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| **Session 3: What is Sphere: Using the Standards in Context** | **1 hour 30 minutes** |
| **Note:** This session is partially knowledge based (explaining the content of this part of the referenced Sphere chapter) and partially attitude oriented (heightening awareness of the importance of context, capacities and vulnerabilities, and encouraging the participants to actively assess and analyse the emergency response context when using Sphere). It explains and advocates for use of the Handbook in all contexts, based on careful analysis of each crisis situation and a judicial use of the Sphere guidance. Key prompts are provided to heighten awareness about use of the Handbook at the different stages of the humanitarian programme cycle. The session further highlights the need to base programming on capacities and vulnerabilities of different groups in the population. It also touches on the importance of market analysis, and considers cash-based systems and supply chain management issues as part of a professional humanitarian response. The session includes:  1. **PowerPoint presentation** – with trainer’s notes in the “Notes View”. Explain the key themes on the slides to the participants and encourage them to consider how these apply in different contexts.  2. **A continuing small group** exercise (self-generated case study) for comparing different contexts and considerations throughout the session.  3. **A short video** which sums up the importance of analysis and understanding of context as a way to address complex situations so that solutions can survive and grow over the longer term. |  |
| **Learning objectives**  By the end of this training, the participants will be able to:   * 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 | |
| **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.   * 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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| **Concise session plan (this is a fast-paced session)** | **Timings** |
| 1. Introduction and learning objectives (slides 1–2) | 5 min |
| 1. Where are the crises today? – mapping exercise (3–4) | 20 min |
| 1. Focus on the meaning of conformance and adaptation (5–6) | 10 min |
| 1. Sphere and the Programme Cycle (with mapping exercise revisited) (7–12) | 15 min |
| 1. Understanding vulnerabilities and capacities (with mapping exercise revisited) (13–25) | 25 min |
| 1. Understanding the operational setting (with video) (26–29) | 10 min |
| 1. Last points and wrap-up (30–32) | 5 min |
| **Other files you will need**  The PowerPoint file for this session is **STP 3 What is Sphere-Standards in Context.pptx**.  There is one prepared handout for this session which will make your session logistics easier if it is printed and prepared for distribution ahead of time. The continuing small group exercise for this session is supported with a simplified world map printed on A3 paper (**STP 3 World Map.docx**). Print one copy for each table or small group and distribute them to the tables before the session starts. | |
| **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**   1. The mapping exercise is based on an international participant group, or a group that is well versed with the international humanitarian response scene. If your participants are all local to a specific community or district, you can replace the world map exercise with a district, province, or national map that participants might be more familiar with. 2. If you do not have access to power or equipment to present PowerPoint slides, print the slides on A3 paper in advance and conduct the session as a live event. 3. If you cannot play the included video, skip it, wrap up the session with your own summary, and call for reflections and observations from participants. | |