

How to use the Sphere Handbook in Ukraine

Module 1: Introducing the Sphere Handbook

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 1 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 efficient, 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

| | |
|-----|---|
| 15' | Welcome and introductions |
| 10' | What is Sphere? <i>Definitions and discussion</i> |
| 35' | The Sphere Handbook: The Foundation Chapters <i>Group activity and debrief</i> |
| 10' | Break |
| 45' | The Sphere Handbook: The Technical Standards <i>Group activity and debrief</i> |
| 5' | Wrap up |

Resources / Materials

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

P1 Welcome Slide

P2 Overview

P3 Sophia

P4 Handbook Structure

H1 Activity 1

H2 Activity 2

R1 Video from Sphere Team

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' | <p>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.</p> <p><i>Welcome to ‘How to Use the Sphere Handbook in Ukraine’ (Module 1). We are making final preparations and will welcome you into the training shortly.</i></p> <p><i>While you are waiting, please check that your screen name matches the name you registered with.</i></p> <p><i>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.</i></p> | |
| - 5' | <p>Screenshare a welcome slide</p> <p>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.</p> | P1 Welcome slide |
| 15' | <p><u>Welcome and introductions</u></p> <p>Start by welcoming participants and briefly introducing yourself.</p> <p>Screenshare the welcome video pre-recorded by a member of Sphere Project team. Make sure you check the box to share the sound from the video.</p> <p>In turn, invite each participant to say their name and who they work for. Keep introductions brief; say that there will be opportunities to</p> | R1 Welcome video from Sphere Project Team |

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| <p>learn more about what everyone is doing, and to share experience, as we go through the training.</p> <p>Give an overview of the training using slide. Briefly screenshare slide.</p> <p>Point out the Zoom reaction button at the bottom of the screen. Note the Raise Hand, Yes/No. Thumbs Up, etc. options,</p> <p>Ask people to use the reaction button give a thumbs up if they have:</p> <p>a) Completed the online, self-paced module.</p> <p>This should be everyone as it is a pre-requisite for the facilitated sessions. If anyone has not completed it, they should do so before Module 2.</p> <p>b) Seen the Sphere Handbook.</p> <p><i>Tell participants that we will be using the electronic version of the Handbook during this training. If they have not already done so, suggest they download a copy now.</i></p> <p>Paste a link to the Handbook in Chat.</p> <p>The Interactive Handbook (2018) (English) is here: https://handbook.spherestandards.org/en/sphere/#ch001</p> <p>The PDF version is here: https://spherestandards.org/wp-content/uploads/Sphere-Handbook-2018-EN.pdf</p> <p>c) Already used the Sphere Handbook in their work.</p> <p>If they have not already done so, they can start using the Handbook after this training.</p> <p>You now have an insight into the participants’ existing knowledge and experience, which you can draw on later.</p> <p>Say that this is designed to be a practical, participative training.</p> <p>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.</p> <p>Say that by the end of this module, participants will be able to:</p> <ul style="list-style-type: none"> • <i>Summarise the content and structure of the Sphere Handbook</i> • <i>Describe how the foundation chapters in the Sphere Handbook support the technical standards</i> | <p>P2 Overview</p> |
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| | <ul style="list-style-type: none"> • Give examples of how Sphere minimum standards, indicators, key actions and guidance notes can be applied in practice | |
| 10' | <p><u>What is Sphere?</u></p> <p>Ask: What is Sphere?</p> <p>Take two or three answers from participants, then explain:</p> <p><i>Perhaps the best way to think about Sphere is as a public service aimed at ensuring both <u>quality</u> and <u>accountability</u> in humanitarian assistance.</i></p> <p><i>Simply put, quality means that humanitarian assistance is efficient, appropriate, and effective. Of course, one way in which we can help ensure that it <u>is</u> appropriate and effective is by creating opportunities for affected populations to actively participate.</i></p> <p><i>The Sphere Handbook helps us to understand what a quality response looks like. It helps us to be professional... to do good, <u>and</u> to do it well.</i></p> <p>Ask: What does 'accountable' mean?</p> <p>Again, take a few responses before explaining:</p> <p><i>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.</i></p> <p>Ask: Who are we accountable to?</p> <p><i>First and foremost, our accountability is to affected populations, but we recognise that we are also accountable to host populations, partners, colleagues, local authorities, donors, and others.</i></p> <p>Picking up on what participants shared in their introductions, invite a few participants to say a little about their experience.</p> <p>How has using the Sphere Handbook helped? Or how do they see it helping?</p> <p>Explain that the focus of this training is on the Sphere Handbook and how to use it.</p> <p>Say: <i>Sphere is so much more than just a Handbook, and we will talk more about that in the second module.</i></p> | |
| 35' | <p><u>The Sphere Handbook: The Foundation Chapters</u></p> <p><u>Activity 1</u></p> | |

