**How to use the Sphere Handbook in Ukraine**

**Module 2: The Sphere Approach** **120 minutes**

**Aim, objectives and key learning points**

Aim

To show how using the Sphere Handbook can improve quality and accountability in humanitarian response in Ukraine

Objectives

By the end of the programme (2 modules), participants will be able to:

* **Explain the Sphere approach**
* Summarise the content and structure of the Sphere Handbook
* Describe how the foundation chapters in the Sphere Handbook support the technical standards
* **Demonstrate how adopting the Sphere Approach will help ensure better accountability and quality in our programming**
* **Give examples of how Sphere minimum standards, indicators, key actions and guidance notes can be applied in practice**
* **Identify further sources of information, resources, and support**

(Module 2 builds on Module 1 and is designed to meet the objectives in **bold**.)

Key Learning Points

* Sphere is as a public service aimed at ensuring both quality and accountability in humanitarian assistance.
* *Quality means that humanitarian assistance is timely, appropriate, and effective.*
* *One way in which we can help ensure that our response is appropriate and effective is by creating opportunities for affected populations to actively participate.*
* *Accountability refers to the responsible use of power (i.e. resources, decision making) by individuals and organisations.*
* *The Sphere Handbook helps us to behave in an accountable way, not least by involving others – including minority groups - in our work.*
* *First and foremost, our accountability is to affected populations. We are also accountable to host populations, partners, colleagues, local authorities, donors, and others.*
* The Humanitarian Charter provides the ethical and legal backdrop to the Protection Principles, the Core Humanitarian Standard and the Minimum Standards
* The Humanitarian Charter is based on people’s right to protection and assistance reflected in the provisions of international humanitarian law, human rights and refugee law.
* The rights set out in the Humanitarian Charter are supported by four Protection Principles. Protection Principles apply to all humanitarian action and all humanitarian actors.
* The Core Humanitarian Standard on Quality and Accountability (CHS)​​​ sets out nine Commitments that organisations and individuals involved in humanitarian response can use to improve the quality and effectiveness of the assistance they provide. It also facilitates greater accountability.
* *The Core Humanitarian Standard, along with the Humanitarian Charter and Protection Principles, forms a strong foundation within The Sphere Handbook and supports all technical standards.*
* The four technical chapters in the Sphere Handbook are: Water Supply, Sanitation and Hygiene Promotion (WASH); Food Security and Nutrition; Shelter and Settlement; and Health.
* The Sphere standards are an expression of the fundamental rights related to life with dignity and are universal. The indicators and minimum requirements may need to be adapted to be meaningful in context.
* Standards are qualitative. Key indicators help us to understand how far we are from achieving the minimum standard. Key actions suggest what we might need to do.

**Overview**

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| --- | --- |
| 10’ | Welcome back |
| 10’ | Recap  *Quiz* |
| 10’ | The Sphere Approach  *Input and discussion* |
| 35 | Adopting the Sphere Approach  *Group activity and debrief* |
| 10’ | Break |
| 35’ | Adopting the Sphere Approach (cont/d)  *Group activity and debrief* |
| 10’ | Wrap up |

**Resources / Materials**

P = PowerPoint Slide(s); H = Handout; R = Other (e.g. video)

P1 Welcome Slide

P2 Overview

P3 Quiz

P4 Power and Participation

H1 Shelter Case Study Part 1

H2 Shelter Case Study Part 2

**Facilitation notes**

Please familiarise yourself with the following facilitation notes. You should also be familiar with the Sphere Handbook (2018 edition), and the various features and functions of Zoom.

Highlighted notes refer to functions on Zoom and are intended to help you and/or your co-host/producer. This includes questions or instructions to cut and paste into Zoom’s chat.

Things to say to participants are in *italics* and questions are in ***bold italics***.

Additional notes – to debrief an activity, for example – are in the supporting information section, referenced in the facilitation notes.

