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| **Session 11: Using Sphere in Practice** | **1 hour 30 minutes** |
| **Note:** This session is partially knowledge based (explaining the difference between contextualising standards (we don’t alter standards – and always strive to meet them) and contextualising indicators (in many cases these need to be carefully weighed in context to determine which are helpful, which are not, and which might be misleading). It is also intended to instil a positive attitude or appreciation of using the Sphere guidance in actual field situations, where different constraints often make achieving the global indicators and other guidance difficult. The session includes two major components:  1. **A video-based small group** **case study exercise –** This is included so participants can directly consider applying Sphere guidance in a challenging situation (Rohingya refugee emergency in Cox’s Bazar, Bangladesh, in 2017/2018).  2. **PowerPoint presentation** – This includes PowerPoint slides with detailed trainer’s notes in the “Notes View”. The slides outline the key themes, discussion prompts, and exercise instructions. | **Note: An alternate plan** for this session is given at the end of this document. Consider it if you have the chance to visit a nearby field site where humanitarian response programming is underway. Learning objectives and key messages are the same, but timing will vary widely depending on your context, travel time, etc. |
| **Learning objectives**  (**Note**: This session design presumes that participants have a working knowledge of the Sphere Handbook structure and general content from previous use or training.)  By the end of this training, the participants will be able to:   * 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 | |
| **Key messages**  These are key messages of the session that you should highlight. The goal is that participants will be able to absorb and restate these key messages with colleagues after the training, and ultimately use the whole of the Sphere handbook guidance in an informed way for practical field use.   * 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. | |

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| **Concise session plan (this is a moderately-paced session)** | **Timings** |
| 1. Introduction and learning objectives (slides 1–3) | 5 min |
| 1. Case study exercise – Rohingya influx into Bangladesh 2017 (4–21) | 45 min |
| 1. Field application strategy with discussion and reflection (22–27) | 35 min |
| 1. Last points and wrap-up (28 and 29) | 5 min |
| **Other files you will need**  The PowerPoint file for this session is **STP 11 Using Sphere in Practice.pptx**.  There are two background reports/references for review by the facilitator. These should be read before facilitating the case study exercise. They are not meant to be distributed to participants as they are too detailed for the training purpose. But they will give you additional information that may be useful in facilitating the case study questions and discussion.  **These reports are :**   * **STP 11 WHO report Kutupalong 2018.pdf** * **STP 11 Health sector bulletin.pdf**   **The alternative Field School session requires a different file:**   * **STP 11 Alt Field School Preps.docx**   If one or more groups will leave the room to complete the activity (or even if not), print the questions: **STP 11 Questions for Group Activity.docx** (one copy, one sided, cut into 2 x A5). | |
| **General norms for all Sphere training sessions**   * Apply the principles of adult learning by using an active learning approach in your session design and facilitation. See the **STP Facilitator’s Guide** for more such information and tips. * Remember that different sessions in this package have different content and therefore different approaches to training based on that content. Content has been simply classified as relating to **skills, knowledge, and attitude**. Most sessions include some aspect of each, in different ratios.   + **Skills**-based content results in the participant being able to do an activity or perform a skill. It is best taught by practice, hands-on application, and repetition.   + **Knowledge**-based training results in the participant knowing certain information. This can be measured by quizzes, discussion after the session, or the participant’s ability to explain the content to someone else.   + **Attitude**-based content is intended to change the way participants think about certain topics or the way they approach humanitarian work. This content is about encouraging, convincing, and eliciting buy-in from the group to the extent possible. * Communicate to participants core messages that they will be able to retain and apply **– not** everything you want to tell them. What they need to know to be able to successfully use Sphere in humanitarian response is always less than what you want to tell them and more than they can remember. * Use the learning objectives to guide you if you need to prioritise some elements of the session for the sake of time. * Always use the activities (e.g. case study, role play, plenary discussion, matching game, photo or video analysis) during the session. Participants will learn more by doing, and be much more interested, than if they are lectured at. * Decide how you will share the responsibilities if you have a co-trainer. * You are encouraged to use the session plans and activities from this package for your topic or to modify and develop your own – as long as the learning objectives are met. * Have a plan B (and C) to mitigate unexpected challenges (power failure, more or fewer participants than planned, last-minute room changes, etc.) * Although estimated timings are provided in the notes, consider your group’s size and discussion style, and do the required maths to determine feedback and debriefing time needed. Six groups of four people with each person speaking for 2 minutes = 48 minutes if everyone speaks! It would take 24 minutes if one representative speaks for each group for 4 minutes. * Close your session on-time with an activity wrap-up, summary, debrief, or challenge to action.   **Sphere Training Package surveys**  The Sphere Training Package is updated every few years. Your feedback is highly valuable during and between revisions for monitoring use, 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 this survey: <https://www.surveymonkey.com/r/STP2019facilitatorsENG> * If you recently finished working through this training package for private study, please complete this 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, you may prefer 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 way of collecting survey responses (SurveyMonkey calls this a “collector”) or tailored version for your event.   **Sharing a training report**   * 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 doesn’t provide one. | |
| **Tips for local modification**   * This session requires basic technology for presentation of the PowerPoint slides and embedded video. If you do not have these capabilities or if you are in location with access to an ongoing humanitarian response operation, you may use the Sphere “Field School” model sessions described below as an alternative. | |