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| | <p>The timings for this activity are: 5' – Introduction 15' – Group work in breakout rooms (broadcast time checks) 15' – Debrief in plenary</p> <p><i>Say: Let us put ourselves in the shoes of someone using the Sphere Handbook in their work. In the online, self-paced module we were introduced to Sophia.</i></p> <p>Briefly screenshare a slide introducing Sophia.</p> <p><i>Sophia is a local government official working in Lviv. She is overseeing several collective centres in the city.</i></p> <p><i>To help with her work, Sophia has been familiarising herself with the Sphere Handbook and is now introducing it to the staff and volunteers who work with her. They have some questions. You are going to imagine that you are Sophia and find the answers to those questions.</i></p> <p>Using file share in chat to send everyone the handout with the brief for Activity 1. Ask participants to open the document.</p> | <p>P3 Sophia</p> <p>H1 Brief for Activity 1</p> |
| | <p>See supporting information for a copy of the brief and questions.</p> | |
| | <p>Explain to participants that they will have 15 minutes to answer the three questions. Each group should start with the question that corresponds with their group number – i.e. Group 1 starts with Questions 1; Group 2 starts with Question 2; Group 3 starts with Questions 3.</p> | |
| | <p>If there are more than 18 participants, consider having SIX breakout room – three people per room.</p> | |
| | <p>This is so that if they do not have time for all three questions, at least one group will have answered each question. Finally, ask that one person in each group volunteers to feed back on the group's answers.</p> <p>Create THREE random breakout rooms.</p> <p>Check that everyone has access to the Sphere Handbook. If some do not, check there are some in their group who do have access.</p> <p>Open the breakout rooms. Ask participants to note which group they are in. (It will be displayed at the top of their screen when they move to the breakout room).</p> <p>Broadcast time checks to the Breakout Rooms – e.g. 10 minutes remaining, 5 minutes remaining.</p> <p>Join each breakout rooms in turn to check progress.</p> | |

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| | <p>After 15 minutes close the breakout rooms.</p> <p>Go through each of the three questions in turn, first inviting Group 1 to share their answer for Question 1 before asking other groups to add anything, and so on.</p> <hr/> <p>See supporting information for answers to the three questions.</p> <hr/> <p><u>Keep discussion short.</u> Say that the purpose of the activity is simply to highlight the importance of foundation chapters in the Sphere Handbook. They can read them after the training.</p> <p><u>Screenshare</u> a slide showing the structure the Sphere Handbook and highlighting the foundation chapters.</p> <p><i>Say: 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. Throughout the Handbook, there are cross-references between the technical chapters and these foundations. It is therefore important to be familiar with these foundations when applying the standards.</i></p> <p>Say that after the break, we will look at the four Technical Standards.</p> <p>Suggest participants use the break to get themselves glass or water or tea/coffee, and, most importantly, to get away from their screen for a short while, walk around, stretch, etc.</p> | P4 Handbook Structure |
| 10' | <p>Break</p> <hr/> <p><u>Screenshare</u> a timer, counting down from 10 minutes to the end of the break.</p> | |
| 45' | <p><u>The Sphere Handbook: The Technical Standards</u></p> <p>Welcome participants back and, by way of a quick recap, ask them to name the four foundation chapters.</p> <p>Answer: What is Sphere? The Humanitarian Charter. The Protection Principles. The Core Humanitarian Standard.</p> <p>Explain that we are now going to look at the four technical standards: WASH; Food Security and Nutrition; Shelter and Settlement; Health.</p> <p><u>Activity 2</u></p> <p>The timings for this activity are: 5' – Introduction 15' – Group work in breakout rooms (broadcast time checks) 20' – Debrief in plenary</p> | |