Facilitation tips are highlighted like this.

|  |  |  |
| --- | --- | --- |
| Time | Methodology | Resources |
| - 10’ | When participants join the training, they will be held briefly in Zoom’s waiting room. While they are waiting, broadcast the following welcome message, which you can adapt as appropriate.  *Welcome to ‘How to Use the Sphere Handbook in Ukraine’ (Module 2). We are making final preparations and will welcome you into the training shortly.*  *While you are waiting, please check that your screen name matches the name you registered with.*  *When you join the training, take a few moments to familiarise yourself with functions in Zoom such as the Participant and Chat bars, the Reactions button at the bottom of the screen, and the Gallery/Speaker View.* |  |
| - 5’ | Screenshare a welcome slide  This welcome slide (P1) also invites participants check their audio and video settings. It also suggests some tips to help them get the most from the training. | P1 Welcome slide |
| 10’ | Welcome back  Start by welcoming participants back to the training facilitate a short “check-in’ activity. For example:  In turn, invite each participant to say their name and then a then one word that describes Sphere.  If you collected feedback at the end of Module 1, thank the group and share some key points. If appropriate, say how you will address any suggestions.  Remind participants that that the training is designed to be interactive. They will get the most from it by actively participating, listening to what others have to say, asking questions, staying focused, and avoiding distractions.  Explain that Module 1 explored the structure and content of the Sphere Handbook, and that this second module will focus more on the Sphere Approach and what that looks like in practice.  Actively participating, listening to what others have to say, asking questions, staying focused and avoiding distractions, will help you gain the most from the training.  Give an overview of the training using slide. Briefly screenshare slide. | P2 Overview |
| 10’ | Recap  Say that we will start with a short quiz to recap on some of what we have learned so far. Ask participants to have a pen and paper ready on which to write down their answers.  Explain that you will show a slide on which will appear five sentences. Each sentence, taken from the Sphere Handbook, has one or more words missing. They simply write down the missing word(s).  Screenshare P2 Sphere Quiz  Reveal each sentence in turn and read it out. Allow 10 seconds or so for participants to record their answer before moving on to the next*.*  After revealing all four sentences, go through the answers one by one. Each time ask two or three participants to suggest answers. Elaborate on answers as appropriate. See supporting information.  Invite and answer any questions then stop screensharing.  Say that by the end of this second module, participants will be able to:   * *Explain the Sphere approach* * *Demonstrate how adopting the Sphere Approach will help ensure better accountability and quality in our programming* * *Give examples of how Sphere minimum standards, indicators, key actions and guidance notes can be applied in practice* * *Identify further sources of information, resources, and support* | P3 Sphere Quiz |
| 10’ | The Sphere Approach and Cross-Cutting Themes  Say: *The Sphere approach means taking the following four actions and, in doing so, being guided by the Sphere Handbook.*   * *Always strive to do the best you can with the resources you have available.* * *Explain what your programme achieved, what you learned and what still needs to be done.* * *Advocate for more action and more resources.* * *Ensure that affected populations actively participate at all stages of your programme.*   Cut and paste the above bullet points into chat:  Invite participants to share examples from their experience. Draw out (or offer) an example for each of the four points above.  Ask: ***What do you think we mean when we talk about ross-cutting themes?***  *Cross-cutting themes focus on particular areas of concern in humanitarian response and address individual, group or general vulnerability issues.*  Ask: ***Who is particularly vulnerable in a disaster or crisis?***  Take some suggestion, then say:  *The at-risk groups and concerns included in the Sphere Handbook are: Children and child protection; Older people; Gender; Gender- based violence; Persons with disabilities; People living with and affected by HIV; Mental health and psychosocial support.*  *The themes related to context where you will find specific guidance are: Protracted crises; Urban settings; Civil-military coordination; Environment; Disaster risk reduction; Cash-based assistance and markets; Supply-chain management and logistics; MEAL*  Say that we will now continue to explore what adopting the Sphere approach means in practice. |  |
