

Sphere Online Training Package

Version 1.1 (22-Feb-2022)

Dear facilitator,

Thank you for downloading this resource. We hope you will find it useful.

Please send any feedback, activities and ideas to learning@spherestandards.org,
and check back every few months to download the latest version.

Best regards,

Sphere

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If you are organising online (or in-person) Sphere training for your colleagues or partners, why not review their trainer profiles and select a training team from this group – many of whom are consultants who are available for contract work.

Resources and materials

Folder	Activity	File	Description
00-Preparations	Prepare your participants for online learning	Guidance-for-workshop-participants.docx	To send to participants before an online course, this document describes how to use and test Zoom and Miro, and what materials to have to hand during the course.
00-Videos-about-Sphere	Pre-course preparation, and Activities 3.1, 6.2, 8.1, 8.2, and 10.2	List-of-introductory-videos-about-Sphere.docx	Links to and short descriptions of five introductory videos about Sphere
02-01-Humanitarian-sector	2.1. How well do you know the humanitarian sector?	Humanitarian-sector-quiz.docx	Quiz questions and answers.
02-03-Key-terms	2.3. Can you define key terms that are central to Sphere philosophy?	Sphere-key-terms-debriefing-notes.docx	Debriefing notes: Definitions of Accountability, Quality and Inclusion.
03-02-Sphere-quiz	3.2. How well do you know Sphere?	Sphere-quiz.docx	Quiz questions and answers.
04-02-Handbook-components	4.2. What is the structure of the Sphere Handbook?	[Various: 17 virtual cards in PNG format]	Each card represents a chapter or component of the Sphere Handbook.
		sphere-component-cards-text.psd	The Photoshop file used to create the PNG files above.
07-01-CHS	7.1. Which CHS Commitment is most difficult to achieve?	CHS-most-wanted.rtb ¹	Miro template (which can only be opened using the Miro desktop app available from https://miro.com/).

(Continued on next page.)

¹ Miro files are included in this training package for two activities where the whiteboard setup is relatively complex. In most cases, whiteboard templates are not provided, so you will need to create your own file based on the screenshot provided. If you create Miro, JamBoard or other virtual whiteboard platform templates for any of these activities – in any language – please send them to Sphere so we can add them to the next version of the training package.

Folder	Activity	File	Description
09-01-Uses-of-humanitarian-standards	9.1. Why have humanitarian standards? (Part 2)	why-have-standards.docx	Debriefing notes: Uses of humanitarian standards.
09-03-Template-survey	9.3. What did you think of the course?	short-end-of-training-survey.docx	End-of-course survey for short learning events.
09-05-Further-information	9.5. Where can you find more information?	Sphere-further-information-handout.docx	Virtual flyer to give participants at the end of the course.
10-01-HSP	10.1. How well do you know the Humanitarian Standards Partnership (HSP)?	A-possible-solution.docx	A possible solution (after the activity has finished).
		HSP-documents-and-entities.rtb	Miro template.
		HSP-documents-and-entities.pdf	Screenshot of Miro template (before activity starts).
		[Various: 29 virtual cards in PNG format]	Image files to upload to your online platform as game cards.
11-03-Catchup-meeting	11.03. Organise a catchup meeting	Catchup-meeting-email-and-google-form-templates.docx	An email and survey to reconnect with course graduates in a participatory way after six months.

Third party documents included in this training package

Also in this training package, you will find the following documents (in English only):

- **Birthing Sphere.pdf:** A paper written by Peter Walker and Susan Purdin, two of the “mavericks” mentioned below who birthed Sphere. It tells the story of the initiation and first year of Sphere and traces the history of how the project was started and its relationship to other major events of that time.
- **CXC-Virtual-Facilitation-Toolkit.pdf:** The authors “hope this toolkit will strengthen your virtual facilitation superpowers and enable you to host online transformative experiences for your team and community!”

Unlisted playlists on YouTube

- **[Sphere Training Package 2018](#):** Most of the modules in the main [Sphere Training Package](#) contain a short case study video provided by third parties and used with their permission. In addition to being embedded in the full version on the Sphere training package, these videos are now available on Sphere’s YouTube channel where they have optional Portuguese captions. If you would like to submit captions in other languages, please contact Sphere and we will give you access to our video captioning tool, [HappyScribe](#).
- **[Sphere in Practice MOOC 2021](#):** This playlist includes webinar recordings from the first English Sphere MOOC, and a few other, shorter, videos that may be inspiring or otherwise useful.

About this resource

Who is this training package for?

This resource is designed for experienced Sphere learning facilitators. It presents a set of participatory activities with supporting materials and guidance on how to run these activities in an online/virtual learning environment.

The activities are designed for small groups

The number of participants should typically be between 10 and 24. These materials are not designed for webinars of several hundred people with minimal interactivity: they are designed for highly interactive sessions where every participant has many chances to share.

