

# GUIDE TO ADAPTING SPHERE TRAINING FOR NATIONAL DISASTER MANAGEMENT AUTHORITIES (NDMAs)

The purpose of this guide is to help Sphere focal points and trainers adapt Sphere training to the needs of both people working for NDMAs and other civil protection actors. It includes activities specifically designed with NDMAs in mind, advocacy messages tailored to NDMA issues and challenges, and further reading.

This document is an abridged version of the [Sphere Spanish Training Pack for NDMAs](#), developed by [Martin Villarroel Garcia](#) in 2022. The full 75-page training pack, in Spanish, includes a facilitator’s guide, sample agendas, PowerPoint presentations and printable worksheets.

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## 1. Introduction

Recurring disasters of natural, socio-natural and man-made origin are increasing. They have a significant impact on the health, education, productivity, economies, infrastructure and environment of states and their populations. Such disasters particularly affect vulnerable groups, who consequently become poorer and even more vulnerable. Climate change triggers socio-natural disasters, and the impact of these is worsened by certain practices and lifestyles. That is why disasters can be seen as risks that have been poorly managed and that should be given greater attention by states and civil society.

There are regulatory frameworks at national and international levels that provide guidance to national disaster management authorities (NDMAs). Their role is to ensure compliance with mandates on human rights and the right to life with dignity, and with **the Paris Agreement on Climate Change, the Sustainable Development Goals (SDGs) and the Sendai Framework**. These international frameworks provide guidance on applying national standards relating to comprehensive disaster risk management and nature conservation, including local development policies.

It is in this context that, since 1997, Sphere has promoted the construction of a common language among humanitarian actors, at state and civil-society level, to improve the quality of preparation, response and reconstruction, and to promote accountability, especially towards affected families. Specifically, in its strategic priorities for 2021 to 2025, Sphere has proposed ***“strengthen[ing] cooperation between Sphere and humanitarian donors and National Disaster Management Authorities to promote the institutionalisation and application of Sphere standards.”*** With this priority in mind, Sphere has created this guide to adapting Sphere training for NDMAs, based on **Thematic Sheet 3, “Engaging national disaster management authorities on global humanitarian standards: a guide for Sphere focal points and humanitarian advocates.”**<sup>1</sup>

The following mapping of the humanitarian mandate demonstrates how Sphere standards fit into the international standards framework in terms of principles and protection of vulnerable groups.

<b>INTERNATIONAL STANDARDS</b>	<b>I. International treaties and frameworks on human rights (GUIDING FRAMEWORK)</b>	1. Universal Declaration of Human Rights
		2. International Covenant on Civil and Political Rights
		3. International Covenant on Economic, Social and Cultural Rights
		4. American Convention on Human Rights
		5. Guiding Principles on Internal Displacement
		6. Convention on the Elimination of All Forms of Discrimination against Women
		7. Declaration on the Elimination of Violence against Women
		8. Inter-American Convention for the Prevention, Punishment, and Eradication of Violence against Women
		9. Programme of Action of the International Conference on Population and Development, Cairo
		10. Beijing Declaration and Platform for Action, 1995 World Conference on Human Rights
		11. Convention on the Rights of Persons with Disabilities
<b>II. International Agreements for Risk Reduction (WHAT TO DO)</b>	1. The UN Framework Convention on Climate Change	
	2. Sustainable Development Goals (SDGs)	
	3. Sendai Framework for Disaster Risk Reduction	
	4. Paris Agreement	
	5. Escazú Agreement	

<sup>1</sup> All Sphere’s published resources on working with NDMAs can be found here: <https://www.spherestandards.org/resources/?category=ndmas>

<b>III. Humanitarian Standards Partnership (HSP) (WHAT MUST BE IN PLACE AS A MINIMUM)</b>	1. Humanitarian Charter and Minimum Standards in Humanitarian Response (SPHERE)
	2. Core Humanitarian Standard on Quality and Accountability (CHS)
	3. Minimum Standards for Education: Preparedness, Response, Recovery (INEE)
	4. Minimum Standards for Child Protection in Emergencies (CPMS)
	5. Minimum Economic Recovery Standards (MERS)
	6. Minimum Standard for Market Analysis (MISMA)
	7. Livestock Emergency Guidelines and Standards (LEGS)
	8. Humanitarian inclusion standards for older people and people with disabilities (ADCAP)

Since the mid-2000s, several NDMAs have integrated global standards such as those of Sphere and the Humanitarian Standards Partnership (HSP) into their national disaster management policies and guidelines. Their reason for doing this is that improved targeting and inclusion within response planning and implementation lead to better cohesion. Adoption or adaptation of global humanitarian standards has also paved the way towards compliance with international commitments like the Sendai Framework.

The following countries have integrated humanitarian standards into their humanitarian policies and actions either nationally or subnationally: Argentina, Guatemala, India, Indonesia, Iraq, Israel, Pakistan and Vietnam. In Latin America, there is evidence of processes to incorporate humanitarian standards into policies and actions taken (for example, in Bolivia, Ecuador, Paraguay and Peru). The policy guidelines for European Union (EU) civil protection and humanitarian aid operations<sup>2</sup> make numerous references to Sphere standards. These guidelines apply to any organisation that is implementing humanitarian programmes with EU funding.

<sup>2</sup> [https://civil-protection-humanitarian-aid.ec.europa.eu/resources-campaigns/policy-guidelines\\_en](https://civil-protection-humanitarian-aid.ec.europa.eu/resources-campaigns/policy-guidelines_en)

## 2. Target audiences for Sphere's NDMA training

**Sphere's NDMA training is aimed at** decision makers and managers in key positions at national, regional or municipal levels, both in NDMAs and other disaster management-related sectors; for example, at ministries of education, health, agriculture and livestock, the environment, infrastructure, planning and others. Trainees might be junior ministers, national directors, regional directors, municipal directors or heads of risk management units.