| 25’ | Adopting the Sphere Approach  Activity  The timings for this activity are:  25’ - Group work in breakout rooms  10’- Debrief  10’ - Break  25’ - Group work in breakout rooms  10’ - Debrief  Explain that we are going to work on a case study in four groups.  Describe the scenario:  *In a small town, several hours drive from the city, the local authority has established a shelter in what was once a school. Before the shelter opened, some work was carried out to convert the school building – for example, the classrooms were converted into dormitories. A small local charity manages the shelter, which has been open for just a few months. The number of people using the shelter is increasing.*  Check that everyone has access to the Sphere Handbook. If some do not, ensure they are in a group with others who do have access.  Use file share in chat to send participants the brief for the activity. Ask them to open and read the document.  Create random breakout rooms. Aim for no more than 6 people per breakout room.  Check everyone has opened and read the brief for the activity.  Open the breakout rooms.  Join each breakout rooms in turn to check progress and answer any questions.  Broadcast time checks to the Breakout Rooms – e.g. 10 minutes remaining, 5 minutes remaining.  After a maximum of 20 minutes, close the breakout rooms. | H1 Shelter Case Study Part 1 |
| 15’ | Debrief.  Facilitate a short debrief. Pose a different question to each group in turn, inviting only different or additional points from the other groups.  ***How will you prepare for the meeting?***  ***What questions do you have for the shelter residents?***  ***What will you say in response to their questions and concerns?***  See supporting information.  Finish the debrief by asking what information or guidance in the Sphere Handbook helped. |  |
| 5’ | Break  Encourage participants to look away from the screen, get up, move about.  If time allows, extend the break to a maximum of 10 minutes.  Screenshare a timer, counting down to the end of the break. |  |
| 25’ | Adopting the Sphere Approach (continued)  Use file share in chat to send participants the brief for Part 2 of the activity. Ask them to open and read the document.  Reopen the breakout rooms.  Join each breakout room once or twice to check progress.  Broadcast occasional time checks to the breakout rooms – e.g. 10 minutes remaining, 5 minutes remaining.  After a maximum of 20 minutes, close the breakout rooms. | H2 Shelter Case Study Part 2 |
| 10’ | Debrief  Go through each question. Start with a different group from last time and invite other groups to add any different or additional points.  ***How will you prepare for the meeting?***  ***What will say to or ask of the local authority?***  ***What do you hope the meeting will achieve?***  Finish the debrief by asking what information or guidance in the Sphere Handbook helped.  Say: *Remember, the Humanitarian Charter states that the “active participation [of the affected population] is essential to providing assistance in ways that best meet their needs”.*  Screenshare P4 Power and Participation  Say: *Remember how in Module 1 we defined accountability as the responsible use of power.*  Explain that there are different levels of participation ranging from just telling people what we are doing to shifting the power and supporting local initiatives. We might think that consulting with people is participation, but much of the power still rests with us.  See supporting information for more explanation of the model.  Relate the model to what the groups came up with in the activity. What level of participation with the affected population did they reach or aspire to reaching?  Stop screensharing.  Answer any questions and then recap the four actions that make up the Sphere Approach:   * *Always strive to do the best you can with the resources you have available.* * *Explain what your programme achieved, what you learned and what still needs to be done.* * *Advocate for more action and more resources.* * *Ensure that affected populations actively participate at all stages of your programme.* | P4 Power and Participation |
| 10’ | Wrap up  Recap these key messages:   * Sphere is as a public service aimed at ensuring both quality and accountability in humanitarian assistance. * *Quality means that humanitarian assistance is timely, appropriate, and effective.* * *One way in which we can help ensure that our response is appropriate and effective is by creating opportunities for affected populations to actively participate.* * *Accountability refers to the responsible use of power (i.e. resources, decision making) by individuals and organisations.* * *The Sphere Handbook helps us to behave in an accountable way, not least by involving others – including minority groups - in our work.* * *First and foremost, our accountability is to affected populations. We are also accountable to host populations, partners, colleagues, local authorities, donors, and others.*   Highlight the Sphere global community, trainers, focal points, open-source training and resources, etc. Mention the YouTube channel, Facebook page, LinkedIn, etc.  Screenshare the Ukraine response page of the Sphere website.  https://spherestandards.org/ukraine-english/  Stop screensharing.  Cut and paste the following into chat:  *Before this training, I thought….*  *Now, I think….*  *To apply what I have learned, I will…*  Ask all participants to take a moment to think about how they would complete each sentence and to write down their answers.  Invite a few participants to share what they have written down.  Finally, thank participants for their active participation and invite everyone to complete whatever evaluation tool or survey you are using. |  |

