## **FACILITATION GUIDE: SPHERE MINIMUM HUMANITARIAN STANDARDS THREE DAY WORKSHOP**

Objective: To familiarise participants with the Sphere Handbook, its principles and standards, and how to apply them in humanitarian response.

By the end of this workshop, participants will:

* be familiar with the structure of the Sphere handbook, and how to use it in humanitarian responses
* know where to look if they have any questions about how the services they are providing can be improved/measured
* apply minimum standards and guidelines to specific challenges encountered in their daily work.

Note for facilitators: This facilitation guide was used to introduce Sphere to staff from humanitarian organisations in Poland in February 2023. The training team consisted of two members of Sphere staff and a trainer from Sphere focal point, Fraternity – International Humanitarian Missions (FIHM) in Brazil. Please feel free to adapt it to your own context.

**DAY ONE**

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| **Time** | **Activity** | **Description** | **Resources** |
| **09:00 - 9.15** | **Welcome** | Facilitators introduce themselves.  Run through Agenda and Ground Rules and sign up sheets  Animal/name warm-up presentations – ask participants to make name tags for themselves by drawing their favourite animal. Ask them which animal they chose and why. | PowerPoint  Explain sign up posters for:  Energisers  Recaps  Also poster for:  Parking lot |
| **9.15-9.35** | **Warm-up activity** | **“What has been most important to you in the last year?”**  Ask participants to sit next to someone they don’t know so well. Each person has 7 minutes to talk about what has been most important to them.  The other person should not speak, but practise active listening.  Swap after 7 minutes.  Debrief: How did it feel to share that with your partner?  Key message: We start with this exercise, focussing on each other as people first, as Sphere is all about a people-centred approach to humanitarian response. |  |
| **9.35-10.05** | **You and Sphere** | **“How close are you to those in need?”**  **“How close are you to Sphere?”**  Place an item in the middle of the room to indicate people in need.  Ask people to place themselves in the room according to how close they are to people in need in their daily work.  Replace the item with a Sphere Handbook  Ask people to place themselves again according to how close they are to Sphere.  Debrief: Why did you stand where you stood?  Key message: Today’s training session aims for everyone to move closer to people in need, and become more familiar with the Sphere Handbook. | A photo of an affected person, or object (e.g. one shoe or teddy bear)  Give consent forms for filming before break |
| **10:05 - 10:30** | **Quick Intro to Sphere** | History of Sphere, philosophy, handbook | PowerPoint and Sphere video |
| **10:30 – 10:45** | **Coffee/Tea break – fresh air** |  |  |
| **10.45 - 11.15** | **You and your work** | Put participants into groups of three and then ask them to discuss these questions.  **What was most important in your work last year? What do you think will be most important in the coming year?**  Discussion 15 min  Debrief 15 min: List answers on flip chart  Key message: The Sphere Handbook represents the collective knowledge of humanitarians, gathered over the last 25 years. It can help you with your work challenges. Sphere does not have the answer to EVERYTHING. Be clear about that. | 2 Flip charts |
| **11.15 – 12:30** | **Deep dive into the Handbook** | Group work debriefed by discussion  Split the participants into groups. Try to mix up staff and volunteers.  **Your team has been asked to work on converting a former school into a reception centre. You are asked for advice on the following issues:**   * Organising the living space in the shelter * Providing household items for people * Making sure that mental health needs of staff and residents are being looked after * Promoting good hygiene practices in the shelter * Protecting the shelter’s most vulnerable residents * Ensuring residents can participate in decisions that affect them and give feedback   Ask each group to find 10 references in the Sphere Handbook that will help them.  List the references on your whiteboard, including which section of the Sphere Handbook you found them in.  5 minutes to explain, 20 minutes to find, 20 minutes to debrief.  Debrief what each group found. What did you find most useful? Was there anything missing? Show how their answers came from all different parts of the Sphere Handbook. No one chapter exists in isolation. Technical chapters and cross-cutting themes. Explain the difference between standards and indicators.  Key message: There is a lot of information in the Sphere handbook! Over the next 3 days we will explore it together and try to work out which sections are most useful for you in your work. | PowerPoint  Flipcharts whiteboard  Alternatively A3 paper and coloured pens.  1 sheet per issue.  Each person chooses an issue - no more than 3 people per group  (2 groups of 4) |