### Alternate plan for Sphere Training Package session STP 11 – Using Sphere in Practice – following the Sphere Field School approach

This alternate method for facilitating this session about using Sphere in practice is a practical exercise consisting of a facilitated field visit to a project or programme response location to allow participants to explore how they can use Sphere in actual field conditions. The template below and associated handouts will guide you through preparing the participants for the field visit, conducting the activity, and debriefing findings from the visit. This will take considerably more time than the 90-minute classroom session described above but will be well worth the time and effort if it is possible to undertake in your training setting. If a half day (or more) is available in the field, then content from STP sessions 12, 14, 15, and 16 could all be covered in this extended exercise. This note only provides prompts for participant activities and questions relating to this session – STP 11.

### Aim

This session aims to equip participants with practical experience in using Sphere in an actual response project setting, expose them first-hand to field realities, and allow them to interact directly with stakeholders.

### Learning objectives

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

* 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

### Identify some of the typical obstacles in meeting Sphere standards and indicators, and describe strategies for dealing with them

### Key messages

These are key messages of the session that you should highlight. The goal is that participants will be able to absorb and restate these key messages with colleagues after the training, and ultimately use the whole of the Sphere Handbook guidance in an informed way for practical field use.

* 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.**

#### Preparation and resources

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| For the facilitator | For each participant | For each group of 3–5 participants |
| * This exercise requires time and preparation well in advance of the training. Refer to the handout **STP 11 Alt Field School Preps.docx** * Prepare a project brief as a reference for this exercise. Use the section of the handout titled ‘The Sphere Field School: project brief’ * Cut the handout page titled ‘Example instructions…’ into sections and place them in envelopes for distribution at different moments throughout the field visit | * Sphere Handbook, highlighter * Notebook and pen * Instructions handouts | * Flip chart stand, paper and marker pens (various colours) if debriefing is in the field * Post-it notes, small size, tabs style |

### You may also want to look at:

* **Modules STP 2 and 3** – What is Sphere? (At a minimum all participants should complete these modules before undertaking the Field School exercise)
* **Modules STP 4–10 – it is highly recommended that participants undertake all of these sessions before attempting the Field School.**