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| | <p><i>Say: Sophia is now happy that her staff and volunteers are comfortable using the Sphere Handbook. They can see the importance of the Humanitarian Charter, Protection Principles and the Core Humanitarian Standard with its nine commitments. But some are asking how it will help them with some of the challenges they currently face at the collective centres.</i></p> <p>Explain that the staff and volunteers have raised several concerns with Sophia.</p> <p>In four groups, participants will use the technical chapters in the Sphere Handbook to identify the relevant standard(s) and say what guidance the handbook offers.</p> <p>Each group will focus on one of the technical chapters:</p> <ul style="list-style-type: none"> • Water Supply, Sanitation and Hygiene Promotion (WASH) • Food Security and Nutrition • Shelter and Settlement • Health <p>Create FOUR random breakout rooms. As before, check that at least some people in each group have access to the Sphere Handbook.</p> | |
| | <p>Name the four breakout rooms WASH, FOOD, SHELTER, HEALTH.</p> | |
| | <p>Before opening the breakout rooms use file share in chat to send everyone the handout with the brief for Activity 2. Ask participants to open the document.</p> <p>Open the breakout rooms.</p> <p>(See supporting information for a copy of the brief and answers.)</p> <p>Broadcast time checks to the Breakout Rooms – e.g. 10 minutes remaining, 5 minutes remaining.</p> <p>Join each breakout rooms in turn to check progress.</p> <p>After 15 minutes close the breakout rooms.</p> <p>Before the first group’s presentation, point out the how the technical chapters in the Handbook are structured. Essential concepts (underpinning rights, principles, etc.) come first, then each standard with key actions, key indicators, and guidance notes. Each chapter also has appendices, which include useful checklists.</p> <p>In turn, invite each group to present their answers. Keep presentations brief (just the relevant standard and one or two actions that they would take).</p> | <p>H2: Activity 2</p> |

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| | <p><u>Keep discussion short.</u> Say that the purpose of the activity is simply to show how the technical chapters are structured and to highlight the difference between standards and indicators.</p> <p><u>Screenshare</u> a slide showing the structure the Sphere Handbook and highlighting the technical chapters.</p> <p>Finish by reminding people what Sphere standards are:</p> <p><i>The Sphere standards are an expression of the fundamental rights related to life with dignity, and remain constant [i.e. universal...they apply in all contexts]. The indicators and minimum requirements may need to be adapted to be meaningful in context. In cases where the standards are not met, any proposal to reduce the minimum requirements should be considered carefully. Agree any changes collectively and report the shortfall in actual progress against the minimums widely. In addition, humanitarian organisations must assess the negative impact on the population of not meeting a standard and take steps to minimise any harm. Use this response gap for advocacy and strive to reach the indicators as soon as possible. (From 'What is Sphere? 2. Using the standards in context.)</i></p> <p>Finally, say: <i>The Sphere Handbook has some cross-cutting themes that focus on particular areas of concern and at-risk groups. We will cover this in Module 2.</i></p> | <p>P4 Handbook Structure</p> |
| <p>5'</p> | <p><u>Wrap up</u></p> <p>Recap these key messages:</p> <p>People affected by disaster or conflict have the right to life with dignity and, therefore, the right to assistance and protection.</p> <p>The Sphere Handbook helps us to deliver a principled and rights-based humanitarian response, fully involving the affected population in decisions regarding their recovery.</p> <p>The four foundation chapters – What is Sphere, The Humanitarian Charter, The Protection Principles, and The Core Humanitarian Standard - outline the ethical, legal and practical basis for humanitarian response. They underpin all technical sectors and programme. They describe commitments and processes to ensure a good quality humanitarian response, and encourage and help us to be accountable to those affected.</p> <p>Suggest that participants read or re-read the foundation chapters before the next module,</p> | |

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| | <p>Say that Module 2 will go a little deeper into how we can engage and involve the affected population, using, of course, the Sphere Handbook to guide us.</p> <p>Invite feedback from participants via chat or on a whiteboard or Google jamboard.</p> <p><i>What is the most important thing that you have learned in this session?</i></p> | |
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Supporting Information

Familiarise yourself with The Sphere Handbook before facilitating this session.