Facilitating online learning is challenging

By harnessing creativity and technology, nearly every face-to-face activity can also be done virtually. However, facilitating online interactive workshops adds a level of technological complexity compared to in-person workshops (which are generally best run using little or no technology). As a rule of thumb, the amount of preparation time and time required to deliver an activity is double that of an in-person workshop. Do not expect participants to have any familiarity with online training tools. Keep the technology as simple as possible. Remember that in low bandwidth areas, participants may not be able to turn on their cameras.

An online training team of at least two people is highly recommended. At least one member of the team should be very comfortable with the technology platforms, e.g., Zoom (including polls, breakout rooms, and accessibility features if required), virtual whiteboards (e.g., Miro or JamBoard), Survey Monkey, Mentimeter, Deckhive, mmHm, etc. **Practice is essential.**

What kind of training courses/workshops does this package support?

This training package contains enough materials to support an online introductory Sphere course of up to 20 hours. While full-time in-person residential training works well, it is better to limit online training to 3½ hours per day including breaks, and even less if participants have busy schedules. An advantage of online courses is that it is not necessary to use consecutive days, meaning time can be created for individual, pair or group homework. A handful of homework ideas are suggested below, but others should be added if appropriate.

Although few if any courses will follow the exact structure presented in this document, the activities are presented in a logical order, and there are links – implicit and explicit – between them. The activities are arranged in sections which roughly correspond to chapters in the Sphere Handbook in the order they are presented in the Handbook. However, feel free to rearrange activities to better suit the learning objectives of your participants.

This package complements other materials, including the Sphere Training Package

The main [Sphere Training Package](#) (STP), available in English, French, Spanish, Arabic and European Portuguese, provides materials for at least 5 days of in-person training.

Browse all Sphere training packages here:

<https://www.spherestandards.org/resources/?category=training-packs>

If your participants are experienced Sphere practitioners who need a refresher on the 2018 edition of the Handbook, refer to the [What is new the 2018 Sphere Handbook?](#) training package. This is

available in English, French, Spanish and Arabic, though the [in-depth guide](#) (authored by [Jim Good](#)) is in English only.

Look out for more online training materials coming soon to complement the [Using the Sphere standards in urban settings](#) unpacked guide and [various resources for working with National Disaster Management Authorities \(NDMAs\)](#).

Preparing for your course

Set some Sphere-related pre-course assignments and/or reading

At fewer than 5 pages, the **Humanitarian Charter** is great value pre reading, and because it did not change between then 2011 and 2018 editions of the Sphere Handbook, it is available in many languages: <https://www.spherestandards.org/handbook/editions/>.

By the end of the course, if not before, encourage participants to read the first 3 chapters of the Handbook in full and the first 2 or 3 pages of the other 5 chapters, i.e. the chapter introductions, and to browse the chapter appendixes.

Ask participants to complete **How to be a Sphere Champion** (available in English, French, Spanish, Arabic and Japanese) and/or the first module of the **Sphere in Practice** eCourse (available in English, French, Spanish and Arabic): <https://www.spherestandards.org/online-courses/>

[Select and share some video links from the Sphere YouTube channel to set the scene as well as inspire participants before they join the course.](#)

Resource: [List-of-introductory-videos-about-Sphere.docx](#)

Prepare your participants for online learning

Consider distributing instructions on how to use learning platforms like Zoom and Miro before the course starts, adapting the template provided as required. During the course, if some participants are less confident with technology, encourage other participants to support them. Trainees are often eager to share their knowledge with others, which creates an even better learning atmosphere.

Resource: [Guidance-for-workshop-participants.docx](#)

Share information about your event with the Sphere community

Submit your event to the Sphere Calendar: <https://www.spherestandards.org/events/>. You do not have to be a listed Sphere trainer or focal point to do this; the service is open to everyone.

If your event is open to the public, submit your event well in advance of the registration deadline and contact Sphere at learning@spherestandards.org if you would like us to publicise your event on Sphere's social media channels.

Prepare your materials

Training materials must be adapted for each new group of participants depending on their learning requirements and how much time you have available. Give yourself enough time to complete a pre-learning survey and adapt the materials accordingly.

Do not assume that all participants will have their cameras turned on during the course. Bear in mind that people have different reasons for not turning on their cameras: they may not have enough

Internet bandwidth, be sharing a room with other people, or not want to show their home. They might also not want to turn on their cameras because they plan to multi-task. This should be discouraged by emphasising that the course is highly interactive and that a significant level of individual engagement is required to keep up.

Re-familiarise yourself with the [Sphere Training Package](#) (STP), and other learning resources on the Sphere website, as they contain additional content that can be adapted for online use. However, do so with care. The STP is heavily based on PowerPoint slides which should be used sparingly during in-person sessions, and even more sparingly **if at all** during virtual sessions. This training package does not contain any slides.

