions** related to motivation of adult learning:

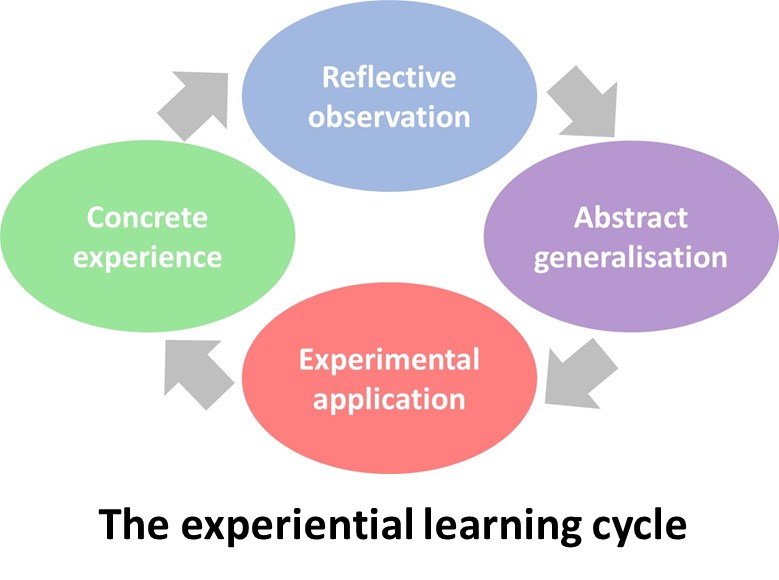
1. **Need to know:** Adults need to know the reason for learning something. This is why it is important for facilitators to highlight the learning objectives and practical applications of the content.
2. **Foundation:** Experience (including error) provides the basis for learning activities. Adults come to the training with a lot of experience. It is the facilitator’s job to draw that out and encourage participants to share it with their peers.
3. **Self-concept:** Adults need to be responsible for their decisions on education, and involved in the planning and evaluation of their instruction. This is why participative exercises are more effective than lectures.
4. **Readiness:** Adults are most interested in learning subjects with immediate relevance to their work and/or personal lives. Case studies, practical exercises and references to their own organisations help participants to consider the relevance of the content.
5. **Orientation:** Adult learning is problem centred rather than content oriented. This is why sessions work best when learners are challenged to complete a real task rather than told how to a do it hypothetically.
6. **Motivation:** Adults respond better to internal than external motivators. Sweets and prizes won’t be necessary if sessions are relevant and participatory.

The experiential approach and learning biases

Another useful approach to training and learning is based on an idea that we all learn from experience, *but not from experience alone.* True learning happens when we experience, then reflect on that experience in a focused way, develop an idea or theory about what that experience means, and then test the new idea or theory. That process is called the *experiential learning cycle,* or Lewin’s Cycle*.* It is useful in reminding us as trainers to provide activities to engage the participants, make time for and guide participants in genuine reflection, show or offer theories or ideas about what the experience or activity means, and then show or – better still – provide the opportunity to apply the new idea in practice.

The experiential learning cycle is generally illustrated by a simple diagram developed by Kurt Lewin (1890–1947) and later popularised by David Kolb in 1974.

It is possible to enter the cycle at any stage and follow it through its logical sequence. However, effective learning only occurs when a learner can execute all four stages of the model. Therefore, no single stage of the cycle is effective as a learning procedure on its own. The idea is shown as a cycle of four steps or phases:

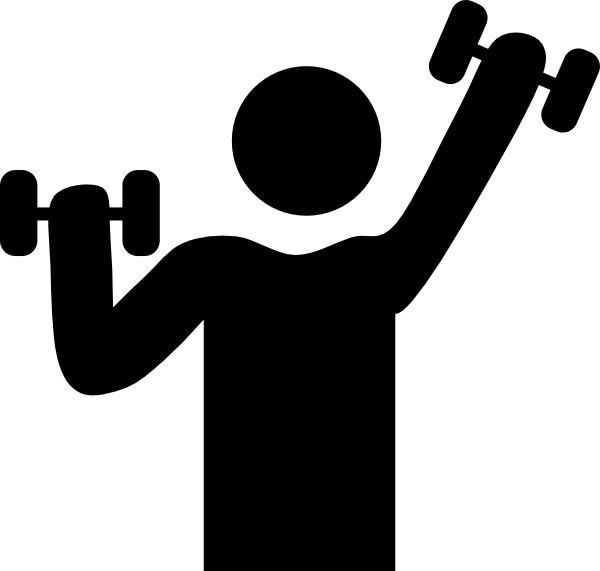
1. The **concrete experience** – experiencing the initial activity and data-producing part of the experiential cycle
2. **Reflective observation** – reflecting on the activity undertaken during or right after the experience
3. **Abstract generalisation** (or conceptualisation) – drawing conclusions, identifying lessons learned and making generalisations stimulated by the first two phases of the model
4. **Experimental application** – incorporating what has been learned in the first three phases of the model and applying it in practice. The diagram is cyclical since this application provides another experience to feed the cycle – we continue to “live and learn”.

Identifying your own learning bias or learning style

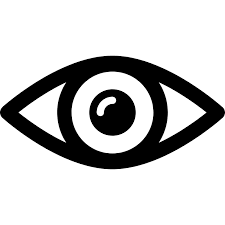
It is also useful to understand your own personal preferred learning style(s) so that you can better think through the choices you will make when helping others to learn. You have developed your own learning habits over the years. As an adult, you are comfortable with these habits or styles and likely feel that they work well for you. You may presume that what works well for you also works well for everyone else, but this is often not true.

David Kolb's influential book *Experiential Learning: Experience as the source of learning and development* (1984) theorised that people develop preferences for different learning styles in the same way that they develop any other sort of style, for example, management, leadership, negotiating. The four learning styles are described below (note how they relate to the four steps of the experiential learning cycle).

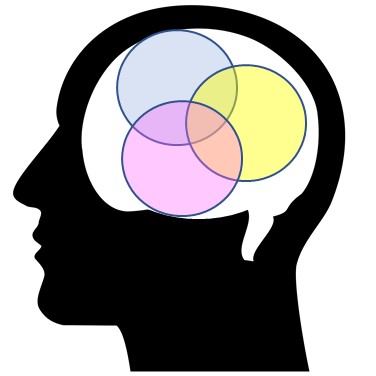
***Activists***

Activists involve themselves fully and without strong preferences in new situations. They enjoy new and immediate experiences. They are open-minded and not sceptical, which tends to make them enthusiastic about anything new. Their philosophy is: “I’ll try anything once.” They tend to act first and consider the consequences afterwards.