The Sphere Handbook (2018 Edition) (English) can be accessed here:

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

The Interactive Handbook (2018) (English) is here:

<https://handbook.spherestandards.org/en/sphere/#ch001>

The Sphere Glossary can be found here:

<https://spherestandards.org/wp-content/uploads/Sphere-Glossary-2018.pdf>
Brief and answers for Activity 1

Sophia is a Local Government Official in Lviv.

Many of the municipal buildings in the city, including schools and dormitories, have been turned into collective centres for people fleeing the areas of Ukraine most affected by the war.

Sophia is overseeing several of these collective centres. The collective centres are being managed by people from the communities where the centres are located – for example, by Head Teachers from the schools. There are some International Non-Governmental Organisations (INGOs) present who are providing some support to the centres directly and who have been in contact with her.

Sophia has been familiarising herself with the Sphere Handbook. It has helped her to ensure that the centres are properly set up so that they provide adequate space and facilities, and it has also helped her deal with issues of access, dignity and protection.

She had no idea how useful the Sphere Handbook could be, particularly in an urban setting like Lviv, and has been introducing it to the staff and volunteers who work with her. They have some questions.

Imagine that you are Sophia. Use the Sphere Handbook to find the answers to these questions:

1. *“I’ve heard that the Sphere Handbook includes something called The Humanitarian Charter. What is the Humanitarian Charter, and what are the common rights on which it is based?”*

The Humanitarian Charter provides the ethical and legal backdrop to the Protection Principles, the Core Humanitarian Standard and the Minimum Standards that follow in the Handbook. It is in part a statement of established legal rights and obligations, in part a statement of shared belief.

It is based on people's right to protection and assistance reflected in the provisions of international humanitarian law, human rights and refugee law. We summarise these rights as:

- the right to life with dignity
- the right to receive humanitarian assistance
- the right to protection and security.

The Sphere Handbook helps us to ensure that these rights are claimed, met and not undermined.

2. "I thought by providing shelter we were offering people the protection they needed. But someone told me that if we are not careful, we could be putting people at risk. What are the four Protection Principles, and where could I find out more information about Gender Based Violence (GBV) interventions?"

The rights set out in the Humanitarian Charter are supported by four Protection Principles.

1. Enhance the safety, dignity and rights of people, and avoid exposing them to harm.
2. Ensure people's access to assistance according to need and without discrimination.
3. Assist people to recover from the physical and psychological effects of threatened or actual violence, coercion or deliberate deprivation.
4. Help people claim their rights.

Protection Principles apply to all humanitarian action and all humanitarian actors.

There is a separate handbook on integrating GBV interventions that can be downloaded from gbvguidelines.org

3. "I'm not directly involved in Shelter, WASH, Food or Health, so do I need to use the Sphere Handbook? Is there a Standard in it that applies to everyone involved in the response?"

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 to communities and people affected by crisis, staff, donors, governments and other stakeholders. Knowing what humanitarian organisations have committed to will enable them to hold those organisations to account.

Brief and answers for Activity 2

Sophia is now happy that her staff and volunteers are comfortable using the Sphere Handbook. They can see the importance of the Humanitarian Charter, Protection Principles and the Core Humanitarian Standard with its nine commitments. But some are asking how it will help them with some of the challenges they currently face at the collective centres.

Explain that the staff and volunteers have raised several concerns with Sophia. She has suggested that they find the relevant standard(s) in the Sphere Handbook and from there identify possible actions.