Pre-course communications

Leave no one behind by asking from the outset what accessibility barriers there might be to attending your course. If you identify barriers, ask relevant experts for advice on inclusion. Try to find solutions before the course starts and, if your course is donor-funded, tell donors in advance what extra tools and resources are needed to respect humanitarian accessibility guidelines.

Especially if participants are not paying to attend your course, good **communications** between registration and the start of the course are critical to avoiding people dropping out before the start of the course. Ensure you have a waiting list of people that can join the first session at short notice.

Plan the next steps (at the same time you plan the course)

What your participants do *after* the course is even more important than what they do *during* it. Before you conduct a training workshop, plan what happens next. Refer to the final section in this document, [Post-course actions](#), for guidance.

1. Introduction to the course

A good introduction is essential to get participants in the mood for learning. This section of the document is not defined in terms of individual activities because the structure, format and length of the introduction is highly dependent on who the participants are. The notes in the section are designed to guide you as you form the workshop introduction.

Depending on how well participants know each other already, run an icebreaker and a round of introductions.

Introduce the course including the agenda and objectives. Ensure participants agree with the learning objectives and update them together if necessary.

Learning objectives are often grouped into remembering, understanding, applying, etc. (see [Bloom's Taxonomy](#)).

The learning objectives for the activities presented in this document are typically **knowledge** outcomes which can be measured reasonably easily, e.g., by a post-event survey, examination or interview.

For the course as a whole, there is an important overarching **attitude** objective which is less easy to measure, and can only be evidenced through follow-up activities 3 to 6 months after the course (see [Post-course actions](#)): *After the course, graduates apply Sphere principles, approaches and standards more and better than they did before the course.*

Sphere is a global, collective, voluntary **movement** towards wider usage of Humanitarian Standards and professionalisation of humanitarian actors, which is strengthened and amplified by learning workshops and courses. The importance of training is captured in CHS Commitment 8: "Communities and people affected by crisis receive the assistance they require from competent and well-managed staff and volunteers."

The Sphere Handbook is based on **rights, evidence** and **experience**. The standards and guidance contained are informed by evidence and reflect 20 years of field testing by practitioners around the world.

The overarching desired impact of this workshop is that it leads to greater resilience among and better outcomes for people affected by crisis. That is why we are here. And this is also something that we should strive to measure after 3 to 6 months and beyond.

Hopefully, you will inspire some course graduates to get involved with the Sphere community not only as a practitioner, but as a trainer, focal point representative, member, board member, author, contractor, expert or champion. Please look out for these people and provide them with the additional support they need to take the next steps.

2. Why are humanitarian standards important?

Before introducing Sphere in the [next section](#), we take a broader look at the humanitarian system to understand why humanitarian principles and standards are necessary. We also define some key terms which are central to Sphere.

Each of the activities in this section will help you to gauge the level of knowledge in the group at the outset of the course.

2.1. How well do you know the humanitarian system?

Delivery: Plenary multiple-choice quiz

Learning objective: By the end of this activity, participants will be able to explain the scale of the challenges facing the global humanitarian system and, therefore, the need to run **efficient** humanitarian programmes.

Preparation: Prepare a quiz by updating the one provided and adapting it to your audience. The questions should paint a picture of growing humanitarian needs and a less-rapid growth in the resources available to meet these needs.

Method: Several methods are possible. If multiple-choice answers are provided (as in the example) then Zoom polling can be used. (Zoom polls do not currently support open-ended questions.) As a low-tech option, read each question and ask participants to write their answer on a piece of paper before holding it up to their camera. Various other platforms could be used, e.g., SurveyMonkey, Google Forms, Mentimeter, etc. Debrief using the notes in the resource provided.

Consider awarding a prize to the winner. If using another quiz later on the course, for example in the [How well do you know Sphere?](#) activity below, award 5 points for each correct answer in this quiz, and let participants know they'll have a chance to win some more points later!

Resource: [Humanitarian-sector-quiz.docx](#)

2.2. Why have humanitarian standards? (Part 1)

Delivery: Plenary discussion to produce ideas

Learning objective: Run in conjunction with [Why have humanitarian standards? \(Part 2\)](#) below, by the end of the course, participants will be able to demonstrate increased knowledge of the uses and users of humanitarian standards and the settings in which they are useful.

Preparation: Prepare one virtual whiteboard with three columns. Add one sticky note per column as an example.

- Who uses humanitarian standards?
Example sticky note: *Humanitarian NGO fieldworker*
- Why have humanitarian standards?
Example sticky note: *For assessments*
- In what settings are humanitarian standards used?
Example sticky note: *After an earthquake*

Method: Share the link to the whiteboard. Offer participants the example of someone working for an NGO using the Sphere Handbook to guide an assessment following an earthquake (or another sudden-onset disaster). Ask participants to add sticky notes: one per idea.