### **Course participants will have the following:**

- experience in humanitarian action (including, but not limited to, prevention, mitigation, preparation, response, rehabilitation and reconstruction);
- experience in the inclusion of relevant topics in national institutional policies;
- a declared interest in disseminating humanitarian standards in their country, mainly among management and operational staff under their remit, at national and local levels.

## 3. Adapting existing Sphere training materials for NDMAs

Ideally, a Sphere training course for NDMAs would include the seven modules listed below, delivered in the order shown. However, the trainer may select and adapt modules according to the time available and the training needs of the group.

The trainer should be familiar with Sphere's existing training materials, as presented in the [Sphere Training Pack](#) and the [Sphere Online Training Pack](#). Many of the existing activities can be adjusted to make them even more relevant to NDMAs.

### **The seven modules of varying lengths are as follows:**

- Module 1: Opening, aims and introductions;
- Module 2: Introduction to the Sphere Handbook and the Core Humanitarian Standard;
- Module 3: The Protection Principles and how they relate to humanitarian response;
- Module 4: Application of Sphere standards and indicators in monitoring and evaluation;
- Module 5: Application of Sphere standards and indicators in humanitarian response;
- Module 6: Humanitarian Standards Partnership;
- Module 7: Mapping of actors, and dissemination plan for NDMAs;

#### 4. Module 1: Opening, aims and introductions

<b>Purpose of Module 1</b>	To establish a participative and inclusive learning environment in which to introduce the aims of Sphere’s NDMA training and to find out participants’ expectations
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<b>Key messages of Module 1</b>	<ul style="list-style-type: none"> <li>✓ The Sphere Handbook <b>recognises the role and primary responsibility of the host State</b> ... and the role that humanitarian organisations can fulfil in support of this, in coordination with NDMA.</li> <li>✓ The NDMA is <b>responsible for establishing the policies and guidelines for management and delivery of a timely and effective response</b> in the event of disasters.</li> </ul>
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#### Overview of Module 1

Duration (Min.)		Activities	Lead	Methodology	Key resource
Total	Partial				
40m	05m	1. Opening of training course	NDMA Representative	Presentation	
	05m	2. Overview of course aims	Facilitator	Presentation	PowerPoint or whiteboard
	30m	3. Introductions of participants and facilitators	Facilitator	Icebreaker activity Identifying expectations	Whiteboard

#### Guide to Module 1 activities

##### Activity 1.1: Opening of training course (NDMA representative)

The NDMA representative should open the course, explaining why the NDMA is interested in becoming better acquainted with the humanitarian approach of Sphere standards, and why it is interested in studying and including the standards in government actions and policies at national, regional or municipal levels.

##### Activity 1.2: Overview of course aims [Facilitator]

Present a brief summary of the content of the Sphere Handbook in relation to the humanitarian context of the country. Outline the course aims, and briefly describe the programme.

##### Activity 1.3: Introductions and information about expectations and prior knowledge [Facilitator]

Start the icebreaker activity by splitting participants into small groups. Ask each group to decide on the human right they wish to promote **in an emergency, crisis or conflict previously identified as relevant to the country in question (for example, in the context of a flood)**. Invite each group to convey their chosen human right using a drawing and/or a short song. Ask each group to show their drawing and/or perform their song when



it's their turn to introduce themselves. Ask the other participants to guess the human right they are conveying. After this, each member of the group should introduce themselves, giving their name, institution and position.

Now ask the participants to use the whiteboard to identify their expectations for the training.

## 5. Module 2: Introduction to the Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response

<b>Purpose of Module 2</b>	<p>To establish the roles of NDMA's in the country's humanitarian context, linking these to the Sustainable Development Goals (SDGs) and the Sendai Framework for Disaster Risk Reduction</p> <p>To describe the foundation and technical chapters of the Sphere Handbook</p>
<b>Learning aims of Module 2</b>	<p>At the end of Module 2, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. understand the role of NDMA's in disaster risk management and reduction policies;</li> <li>2. analyse the country's humanitarian context and how it relates to the SDGs and the Sendai Framework;</li> <li>3. browse the structure and components of the Sphere Handbook as informed users; and</li> <li>4. relate the Humanitarian Charter to national disaster management policies and practice.</li> </ol>
<b>Key messages of Module 2</b>	<ul style="list-style-type: none"> <li>✓ Disasters are risks that have been poorly managed.</li> <li>✓ Global humanitarian standards and related supporting tools and documents provide NDMA's with an integrated approach to disaster management, detailing procedures that can be followed to guarantee a high-quality, rights-based humanitarian response in line with globally agreed values and results.</li> <li>✓ Humanitarian standards provide a common language for both national actors at all levels and international actors providing national disaster management support.</li> <li>✓ Everyone has the right to life with dignity. The barriers to enjoying this right are different for different population groups. Global standards facilitate the formulation of neutral, needs-based approaches to disaster management; the purpose of these is to provide affected populations with the help they need.</li> <li>✓ Developing and improving synergies between agencies to bring about coherent and coordinated action is essential; it will also facilitate the adoption of global standards at national and local levels.</li> <li>✓ Climate change adaptation and disaster risk reduction must be integrated at national and local levels in coordination with non-government stakeholders. Sphere standards and other humanitarian standards offer integrated guidance on this.</li> <li>✓ A predictable response to disasters and participative planning for recovery and risk reduction depend in part on political will and the administrative remit.</li> <li>✓ Humanitarian quality and accountability standards can complement and strengthen existing disaster management plans.</li> <li>✓ Humanitarian quality and accountability standards can address natural hazards as well as protracted complex emergencies, supporting preparedness, mitigation, response and recovery.</li> <li>✓ While post-disaster relief can restore lost assets, longer-term disaster risk reduction and climate change adaptation help increase resilience and reduce the human and economic impact of disasters.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Constant training on the importance of humanitarian standards, backed up with support from mentors to translate the principles into practice, helps tackle the knowledge drain resulting from frequent staff rotation.</li> <li>✓ A link between training and practice must be created, to incorporate local and/or national policies.</li> </ul>
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## Overview of Module 2

