

FACILITATION GUIDE: INTRODUCTION TO SPHERE MINIMUM HUMANITARIAN STANDARDS



3 & 4 April 2023, Romania






Training in English on 03/04, in English with Romanian interpretation on 04/04

Trainers: Aya Yagan and Victoria Kononchuk

Time	Activity	Description	Resources
9:00 - 9:10	Welcome	Facilitators introduce themselves. Run through Agenda and Ground Rules	PowerPoint
9:10 - 9:30	Warm-up activity	<p>“What has been most important to you in the last year?”</p> <p>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.</p> <p>The other person should not speak, but practice active listening.</p> <p>Swap after 7 minutes.</p> <p>Debrief: How did it feel to share that with your partner?</p> <p>Key message: We start with this exercise, focusing on each other as people first, as Sphere is all about a people-centred approach to humanitarian response.</p>	
9:30 - 9:50	You and Sphere	<p>“How close are you to those in need?”</p> <p>“How close are you to Sphere?”</p> <p>Place an item in the middle of the room to indicate people in need.</p> <p>Ask people to place themselves in the room according to how close they are to people in need in their daily work.</p> <p>Replace the item with a Sphere Handbook</p>	A photo of an affected person, or object (e.g. one shoe or teddy bear)

		<p>Ask people to place themselves again according to how close they are to Sphere.</p> <p>Debrief: Why did you stand where you stood?</p> <p>Key message: Today's training session aims for everyone to move closer to people in need, and become more familiar with the Sphere Handbook.</p>	
10:00 - 10:30	Sphere Ukraine and Eastern Europe	<p>Victoria to explain Sphere Ukraine programme.</p> <p>Put participants into groups of three and then ask them to discuss these questions.</p> <p>What was most important in your work last year? What do you think will be most important in the coming year?</p> <p>Debrief: List answers on flip chart</p> <p>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.</p>	<p>PowerPoint</p> <p>Flip chart</p>
10:30 - 10:45	Coffee/Tea break – fresh air		
10:45 - 11:45	Technical Chapters: WASH, Health, Food Security, Shelter	<p>Group work debriefed by discussion</p> <p>Split the participants into groups. Try to mix up staff and volunteers.</p> <p>Your team has been asked to work on converting an old school into a reception centre. You are asked for advice on the following issues:</p> <ul style="list-style-type: none"> ● 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 	<p>PowerPoint</p> <p>Flipcharts/whiteboard</p> <p>Alternatively A3 paper and coloured pens.</p>

		<p>Ask each group to find 10 references in the Sphere Handbook that will help them.</p> <p>List the references on your whiteboard, including which section of the Sphere Handbook you found them in.</p> <p>5 minutes to explain, 20 minutes to find, 20 minutes to debrief.</p> <p>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.</p>	
11:45 - 12:15	Structure of the Sphere Handbook	<p>Puzzle exercise.</p> <p>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</p>	Printed elements from Handbook
12:15 - 13:00	Foundation Chapters: The Humanitarian Charter	<p>The Charter is written from the perspective of humanitarian organisations as a collective.</p> <p>It is the ‘why’ of offering humanitarian assistance and applying humanitarian minimum standards.</p> <p>Ask everyone to take 5 minutes to read the Humanitarian Charter.</p> <p>Split room into 3 groups. Give each group 2 cartoons to analyse.</p> <p>Give each group 5 minutes to reply to the following questions</p> <ul style="list-style-type: none"> • 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? 	 

		<p>Conclusion</p> <p>All people affected by disaster or conflict have a right to receive protection and assistance to ensure the basic conditions for life with dignity.</p> <ul style="list-style-type: none"> ● The right to protection and security ● The right to receive humanitarian assistance ● The right to life with dignity <p>Focus on dignity in humanitarian aid: Ask everyone what the right to a dignified life means to them. What exactly is dignity?</p> <p>Give some examples of dignified humanitarian assistance.</p> <p>Ask participants about situations of dignified assistance in their own interventions.</p> <p>Distribute pink bunny card and discuss.</p>	    
13:00 - 14:00	Lunch break – fresh air		
	Energiser		

14:00 - 15:15	Applying the Sphere Approach to a Case Study	<p>Distribute the Case Study and read it all together.</p> <p>Explain the task. Split participants into groups and give them 20 minutes to prepare.</p> <p>At the end of 20 minutes, explain that it is now the next day and choose one group to role play the meeting.</p> <p>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.</p> <p>Role play.</p> <p>Debrief on flipchart:</p> <ul style="list-style-type: none"> • 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? 	<p>Print-out of case study</p>
15:15 - 15:30	Coffee/Tea break – fresh air		
15:30 - 16:15	Foundation Chapters: The Core Humanitarian Standard	<p>Core Humanitarian Standard</p> <p>The Sphere Handbook can guide us as individuals in our work. Many humanitarians in the field call it their ‘constant companion’ or, if Christians, their Bible. They consult when they need it,- with regard to specific challenges or problems.</p> <p>The Core Humanitarian Standard describes how organisations must behave in order to successfully apply minimum standards.</p> <p>Watch video</p> <p>Welcome participants to the Core Humanitarian Standard. Today participants are very lucky because these items are for sale, and everyone can afford up to three.</p>	<p>https://www.youtube.com/watch?v=dAkxy3o9vDY</p> <p>Print out each CHS commitment</p> <p>CHS poster</p>