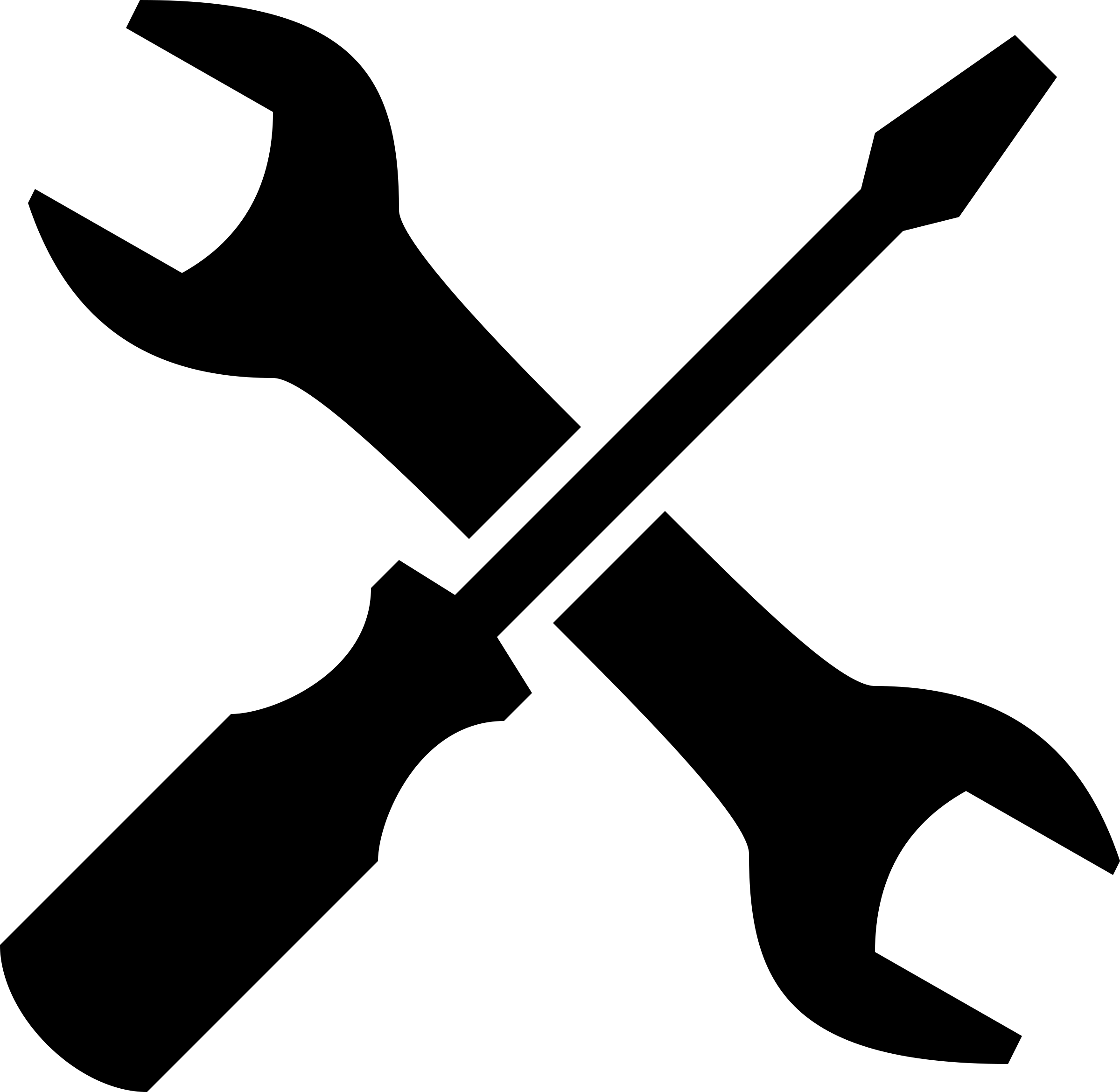
***Reflectors***

******Reflectors like to stand back and ponder experiences and observe them from many different perspectives. They collect data, both first-hand and from others, and prefer to think about it thoroughly before coming to any conclusion. They enjoy observing other people in action. They prefer to listen to others and get the drift of the discussion before making their own points.

***Theorists***

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step, logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won’t rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise.

***Pragmatists***

Pragmatists are interested in experimenting with ideas, theories and concepts to see if they really work in practice. They are interested in practical “tips” rather than theories.

They proactively search out new ideas and take the first opportunity to experiment with real-world applications. They tend to be impatient with thinking over issues and open-ended discussions. They are practical people who like making decisions and solving problems.

**It is extremely useful for you as a trainer to consider these styles and to reflect on your own possible learning bias**.

The second step is to recognise that each of the other styles are equally valid and that your training group may well consist of people with all of these preferences. This means it is important to address each of these types of interests or preferences – particularly when you don’t know who is in your group or what learning styles they might prefer.

As a trainer, you should always consider the variety of participants and learning styles. Try to use Sphere training modules with varying methodologies to design more effective training sessions. Combine modules with slide presentations with modules that use case studies, videos, or which require hands-on exercises.

*What I hear, I forget. What I see, I remember. What I do, I understand. Kung Fu Tzu (Confucius)*

Lessons learned from training on Sphere

Over the years, some Sphere trainers have shared lessons learned and suggestions to improve training delivery. The advice in this section also includes the authors’, contributors’, and reviewers’ experience in delivering Sphere training events over the last two decades.

Workshops

* Work to understand your audience as early as possible to best tailor the workshop to suit their learning needs.
* Whenever possible, provide pre-workshop study via e-learning or other methods to get the most value out of workshop learning time. The more prepared participants are, the better and more in-depth discussions in the workshop will be.
* Contextualise Sphere workshops with case studies and scenarios based on local experiences and materials translated into local languages wherever possible. (This training package provides a basic and global set of materials which you are encouraged to use, adapt, and improve on.)
* Make sessions participatory and active with many hands-on examples (remember the activists and experiential learning).
* Plan overall events and logistics well. For a successful event make sure you have appropriate participants, a suitable venue with enough space in the room for the exercises, the right length of time and enough materials available.
* Spread short training sessions over a year if participant time schedules do not allow them to attend a long workshop.
* Mix participants from a wide range of organisations and backgrounds for a more enriching exchange of practices, for example, mix communities with NGOs, UN, and government representatives.
* Convene joint training events on Sphere and other Q&A tools to reinforce the mandates of these initiatives. (Some sessions relating to the partner standards, quality, and accountability initiatives are provided in this training package.)

Sphere sessions incorporated in other training events

* Stay focused on the objective of the training and the interests of the participants.
* Keep a balance in your presentations between the technical aspects of Sphere and the emphasis on the rights-based approach and the quality and accountability of humanitarian action. Highlight the Humanitarian Charter and the Core Humanitarian Standard to make the Sphere Minimum Standards more meaningful.
* Participants may not always have sufficient background on the Sphere Project. Use presentations that introduce the Sphere Project briefly and then move to more advanced sessions.
* Accompany presentations with videos where possible.

**Learning activities in the field**

* When you plan a field activity, inform the authorities and/or community leaders beforehand, especially if the population has experienced a recent emergency and has already been subject to many assessments. These activities work better when people have good knowledge of Sphere. See notes on this in the example agenda for Sphere “Field School” at the end of this guide and in the trainer’s notes for STP 11 in particular.
* Action review during crisis response can provide good opportunities to train field staff about Sphere.

**Academic and training institutions**

* Develop or adapt training materials for university students. It is beneficial to integrate Sphere into related academic courses, either by including single topics in existing related curricula, or by running a course or seminar dedicated to Sphere. Many of the modules in the STP series are ideally suited to academic use for seminars and series for graduate students (see the example agendas at the end of this guide for a suggested Sphere-based seminar series).
* Organise Sphere learning activities with youth, given their potential as agents of change.

**Target groups**

* Intensify Sphere training events with local organisations and others without easy access to the international humanitarian community and dialogue.
* Put additional effort into training field staff, and the middle management and longer-term development staff who are often the first responders in times of crisis.
* Strengthen UN involvement with Sphere.
* Involve government staff where feasible, acknowledge their role and contribution, and offer assistance in training their staff in Sphere and Sphere-related topics.
* Consider holding Sphere courses with government counterparts and in particular with the local relevant authorities to get political buy-in of Sphere and achieve national institutionalisation of the Sphere Minimum Standards. Train relevant disaster risk management officials, regardless of their position.
* Be aware that getting into aspects of Sphere related to the rights-based approach, life with dignity, participation and accountability can be sensitive with many counterparts, including governments. At the same time, these discussions are crucial.
* Renew Sphere advocacy when there is a change of government, or other key actors that affect humanitarian response in the country, or region.
* Note that the best time to suggest workshops to governments may be close to the disaster season where relevant.
* Strengthen capacity-building for communities.
* Adapt teaching materials to bring Sphere closer to communities, keeping the core of the Sphere message. Develop graphic or demonstration materials for people who are illiterate.
* Use a learning-by-doing approach where possible rather than long lectures.

Tips for facilitators delivering a Sphere training session

The following tips reflect practical implementation of the adult learning theory for training on Sphere.

**Multiple trainer roles**

In this guide we refer to the facilitator or trainer, however we know that the trainer has to play three roles: facilitator, instructor, and learner, with facilitator being the main role in most working contexts. The STP 2018 has been designed to include different methodologies that enable playing these three roles.

Follow the timings indicated in the trainer’s notes and make sure that the activities are given their full time. When presenting background information or explaining a new approach to participants **it is easy to go on longer than planned in the discussion** and find yourself without adequate time for the activities and exercises included in the session plans. **This is almost always a mistake**.