Do not give hints and do not debrief this activity now. Take a screenshot of the whiteboard when the time is up. Inform participants they will have a chance to add more sticky notes near the end of the course.

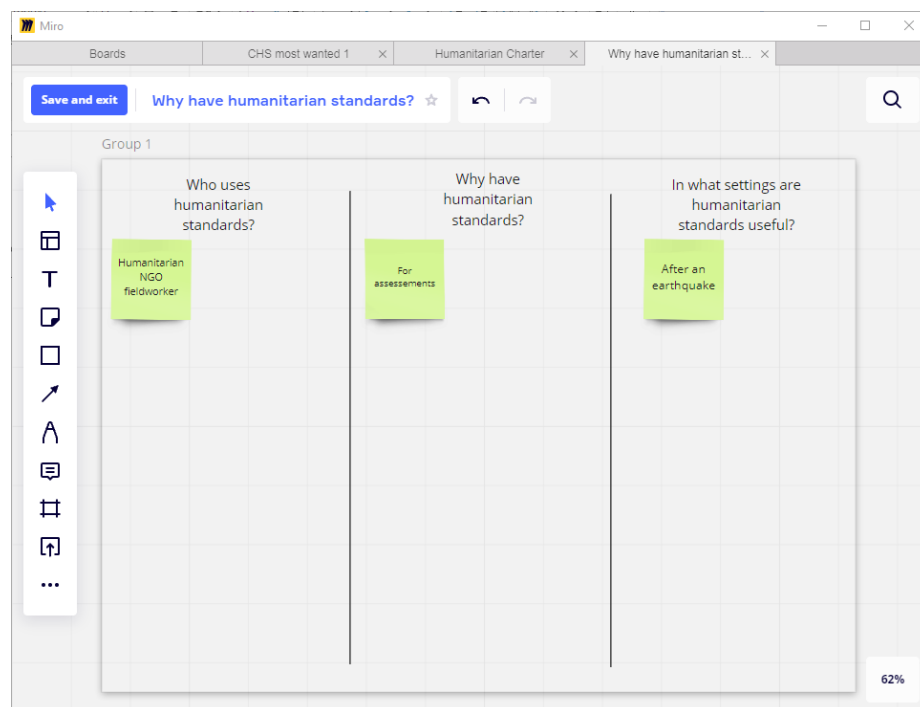


Image: Example Miro board

2.3. Can you define key terms that are central to Sphere?

Delivery: Small groups bus-stop tour

Learning objective: By the end of this activity, participants will be able to define certain key terms – in the humanitarian context – that underpin everything Sphere does.

Preparation: Prepare virtual whiteboards: one per term. The suggested terms are **Quality, Accountability, Inclusion, Dignity, People-centred** and **Rights-based, Inclusion**, but others could be added. At the top of each whiteboard write ‘What does [insert term] mean in humanitarian action?’

Debriefing notes are provided for **Quality, Accountability** and **Dignity**. For **Rights-based**, download Sphere’s NDMA training package and find the **Human Rights Legislation Table**. **Method:** Split participants into four groups (or however many terms you are using). Assign each group a term and share the links to the virtual whiteboards. Participants should answer the question by adding sticky notes: one per idea, one colour per group. After a few minutes, move participants onto the next board.

The spirit of a bus-stop tour activity is that the groups move between each whiteboard and add to the ideas of previous groups that have already been there, eventually returning to their original stop for the debriefing.

Debrief by asking each group to present their ideas. Be prepared to challenge any incorrect ideas and fill in any gaps.

As a segue to the next section, note that Sphere is the among the most enduring of the “Quality and Accountability” initiatives².

Resource: [Sphere-key-terms-debriefing-notes.docx](#)

² Read about several Q&A initiatives here: <https://voiceeu.org/quality-and-accountability-initiatives-voice-commits-to>. People in Aid merged with HAP to become the CHS Alliance..

3. What is Sphere?

Sphere is best known for the Sphere Handbook, and indeed the initial objective of the Sphere Project was to create a set of principles and standards for humanitarian response.

While the Handbook remains Sphere's flagship product, Sphere is these days better defined as a "movement" with Sphere focal points, members and trainers at the heart of this global community.

3.1. How did Sphere start?

Delivery: Plenary video plus discussion to produce ideas

Learning objectives: By the end of this activity, participants will be able to retell the story of how and why the Sphere Project started, and (for more advanced groups) can critique how much progress the humanitarian sector has made in the 25 years since.