**Supporting Information**

Familiarise yourself with The Sphere Handbook before facilitating this session.

The Interactive Handbook (2018) (English) is here: <https://handbook.spherestandards.org/en/sphere/#ch001>

A PDF of the Sphere Handbook (2018 Edition) (English) is here:

<https://spherestandards.org/wp-content/uploads/Sphere-Handbook-2018-EN.pdf>

The Sphere Glossary can be found here:

<https://spherestandards.org/wp-content/uploads/Sphere-Glossary-2018.pdf>

Recap Quiz

1. Sphere is a public service aimed at ensuing both quality and accountability in humanitarian assistance

*What does “accountability’” mean? Accountability refers to the responsible use of power (i.e. resources, decision making) by individuals and organisations. The Sphere Handbook helps us to behave in an accountable way, not least by involving others – including minority groups - in our work.*

1. The Humanitarian Charter provides the ethical and legal background to the Protection Principles, the Core Humanitarian Standard and the Minimum Standards

*The last line of the charter reads “…we commit to working in partnership with affected populations, emphasising their active participation in the response.” This is something that we will keep coming back to today.*

1. Ensure people’s access to assistance according to need and without discrimination

*This is the second of the Protection Principles and reminds us of the humanitarian principle of*

*IMPARTIALITY, prioritising assistance on the basis of needs alone and providing assistance in proportion to need.*

*How many Protection Principles are there? Four. What are the other three? Enhance the safety, dignity and rights of people, and avoid exposing them to harm. Assist people to recover from the physical and psychological effects of threatened or actual violence, coercion or deliberate deprivation. Help people claim their rights. These four Protection Principle apply to all humanitarian action and all humanitarian actors.*

1. The Sphere standards are universal and remain constant. The key indicators may need to be adapted to be meaningful in context.

*The minimum standards are universal meaning that they apply in all contexts and constant meaning that they don’t change during different phases of the response. They are also general and qualitative in nature.*

*Do not confuse standards with key indicators, which can and should be adapted according to context. For example, ‘Water supply standard 2.1: Access and water quantity’ says ‘People have equitable and affordable access to a sufficient quantity of safe water to meet their drinking and domestic needs.’ This is universal and constant. A key indicator the average volume of water used per household and it suggests a minimum is 15 litres per person per day BUT determine the quantity based on context and phase of response.*

Debriefing the activity – Part 1

It is important to listen to the shelter residents and to hear, and note, their specific concerns.

Get a clear picture of who is using the shelter and how many. Pay particular attention to vulnerable groups and recognise that those who meet with you collectively may not be representative of everyone. Speak to individuals who may not be present or feel able to speak up at the meeting.

Involve them in identifying actions and in any decisions that involve them.

The Core Humanitarian Standard and its nine commitments remind us of our responsibilities and what actions we need to take.

Debriefing the activity – Part 2

*How will you prepare for the meeting?*

Use the Sphere Handbook to identify relevant standards. Note key actions, indicators and guidance notes.

Coordinate with other stakeholders, including organisation with particular mandate (e.g., people with disabilities, child protection, etc.) and cluster representatives. Involve representatives of the shelter residents.

Be clear about numbers of people using shelter and how this has or is changing over time. Disaggregate data.

*What will say to or ask of the local authority?*

Use Sphere to highlight relevant minimum standards and where the shelter is falling short of meeting key indicators.

Emphasise people’s rights and advocate for more resources, which in this case means more space and better conditions for shelter residents.

Highlight risks, particularly to vulnerable people.

*What do you hope the meeting will achieve?*

Action plan to meet minimum standards.

Stronger partnerships with other organisations.

Representation and involvement of shelter residents.

Improved monitoring, reporting, and learning, including a feedback and complaints mechanism.

The Humanitarian Charter highlights people’s rights and the Core Humanitarian Standard sets out our commitments and what we need to do to meet those commitments. The four Protection Principles aways apply and where there are concerns, as there are here, the guidance will help. The minimum standards, particularly in relation to shelter and settlement, help us to identify shortcomings and what actions that we need to take to achieve the standard. Where we fall short of meeting standards, we can use the information in the handbook to advocate for more resources.

Power and Participation

Diagram

Description automatically generated

**Passive**

Telling the affected population what has occurred and/or what is going to happen.

**Information supply**

The affected population is asked for information in response to questions.

**Consultation**

The affected population is asked for their perspective on a given subject.

**Material incentives**

Members of the affected population supply some materials and/or labour in exchange for cash, vouchers, or in kind.

**Interactive**

The affected population has decision-making power, participating in both the analysis of needs and the programme design.

**Local initiatives**

The affected population takes the initiative, acting independently of external organisations or institutions, though may request support for its initiatives.