Duration (Min.)		Activities	Lead	Methodology	Key resource
Total	Partial				
95m	10m	2.1 Roles of NDMAs in disaster risk management and reduction policies	Facilitator	Participatory presentation	Documents on NDMAs
	15m	2.2 Humanitarian context in the country and how it relates to the SDGs and the Sendai Framework	Facilitator	Participatory presentation	Documents on SDGs and Sendai Framework
	15m	2.3 Practical exercise 1: Humanitarian context	Participants	Group work	Whiteboard
	20m	2.4 The Sphere Handbook, foundation chapters and technical chapters; video	Facilitator	Posters Video	Sphere Handbook
	30m	2.5 Practical Exercise 2: Application of the Humanitarian Charter (HC)	Participants	Group work	Whiteboard

## Guide to Module 2 activities

### Activity 2.1: Roles of NDMAs in disaster risk management and reduction policies [Facilitator]

Summarise the roles of NDMAs. Explain that national governments are the custodians of citizens' welfare; that their main role is therefore to manage and coordinate a timely, effective and impartial humanitarian response based on public risk reduction policies and policies on assistance in emergencies and/or disasters. They must do this in coordination with national and international communities, volunteer organisations, non-governmental organisations (NGOs) and the United Nations System.

### Activity 2.2: Humanitarian context in the country and how it relates to the Sustainable Development Goals and the Sendai Framework [Facilitator]

Introduce the **two international agreements in force for the 2015-2030 period. These are the Sustainable Development Goals (SDGs) and the Sendai Framework.** Achieving all seventeen SDGs and adhering to the four priorities of the Sendai Framework are considered the best hope for transforming the world. SDG 13 (Climate action), while linked to the other SDGs, is the goal that is most closely connected with combating the

effects of climate change and promoting risk reduction, climate change adaptation and the adoption of early warning systems.

Referring to the Sendai Framework for Disaster Risk Reduction 2015-2030, list the four action priorities to prevent new disaster risks and reduce existing ones. That is (i) understanding disaster risk; (ii) strengthening disaster risk governance to manage disaster risk; (iii) investing in disaster reduction for resilience and; (iv) enhancing disaster preparedness for effective response and to 'build back better' in recovery, rehabilitation and reconstruction.<sup>3</sup>

Also refer to the Sendai Framework's seven global targets:<sup>4</sup>

- reduce disaster mortality;
- reduce the number of people affected;
- reduce direct economic loss (in relation to GDP);
- reduce damage to critical infrastructure and disruption of services;
- increase the number of countries with national and local strategies for disaster risk reduction;
- enhance international cooperation; and
- increase availability of and access to multi-hazard early warning systems.

Explain that despite governments' subscribing to global frameworks on climate change and disaster risk reduction (including the Paris Agreement), the reality is that disasters are increasing and resulting in ever greater numbers of deaths and affected people, as well as greater financial losses, underlining the message that disasters are 'risks that have been poorly managed' and require policies focused on a culture of prevention.

### **Activity 2.3: Practical exercise 1: Humanitarian context [Facilitator]**

- ✓ Put participants into three breakout rooms.
- ✓ Ask each group to appoint a reporter. Explain that after 10 minutes' discussion, the reporter will be asked to answer, on behalf of the group, the question assigned to them (already written on the whiteboard):
  - Group 1: What are the main risk scenarios in the country?
  - Group 2: Are the four priorities for risk reduction that are established in the Sendai Framework being applied in the country? If they are, in what way(s)? If they aren't, why not?
  - Group 3: Is SDG 13 (Climate action – aimed at reducing the effects of climate change and establishing early warning systems) being complied with in the country? If it is, in what way(s)? If it isn't, why not?
- ✓ Next, ask the members of the three groups to return to the main room to share their answers to the above questions. Any remaining queries or questions can be clarified too.

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<sup>3</sup> <https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030>

<sup>4</sup> You may use this image as a poster or handout: <https://www.undrr.org/sites/default/files/inline-images/What%20is%20the%20SF%20-%201.jpg>

### Activity 2.4: The Sphere Handbook and its foundation chapters and technical chapters – video presentation [Facilitator]

Using the Rwandan genocide as a starting point, explain that the lack of coordination in the humanitarian response to the genocide led to a higher number of deaths. (This was the main reason humanitarian actors, led by the Red Cross, agreed to find a common language to improve the quality of the humanitarian response and promote accountability.) Show the content structure of the 2018 Sphere Handbook, which was drafted based on new learning emerging from the changing face of humanitarian operations in light of climate change, protracted crises, urban development and different actors; as well as on the crucial changes that have taken place in the provision of humanitarian assistance.<sup>5</sup> Describe the content of the technical chapters.