**Using and focusing participants’ knowledge**

Participants have a lot of knowledge and experience, and the quality of your training will depend on your ability to invite them to share it. For instance, ask participants to explain what a word or concept means before giving your own definition and ask for views on some topics before showing the slides. You can always prompt participants on additional examples and experiences. The more participants are asked to participate, the more they will remember, learn and apply what they have learned to their work.

In many contexts you may need to help participants feel safe and empowered to share their ideas, or at least be aware that there can be real constraints affecting the way participants may engage with the group. If there are junior and senior members of the same organisation in the group, for example, the junior members may feel restrained to speak out or to challenge statements made by a superior. This can be addressed by creating small groups where senior staff are in one discussion group and junior staff in another, so that they can each feel they are on an equal footing with others in their own discussion group.

This does not mean, however, that “anything goes” and that all comments or conclusions are valid. Participants often do make factual errors and state them as facts. Many people hold strong opinions that go against the Humanitarian Charter and the Sphere approach in general. While everyone is entitled to their opinion, and should be welcomed to share them, **opinions or statements that are in direct contradiction to humanitarianism, the Humanitarian Charter, and the Core Humanitarian Standard, must be addressed as such**. This should be done in a diplomatic way that respects all opinions as such, but which highlights that such opinions are against humanitarian norms.

**Facilitation tips**

This simplified “tip sheet” provides some useful ideas for facilitating a short session with a small-group exercise. While specific instructions are provided in the “speaker’s notes” view of the PowerPoint presentations in this training package, the guidance here can be applied for any session activity.

**Trainer’s tip sheet for facilitating small-group exercises**

*What the facilitator should do …*

**At the beginning**

* Clarify the task
* Discuss methods and expected results and formats
* Set concrete and achievable objectives, suitable for the available time
* Remind the group of time constraints

**During the activity**

* Give advice and clarification where needed
* Be impartial in providing guidance (give the same advice to all groups)
* Encourage participation, look for “quiet spots” and work to energise them
* Focus the group on the task if they wander too far
* Keep an overview
* Reformulate and summarise if needed
* Provide ideas for methods to achieve consensus

**At the end**

* Lead participants through the three steps of reflection, generalisation, and application
* Summarise the conclusions and key points

**Debriefing tips**

Estimated timings for exercises and their debriefing is given in the trainer’s notes with this package. As a rough guide for facilitators and workshop session designers, remember that the debriefing may often take as much time as the exercise itself. Based on an understanding of the experiential learning cycle, it is clear that the reflection, generalisation, and application phases of the cycle are as important to the overall learning as the initial experience itself. How you structure and then manage the debriefing will contribute to the success of the exercise. Debriefing is really about listening closely to what participants present as their own findings and leading them through the learning cycle with follow-on questions if there are gaps or shortcuts. As the facilitator conducting a debriefing, your primary task is active listening.

**Listening**

There are a few basic guidelines for becoming a better active listener:

* + ****Focus on your listening, not your speaking.
  + Avoid interrupting.
  + Don’t feel compelled to fill the silence.
  + Be interested and alert.
  + Seek areas of agreement.
  + Paraphrase.
  + Summarise and reformulate what you think the person is trying to say.
  + Withhold judgement until the speaker is finished.
  + After listening, ask questions to clarify or check your own understanding.

**Asking questions**

Another key skill you will need for debriefing is asking questions that will guide the participants through the experiential learning cycle to useful conclusions. The following advice on asking useful debriefing questions should help.

The debriefing of the exercise should be as interesting and engaging as the activity itself. Questions help participants build a conclusion and stay involved in all phases of the learning cycle. To do this well, you must know how to formulate and ask questions that help your participants achieve the learning objectives while keeping the atmosphere positive and upbeat. The way question is asked can greatly affect the mood of the session and the information you receive.

Ask questions that can be answered by the participants. For example, if a very difficult or complex issue is being discussed, asking, “What is the right solution?” may be far too difficult for anyone in the room to answer. If you ask, “What are some of the possible solutions that you can imagine?” you will likely get more answers. If participants are still stuck and are too shy or uncertain to propose solutions, you can ask an underlying question such as, “What would you need to know to propose a solution in this case?” Or simply, “What do we know about this case as of now?” or “If you were in this position, what would you do?”

**Avoiding certain questions**

* **Unanswerable questions** – Try to ask questions that can be answered by the group or by some member of the group.
* **Closed-ended questions –** These are questions that elicit simple yes or no answers. Unless followed up by other questions of why, when, where, how, what, or who, a “yes” or “no” answer leads nowhere.
* **Vague, indefinite, or ambiguous questions** – Sometimes you may need to rephrase your question or break it down into sub-questions if it’s not immediately understood. Above all, avoid leading a participant into an incorrect or misleading answer.
* **Witness-box interrogation** – You may have to ask a participant several questions in the interest of clarification, but your conduct should never be that of a courtroom cross-examination where the person answering feels threatened or “put on the spot”.

**Giving feedback**

A very important training skill is the ability to give appropriate and timely feedback. Most participants desire positive encouragement. People learn better when they receive confirmation of the specific things they are doing right and constructive feedback on the exact things they need to improve or change. When providing feedback, remember to:

* Give feedback with the aim of helping – not judging.
* Be specific and give concrete examples – don’t generalise.
* Balance constructive criticism with recognition of what is being done right.
* Continually provide positive reinforcement and encouragement.
* Acknowledge and build on the participants’ strengths.

In general, people will strive to improve if they have a sense that they are competent and successful during the process. This applies to participation in general, as well as to specific learning. Encouraging people to participate will lead to more and better participation over several workshop sessions or days. While you will need to point out the specific things that participants can improve and give specific suggestions for doing so, it is very important to remain positive and encouraging throughout.

PART C: Planning your Sphere training in five steps

The following guidance explains the complete process for designing, organising, running, and evaluating your Sphere training in five steps.

1. Assess the training needs related to Sphere

What are the training needs and expectations?

At this very first stage, we strongly advise you not to rely on your own assumptions such as “what we need here is a training session on WASH”. Examine your assumptions and explore options in your context by asking potential participants what they would be most interested in or what is most needed. To do so, you may want to launch a quick survey, send a questionnaire, share the idea during coordination meetings, etc. Be as specific as possible: make suggestions and ask people to clearly state what they think should be prioritised. Deciding clearly what the training is to accomplish may be the most important stage in the entire training process.

What are the training needs assessment results?

Carefully review the results of the training needs assessment and share the findings. This will allow you to start framing the training approach and consider aspects such as the training topic(s) and duration, location, and date. It is also a good opportunity to review any other planned activities on the same topic, any training sessions or global events in your region or worldwide to avoid duplication or running at the same time as other important events, public holidays or celebrations.

Who is your audience?

Identify who needs the training and how they might put it to use (the participant profile). Are you targeting field practitioners, senior managers, government representatives, a group of donors, or a mix of these profiles? Are you targeting a region in the world or a specific topic of interest, etc.? Once this is established you are ready to call for applications.

**Who is the facilitator or the training team?**

Explore the composition and availability of a training team and include one or more facilitators and subject matter expert(s) if appropriate. Aim to bring together a team that is mixed in training skills, knowledge of the training topic, profile (gender, culture, and language), and knowledge of the specific context and region.

What resources do you have?

At this stage you already have an idea about the expectations involved and the general scope of the training. It is the right time to make sure that the resources available will allow you to effectively conduct this kind of event. If they will not, you may decide not to hold the training, or to raise funds so it can be properly run. Consider any available logistics and administrative support you may have; this will be key for preparing and implementing the training.

**What time is available?**

It is vital to start the training design and invitation process well in advance to have enough time to organise the training properly. Training events organised in a hasty way often compromise on quality and thus impact learning. You should plan several weeks in advance to ensure that participants can commit to the date, and you can secure the availability of the equipment and handbooks, and book a venue that fits the needs of the training.

* **It is recommended that you start this process three months in advance.**

1. Plan your Sphere training

At this stage you have found a need for training, and a general focus with clear intended results. Based on this initial assessment and analysis you can now define the training contents and methodology, duration, location, etc. in more detail.

Determine an appropriate duration for the training that accommodates what needs to be accomplished, and time available on the part of potential participants. Keep in mind that participants often work in demanding contexts and will probably have to continue their own activities parallel to the training. Select an appropriate venue conducive for learning, that, if possible, is away from participants’ own offices where they may be easily disrupted.