Preparation: Prepare the "Mavericks" video and **practice playing it**. Test before the course/session starts that when you play a video, participants can hear your computer audio. There is a setting for this in Zoom which may be turned off by default. Download the video to your computer so you have two different ways to play it in case of difficulties. Be prepared to share the YouTube link with participants via the chat as an additional backup in case of issues. The video is available in [English](#), [French](#), [Spanish](#) and [Arabic](#). The English version has optional European Portuguese subtitles. Watch the video yourself before playing it, as there is a reference to drinking beer (at 2m44s) that may not be acceptable to some audiences.

Revise the [Joint Evaluation of Emergency Assistance to Rwanda \(JEEAR\): Study III Principal Findings and Recommendations](#). In particular, read section 4.6: *Improving NGO performance*. Download the MP4 file [here](#).

Method: Show the video. The full video is around 11 minutes long, so stop the video at 1 minute 33 seconds and encourage participants to watch the rest of the video – and the other 2 videos in the "Sphere Story" series – in their own time.

After watching the video excerpt, ask participants the following questions:

- Which humanitarian crisis was the starting point for Sphere?
- What were some of the recommendations of the Rwanda evaluation?
- What is a 'Maverick' and why do you think the founders of Sphere are called Mavericks in the video?
(Make sure you have your definition of Maverick ready.)

For more advanced groups:

- What other crises and events – occurring around the same time – influenced the first Sphere Handbook?
- Give participants 3 minutes to read section 4.6 of the JEEAR or read it together. To what extent have recommendations 11 and 12 been followed in the 25 years since they were made?

Further reading: In their article, [Birthing Sphere](#), Peter Walker and Sara Purdin argue that NGOs, particularly European ones, “believed that if they did not take the lead in implementing their own system of standards and accountability, they would find themselves required to accept systems defined by their governmental donors.” However, “to elaborate technical standards... without reference in any way to the rights or aspirations of the assisted beneficiaries and claimants [risked] becoming a self-serving exercise concerned more with agencies’ accountability to donors, than the rights of people affected by disaster”. This is what led the technical standards to be prefaced by the Humanitarian Charter, promoting accountability principally to affected populations.

3.2. How well do you know Sphere?

Delivery: Plenary quiz

Learning objective: By the end of this activity, participants will be able to describe Sphere's key activities as a global community, of which they are a part.

Preparation: Prepare a quiz of 2 or 3 answers. If using the provided quiz, be sure to update the solutions for questions 1 and 3 which change regularly.

Method: Ensure all participants have a thick marker pen and some blank paper. Inform participants that they will have just 10 seconds to answer each question, so they won't have time to find the answers. (Alternatively, give them one minute and encourage them to find the answers.)

For each question, read the question and ask participants to write their answer clearly on a blank sheet of paper then hold it up to their camera. Invite participants to award themselves points for their answers.

After the final question, ask participants to tally their points. Award a prize to the winner.

Debrief: Sphere focal points (along with trainers and members) are the heart of the Sphere community. Among other activities, they translate the Sphere standards into their local languages. Encourage participants to contact focal points.

Resource: [sphere-quiz.docx](#)

4. What is the Sphere Handbook?

Having introduced the course ([section 1](#)); considered the humanitarian sector and the conditions which created a need for humanitarian standards ([section 2](#)); and covered the emergence and role of Sphere ([section 3](#)), we are now ready to discuss the Sphere Handbook itself. In this section, the Handbook is considered holistically, with some material drawn from the first chapter of the Handbook, “What is Sphere?”.

4.1. What is your experience with the Sphere Handbook?

Delivery: Plenary poll

Learning objective: By the end of this activity, participants will be able to recall that the Handbook is available in 4 formats, that it is written in a highly consultative process and that hundreds of thousands of people use it.

Preparation: Prepare a virtual whiteboard with the question at the top. Add four quadrants to represent: 1) **heard of** (before this course); 2) **read** (any part of); 3) **used** (in the field or office), and 4) **contributed to** (submitted comments, authored, reviewed, etc.) the Sphere Handbook.

Method: Ask participants to put their name (on a virtual sticky note) in the appropriate section(s). When activity has stopped, ask someone who has contributed to the Handbook to share their story. If no-one in the group has contributed, then choose someone who has used it. Give several people a chance to speak. Ideally, participants will cover all the key points in the debriefing notes. Add information if required.

Debriefing notes:

- **Heard of:** Sphere is widely known in the humanitarian sector and beyond, e.g., development sector, civil protection, military, etc.
- **Read:** The Handbook is available in 4 formats: PDF, printed, Interactive Handbook and the HSP App. Sphere sells printed books as cheaply as possible. The other formats are free. The Handbook is available in multiple languages.
- **Used:** We don’t know exactly how many people use the Sphere Handbook. From downloads, sales and usage figures, the number is probably several hundred thousand. The Sphere Handbook is one of the most-used sets of humanitarian standards, and therefore provides a common language.
- **Contributed:** We received 4,500 comments from 2,500 users during the latest revision. There were 50 revision consultations. There are two authors per chapter plus thematic experts and peer review groups. The Handbook is written by its users.