Focus on the Sphere philosophy, which contributes to NDMA’s prioritising the right to life with dignity by means of timely and impartial humanitarian assistance, putting in place any measures necessary to alleviate human suffering caused by crisis, conflict or disaster.

Explain that the Humanitarian Charter is the ‘cornerstone’ of Sphere and provides the ethical and legal foundations based on the moral principle of humanity, the humanitarian imperative, and three rights: the right to life with dignity, the right to receive humanitarian assistance, and the right to protection and security.

Use the Sphere posters as part of a group activity to elaborate on this explanation.

### Activity 2.5: Practical exercise 2: Application of the Humanitarian Charter [Facilitator]



**Poster 1**

As a whole-group activity, ask participants to look at **Poster 1** and to answer the following questions:

- What does this poster represent?
- What right does it correspond to in the Humanitarian Charter (HC)?

Continue the activity using the other six posters, which convey the importance of the principles and rights contained in Sphere’s Humanitarian Charter.

<sup>5</sup> For a detailed discussion of the drivers of the 2018 edition and the key differences between the 2011 and 2018 editions, refer to the “What is new in the 2018 Sphere Handbook?” training package (<https://spherestandards.org/resources/what-is-new-in-2018-training-package-english/>)

Using pre-prepared whiteboards, put participants into five breakout rooms to decide how the Humanitarian Charter principles and rights relate to the principles of the national risk management standards.

- ✓ The groups are as follows:
  - Group 1: Principle of humanity;
  - Group 2: Humanitarian imperative principle;
  - Group 3: Right to life with dignity;
  - Group 4: Right to receive humanitarian assistance;
  - Group 5: Right to protection and security.
  
- ✓ Ask each group to answer the following questions:
  - a) Is the principle or right you have been assigned currently applied in your country in the humanitarian response to flooding (or to any other prioritised hazardous event)?
  - b) If it is applied, in what way(s)?
  - c) If it isn't applied, why not?
  
- ✓ Allow each group 10 minutes to carry out the exercise.
  
- ✓ Ask each group, through their respective reporter, to present in one minute their answers.

## Resources for Module 2

- **Sphere Thematic sheet 3: Engaging National Disaster Management Authorities, 2022.**  
(<https://www.spherestandards.org/resources/thematic-sheet-engaging-national-disaster-management-authorities/>)
- **Sphere Handbook: The Humanitarian Charter, 2018**  
(<https://handbook.spherestandards.org/en/sphere/#ch003>)
- **Humanitarian Charter posters** (<https://www.spherestandards.org/humanitarian-standards/cartoons-campaign/>)
- Video: **What is new in the Sphere Handbook?** (<https://www.youtube.com/watch?v=01PHMGrmpWE>)
- **What is the United Nations Framework Convention on Climate Change?** ([https://unfccc.int/process-and-\(meetings/the-convention/what-is-the-united-nations-framework-convention-on-climate-change\)](https://unfccc.int/process-and-(meetings/the-convention/what-is-the-united-nations-framework-convention-on-climate-change)))
- **What is the Sendai Framework for Disaster Risk Reduction?** (<https://www.undrr.org/implementing-sendai-framework/what-sendai-framework>)
- **Sphere Standards in National Humanitarian Response, 2016**  
(<https://spherestandards.org/resources/sphere-standards-in-national-humanitarian-response/>)

## 6. Module 3: The Protection Principles

<b>Purpose of Module 3</b>	To describe and apply the four Protection Principles that form part of the foundation chapters of the Sphere Handbook
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<b>Learning aims of Module 3</b>	<p>At the end of Module 3, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. talk about the four Protection Principles in their own words; and</li> <li>2. give clear examples of how these principles are put into practice throughout the cycle of a humanitarian programme.</li> </ol>
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<b>Key messages of Module 3</b>	<ul style="list-style-type: none"> <li>✓ Protection refers to actions taken to ensure the safety, dignity and rights of people affected by disasters, armed conflicts or social crises.</li> <li>✓ People have different protection needs depending on their situation and the kind of disaster they have been affected by: for example, drought survivors, homeless people, people affected by war, migrants and refugees, or people vulnerable to COVID-19.</li> <li>✓ The four Protection Principles are the following: reduce risks and do no harm; avoid discrimination; assist people in their recovery; and help people claim their rights.</li> <li>✓ The four Protection Principles support the rights identified in the Humanitarian Charter, which are these: the right to life with dignity; the right to receive humanitarian assistance; and the right to protection and security.</li> <li>✓ Protection activities may be classified as preventive, responsive, remedial or environment-building.</li> <li>✓ Protection Principles must be applied in accordance with the legal framework of international law, such as international humanitarian law, international refugee law and national law. Protection aims to be responsive to and inclusive of traditional practices. However, it does not embrace harmful traditional practices even where these stem from traditional court systems.</li> <li>✓ The Protection Principles may be seen as overarching key actions for any programme anywhere in the world. While individual key actions from the technical chapters may or may not be appropriate in different contexts, if practitioners invent a new action, it should always be consistent with the Protection Principles.</li> </ul>
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### Overview of Module 3

Duration (Min.)		Activities	Lead	Methodology	Key resource
Total	Partial				
40m	10m	3.1 Introduction to the Protection Principles	Facilitator	Participatory presentation Video presentation	Global Protection Cluster training resources Video: Risk management and the gender
	10m	3.2 Sphere approaches to Protection and legal framework – video			

					perspective – Yaneth
	20m	3.3 Practical exercise 3: Application of Protection Principles	Participants	Group work	Whiteboard

## Guide to Module 3 activities

### Activity 3.1: Introduction to the Protection Principles [Facilitator]

Ask participants the following question: What do you understand by ‘protection’?