#### Session plan

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| Activity | Description | Timing |
| Introduction | Participants will experience using Sphere standards and indicators in the field | 5 min |
| Field School  instructions | Explain the exercise dynamics:   * You and participants will travel to visit a project and review whether or not different standards are being met, using guidance from the Sphere Handbook (commitments, activities, indicators, and guidance). * Explain logistics and timing, bus or vehicle travel time, expectations about dress, sun cream, insect repellent, rain gear, and other practical matters. * Distribute the briefing note to everyone (template and example in the handout). * Using a flip chart, explain the rules for this exercise to the participants. * Split participants into four groups (at the most) of three to five participants each, and balance in terms of gender, ethnicity, and experience as appropriate. | 30 min |
| Field School  preparation at training venue | The assignment is: ‘**Analyse whether or not the project is achieving the minimum standard X**’.  Guide participants through the preparation. Tell them that this stage is as important as the field visit. They should:   * Read/view/listen to information about the project and their expected behaviour when on-site. * Select the relevant indicators they wish to examine for their assigned standard(s) and review the associated key actions and guidance notes. * Prepare a list of questions and data needed for their assigned standard(s). * Review other standards or principles which should be examined to complement their assigned standard(s), such as the Core Humanitarian Standard, Code of Conduct, Protection Principles, or Minimum Standards from the four technical chapters. * Organise their teams with clear roles and responsibilities, i.e. who will run interviews, who will take notes, etc.   Let the groups meet for 30 minutes to coordinate among themselves and make final preparations for the trip. | 60 min |
| Field School  project visit | * Participants go to the project site and conduct the visit. * The project site manager or staff gives a briefing on the project and resources (15 min) and is available to respond to questions (15 min) and introduce the participants to the community representative, field workers, government officials, Red Cross Red Crescent, or other pertinent and available resources. (30 min in total) * The teams start working on the site and collecting data by visual observation and interviews with stakeholders. (1 hour) * As a facilitator, be on standby at all times. Be available to respond to queries and ensure that the agreed ground rules, including any required security protocols, are respected. If there is a problem or complaint from field personnel or affected people, any team – including the entire field trip – may be suspended. * At the end of data collection, all should return to the training venue – or a suitable meeting site if one is available. | Variable |
| Field School  return and data processing | The teams process the data collected and consolidate the information. They prepare presentations assessing to what level they believe the standards were achieved – with key references to specific indicators that they could observe or ask about as well as any that they feel should be put in place. They should suggest recommendations for improvement. | Variable  60 min (estimate) |
| Debriefing | Each team presents its findings in plenary. (Four groups x 5 min)  Brainstorm in plenary on opportunities and challenges linked to this exercise.  Ask, while doing this exercise:   * How have you considered the Humanitarian Charter, the Protection Principles, the Core Standards, the cross-cutting themes and all the technical chapters? * How did you coordinate with the other teams?   Ask participants how they feel and what they would do differently next time. | 60 min |
| Wrap-up | Review this module’s key messages in plenary. Ask participants to comment on the exercise they performed. | 10 min |

### Tips for facilitators

* Advance preparation is crucial for this module and may take a lot of time. Make sure you can manage to do it (see handout).
* Your role as a facilitator for this session is key: take it very seriously, including any security issues (see handout).
* Only undertake this session and the Field School approach with participants who already have basic knowledge of Sphere via your own training with them, or from other experience. It is not advised to mix the field visit with an initial introduction to Sphere.
* Carefully choose the Minimum Standard(s) to be analysed based on your own context, and the availability of information/informants that can be present during the field trip.
* Time, logistics, and associated costs (for example busses, lunches, and perhaps small gifts) are important for this exercise: when estimating how long it will take, make sure to include time for transportation to and from the project site.
* The community hosting the field visit should be prepared well in advance, in order to explain the purpose of the visit and not to raise expectations in an inappropriate way. It is important to explain to the community that the exercise is not an actual programme assessment or evaluation, but rather a training exercise.
* It is important to choose a site where the agencies involved have had an open relationship with the community and have left room for mutual feedback during the project, otherwise participants may encounter many frustrated people and some in the community may feel offended that your group of participants (outsiders) were selected for an exercise when they themselves may not have had the opportunity to speak up.
* This field school exercise is one of the most powerful tools to demonstrate how much Sphere can contribute to improving project performance. Enjoy it together with the participants!