* Identify a date, training duration, host and venue.

**Make a task sheet**

It is strongly advised that you develop a task sheet at this stage and allocate dates and responsibilities. This task sheet can serve as a monitoring tool and is essential. It should encompass travel arrangements (including support for participant visa requests, if appropriate), procurement of stationary and handbooks (which can take some time), preparation of materials (including handouts), selection and set up of the meeting venue, briefing of the venue catering, closure and certificates, financial procedures, security procedures, etc.

* Be organised and monitor your progress to avoid last-minute stress.

**Involve and coordinate with other actors**

Coordinate with the humanitarian community to avoid overlap and join forces through existing coordination platforms and mechanisms, local coordination groups, etc. to ensure ownership over the training and follow-up on the lessons learned. Use these platforms to disseminate the information and create awareness of the training.

Select participants

Determine a manageable number of participants in advance (from 12 to 30 maximum, depending on your skills and budget). Define applicant criteria in advance to screen and select participants, and communicate these criteria in the call for applications, for transparency purposes. Keep participants frequently informed on the status of their application, so that they can make any necessary administrative arrangements for their participation; have a standard note ready for this purpose. **Participant selection is crucial: it ensures the match between the audience and the training.**

If you don’t receive enough applications, you might want to explore whether your training needs assessment should to be reviewed, or whether other structural changes need to be brought to the training, such as reducing/increasing the number of days required, postponing to a different date, or moving to another location.

Participant numbers play an important role in workshop and session design and modification. A small group of 12 to 16 participants can be more intimate and encourage more direct engagement and discussion by everyone in the group. It will also provide more time for debriefing small-group work since there will be fewer groups to report back.

Large groups can offer a more bustling and active atmosphere with a wider set of perspectives, learning needs, and stories to share. Most workshop-type settings are optimal for 20–30 participants. This size group feels energised by the many voices, yet still manageable in terms of exercise logistics, seating, views of the screen and other participants.

**Whatever size group you have, you will need to do some basic “workshop maths”** to determine the number of small groups to form for discussions and exercises, and how much time you will have available for debriefing each group. If you have 15 minutes available for feedback from three groups, then allow 4–5 minutes per group. But if you have six groups, you will need to adjust your timings or ensure each group feedbacks for just 2–3 minutes (or find another part of the session to cut).

**Get ready!**

As a facilitator, carefully plan the time you need to coordinate with the training team and to review and adapt the modules. Go through the recommended readings in the session plans and review the presentations to increase your confidence accordingly. Plan time, after the training and before you move on to other work, to review the participant evaluations and capture any lessons learned from your training process, including your own use of the training modules.

1. Design your Sphere training

You are now ready to go through the next steps and design your training event. At this stage you should fine-tune your training’s aim and objectives, the approach and methodology, and the composition of the training team.

Tools available

* Outline of 20 modules (of 90 minutes each)
* Module trainer’s notes, handouts and PowerPoint slides

Modules to build your training agenda on Sphere

Review the modules of the STP 2018 to select those which will best contribute to achieving your training objectives. Use Annex 1 – Overview of the 20 STP modules, which provides the learning objectives and key messages designed for each module. Review it carefully and choose your sessions in order to build an appropriate agenda for your event. The twenty 90-minute modules provided in the STP allow you to build your own personalised training agenda and fit the training duration you require. Detailed examples are provided in Annex 2 – Example Sphere Workshop Agendas. Once you have selected the number of modules you want to cover, you can decide on the best way to organise them.

* **Any training format is possible!** One half-day is made of two 90-minute modules; one day is made of four 90-minute modules; one day and a half are made of six 90-minute modules, etc. See examples of different agendas in Annex 2.
* Organise the modules in a **logical** **flow** to fit the duration of your training.
* Bear in mind that you need to add a short **opening or introduction** to your training, as well as a **final evaluation** **and** **closing session**, examples of which are included in the 20 modules (STP 1 and STP 20).
* Add **times** to your agenda: choose appropriate times to start and finish the day; ensure enough time for breaks (typically 20 to 30 minutes) and lunch (one hour to an hour and a half); respect cultures (e.g. include prayer time in the daily schedule if necessary) and customs; and consider specific requests linked to your context.

**Stand-alone modules**

Based on usage analysis of the 2015 edition of this training package, the modules in the 2018 version have been created to work stand-alone – or, more likely, injected into a course or workshop with a broader scope (e.g. “humanitarian response”), or with a different focus (e.g. “livestock in emergencies”). If you are using modules in this way, you will find frequent references to modules 2, 3, 4, 5 and 6 throughout the training package. These modules cover the foundations of Sphere through the Handbook’s foundation chapters, and the content is essential for anyone hoping to use Sphere effectively. If your course does not include these modules (or your students do not already have a good knowledge of Sphere), then be prepared to move some materials from these modules into the modules you are using. There are reminders in the slide notes of when to do this. If you are moving a significant amount of material into a module, then be prepared to allow more time, extending the session up to two or two and a half hours.

**Multiday workshops**

As a result of designing modules to be injected into other courses (as previously noted), there is some duplication of materials between modules. This is generally not a problem as the repeated materials tend to be some of the most important Sphere messages, which are therefore worth reinforcing. However, it is important to be aware of this duplication and to adapt how you deliver the material accordingly. For example, you could reframe a 10-minute small-group discussion as a 2-minute “who can remember what the Core Humanitarian Standard is?” style question if the topic has already been covered. There are reminders in the slide notes of when to do this.

**Large groups**

The session timings and group exercises are designed for a “normal” sized workshop group of around 20 to 24 participants. For larger workshop groups (25 to 50 people), you will need to make efficiencies or extend the session length. Some efficiencies can be made in multiday workshops by cutting material duplicated between modules. Time can be controlled by limiting plenary discussions, but be aware that for experienced groups, this can be where some of the most valuable learning comes from.

Adapting training materials

Adjust and adapt the contents and methodology to your context and audience. Carefully review your materials for this purpose (i.e. the case studies, videos, exercises, etc.)

* Collect situational information and examples of Sphere implementation in your context so that you can better relate the more theoretical inputs to the participants’ daily work. Local photographs (with permissions) depicting current concerns are always useful.
* **Plan for translation** if that is relevant for your audience. This can take considerable time and effort.

**Reviewing the preparations needed, including the logistics**

Each module plan has a section summarising any materials you may need for yourself, the participants and the groups. All supporting materials are found in the STP 2018 folder, along with the PowerPoint slides.

* Review the required files and other preparations described in the trainer’s notes.
* If you plan to conduct a “Field School” on-site visit as part of your training, the pre-visit logistics and coordination with stakeholders, authorities, and communities will take considerable time and care. This should only be done by experienced trainers together with responsible parties on-site. See additional guidance for this in the example agendas in Annex 2 and in the trainers notes for session STP 11: Using Sphere in Practice.

1. Conduct your Sphere training

*Once you start the training, most of the work has already been done! At this point, relax, get to know your participants and enjoy learning with them.*

Get ready!

* Review your chosen module plans, handouts and slides.
* Test all equipment, sound, lights, air conditioning, and know how to adjust them (or at a minimum who to call should things go wrong).
* Review the learning environment (venue, catering, equipment, etc.).
* Review participant profiles and highlight who has experience to support some topics or exercises.

Run the training with full energy

Your positive energy and dynamism will be contagious – as will be your lack of it. Set a positive tone from the very beginning of the training. Model enthusiasm and intellectual curiosity. Share real-life examples and experiences where appropriate in the training and encourage others to do the same but don’t tell “war stories” to build your own profile or show your own knowledge on a topic. Be clear, concise, and illustrate with personal examples when these can assist the participants in understanding.

*Participants and facilitators both learn during training: Enjoy the learning experience!*

Build on participants’ experience

While you have learning objectives and key messages to pass on to participants, remember to rely on and make the most of their knowledge, competencies, and experiences. They know a lot and are eager to share. Consider your audience’s previous exposure to Sphere based on pre-workshop surveys, or use exercises on the first morning to determine how much they already know. Encourage those who are already engaged with Sphere or other quality and accountability initiatives to share their experience.