Based on the answers received, share the definition of the Inter-Agency Standing Committee (IASC):

**“... all activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law (that is, international human rights law (IHRL), international humanitarian law, international refugee law (IRL)”.**

Share the definition of ‘Protection’ given in the Sphere Handbook, 2018 edition.

**“... Protection encompasses all efforts pursued by humanitarian and human rights actors to ensure that the rights of affected persons and the obligations of duty bearers under international law are understood, respected, protected and fulfilled without discrimination”.**

**Using the humanitarian context identified by participants in Module 2**, talk about the different protection needs that people may have, whether they are flooding or drought survivors, homeless people, people in war-torn areas, migrants and refugees, or people vulnerable due to COVID-19.

List the four Protection Principles: reduce risks and do no harm; avoid discrimination; assist people in their recovery; and help people claim their rights. Emphasise that the four Protection Principles support the rights identified in the Humanitarian Charter: the right to life with dignity; the right to receive humanitarian assistance; and the right to protection and security.

### Activity 3.2: Sphere approaches to protection; legal framework – video presentation [Facilitator]

Explain that protection activities may be classified as preventive, responsive, remedial or environment-building.

Also explain that the Protection Principles should be applied in accordance with international and national legal frameworks, including customary law (generally practised in rural, Indigenous, original and First Nations communities).

Discuss either or both of the following videos with participants:

- ✓ Protection in Emergencies: This short animation gives an overview of some of the common risks and threats found in an emergency situation and introduces four principles to ensure consideration is given to the protection of people’s rights and dignity at all stages of humanitarian projects. Note that the third principle in the video (accountability) differs from Sphere’ third principle (assist people to recover).

- ✓ Risk management and gender: Using the example of one woman's experience during a crisis, this short animation demonstrates the possible negative impacts of not respecting the Protection Principles. As the video is in Spanish, use the YouTube settings as required to generate subtitles in other languages.

### Activity 3.3: Practical exercise 3: Applying the Protection Principles [Facilitator]

Using pre-prepared whiteboards, put participants into breakout rooms to find out what they know about the application of the Protection Principle they've been assigned.

- ✓ The groups are as follows:
  - Group 1: Protection Principle 1: Reduce risks and do no harm;
  - Group 2: Protection Principle 2: Avoid discrimination;
  - Group 3: Protection Principle 3: Assist people;
  - Group 4: Protection Principle 4: Claim rights.
- ✓ Each group must:
  - a. read the Protection Principle assigned to their group, as well as the guidance notes (5 minutes);
  - b. draw a poster or postcard representing the Protection Principle they've been assigned (5 minutes); and
  - c. write what they understand by the Protection Principle, as analysed by their group.
- ✓ Allow 15 minutes for the groups to carry out the exercise.
- ✓ Ask the reporter for each group to give a one-minute presentation of their group's work.

### Resources

- **IASC Policy on Protection in Humanitarian Action, 2016**  
(<https://interagencystandingcommittee.org/iasc-protection-priority-global-protection-cluster/iasc-policy-protection-humanitarian-action-2016>)
- **Video: Gestión del riesgo y el enfoque de género-Yaneth** (in Spanish)  
(<https://www.youtube.com/watch?v=IVEDgVHSX9g>)
- **Video: Protection in emergencies** (<https://www.youtube.com/watch?v=YWclHizync0&t=46s>)

## 7. Module 4: Application of CHS indicators and quality criteria in monitoring and evaluation

<b>Purpose of Module 4</b>	To describe and apply the quality criteria and indicators from the Core Humanitarian Standard (CHS) Commitments as they relate to monitoring and evaluation
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<b>Learning aims of Module 4</b>	<p>At the end of Module 4, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. list the nine Commitments and quality criteria of the CHS;</li> <li>2. describe the unique structure of the CHS; and</li> <li>3. apply CHS quality criteria and indicators when monitoring and evaluating humanitarian action.</li> </ol>
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<b>Key messages of Module 4</b>	<ul style="list-style-type: none"> <li>✓ The CHS replaces the Sphere Core Standards found in previous editions of the Sphere Handbook.</li> <li>✓ The CHS is a <b>voluntary code</b> that describes the main elements of quality humanitarian action, founded upon ethical principles and accountability.</li> <li>✓ It <b>establishes nine Commitments</b> that humanitarian actors can undertake to improve the quality of the assistance they provide.</li> <li>✓ Sphere is one of the copyright holders of the CHS, together with the associated organisations <b>CHS Alliance and Groupe URD</b>.</li> <li>✓ The CHS is applied on different levels: in direct responses with affected populations; at organisation level; and on a global and political level.</li> <li>✓ The Humanitarian Charter and the Protection Principles directly support the CHS; together they constitute the foundations of Sphere standards (and the other HSP handbooks).</li> <li>✓ Monitoring, evaluation, accountability and learning (MEAL) lead to timely and evidence-based management decisions, allowing humanitarian programmes to adjust to changing contexts.</li> <li>✓ The CHS is an expression of the terms ‘quality’ and ‘accountability’.</li> <li>✓ The Commitments associated with quality are Commitment 1, appropriate and relevant; Commitment 2, effective and timely; Commitment 3, avoids negative effects; and Commitment 7, humanitarian actors continuously learn and improve.</li> <li>✓ Commitments 4 and 5 deal with accountability to those affected. Criterion 6 refers to accountability to humanitarian partners. Criterion 8 refers to accountability to the work team. And Criterion 9 refers to accountability to donors.</li> </ul>
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### Overview of Module 4

Duration (Min.)		Activities	Lead	Methodology	Key resource
Total	Partial				
40m	10m	4.1 Introduction to the CHS: Commitments, quality criteria and key actions – video	Facilitator	Participatory presentation Video presentation	PowerPoint presentation CHS Alliance video

10m	4.2 The CHS in terms of quality and accountability	Facilitator	Participatory presentation	PowerPoint presentation
20m	4.3 Practical exercise 4: Monitoring and evaluation	Participants	Group work	Whiteboard

## Guide to Module 4 activities

### Activity 4.1: Introduction to the CHS: Commitments, quality criteria and key actions – video [Facilitator]

Introduce the CHS, its origins and how it relates to the CHS Alliance. Explain that it came into the 2018 edition of the Sphere Handbook (having replaced the Core Standards found in previous editions).

