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| **Session 4: The Humanitarian Charter** | **1 hour 30 minutes** | |
| **Note:** This session is evenly split between knowledge gain and attitude shift. There are some aspects of the Humanitarian Charter that humanitarians simply need to know. But equally important is the opportunity this session offers to make a positive impression on the centrality and direct affect that adhering to the Charter has on humanitarian action. The session is designed to influence the way in which participants view the work they do and the people they serve, and to rekindle and remind people who are already committed. The session includes:  1. **PowerPoint presentation** – with trainer’s notes in the “Notes View”, which explain the key themes on the slides, and provide instructions for activities and their debriefing.  2. **A quiz-oriented activity** to be conducted in a timed manner with a participant research component (reading short sections of the Charter) and discussion based on participant self-grading and facilitator-led debriefing process. |  | |
| **Learning objectives**  By the end of this training, the participants will be able to:   * Explain how the 12 elements of the Humanitarian Charter affect humanitarian response * Use and advocate for the Humanitarian Charter as a guide to better programming and response | | |
| **Key messages**  There are four 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.   * 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. | | |
| **Concise session plan** (this is a moderately-paced session with time allocated for reflection and participant-led discussion) | | **Timings** |
| 1. Introduction and learning objectives (slides 1–2) | | 5 mins |
| 1. About the Humanitarian Charter (3–6) | | 5 mins |
| 1. Quiz exercise (slide 7) | | 15 mins |
| 1. Quiz “self-grading,” debrief and discussion | | 45 mins |
| 1. Summary and challenge to participants (8–14) | | 20 mins |

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| **Other files you will need**  There are prepared handouts for this session which will make your session logistics easier if they are printed and prepared for distribution and your own review ahead of time.  You will need to print one copy of the file **STP 4 Humanitarian Charter Quiz.docx** for each participant.  In addition, you will need the file **STP 4 Facilitator’s Quiz Answer Sheet.docx,** which contains complete instructions for facilitating the quiz exercise and its grading and debriefing process. This file contains answers to all quiz questions and further discussion questions on four key questions selected to highlight how adhering to the Humanitarian Charter can directly influence the work of humanitarians. |
| **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. 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. 2. This session is very workable without the prepared PowerPoint presentation. The quiz activity supports the bulk of the session and the key points from the slides can be shared by using printed A3 copies, or by use of the flipchart, and your own presentation. |