Participants often enjoy training as a nice break from their very hectic professional lives. You contribute to giving them this space. In many instances, the workshop provides field practitioners the reflection time needed to move through the experiential learning cycle based on their ongoing experience.

Adapt the training contents and approach throughout the training, as needed

You can adapt the timing, the contents and sequencing, and the methodology as needed as the training proceeds. It is understood that more advanced trainers will do this as a norm. It is a good idea, however, to be cautious and make sure this is necessary and feasible. Daily evaluations, formal or informal, can help you decide if adjustments are needed. They should also provide feedback on the learning environment, including on logistics and administration.

**Create manageable groups**

Groups of up to seven participants can engage in a useful discussion (groups of five are ideal). Larger groups often lead to dropouts, or simply not enough time for everyone to actively participate. Be aware of debriefing dynamics and time constraints as these will greatly affect the timing of your session. Depending on the type of debriefing, having more than five or six groups can easily lead to a longer-than-anticipated feedback process which is difficult to manage.

1. Evaluate the training and follow-up

Monitoring of the training should regularly be conducted in ways that are formal (written feedback, questionnaires, pre- and post-tests, etc.) and informal (observations, quick feedback). This should happen during the training, at least once a day, and more thoroughly at the end of the training, including a Level 1 or Level 2 training evaluation (see **participant feedback** on page 9). Daily evaluations will allow you to adapt and better develop a conducive learning environment and adapted training contents and methodology. With some guidance, you can encourage participants to take a lead role in this. They will feel more engaged in the workshop and may present more honest and useful feedback.

Evaluate the training

The final evaluation will allow you to be more accountable to your participants by encouraging their honest feedback and sharing the results with all who may be interested, starting with the participants themselves. For this purpose, you may want to use one of the standard evaluation forms available and review the achievement of the training objectives and the training delivery process itself.

*The process does not stop at the end of the training: field application is the goal.*

Develop action plans

Your training can be an important learning event for your participants, however, it is only a waypoint on the path to improving humanitarian action. The full process of learning and using Sphere does not end at the end of the workshop. Designing individual or collective action plans at the end of the training supports this learning process aspect by linking the training with an application phase, instead of leaving it to chance.

As training organisers, you are encouraged to follow up on the action plans and review their level of implementation a few weeks or months after the training. Only this type of follow-up will allow you to measure the impact of the training (Level 3 training evaluation), instead of merely relying on the training’s final evaluation. It can thus help in determining the value of the training and potentially support the need for future learning activities.

Use follow-up activities

Action plans are great and are a common way to initiate training follow-up, but other follow-up activities can be set up as well, for example:

* Putting in place a mechanism where the participants’ managers are involved from the very first stage of the training selection until the training follow-up through the action plans. Managers should be involved to monitor their staff’s participation and also be committed to supporting the training implementation.
* Contacting the participants a few months after the training to review their level of implementation and to propose further support.
* Starting a network with the participants. It can be through a Facebook page, an email list, a chatgroup, a blog, etc. It should preferably be managed by one or several participants, not by the facilitator or someone from the training team.
* Organising refresher courses and/or lessons learned events to follow up on the training and the implementation.

All this can enable experience sharing, and lead to peer support to face and overcome challenges, as appropriate for each context.

Annex 1: Overview of the 20 STP modules

**Modules, learning objectives and key messages of the 2018 Sphere Training Package**

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| **Learn theme – Understanding Sphere (STP 1–10)** | |
| **Session title and learning objectives**  **Participants will be able to:** | **Key messages** |
| **STP 1: Welcome and Introduction** | |
| * Follow the basic norms and housekeeping guidelines for this event * Exchange information with your co-participants and facilitators * Explain what Sphere is in terms of “Learn, Act, and Connect” * Prepare well for each session | * Understanding the people you are working with is key in any humanitarian endeavour – including this workshop. * Workshop facilitators will help you meet your personal learning objectives as well as those pre-planned for each session. * Speak openly and share your positive and negative experiences. * Be open, inquisitive, and engaged in session activities. |
| **STP 2: What is Sphere – the Handbook** | |
| * Concisely explain Sphere’s core philosophy * Navigate the Sphere Handbook structure and components as an informed user * Advocate for using all of the Sphere Handbook in guiding humanitarian action * Use the Code of Conduct to guide humanitarian response:   handbook.spherestandards.org | * People affected by crises have the right to life with dignity and to assistance. * The Humanitarian Charter is the cornerstone of the Sphere approach and Handbook * The foundation chapters and the technical chapters of the Handbook are two halves of one approach. Both are integral to each other and to ensuring quality humanitarian response. * Understanding the overall structure of the Handbook, and the use of its different components, is critical to using it effectively. |
| **STP 3: What is Sphere – Standards in Context** | |
| * Relate the Sphere Handbook to different response contexts * Explain the use of the Handbook at different stages of the programme cycle * Describe the vulnerabilities and capacities of people in need of assistance * Explain the importance of markets and cash-based assistance in response | * Sphere standards apply everywhere, and conforming to Sphere does not mean meeting every one of them. * Sphere applies throughout the programme cycle – however the phases are defined. * Capacities and vulnerabilities of different groups must be considered * Sphere applies everywhere but must be used in the operational context. |

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| **STP 4: The Humanitarian Charter** | |
| * Explain how the 12 elements of the Humanitarian Charter affect humanitarian response programming * Use and advocate for the Humanitarian Charter as a guide to better programming and response | * Communities affected by crisis should not be seen as helpless victims, but rather as resilient partners to be assisted in the fulfilment of their needs. * Communities affected by crises have the right to receive protection and assistance to ensure the basic conditions for life with dignity. * Humanitarian assistance may sometimes have unintended adverse effects but it is the responsibility of humanitarians to try to mitigate these to the fullest extent possible. * Humanitarians should hold themselves accountable to the communities and people affected by crisis, staff, donors, governments and other stakeholders. |
| **STP 5: Protection Principles** | |
| * State the four protection principles in your own words * Give clear examples of how these principles are put into practice throughout the Humanitarian Programme Cycle * Explain the need for, and be able to refer to, the Professional Standards for Protection Work | * Everyone should be guided by the Protection Principles, even if they do not have a distinct protection mandate or specialist capacity in protection. * The four Protection Principles outline the way individuals and organisations can avoid exposing affected populations to further harm, and how they can help people to achieve greater safety and security. * The Professional Standards for Protection Work are a useful complement designed for protection professionals. * The Protection Principles are relevant to all phases of the humanitarian programme cycle. |
| **STP 6: Core Humanitarian Standard** | |
| * Locate and apply the nine Commitments of the Core Humanitarian Standard (CHS) to your own work * Identify challenges to humanitarians in meeting the commitments of the CHS and propose ways to overcome them | * The CHS provides guidance for both individuals and humanitarian organisations across all phases of the humanitarian programme cycle. * Crisis-affected communities should be consulted, collaborated with, and provided with feedback mechanisms to enable humanitarian actors to better assist them in the fulfilment of their needs. * Humanitarians should hold themselves accountable to the communities and people affected by crisis, staff, donors, governments and other stakeholders. * At the centre of all the commitments, both graphically and metaphorically, are the communities and people affected by crisis. |
| **STP 7: WASH** | |
| * Explain the primary objective and three essential concepts behind WASH programming * Identify the main transmission pathways of infectious pathogens and barriers to break the chains of transmission * Use some of the technical numerical indicators with enhanced confidence and understanding * Relate the quantitative technical aspects of Sphere to its foundational rights-based aspects | * The main objective of WASH programmes in humanitarian response is to reduce public health risks by creating barriers along transmission pathways. * Community engagement is at the centre of all WASH programming. * WASH programming does not only concern hand washing, water quantity and quality. * Monitoring and evaluation are essential components of any WASH programme. |
| **STP 8: Food Security and Nutrition** | |
| * Explain the links between the food and nutrition sector and other response sectors * Visualise and describe one of the most commonly cited indicators –the minimum daily food energy requirement * Use common food and nutrition terms and acronyms correctly when reading assessment reports or contributing to multi-sectoral discussions * Choose between food response strategies based on contextual factors | * Underlying factors affecting undernutrition are complex and should be addressed through integrated intersectoral approaches. * There are multiple strategies for addressing undernutrition. These must be considered carefully and decisions should be based on assessment and analysis of the context. * Coordination is key to successful food and nutrition programmes. * Learning and knowing the language and key details of the sector allow you to contribute to decision-making and coordination between sectors. |
| **STP 9: Shelter and Settlement** | |
| * Apply Sphere guidance to improve shelter assistance for immediate emergency programming and for the longer term * Visualise some commonly cited Sphere shelter indicators and describe them in “human terms” rather than simply as numbers * Identify strengths and challenges of different shelter programming options in different contexts | * Which assistance option(s) are appropriate depends on context (Assistance options, Handbook page 282). * Shelter programming does not only concern protection from the elements (What shelter provides, Handbook page 241). * Shelter needs change over time. * Assessment, community engagement and consultation are essential components of any shelter and settlement programme. |
| **STP 10: Health** | |
| * Explain the general focus and goals of a humanitarian health response programme * Outline the scope of the Sphere standards for health * Calculate the crude mortality rate and explain its role as an overall indicator * Apply the Health Assessment Checklist as a generalist to highlight possible gaps in assessment data for an example health response | * The general focus and goals of a humanitarian health response programme are to control excess morbidity and mortality. * This is done through both trauma care and a pro-active public health approach. * The health standards cover a wide array of service types and specialties, largely in the realm of health professionals. However, the dependence on health outcomes from meeting the standards in WASH, Shelter and Food, are also critical in achieving health outcomes. Prevention is better than cure. * Health assessments, including assessment of available services and quality, are key to good health response programming. |