Explain the relevance of the CHS at community, organisational and global level, including in NDMA policies. Describe the nine Commitments and their quality criteria, which are aimed at quality and accountability.

Explain that the Humanitarian Charter and the Protection Principles directly support the application of the CHS. Together these three chapters constitute the principles and ethical foundations of Sphere standards. Describe the unique structure of the CHS and then show the video by the CHS Alliance about the application of the CHS.

### Activity 4.2: The CHS in terms of quality and accountability [Facilitator]

Ask the following question: Which criteria of the CHS relate to quality? Expand on the answer, mentioning that criteria 1, 2, 3 and 7 refer to the quality of the humanitarian response, whereas the remaining criteria refer to accountability. Explain that criteria 4 and 5 facilitate accountability to those affected; criterion 6 to humanitarian partners; criterion 8 to humanitarian work teams; and criterion 9 to donors. Explain that quality criteria 4 and 5 led, at the request of Oxfam in Latin America and the Caribbean (LAC), to the creation of the Feedback and Complaint Mechanisms Guide, which is cited in the learning materials.

### Activity 4.3: Practical exercise 4: Monitoring and evaluation [Facilitator]

With the help of a pre-prepared whiteboard, put participants into breakout rooms to analyse how key actions are carried out and what institutional responsibilities there are in the **monitoring and evaluation of floods** (you may change floods to another hazardous event for greater impact).

- ✓ The groups are as follows:
  - Group 1: Commitment 1;
  - Group 2: Commitment 2;
  - Group 3: Commitment 3;
  - Group 4: Commitment 4.
- ✓ Each group reads the commitment assigned to them, as well as the quality criteria, the performance indicators, the key actions, the organisational responsibilities and the guidance notes.
- ✓ In the course of 15 minutes, each group identifies:
  - a) at least one key action to implement in the monitoring and evaluation of the response to the flooding;

- b) at least one institutional responsibility requiring action in the monitoring and evaluation of the response to the flooding.
- ✓ Next each of the group reporters takes turns to present their group's answers to this exercise.

## Resources

- **The Core Humanitarian Standard on Quality and Accountability** (<https://corehumanitarianstandard.org/>)
- **Video on Core Humanitarian Standard, CHS Alliance** (<https://www.youtube.com/watch?v=dAkxy3o9vDY>)
- **Your voice counts: Feedback and complaints mechanisms** (<https://spherestandards.org/wp-content/uploads/your-voice-counts-feedback-and-complaints-mechanisms.pdf>)

## 8. Module 5: Application of Sphere standards and indicators in humanitarian response

<b>Purpose of Module 5</b>	To describe and apply the water supply, sanitation and hygiene promotion (WASH) standards and indicators in order to design the contents of a hygiene kit for three types of families <sup>6</sup>
<b>Learning aims of Module 5</b>	At the end of Module 5, participants will be able to: <ol style="list-style-type: none"> <li>1. understand the scope of each indicator;</li> <li>2. give a detailed summary of the WASH sector standards; and</li> <li>3. apply technical standards and indicators in a specific case.</li> </ol>
<b>Key messages of Module 5</b>	<ul style="list-style-type: none"> <li>✓ The Sphere Handbook includes both foundation and technical chapters.</li> <li>✓ The technical chapters include standards with indicators, which must be adapted to context.</li> <li>✓ The WASH standards contain standards relating to hygiene promotion, water supply, excreta management, vector control, solid waste management and WASH in illness outbreaks and healthcare environments.</li> <li>✓ Standards on hygiene promotion promote the importance of hygiene, access to and use of hygiene items, and attention to menstrual hygiene and incontinence.</li> </ul>

### Overview of Module 5

Duration (Min.)		Activities	Lead	Methodology	Key resource
Total	Partial				
45m	10m	5.1 Structure of the new Sphere Handbook; scope of indicators	Facilitator	Participatory presentation Video presentation	PowerPoint presentation
	10m	5.2 WASH standards	Facilitator	Participatory presentation	PowerPoint presentation
	25m	5.3 Practical exercise 5: Design of a hygiene kit	Participants	Group work	Whiteboard

### Guide to Module 5 activities

#### Activity 5.1: Reminder of the structure of the new Sphere Handbook and the scope of the indicators [Facilitator]

Remind participants how the Sphere Handbook is structured and emphasise again that the foundation chapters (that is, the Humanitarian Charter, the Protection Principles and the Core Humanitarian Standard) must be taken into account when applying the technical standards.

<sup>6</sup> The WASH example has been chosen here, to follow on from the floods scenario in the previous module. You can of course opt for another standard more relevant to the scenario you have chosen in the previous module.

Use the Sphere Standards vs. Targets cartoons to demonstrate the difference between standards, indicators and targets.