		<p>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.</p> <p>Debrief</p> <p>Lead a group discussion by gathering round the most sought-after item. Ask:</p> <ul style="list-style-type: none"> ○ Why do you think this standard is least applied by organisations represented here? ○ What are the difficulties in meeting the commitment / achieving the standard? <ul style="list-style-type: none"> - If time, gather round the least sought-after item and ask for some positive examples of how participants' organisations are achieving the standard/commitment. 	<hr style="width: 50px; margin-left: auto; margin-right: 0;"/>
<p>16:15 - 16:45</p>	<p>Foundation Chapters: The Protection Principles</p>	<p>Protection Principles</p> <p>The Protection Principles describes broadly what humanitarians aim to do in terms of protecting people.</p> <p>Each group picks a Protection Principle at random and a method of interpretation (drawing, mime, play, dance/song)</p> <p>Each group has 10 minutes to prepare their interpretation and 5 minutes to demonstrate it to the group.</p> <p>Discuss:</p> <p>Principle1: No harm</p> <p>Principle2: Impartial assistance</p> <p>Principle3: Assist people in need/ recover from.</p> <p>Principle4: Claim their rights</p> <p>Conclusion: 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?'</p>	<p>Prepare Protection Principles (use Sphere Handbook Activity Cards).</p> <p>Prepare 4 methods of interpreting the Principles on 4 sheets of A4.</p>

16:45 - 16:50	Welcome to the Sphere Community	Final words of welcome to the Sphere community: Now you have done this training you are part of the Sphere community. Photos on PowerPoint of community from around the world.	Quiz (to prepare) HSP video?
16:50 - 17:00	Certificates and evaluation		Survey (to administer with QR code before people leave the room)

Sphere Minimum Humanitarian Standards: Case Study

The shelter you are assigned to has now been open for three months!

The shelter is in a former school located in a small town. It belongs to the local authority and is operated by the local charity you work for.

It is a 2-storey building which has not been in use for quite some time, but it is still connected to central water supply and heating.

Before the first group of displaced people arrived, the local authority did some work to convert the old school into a shelter.



They turned the former classrooms into dormitories, with 6 bunk beds per classroom of around 30m². This means that around 100 persons can be housed in the shelter.

On each floor there are two toilets with 2 stalls each; stalls are separated by wooden partitions which do not reach to the floor; some of the locks are broken. The toilets are old, squatting-type.

There are 2 showers on each floor.

There are 2 washing machines in a room downstairs.

There is a big room with microwaves where residents can warm up food and eat it.

At the beginning, the displaced people just stayed a few nights and moved on, but as winter is coming, it is likely some residents will be staying for a while.

Last week, a group of residents requested a meeting with you and raised the two following issues that they are not happy with:

1. Toilet and washing facilities: the families do not feel that these are sufficient given the number of people in the shelter. Teenage girls have reported feeling unsafe due to the shared nature of the facilities. They don't like going there on their own, especially at night. Some would rather not wash than use the showers. Toilets are occupied all the time and people are complaining that the locks are broken.
2. Arguments are beginning to break out between families regarding use of communal facilities. Not only are families fighting over the microwaves, but mothers are worried that living only off microwaved food is not nutritious for their children. They are also not able to wash and dry their clothes sufficiently, so children are wearing either dirty or damp clothes. Morale in the shelter is low. Some of the teenagers just stay in bed all day. A member of staff has found the work very stressful lately and has been signed off sick for at least 3 weeks, which is putting the rest of the staff under even more pressure.

One of the residents left a letter on the desk in the office this morning:

Dear Shelter Staff,

I am writing to express my concern about my nine-year-old son, who has been wetting the bed almost every night since we got here, something he has not done for years. With little privacy and not enough washing machines, we are finding it very difficult to manage this situation.

Thank you for your attention to this matter.

Sincerely, Irina

Among the residents are two teachers, who often act as spokespersons for the rest. There are also women who have worked in factory canteens, and men who have worked in construction.

Tomorrow you will have a meeting with a large national charity and the local authority to discuss how conditions at the shelter can be improved. It seems that the local authority may have access to a disused old peoples' home next door, and the large national charity may be able to provide portacabin toilets and containers for sleeping in. You can see references to Sphere on the large national charity's website.



Group Task

Use the Sphere Handbook to help prepare for your meeting with the local authority.

How will you prepare for the meeting?

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

What do you hope the meeting will achieve?

Make a note of any information and guidance in the Sphere Handbook that helped.