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| **Act theme – Using Sphere** | |
| **Session title and learning objectives**  **Participants will be able to:** | **Key messages** |
| **STP 11: Using Sphere in Practice** | |
| * Use the Sphere Handbook to find appropriate guidance for practical issues in difficult field situations * Distinguish between the field application of the Sphere standards, and the indicators that can be used to assess them * Identify some of the typical obstacles in meeting Sphere standards and indicators, and describe strategies for dealing with them | * Use all of the Sphere Handbook – not just the technical chapter relating to your project sector. * Remember that indicators are “just indicators” – not the standards themselves. * Use multiple indicators to measure and monitor progress on achieving the standards over time. * Highlight shortcomings to advocate for change to meet the standards as quickly as possible in all contexts – regardless of current shortfalls. |
| **STP 12: Sphere and the Programme Cycle** | |
| * Describe the five phases of the programme cycle * Apply Sphere guidance to support humanitarian response at each phase of the cycle | * The programme cycle is an important concept in which each phase must be done well to maintain the quality of the overall programme. * Sphere relates to, and provides guidance for, all phases of the programme cycle, however they are defined. |
| **STP 13: Sphere, Assessment and Analysis** | |
| * Explain the importance and focus of assessment at different phases in a crisis * Cite Sphere guidance for assessments in each phase * Convert appropriate Sphere indicators into useful humanitarian assessment questions * Contribute to the design of multi-sector assessments | * Assessment is needed before, during, and throughout the aftermath of crises, and it should improve over time. * Assessment includes learning the needs, resources, vulnerabilities, and capacities of communities and people affected by crisis. * Assessments should engage the community, be coordinated, and designed to support programme decision-making. * Sphere provides practical tools (Indicators and checklists in particular) for developing high quality assessments – use them. |
| **STP 14: Sphere and MEAL** | |
| * Describe and advocate for the monitoring, evaluation, accountability, and learning (MEAL) approach * Find and use additional training materials and tools supporting MEAL * Link and use relevant sections of the Sphere Handbook in support of the MEAL approach | * The MEAL approach is an organisational methodology that builds on traditional monitoring and evaluation, by adding specific guidance for facilitating community input and feedback, and which leads to genuine institutional learning and change. * It depends on the establishment and monitoring of baseline data and agreement on performance standards. * It promotes transparent and shared evaluations leading to programme improvement and organisational learning. * Sphere can help in this. |

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| **STP 15: Sphere and Protection from Sexual Exploitation and Abuse (PSEA)** | |
| * Define sexual exploitation and abuse (SEA), and actively advocate against it * Distinguish between sexual harassment and abuse (SHA), SEA, and gender-based violence GBV/sexual GBV (SGBV), stating how they are interrelated but require different strategies for protection and response * Refer others to sections in the Sphere Handbook that provide guidance on PSEA | * SHA occurs in workplaces in every sector. * SEA is any actual or attempted abuse of power or trust for sexual purposes by those involved in humanitarian programmes against people in a position of vulnerability. * GBV is any harmful act based on socially ascribed gender differences. It occurs globally due to inequality between men and women and is intensified during crises. * The Sphere Handbook includes guidance for protection from SHA, SEA, and GBV. * Managers must be held accountable for informing staff, setting a high standard, and acting on reports and findings of violations. |
| **STP 16: Sphere and Coordination** | |
| * Describe the two main emergency coordination structures in place globally for international humanitarian crises * Explain the role and expected norms of coordination activities and arrangements according to Sphere guidance | * Coordination is vital to effective humanitarian response. * Communication is central to effective coordination. * Intra-sectoral coordination is as important as inter-sectoral coordination. * There are two globally established coordination models for international humanitarian assistance: The Inter-Agency Standing Committee (IASC) Cluster Approach for disasters and the UNHCR Refugee Coordination Model for refugee emergencies. |
| **STP 17: Sphere, Cash and Markets** | |
| * Concisely explain the philosophy of decision-making for cash-based assistance (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 | * 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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| **STP 18: Sphere and the Humanitarian Standards Partnership** | |
| * Describe the general guidance provided, structure, and application of the seven partner standards * Use the Humanitarian Standards Partnership app to quickly navigate the complementary standards | * The partner standards are all organised similarly to the Sphere Handbook with standards, actions, indicators and guidance notes (in most cases). * They are useful within their defined scope and can be easily used together with Sphere without any contradiction. * The app is a handy way to take this reference material with you to the field or anywhere you may need to refer to Sphere and the partner standards. |
| **STP 19: Advocacy – Realising the Full Potential of Sphere** | |
| * Advocate for people’s rights using the Sphere Handbook and approach * Advocate for the broader use of Sphere among humanitarian actors, including your own organisation | * The key purpose of advocacy is to create change. * Sphere advocacy can include encouraging wider use of Sphere around the Humanitarian Programme Cycle or working with affected populations to help them claim their rights. * Advocacy may be needed with many different counterparts, from the affected and host communities, to government authorities, partners, donors, and politicians. * Different approaches and tools work in different settings – there is no one right way to advocate. * Humanitarians work to change the world, and advocacy is one way they can achieve this. |
| **STP 20: Evaluation and Wrap-Up** | |
| * Explain the benefits of, and better advocate for, using Sphere * Describe, find, and use tools to help you continue your learning and development in humanitarian life * Review, reflect on, and evaluate this workshop event and what you learned | * Feedback and evaluation are core components of the overall Sphere approach, and this training also follows that same guidance. Feedback and evaluation are important to the future improvement of this course and these training materials. * Learning is only a useful exercise if lessons are applied in the field. Participants should take what they have learned and actively apply these principles in their day-to day humanitarian work. |

Annex 2: Example Sphere workshop agendas

The example agendas presented in this section are suggestions for different ways to organise and use the STP materials for content- and time-appropriate learning events for your audience. They are only suggestions, and you are encouraged to use the materials in any way that works well in your own circumstance. Some brief guidance is included for university lecturers incorporating Sphere into academic curricula, small workshops, blended learning approaches, and for use as guidance in conducting field trips and action learning in ongoing emergency operations (Field School model). Suggested agendas are provided for:

* Five-Day Sphere Immersion Workshop (classroom based)
* Two-Day Sphere Rapid Deployment Workshop
* Three-Day Sphere Refresher Workshop
* Three-Day “Field School” Workshop
* University Seminar Series.

Example agenda 1: Five-Day Sphere Immersion Workshop (classroom based)

This agenda is designed for an intensive and in-depth workshop for field practitioners and mid-level managers of humanitarian NGOs, governments, National Red Cross and Crescent Societies, and UN counterparts with responsibilities in emergency management and humanitarian response. Participants are responsible for promoting Sphere within their own organisations. While this can be a useful event for a single organisation, the level of discussion and experience sharing will be much richer if the training group is mixed between different organisations.