| **12.30-13.30** | **Lunch** |  |  |
| **5 min** |  | Energiser |  |
| **13:35-14:00** | **Finish debrief** | Finish deep dive exercise |  |
| **14:00-14.30** | **Handbook structure** | Puzzle exercise.  Divide participants into 2 groups. Give each group a set of printed “elements” from the Handbook, a bit different for each group (chapter symbols, photos of affected people, cards Key objectives, Key actions, Key indicators; cards with concrete indicators, e.g. 15 l per day, printed title pages of HSP handbooks, etc.) and ask them to try to build a “structure”, allow using the HB. Check on the groups’ approach. Debrief  **Key message:**  Understand the structure of a standard.  Difference between standard (universal) and actions/indicators (contextualised)  As they work: 2 complications:   * add a card of “affected people” * add card of HSP standards   Debrief for both the deep dive and the puzzle. Focus on interconnectedness. Refer back to the deep-dive topics now that we have seen the puzzle results.  Discuss difference between standard and indicator - if difficult, take out the “crates” exercise (cards) | Printed elements from Handbook, activity cards, written bits of paper |
| **14.30 – 15.30** | **Foundation Chapters: The Humanitarian Charter** | The Charter is written from the perspective of humanitarian organisations as a collective.  **It is the ‘why’ of offering humanitarian assistance and applying humanitarian minimum standards.**  Ask everyone to take 10 minutes to read the Humanitarian Charter.  Split room into 3 groups. Give each group 2 cartoons to analyse.  Give each group 5 minutes to reply to the following questions  • **What is happening in the cartoon?**  **• Which part of the Humanitarian Charter does it relate to?**  **• Do you agree with the Charter and can you and your organisation subscribe to it?**  **Conclusion**  All people affected by disaster or conflict have the right to receive protection and assistance to ensure the basic conditions for **life with dignity.**   * **The right to protection and security** * **The right to receive humanitarian assistance** * **The right to life with dignity**   Focus on dignity in humanitarian aid: Ask everyone what the right to a dignified life means to them. **What exactly is dignity?**  Give some examples of dignified humanitarian assistance.  Ask participants about situations of dignified assistance in their own interventions.  Distribute pink bunny card and discuss.  **Key messages:**  Charter based on HR covenants, declarations, conventions etc → annex 1 |  |
| **15.30-15.45** | **Break** |  |  |
| **15:45 – 16.30** | **Foundation Chapters: The Protection Principles** | Protection Principles  **The Protection Principles support the rights set out in the humanitarian charter and articulate the role that all humanitarian actors can play in protecting people.**  Each group picks a Protection Principle at random and must act it out for the other groups to guess which one it is.  Each group has 5 minutes to read the Protection principle and 5 minutes to prepare their show, and 5 minutes to demonstrate it to the group.  Discuss:  Principle1: Dignity and Do no harm  Principle2: Impartial assistance  Principle3: Assist people in need/ recover from.  Principle4: Claim their rights  Ask them/Facilitation team input.  **Key message:** Protection principles can seem quite theoretical. But actually they can be useful. When designing a program, you can ask yourself ‘Does this programme fit with the protection principles? How else do you use the Protection Principles in your work?  prevent - respond - remedy - build environment that respects rights | Prepare Protection Principles (use Sphere Handbook Activity Cards). |
| **16:30 - 16.45** | **Recap** | **Group recap with flipchat - What will you remember from today?** |  |
| **16-45 - 17.00** | **Feedback** | Group feedback with rapporteur or “high-and-low” |  |