### **Activity 5.2: The WASH standards [Facilitator]**

Describe the WASH standards, emphasising hygiene promotion; identification, access to and use of hygiene items; and attention to menstrual hygiene and incontinence.

### **Activity 5.3: Practical exercise 5: Design of a hygiene kit [Facilitator]**

Using the pre-prepared whiteboard, put participants into three groups, each of which will design a hygiene kit for one of three types of families.

- ✓ Ask each group to read Hygiene promotion standard 1.2 in the Sphere Handbook (which relates to identification, access and use of hygiene items), along with the key actions, indicators and guidance notes.
- ✓ Ask each group also to read standard 1.3 on menstrual hygiene and incontinence care, together with the related key actions, indicators and guidance notes. Additionally, they should read Shelter and settlement standard 4 (Household items) and what follows.
- ✓ In the course of 20 minutes, each group should identify the following:
  - Group 1: Hygiene kit for a family that lived in an urban setting before the disaster. Family composition: one 65-year-old man with a physical disability (uses a wheelchair), two women of childbearing age, two children aged five and ten respectively.
  - Group 2: Hygiene kit for a family that lived in a rural setting before the disaster. Family composition: one 45-year-old man who uses crutches, one woman of childbearing age, one girl under two years old, two boys aged eight and twelve respectively.
  - Group 3: Hygiene kit for a migrant family in transit. Family Composition: one 50-year-old man, one 45-year-old woman, two children aged seven and ten respectively.
- ✓ Allow each reporter one minute to describe the kit designed by their group.

## Resources

- **Water supply, sanitation and hygiene promotion, Sphere Handbook, 2018** (<https://handbook.spherestandards.org/en/sphere/#ch006>)
- **Standards vs. Targets Activity, 2021** (<https://www.spherestandards.org/resources/standards-vs-targets-activity/>)

## 9. Module 6: Humanitarian Standards Partnership (HSP)

<b>Purpose of Module 6</b>	To present the companion standards developed by the Humanitarian Standards Partnership (HSP)
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<b>Learning aims of Module 6</b>	<p>At the end of Module 6, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. describe the importance of the HSP; and</li> <li>2. name the companion standards that complement Sphere standards, providing humanitarian assistance with a human rights-based focus.</li> </ol>
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<b>Key messages of Module 6</b>	<ul style="list-style-type: none"> <li>✓ Sphere and eight other standard-setting initiatives together <b>form the HSP</b>.</li> <li>✓ Humanitarian standards must be incorporated in preparation, mitigation and prevention, as well as in critical response and early and long-term recovery.</li> <li>✓ Governments, donors, private sector staff, proposal planners and staff in charge of assessments will find that all HSP standards are a useful resource when designing or reviewing project activities.</li> <li>✓ The Minimum Standards for Education in Emergencies guarantee people’s right to quality education and a safe learning environment in emergency situations, including during recovery.</li> <li>✓ The Child Protection Minimum Standards (CPMS) should be used in all phases of humanitarian action, from preparation and contingency planning to response and early recovery.</li> <li>✓ The Minimum Economic Recovery Standards (MERS) are the internationally recognised consensus on best practices for building economic resilience for crisis-affected communities.</li> <li>✓ The Minimum Standard for Market Analysis (MISMA) contributes to improving response and programme implementation analysis by supporting high-quality market analysis.</li> <li>✓ The Livestock Emergency Guidelines and Standards (LEGS) are focused on livelihoods and aim to provide fast assistance so as to protect and rebuild the livestock assets of communities affected by humanitarian crises.</li> <li>✓ The Humanitarian Inclusion Standards for Older People and People with Disabilities are designed both to strengthen the accountability of humanitarian actors in relation to elderly people and people living with disabilities and to support the participation of these people in humanitarian action.</li> <li>✓ In a humanitarian crisis, camps and camp-like settings are often the only places where internally displaced persons (IDPs) and refugees can seek protection and assistance. The Minimum Standards for Camp Management (MSCM) describe the minimum actions needed to support meaningful engagement within a site as well as planning and coordination between sectors and agencies.</li> <li>✓ The CHS Alliance is an associate member of the HSP.</li> </ul>
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## Overview of Module 6

Duration (Min.)		Activities	Lead	Methodology	Key resource
Total	Partial				
35m	15m	6.1 Importance of the Humanitarian Standards Partnership (HSP) – Video	Facilitator	Participatory presentation and video presentation	PowerPoint presentation Video: What are Humanitarian Standards?
	20m	6.2 Sphere companion standards: Description and context for their application	Facilitator	Participatory presentation	PowerPoint presentation

### Guide to Module 6 activities

#### Activity 6.1: Importance of the Humanitarian Standards Partnership (HSP) – video [Facilitator]

Explain that the creation and practical application of Sphere standards encouraged the creation of sector-wide humanitarian standards relating to education; childhood protection; livelihoods; and the inclusion of people living with disability and of older people.

You can expand on this by showing the following video: What are Humanitarian Standards?

#### Activity 6.2: Sphere companion standards: Description and context for their application [Facilitator]

Exploring the previous topic further, demonstrate the use of the HSP app and how useful it is for finding the standards needed in any particular situation:

- 1) Minimum Standards for Education: Preparedness, Response, Recovery (INEE)
- 2) Child Protection Minimum Standards (CPMS)
- 3) Minimum Economic Recovery Standards (MERS)
- 4) Minimum Standard for Market Analysis (MISMA, CaLP)
- 5) Livestock Emergency Guidelines and Standards (LEGS)
- 6) Minimum Standards for the Inclusion of Older People and People with Disabilities (ADCAP)
- 7) Minimum Standards for Camp Management (MSCM)
- 8) CHS Alliance.