This event is classroom based so may be held anywhere, from hotel conference rooms, training institutes, or any place convenient to the participants and organisers. It requires substantial preparation for planning, budgeting, and organising a team of trainers to conduct it. For a commitment of this scope your training needs assessment must be completed at least three months before the event, and invitations to potential participants sent two months ahead of time. This example agenda is complete with session title, STP file numbers and learning objectives shown for each topic. This includes the full package of twenty 90-minute modules. To conduct this event, you will likely need an overall event coordinator, lead facilitator, and a training team of three to four other trainers to facilitate the sessions.

**The 2018 Sphere Training Package**

**Complete Five-Day Agenda**

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| **Day 1:** | **Introduction to the Sphere Handbook** | |
| **Time** | **Session** | **Objectives** |
| 8:30–10:00 | STP 1: Welcome and Introduction | * Follow the basic norms and housekeeping guidelines for this event * Exchange information with your co-participants and facilitators * Explain what Sphere is in terms of “Learn, Act, and Connect” * Prepare well for each session |
| 10:00–10:30 | **Coffee break** | |
| 10:30–12:00 | STP 2: What is Sphere – the Handbook | * Concisely explain Sphere’s core philosophy * Navigate the Sphere Handbook structure and components as an informed user * Advocate for using all of the Sphere Handbook in guiding humanitarian action * Use the Code of Conduct to guide humanitarian response: * handbook.spherestandards.org |
| 12:00–13:00 | **Lunch** | |
| 13:00–14:30 | STP 3: What is Sphere – Standards in Context | * Relate the Sphere Handbook to different response contexts * Explain the use of the Handbook at different stages of the programme cycle * Describe the vulnerabilities and capacities of people in need of assistance * Explain the importance of markets and cash-based assistance in response |
| 14:30– 15:00 | **Coffee break** | |
| 15:00– 16:30 | STP 4: The Humanitarian Charter | * Explain how the 12 elements of the Humanitarian Charter affect humanitarian response programming * Use and advocate for the Humanitarian Charter as a guide to better programming and response |

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| **Day 2:** | **Humanitarian Principles, WASH, Food and Nutrition** | |
| **Time** | **Session** | **Objectives** |
| 8:30–10:00 | STP 5: Protection Principles | * State the four protection principles in your own words * Give clear examples of how these principles are put into practice throughout the humanitarian programme cycle * Explain the need for, and be able to refer to, the Professional Standards for Protection Work |
| 10:00–10:30 | **Coffee break** | |
| 10:30–12:00 | STP 6: Core Humanitarian Standard | * Locate and apply the nine Commitments of the Core Humanitarian Standard (CHS) to your own work * Identify challenges to humanitarians in meeting the commitments of the CHS and propose ways to overcome them |
| 12:00–13:00 | **Lunch** | |
| 13:00–14:30 | STP 7: WASH | * Explain the primary objective and three essential concepts behind WASH programming * Identify the main transmission pathways of infectious pathogens and barriers to break the chains of transmission * Use some of the technical numerical indicators with enhanced confidence and understanding * Relate the quantitative technical aspects of Sphere to its foundational rights-based aspects |
| 14:30-15:00 | **Coffee break** | |
| 15:00–16:30 | STP 8: Food Security and Nutrition | * Explain the links between the food and nutrition sector and other response sectors * Visualise and describe one of the most commonly cited indicators –the minimum daily food energy requirement * Use common food and nutrition terms and acronyms correctly when reading assessment reports or contributing to multi-sectoral discussions * Choose between food response strategies based on contextual factors |

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| **Day 3:** | **Shelter, Health and Using Sphere in your work** | |
| **Time** | **Session** | **Objectives** |
| 8:30–10:00 | STP 9: Shelter and Settlement | * Apply Sphere guidance to improve shelter assistance for immediate emergency programming and for the longer term * Visualise some commonly cited Sphere shelter indicators and describe them in “human terms” rather than simply as numbers * Identify strengths and challenges of different shelter programming options in different contexts |
| 10:00–10:30 | **Coffee break** | |
| 10:30–12:00 | STP 10: Health | * Explain the general focus and goals of a humanitarian health response programme * Outline the scope of the Sphere standards for health * Calculate the crude mortality rate and explain its role as an overall indicator * Apply the Health Assessment Checklist as a generalist to highlight possible gaps in assessment data for an example health response |
| 12:00–13:00 | **Lunch** | |
| 13:00–14:30 | STP 11: Using Sphere in Practice | * Use the Sphere Handbook to find appropriate guidance for practical issues in difficult field situations * Distinguish between the field application of the Sphere standards, and the indicators that can be used to assess them * Identify some of the typical obstacles in meeting Sphere standards and indicators, and describe strategies for dealing with them |
| 14:30-15:00 | **Coffee break** | |
| 15:00–16:30 | STP 12: Sphere and the Programme Cycle | * Describe the five phases of the programme cycle * Apply Sphere guidance to support humanitarian response at each phase of the cycle |

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| **Day 4:** | **Application of Sphere in the improvement of your work** | |
| **Time** | **Session** | **Objectives** |
| 8:30–10:00 | STP 13: Sphere, Assessment and Analysis | * Explain the importance and focus of assessment at different phases in a crisis * Cite Sphere guidance for assessments in each phase * Convert appropriate Sphere indicators into useful humanitarian assessment questions * Contribute to the design of multi-sector assessments |
| 10:00–10:30 | **Coffee break** | |
| 10:30–12:00 | STP 14: Sphere and MEAL | * Describe and advocate for the monitoring, evaluation, accountability, and learning (MEAL) approach * Find and use additional training materials and tools supporting MEAL * Link and use relevant sections of the Sphere Handbook in support of the MEAL approach |
| 12:00–13:00 | **Lunch** | |
| 13:00–14:30 | STP 15: Sphere and Protection from Sexual Exploitation and Abuse (PSEA) | * Define sexual exploitation and abuse (SEA), and actively advocate against it * Distinguish between sexual harassment and abuse (SHA), SEA, and gender-based violence GBV/sexual GBV (SGBV), stating how they are interrelated but require different strategies for protection and response * Refer others to sections in the Sphere Handbook that provide guidance on PSEA. |
| 14:30–15:00 | **Coffee break** | |
| 15:00–16:30 | STP 16: Sphere and Coordination | * Describe the two main emergency coordination structures in place globally for international humanitarian crises * Explain the role and expected norms of coordination activities and arrangements according to Sphere guidance |

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| **Day 5:** | **Beyond Sphere, Evaluation and Wrap-up** | |
| **Time** | **Session** | **Objectives** |
| 8:30–10:00 | STP 17: Sphere, Cash and Markets | * Concisely explain the philosophy of decision-making for cash-based assistance (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 |
| 10:00–10:30 | **Coffee break** | |
| 10:30–12:00 | STP 18: Sphere and the Humanitarian Standards Partnership | * Describe the general guidance provided, structure, and application of the seven partner standards * Use the Humanitarian Standards Partnership app to quickly navigate the complementary standards |
| 12:00–13:00 | **Lunch** | |
| 13:00–14:30 | STP 19: Advocacy – Realising the Full Potential of Sphere | * Advocate for people’s rights using the Sphere Handbook and approach * Advocate for the broader use of Sphere among humanitarian actors, including your own organisation |
| 14:30–15:00 | **Coffee break** | |
| 15:00–16:30 | STP 20: Evaluation and Wrap-Up | * Explain the benefits of, and better advocate for, using Sphere * Describe, find and use tools to help you continue your learning and development in humanitarian life * Review, reflect on, and evaluate this workshop event and what you learned |

Example agenda 2: Two-Day Sphere Rapid Deployment Workshop

This agenda is designed for an intensive, but short, workshop for participants who need a quick and practical exposure to the Sphere Handbook and principles before deploying to an emergency operation or on arrival. It requires less forward planning, but more local adaptation to focus on key issues in the particular response and to replace imagery and cases with local examples where possible. This type of workshop can be run with one or two trainers, preferably with relevant experience in the ongoing response. It is suitable as a single-agency or interagency event. Consult with responders in the field for best times of day and days of the week that will be least disruptive to the ongoing response. The agenda is based on a selection of the same 20 modules from the STP and has been simplified to show only proposed timings and session titles. The learning objectives are the same as those sessions with the same titles shown in the Five-Day Immersion Workshop agenda.