4.2. What is the structure of the Sphere Handbook?

Delivery: Small groups card game

Learning objective: By the end of this activity, participants will be able to identify the key components of the Handbook and how they relate to each other.

Preparation: Participants may need to refer to the Sphere Handbook to complete this activity, and they should be encouraged to do so if necessary. Therefore, before starting this activity, ensure that everyone can access the Handbook in at least one of the following ways:

- As a printed book (which can be ordered in several languages from [here](#));
- As a PDF in many languages and many editions [here](#);
- Online via the [Interactive Handbook](#); or
- Via the [HSP App](#).

Prepare one interactive whiteboard per small group. Vary the cards slightly between groups. (For this kind of card-arrangement exercise, try to give each group a slightly different set of cards. Small changes can have a big impact on the results – which are therefore more interesting/varied – and this removes or reduces competition.)

Method: This is an online version of the exercise described on slide 34 of Module 2 of the [Sphere Training Package](#) (STP). Refer to the STP for instructions and debriefing notes.

Resources: **17 virtual cards** (in PNG format) and the Photoshop file used to create them: [sphere-component-cards-text.psd](#)

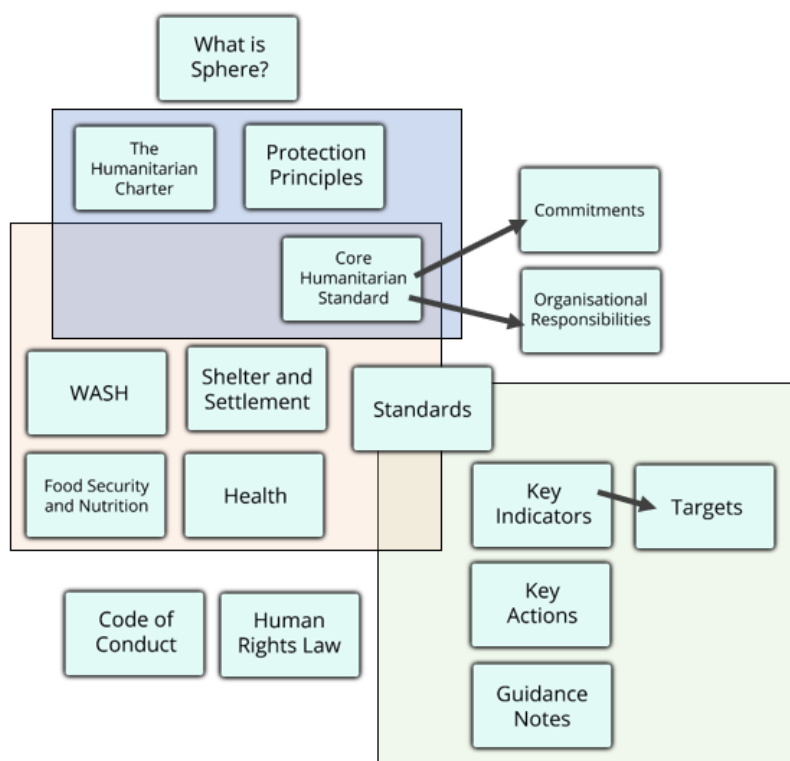


Image: Example Miro board

4.3. Can you find information in the Sphere Handbook?

Delivery: Plenary treasure hunt

Learning objective: By the end of this activity, participants will be able to list the four ways to access the Handbook and find information in it.

Preparation: Minimal.

Method: Ensure everyone can access the Sphere Handbook by at least one method (refer to the previous activity) and encourage participants to try as many methods as possible during this activity. If possible, allow some time for people to install the HSP App on their mobile device. Check everyone can raise their virtual hand in Zoom (or other online meeting platform).

Read the questions below one by one. In each case, participants should raise their virtual hand when they have found the answer – or, in the case of question 4, when they have completed the task. (Zoom lists virtual hand raises in the order they happened. Physical hand-raising is more complicated to use in this case.) Give other participants a chance to find the information, but, if taking a long time, stop when around half of the participants have raised their hands.

For question 1, ask the first person who raised their hand to state the answer to the question along with what platform they used and how they found the information.

For subsequent questions, select different people from among those with their hands raised, and try to cover the four methods of accessing the Handbook.

1. What three rights are mentioned in the 4th paragraph of the Humanitarian Charter?
2. What is the first Protection Principle?
3. Which CHS Commitment would most help your organisation to achieve Protection Principle 1? (Several answers are possible to this one.)
4. Search for a word or phrase in the Handbook that is relevant to you or your work. Which word did you choose and why? How did you search? What information did you find, and was it useful?