**DAY TWO**

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| **Time** | **Activity** | **Description** | **Resources** |
| **8:30** | **prep work** | Write rough agenda on flipchart |  |
| **09:00 - 9.10** | **Recap of Day 1** | 2-3 participants who volunteered on Day I facilitate an interactive non-powerpoint based 15min recap session. The goal is to be reminded of key learning points of Day I to refresh the mind and to build on that on Day II |  |
| **9.10-9.15** | **Feedback loop** | Feedback on the feedback from Day I |  |
| **9.15-10.30** | **Technical Chapter: WASH** | See Session Plan | PPT |
| **10.30-10.45** | **Break 15 min** |  |  |
| **10.45-12.30** | **Technical Chapter: Food Security and Nutrition** | See Session Plan | Food Items  Food handout  PPT |
| **12.30-13:30** | **Lunch** |  |  |
| **Afternoon** | **Spare Session** | To use for catching up if over-running, or experience-sharing |  |
| **16:30 - 16.45** | **Recap** | 3 post-its per person, 3 most important things today |  |
| **16-45 - 17.00** | **Feedback** | Play by ear - depends on mood in room |  |

**DAY THREE**

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| **Time** | **Activity** | **Description** | **Resources** |
| **09:00 - 9.15** | **Recap of Day 2** | 2-3 participants facilitate an interactive non-powerpoint based 15min recap session. The goal is to be reminded of key learning points of Day II to refresh the mind and to build on that on Day III |  |
| **9.15-9.25** | **Feedback loop** | Feedback on the feedback from Day II |  |
| **9:25-10:30** | **Technical Chapter: Health** | See Session Plan | PPT |
| **10:30-10:40** | **Break** |  |  |
| **10:40-11.30** | **Foundation Chapter: Core Humanitarian Standard** | **The Core Humanitarian Standard** describes how **organisations** must behave in order to successfully apply minimum standards.  Welcome participants to the Core Humanitarian Standard Fair. Today participants are very lucky because these items are for sale, and everyone can afford up to three.  But before they can go purchase commitments, they get to read them all and understand what they are. Discuss in small groups what they think of them. Do they reflect what affected people might want from organisations?  Then go to the **Commitments Fair**  Participants will have precisely 10 minutes to tour the gallery and stick up to 3 Post-Its on the items they wish to purchase today. They should select the ones which are currently LEAST applied by their organisation, and which would have MOST positive impact by making improvements in this area.  Debrief  Lead a group discussion by gathering round the most sought-after item. Ask:   * + Why do you think this standard is least applied by organisations represented here?   + What are the difficulties in meeting the commitment / achieving the standard?   + If time, gather round the least sought-after item and ask for some positive examples of how participants’ organisations are achieving the standard/commitment.   + If more time, use the example of WASH indicator   + If more time, talk about **PARTICIPATION** (slides 17 and 18). Participation typology. Might not use the slide, but discuss graduation of participation   Key message: There is a direct link between the CHS and the Sphere standards. When you work with the technical standards, revert back to CHS, PP and Charter | Commitments printout for each participant  Commitment posters around the room  Stickers |
| **11.30-11:35** | **Break** |  |  |
| **11:35-12.30** | **Spare session** | Facilitate discussion with participants on Parking Lot/networking/next steps, as trainer deems appropriate in the context |  |
| **12.30 – 13.30** | **Lunch** |  |  |
| **Afternoon** | **Sphere Handbook in context: Shelter Scenario** | Distribute the Shelter Case Study and read it all together.  Explain the task. Split participants into groups and give them 20 minutes to prepare.  At the end of 20 minutes, explain that it is now the next day and choose one group to role play the meeting.  The facilitators will play the role of the local authority and the large national charity (can be supported by participants if any have relevant experience). One group will role play the local charity operating the shelter. The other participants will observe.  Role play.  Debrief with observing groups:   * How did the participants use Sphere standards and indicators to support their arguments? * Which Technical Standards or parts of the Handbook did they refer to? * How useful overall was it for participants to be able to use the Sphere Handbook to prepare for the meeting?   If time: At the end of the debrief, say that you have just received a message from the large national charity. They are happy to offer assistance, but only if they are convinced that the local NGO is consulting fully with the affected people. There will be another meeting in 2 weeks, when the local NGO needs to present an action plan demonstrating how they will consult with affected people. Tell each group that they should start by reading CHS Commitment 4.  Roleplay the second meeting with a different group from the first meeting.  Ask them to present their plan.  Debrief with the other groups. | Shelter Case Study Handout |
| **15:15 – 16:00** | **Quiz and Welcome to the Sphere Community**  **Evaluation** | Final words of welcome to the Sphere community: Now you have done this training you  are part of the Sphere community. | Quiz  Evaluation survey on QR code |