The 2018 Sphere Training Package

**Rapid Deployment**

2 Day Agenda

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| **Day 1:** | **The Guiding Principles and Application** |
| **Time** | **Session** |
| 8:00–8:30 | Arrival and Welcome (brief introductions, ground rules, overview, and objectives) |
| 8:30–10:00 | STP 5: Protection Principles |
| 10:00–10:30 | **Coffee break** |
| 10:30–12:00 | STP 6: Core Humanitarian Standard |
| 12:00–13:00 | **Lunch** |
| 13:00–14:30 | STP 11: Using Sphere in Practice |
| 14:30–16:00 | STP 16: Sphere and Coordination |
| 16:00–16:30 | **Coffee break** |
| 16:30–18:00 | STP 17: Sphere, Cash and Markets |

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| **Day 2:** | **The Four Technical Chapters** |
| **Time** | **Session** |
| 8:30–10:00 | STP 7: WASH |
| 10:00–10:30 | **Coffee break** |
| 10:30–12:00 | STP 8: Food Security and Nutrition |
| 12:00–13:00 | **Lunch** |
| 13:00–14:30 | STP 9: Shelter and Settlement |
| 14:30–15:00 | **Coffee break** |
| 15:00–16:30 | STP 10: Health |
| 16:30–17:15 | STP 20: Evaluation and Wrap-Up |

Example agenda 3: Three-Day Sphere Refresher Workshop

This agenda is designed for a short and focused workshop for people who are familiar with Sphere, but who need a fresh review and update on key changes in the 2018 edition. This type of workshop can be run with one or two trainers, preferably with previous Sphere training experience. It is suitable as a single-agency or interagency event. Consult with likely participants to determine how this fits **best** into their working week –Tuesday to Thursday allows office work during the week and avoids religious holidays and weekends for most people. The agenda is based on a selection of the same 20 modules from the STP and has been simplified to show only proposed timings and session titles. The learning objectives are the same as those sessions with the same titles shown in the Five-Day Immersion Workshop agenda.

The 2018 Sphere Training Package

**The Basics of Humanitarian Response**

Three-Day Sphere Refresher Agenda

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| **Day 1:** | **Guiding Principles** |
| **Time** | **Session** |
| 8:00–8:30 | Arrival and Welcome (brief introductions, ground rules, overview, and objectives) |
| 8:30–10:00 | STP 3: What is Sphere – Standards in Context |
| 10:00–10:30 | **Coffee break** |
| 10:30–12:00 | STP 4: The Humanitarian Charter |
| 12:00–13:00 | **Lunch** |
| 13:00–14:30 | STP 5: Protection Principles |
| 14:30–15:00 | **Coffee break** |
| 15:00–16:30 | STP 6: Core Humanitarian Standard |

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| **Day 2:** | **The Four Technical Chapters** |
| **Time** | **Session** |
| 8:30–10:00 | STP 7: WASH |
| 10:00–10:30 | **Coffee break** |
| 10:30–12:00 | STP 8: Food Security and Nutrition |
| 12:00–13:00 | **Lunch** |
| 13:00–14:30 | STP 9: Shelter and Settlement |
| 14:30–15:00 | **Coffee break** |
| 15:00–16:30 | STP 10: Health |

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| **Day 3:** | **Application** |
| **Time** | **Session** |
| 8:30–10:00 | STP 11: Using Sphere in Practice |
| 10:00–10:30 | **Coffee Break** |
| 10:30–12:00 | STP 12: Sphere and the Programme Cycle |
| 12:00–13:00 | **Lunch** |
| 13:00–14:30 | STP 16: Sphere and Coordination |
| 14:30–15:00 | **Coffee Break** |
| 15:00–16:30 | STP 17: Sphere, Cash and Markets |
| 16:30–17:15 | STP 20: Evaluation and Wrap-Up |

**Example agenda 4: Three-Day “Field School” Workshop**

This agenda is designed for field-based staff of NGOs, National Red Cross and Crescent Societies, government agencies, and UN staff who may have only limited experience in direct field-level response. This is the most instructive way to conduct training events for this audience, as lessons are directly observable and participants can personally interact with stakeholders to gain their perspectives. It is also the most difficult to organise properly. This is not recommended without careful planning and consultations with stakeholders before the event, careful review of all activities to be done in the field, and the reasons for each. Safety and security are also a serious concern and any liabilities for such risks should be understood and dealt with responsibly before undertaking this approach. See the Trainer’s notes for STP 11, 13, 14, and 16 for ideas about how to convert these modules to “Field School” activities.

The 2018 Sphere Training Package

**The Basics of Humanitarian Response**

Three-Day Sphere “Field School”

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| **Day 1:** | **Guiding Principles and Field School Preparation** |
| **Time** | **Session** |
| 8:00–8:30 | Arrival and Welcome (brief introductions, ground rules, overview, and objectives) |
| 8:30–10:00 | STP 3: What is Sphere – Standards in Context |
| 10:00–10:30 | **Coffee break** |
| 10:30–12:00 | STP 6: Core Humanitarian Standard |
| 12:00–13:00 | **Lunch** |
| 13:00–14:30 | STP 11: Using Sphere in Practice |
| 14:30–15:00 | **Coffee break** |
| 15:00–16:30 | Preparations for field visit:   * Organisation of participants teams or pairs * Field security briefing * Norms, expectations, and ground rules for field visit * Assignment of specific study questions * Emergency/contingency plan and field communications review * Personal field readiness tips, water, sunscreen, dress, notebook * Review of field trip timetable |

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| **Day 2:** | **Field School** |
| **Time** | **Session** |
| 8:30–10:00 | Travel to site |
| 10:00–10:30 | **Welcome and introductions by field project hosts. On-site briefing** |
| 10:30–12:00 | STP 14: MEAL (modified for Field School) |
| 12:00–13:00 | **Lunch** |
| 13:00–14:30 | STP 7–10: (divided/assigned to participant teams and modified for Field School sessions) |
| 14:30–15:00 | **Coffee break –** all teams regroup |
| 15:00–16:30 | STP 16: Coordination (modified for Field School) |
| 16:30–18:00 | Return to training centre |

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| **Day 3:** | **Reflect and Review** |
| **Time** | **Session** |
| 8:30–10:00 | Participant teams report on field experience:   * Reflection – facilitated discussion and recording of key points * Teams prepare for presentations in response to their mission/topic–oriented questions |
| 10:00–10:30 | **Coffee break** |
| 10:30–12:00 | MEAL findings |
| 12:00–13:00 | **Lunch** |
| 13:00–14:30 | Technical sector and coordination findings |
| 14:30–15:00 | **Coffee break** |
| 15:00–16:30 | STP 19: Advocacy: Realising the Full Potential of Sphere |
| 16:30–17:15 | STP 20: Evaluation and Wrap-Up |

Example agenda 5: University Seminar Series

The STP modules can provide the basis for seminars for graduate-level students in university settings, either as stand-alone sessions injected into related seminar topics (human rights, public policy, disaster management, refugee/displacement studies, for example) or as a dedicated focus on Sphere, quality, and accountability in humanitarian response. The following modules would all be appropriate for 90-minute to two-hour sessions in an academic seminar syllabus. Session designs, including participant exercises and debriefing would be appropriate as is for small discussion groups of six or more students. Additional related advance readings and current case studies would be appropriate modifications for this application of the STP modules.

Seminar Session 1 – STP 2: What is Sphere – the Handbook

Seminar Session 2 – STP 3: What is Sphere – Standards in Context

Seminar Session 3 – STP 4: The Humanitarian Charter

Seminar Session 4 – STP 5: Protection Principles

Seminar Session 5 – STP 6: Core Humanitarian Standard

Seminar Session 6 – STP 11: Using Sphere in Practice

Seminar Session 7 – STP 19: Advocacy: Realising the Full Potential of Sphere

1. Bloom, B. S.; Engelhart, M. D.; Furst, E. J.; Hill, W. H.; Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals*. Handbook I: Cognitive domain. New York: David McKay Company. [↑](#footnote-ref-1)