Read the challenge assigned to your group. Find the relevant technical standard in the Sphere Handbook and identify one or two actions that you might take.

1. Water Supply, Sanitation and Hygiene Promotion (WASH)

Some of the buildings being used collective centres have become crowded. People staying there are not enough toilets. They have complained that some of the toilets can only be accessed by using stairs, which some people find difficult.

Excreta management standard 3.2

Access to and use of toilets

People have adequate, appropriate and acceptable toilets to allow rapid, safe and secure access at all times.

Note that the Standard does not have numbers. The guidance notes explain what 'adequate, appropriate and acceptable' means. One indicator is a minimum of 1 toilets per 20 people. Note what the guidance notes say about access and the importance of consulting the community and other stakeholders.

2. Food Security and Nutrition

One NGO has been providing food to the collective centres, but there have been complaints that some of the food has passed its expiry date. Some people are not eating the food for fear that it will make them sick.

Food Assistance standard 6.2

Food quality, appropriateness and acceptability

The food items provided are of appropriate quality, are acceptable and can be used efficiently and effectively.

As with the previous standard we just looked at, note that this standard too (like all Sphere Standards) is qualitative. The indicators help us to understand how we can know whether we are achieving the standard, and the key actions and guidance notes do just that – tell us what actions we need to take and provide guidance. Most of the indicators for this standard involve direct consultation with the affected people.

3. Shelter and Settlement

Some of those in staying in one of the collective centres has raised concerns about safety, particularly for women and girls. They say that there is inadequate lighting particularly between the communal

areas, toilets and living spaces. When there is no power, some parts of the building have no lighting at all.

Shelter and settlement standard 3

Living space

The standard says that people have access to living spaces that are safe and adequate. One of the indicators is the percentage of people that feel safe.

Here we see a connection between the technical standards and the protection principles. When we apply any standard, we must be sure that we take do not expose people to harm.

4. Health

The war is taking its toll on people's mental health. Some people arriving at the collective centres display symptoms of acute stress, especially those who have been exposed to traumatic events.

Mental health standard 2.5

Mental health care

People of all ages have access to healthcare that addresses mental health conditions and associated impaired functioning.

The key actions are important and the guidance notes will help us in put in place the right level of support. Note that only one the indicator has numbers. Indicators are not targets, but those providing services might set their own targets.

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

| | |
|-----|--|
| 10' | Welcome back |
| 10' | Recap <i>Quiz</i> |
| 10' | The Sphere Approach <i>Input and discussion</i> |
| 35 | Adopting the Sphere Approach <i>Group activity and debrief</i> |
| 10' | Break |
| 35' | Adopting the Sphere Approach (cont/d) <i>Group activity and debrief</i> |
| 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

Facilitation notes

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Facilitation tips are highlighted like this.

| Time | Methodology | Resources |
|-------|---|------------------|
| - 10' | <p>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.</p> <p><i>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.</i></p> <p><i>While you are waiting, please check that your screen name matches the name you registered with.</i></p> <p><i>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.</i></p> | |
| - 5' | <p>Screenshare a welcome slide</p> <p>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.</p> | P1 Welcome slide |
| 10' | <p><u>Welcome back</u></p> <p>Start by welcoming participants back to the training facilitate a short “check-in’ activity. For example:</p> <p>In turn, invite each participant to say their name and then a then one word that describes Sphere.</p> | |

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| | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Give an overview of the training using slide. Briefly screenshare slide.</p> | P2 Overview |
| 10' | <p><u>Recap</u></p> <p>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.</p> <p>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).</p> <p>Screenshare P2 Sphere Quiz</p> <p>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.</p> <p>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. <u>See supporting information.</u></p> <p>Invite and answer any questions then stop screensharing.</p> <p>Say that by the end of this second module, participants will be able to:</p> <ul style="list-style-type: none"> • <i>Explain the Sphere approach</i> • <i>Demonstrate how adopting the Sphere Approach will help ensure better accountability and quality in our programming</i> • <i>Give examples of how Sphere minimum standards, indicators, key actions and guidance notes can be applied in practice</i> • <i>Identify further sources of information, resources, and support</i> | P3 Sphere Quiz |
| 10' | <p><u>The Sphere Approach and Cross-Cutting Themes</u></p> | |