Debrief based on the learning objectives above. If no one mentioned this already, show participants that they can easily skip to any chapter in the printed book using the icons on the front cover and the corresponding green marks on the side of the Handbook opposite the spine. You could also mention the index in the printed book and search functions available via the other three methods.

4.4. How well do you understand vulnerabilities and capacities?

Humanitarian responses take place in many different contexts. Refer back to [In what situations are humanitarian standards useful \(Part 1\)?](#) in which some of these contexts may have been identified by participants.

Various contextual factors do not have their own chapter in the Handbook but are relevant to all chapters. This includes [applying the standards throughout the programme cycle](#), [understanding the operational setting](#), and [understanding vulnerabilities and capacities](#). This activity concerns the latter, but it can easily be adapted to cover the others.

“Not all people have equal control of power and resources. Individuals and groups within a population have different capacities, needs and vulnerabilities, which change over time. Individual factors such as age, sex, disability and legal or health status can limit access to assistance.” ([Sphere Handbook, page 10](#)). Refer back to [Can you define key terms that are central to Sphere philosophy?](#) if you defined Inclusion, Discrimination or another related term.

Delivery: Small group photo analysis

Learning objectives: Participants can list at-risk groups and go on to design humanitarian programmes which build on capacities, prioritise assistance to those most in need, and protect those most at-risk.

Preparation: Prepare a set of eight virtual whiteboards. Each whiteboard should contain one image, one covered-up image, and the following information:

- Where was this photo taken, and what is happening in it (as far as you can tell)?
Now consider the person (or a person) who is the main subject of the photo.
- Why might this person be vulnerable (at risk)?

Take the images from cards 6 to 13 of the [Sphere Handbook Activity Cards](#) resource (in the **front** folder)

Take the covered-up images from cards 6 to 13 of the same resource (from the **back** folder).

Method: Split participants into groups. Assign each group 1 or 2 whiteboards and ask them to discuss the questions. Participants should initially try to answer the questions without referring to the covered-up image but should reveal the description of the photo after their first attempt (by deleting the covering sticky note or by “sending it to the back”).

Optional extension: Add a third question to the two provided above:

- What decreased or increased capacities might this person have compared to others in the affected population?

For example, older people can bring knowledge and experience of coping strategies and act as caregivers, resource managers, coordinators and income generators. Emphasise that needs and capacities are like the two sides of a coin, and you will only have a complete picture if you look on both sides. If you just do a ‘needs assessment’ you will not find out about people’s capacities, which is key to their future resilience.

(Continued on next page.)

Debrief in plenary, giving each group a change to present their findings.

This set of images corresponds to the subheadings in the [Understanding vulnerabilities and capacities](#) section of the Handbook. These potentially at-risk groups are presented briefly in this section, but, more importantly, they are themes which are mainstreamed throughout the Handbook: various guidance notes refer to one or more at-risk groups.

The list in the Handbook is not exhaustive: other factors may also be relevant, such as caste, ethnicity, religious beliefs, geographical location, wealth/employment status, etc.

Humanitarian programmes must prioritise assistance to people most in need and protect those most at risk from (further) harm. This is not straightforward, and the Sphere Handbook – which is meant as an entry point into humanitarian work – does not provide detailed guidance.

In-depth guidance can be found in the references listed at the end of every chapter of the Handbook, e.g., [here](#) for WASH. Online versions contain additional further reading sections which are not in the printed book.

The Humanitarian Standards Partnership (HSP) includes whole handbooks focused on working with [children](#) and [older people and people with disabilities](#), which contain many further references.

Sphere promotes awareness of at-risk groups, high-level guidance and links to detailed information.