### Resources

- Video: **What are Humanitarian Standards?** (<https://www.youtube.com/watch?v=3nds7SWj0ys>)
- **HSP website and app** ([www.humanitarianstandardspartnership.org](http://www.humanitarianstandardspartnership.org))
- **Minimum Standards for Education: Preparedness, Response, Recovery (INEE)**  
(<https://handbook.spherestandards.org/en/inee/#ch001>)
- **Minimum Standards for Child Protection in Humanitarian Action (CPMS)**  
(<https://handbook.spherestandards.org/en/cpms/#ch001>)
- **Minimum Economic Recovery Standards (MERS)**  
(<https://handbook.spherestandards.org/en/mers/#ch001>)
- **Minimum Standard for Market Analysis (MISMA)**  
(<https://handbook.spherestandards.org/en/misma/#ch001>)
- **Livestock Emergency Guidelines and Standards (LEGS)**  
(<https://handbook.spherestandards.org/en/legs/#ch001>)
- **Minimum Standards for the Inclusion of Older People and People with Disabilities (ADCAP)**  
(<https://handbook.spherestandards.org/en/his/#ch001>)
- **Minimum Standards for Camp Management (MSCM)**  
(<https://handbook.spherestandards.org/en/camp/#ch001>)
- Please note that where HSP partners have introductory videos, these may be found on the Sphere website (<https://spherestandards.org/online-courses/>). To access the videos, scroll down to the section entitled Humanitarian Standards Partnership (HSP) learning resources.

## 10. Module 7: Mapping of actors and dissemination plan

<b>Purpose of Module 7</b>	To introduce the actors that take part in humanitarian actions and prepare a dissemination plan
<b>Learning aims of Module 7</b>	<p>At the end of Module 7, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. identify the different actors who take part in humanitarian actions in their country or region; and</li> <li>2. agree on a realistic plan to disseminate Sphere and the other HSP standards among staff working for their institution or external agencies.</li> </ol>
<b>Key messages of Module 7</b>	<ul style="list-style-type: none"> <li>✓ NDMA and national and international NGOs, together with bilateral aid organisations and the United Nations, play a vital role in supporting governments in disaster management.</li> <li>✓ Through their use of standards while working alongside government agencies, NGOs actively demonstrate to governments the benefits of using standards.</li> <li>✓ Focal points in more than 40 countries<sup>7</sup> actively promote the Sphere principles and standards among humanitarian professionals and, where possible, advocate to governments for the use of Sphere in their humanitarian and disaster management policies.</li> <li>✓ International actors with a local presence actively participate in the dissemination, practice and application of humanitarian standards.</li> <li>✓ These actors include international NGOs, Red Cross and Red Crescent societies, the United Nations (UN), Humanitarian Country Teams (HCTs) of the Inter-Agency Standing Committee (IASC), the IASC clusters (which include the UN’s operating agencies and other actors) – all forming groups dealing with WASH; shelter; health; and food security and nutrition.</li> <li>✓ The establishment of regional structures has proved an effective way to support the integration of humanitarian standards in humanitarian response.</li> </ul>

### Overview of Module 7

Duration (Min.)		Activities	Lead	Methodology	Key resource
Total	Partial				
45m	25m	7.1 Mapping of humanitarian actors	Facilitator	Presentation and Group work	Whiteboard
	20m	7.2 Commitments to the dissemination of Sphere and companion standards	Participants	Group work for the creation of a dissemination plan	

<sup>7</sup> <https://spherestandards.org/focal-points/>

## Guide to activities for Module 7

### Activity 7.1: Mapping of humanitarian actors [Facilitator]

Remind participants of the roles of NDMAs, and explain the importance of NGOs, international NGOs (INGOs), regional structures, Sphere focal points, regional partners, members and trainers in the training on and dissemination of Sphere and companion humanitarian standards.

Put participants into breakout rooms, ideally mixing actors from different sectors or departments, in order to identify and carry out the mapping of humanitarian actors.

- ✓ Each group has 20 minutes to list the key humanitarian actors. For each actor, they must identify:
  - a. the name of the humanitarian actor;
  - b. what their main role is in humanitarian actions;
  - c. whether or not they are willing to contribute to the dissemination of humanitarian standards. Yes/No. Why (not)?
  - d. how they will contribute to disseminating the humanitarian standards.
- ✓ After this, each reporter presents the answers given by their group.

### Activity 7.2: Action plan for the dissemination of Sphere and companion standards [Facilitator]

In the same groups, and using the table below, participants identify the actions required **in the next three months** to start disseminating Sphere and companion standards.

WHAT TO DO? (Workshops, courses, incorporation of Sphere into policies and plans, development of products, etc.)	FOR WHOM? (Target group to which the activity will be directed)	WHO? (which NDMA participants in the Sphere training are responsible for carrying this out)	WHEN? (Approximate date in the next three months)
1.			
2.			
3.			

## Resources

- ***Sphere standards in national humanitarian response*, 2016**  
(<https://spherestandards.org/resources/sphere-standards-in-national-humanitarian-response/>)
- ***Engaging National Disaster Management Authorities*, 2016**  
(<https://www.spherestandards.org/resources/?category=ndmas>)



Sphere training team at the Sphere course for decision makers event in Guayaquil, Ecuador, in May 2022, where the Spanish version of these training materials was piloted.

Dear Facilitator,  
Thank you for downloading these guidelines.  
If you have any comments on this resource, or if you have materials you would like to share as part of Sphere training for NDMA's, please contact [learning@spherestandards.org](mailto:learning@spherestandards.org).