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| | <p>Say: <i>The Sphere approach means taking the following four actions and, in doing so, being guided by the Sphere Handbook.</i></p> <ul style="list-style-type: none"> • <i>Always strive to do the best you can with the resources you have available.</i> • <i>Explain what your programme achieved, what you learned and what still needs to be done.</i> • <i>Advocate for more action and more resources.</i> • <i>Ensure that affected populations actively participate at all stages of your programme.</i> <p>Cut and paste the above bullet points into chat:</p> <p>Invite participants to share examples from their experience. Draw out (or offer) an example for each of the four points above.</p> <p>Ask: <i>What do you think we mean when we talk about cross-cutting themes?</i></p> <p><i>Cross-cutting themes focus on particular areas of concern in humanitarian response and address individual, group or general vulnerability issues.</i></p> <p>Ask: <i>Who is particularly vulnerable in a disaster or crisis?</i></p> <p>Take some suggestion, then say:</p> <p><i>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.</i></p> <p><i>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</i></p> <p>Say that we will now continue to explore what adopting the Sphere approach means in practice.</p> | |
| 25' | <p><u>Adopting the Sphere Approach</u></p> <p><u>Activity</u></p> <p>The timings for this activity are:</p> <p>25' - Group work in breakout rooms 10' - Debrief 10' - Break 25' - Group work in breakout rooms</p> | |

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| | <p>10' - Debrief</p> <p>Explain that we are going to work on a case study in four groups.</p> <p>Describe the scenario:</p> <p><i>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.</i></p> <p>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.</p> <p>Use file share in chat to send participants the brief for the activity. Ask them to open and read the document.</p> <p>Create random breakout rooms. Aim for no more than 6 people per breakout room.</p> <p>Check everyone has opened and read the brief for the activity.</p> <p>Open the breakout rooms.</p> <p>Join each breakout rooms in turn to check progress and answer any questions.</p> <p>Broadcast time checks to the Breakout Rooms – e.g. 10 minutes remaining, 5 minutes remaining.</p> <p>After a maximum of 20 minutes, close the breakout rooms.</p> | <p>H1 Shelter Case Study Part 1</p> |
| <p>15'</p> | <p>Debrief.</p> <p>Facilitate a short debrief. Pose a different question to each group in turn, inviting only different or additional points from the other groups.</p> <p><i>How will you prepare for the meeting?</i> <i>What questions do you have for the shelter residents?</i> <i>What will you say in response to their questions and concerns?</i></p> <hr/> <p>See supporting information.</p> <hr/> <p>Finish the debrief by asking what information or guidance in the Sphere Handbook helped.</p> | |
| <p>5'</p> | <p>Break</p> | |

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| | <p>Encourage participants to look away from the screen, get up, move about.</p> <p>If time allows, extend the break to a maximum of 10 minutes.</p> <p>Screenshare a timer, counting down to the end of the break.</p> | |
| 25' | <p><u>Adopting the Sphere Approach (continued)</u></p> <p>Use file share in chat to send participants the brief for Part 2 of the activity. Ask them to open and read the document.</p> <p>Reopen the breakout rooms.</p> <p>Join each breakout room once or twice to check progress.</p> <p>Broadcast occasional time checks to the breakout rooms – e.g. 10 minutes remaining, 5 minutes remaining.</p> <p>After a maximum of 20 minutes, close the breakout rooms.</p> | H2 Shelter Case Study Part 2 |
| 10' | <p><u>Debrief</u></p> <p>Go through each question. Start with a different group from last time and invite other groups to add any different or additional points.</p> <p><i>How will you prepare for the meeting?</i> <i>What will say to or ask of the local authority?</i> <i>What do you hope the meeting will achieve?</i></p> <p>Finish the debrief by asking what information or guidance in the Sphere Handbook helped.</p> <p><i>Say: Remember, the Humanitarian Charter states that the “<u>active participation [of the affected population] is essential to providing assistance in ways that best meet their needs”.</u></i></p> <p>Screenshare P4 Power and Participation</p> <p><i>Say: Remember how in Module 1 we defined accountability as the responsible use of power.</i></p> <p>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.</p> <p>See supporting information for more explanation of the model.</p> | P4 Power and Participation |

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| | <p>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?</p> <p>Stop screensharing.</p> <p>Answer any questions and then recap the four actions that make up the Sphere Approach:</p> <ul style="list-style-type: none"> • <i>Always strive to do the best you can with the resources you have available.</i> • <i>Explain what your programme achieved, what you learned and what still needs to be done.</i> • <i>Advocate for more action and more resources.</i> • <i>Ensure that affected populations actively participate at all stages of your programme.</i> | |
| 10' | <p><u>Wrap up</u></p> <p>Recap these key messages:</p> <ul style="list-style-type: none"> • Sphere is as a public service aimed at ensuring both quality and accountability in humanitarian assistance. • <i>Quality means that humanitarian assistance is timely, appropriate, and effective.</i> • <i>One way in which we can help ensure that our response <u>is</u> appropriate and effective is by creating opportunities for affected populations to actively participate.</i> • <i>Accountability refers to the responsible use of power (i.e. resources, decision making) by individuals and organisations.</i> • <i>The Sphere Handbook helps us to behave in an accountable way, not least by involving others – including minority groups - in our work.</i> • <i>First and foremost, our accountability is to affected populations. We are also accountable to host populations, partners, colleagues, local authorities, donors, and others.</i> <p>Highlight the Sphere global community, trainers, focal points, open-source training and resources, etc. Mention the YouTube channel, Facebook page, LinkedIn, etc.</p> <p>Screenshare the Ukraine response page of the Sphere website.</p> <p>https://spherestandards.org/ukraine-english/</p> | |

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| | <p>Stop screensharing.</p> <p>Cut and paste the following into chat:</p> <p><i>Before this training, I thought...</i> <i>Now, I think....</i> <i>To apply what I have learned, I will...</i></p> <p>Ask all participants to take a moment to think about how they would complete each sentence and to write down their answers.</p> <p>Invite a few participants to share what they have written down.</p> <p>Finally, thank participants for their active participation and invite everyone to complete whatever evaluation tool or survey you are using.</p> | |
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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 ensuring 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.

2. 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.

3. 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.

4. 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.

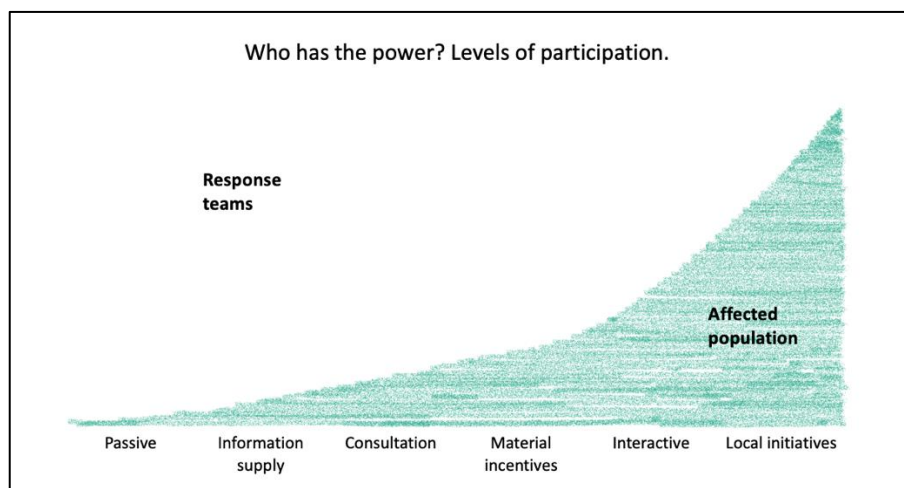
Stronger partnerships with other organisations.

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 always 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



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.