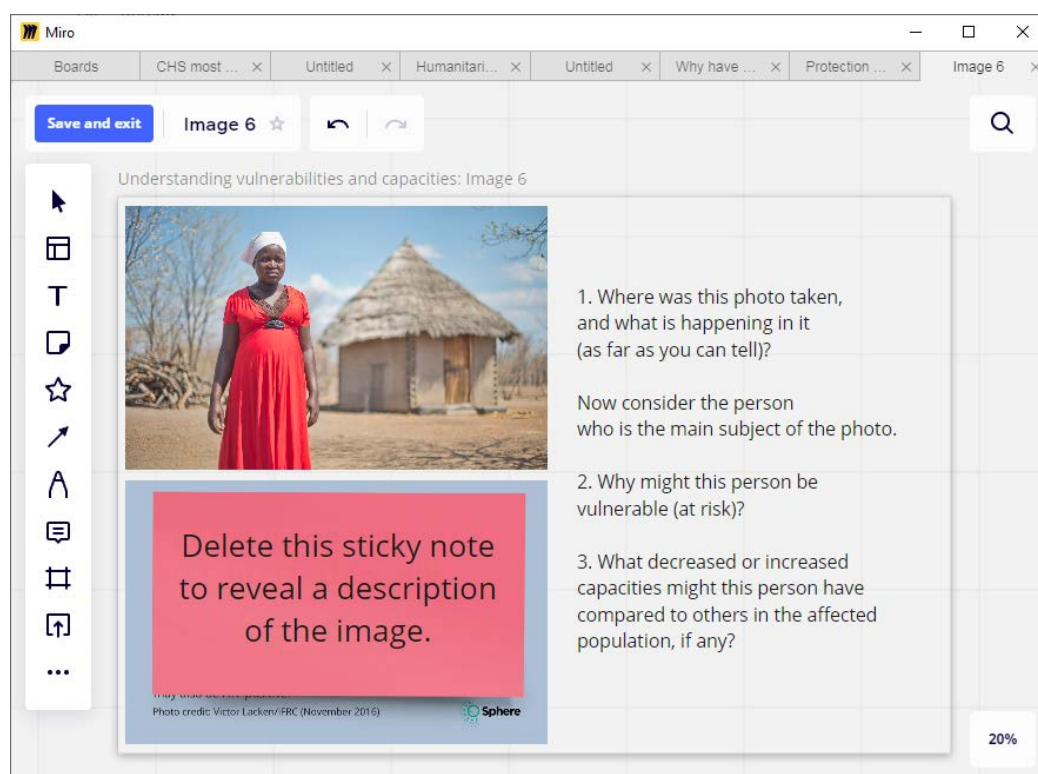


Image: Example Miro board

4.5. What else is in the “What is Sphere?” chapter?

Before moving onto the Humanitarian Charter in the following section, there is plenty more information in the “What is Sphere?” chapter that could be covered here by changing the order of activities or introducing new ones – if your intention is to present information strictly in the order it appears in the Handbook.

The Code of Conduct: The CoC is reproduced in full as [Annex 2](#) of the Sphere Handbook, and it is summarised in the What is Sphere? chapter. Module 2 of the [Sphere Training Package](#) includes a CoC interactive activity (refer to slide 19) which could easily be adapted for online use.

The structure of standards (including working with key indicators): Brief descriptions of standards, actions, guidance notes, and the different types of indicators (process, progress and target) are included in the What is Sphere? chapter. Covering the difference between standards and targets is essential and must not be rushed. This is covered in the [Standards in context](#) section below but could be moved here. Exploring the different kinds of indicators is probably too technical and unnecessarily confusing for most audiences. Refer to slides 17 and 18 of Module 2 of the Sphere Training Package if you wish to cover this.

Links with other standards: Insert the [How well do you know the Humanitarian Standards Partnership \(HSP\)?](#) activity here to follow the Handbook structure.

The standards apply throughout the programme cycle: Module 12 of the Sphere Training Package includes a “Check-Up” exercise which could be adapted for online use (refer to slides 11 to 15).

Delivering assistance through markets: If you wish to cover markets-based assistance or cash and voucher assistance (CVA), this may be a good opportunity to use resources from the [MERS Learning Hub](#), or get in touch with the [CALP Network](#). The community of Sphere trainers includes people who are also [certified CALP trainers](#).

5. The Humanitarian Charter

The Humanitarian Charter is a statement of legal rights and obligations, as well as a statement of shared belief. It summarises the core legal principles that have most bearing on those affected by disaster and conflict. It expresses a consensus among humanitarian actors on the principles which should govern response to disaster and conflict.

5.1. What is the Humanitarian Charter?

Delivery: Small groups cartoon analysis

Learning objectives: By the end of this activity, participants will be able to explain the purpose of the Humanitarian Charter. (In their ongoing work, participants will share the beliefs it contains, and be guided by it in all their work as a humanitarian actor.)

Preparation: Prepare virtual whiteboards using Sphere's [Humanitarian Charter cartoons](#); one cartoon per board. Include the three questions below. Use the postcard downloads: do not include accompanying text as found in the poster downloads and consider cropping text on the face of the cartoon.

Method: Participants should have read the Humanitarian Charter before the course (see [above](#)) but consider giving them 10 minutes now to read through or revise it.

Split participants into up to seven groups and assign them one cartoon each.

Back in plenary, give each group 2 minutes to present their cartoon, including:

- What is happening in the cartoon?
- What paragraph or sentence of the Humanitarian Charter does it relate to?
- Does the cartoon represent a **role**, a **belief**, a **principle**, a **right**, a **duty** or a **commitment**? (More than one may be appropriate.)

Debrief by saying that the Humanitarian Charter is all these things (a statement of roles, beliefs, principles, etc.) and ask if anyone has any questions.

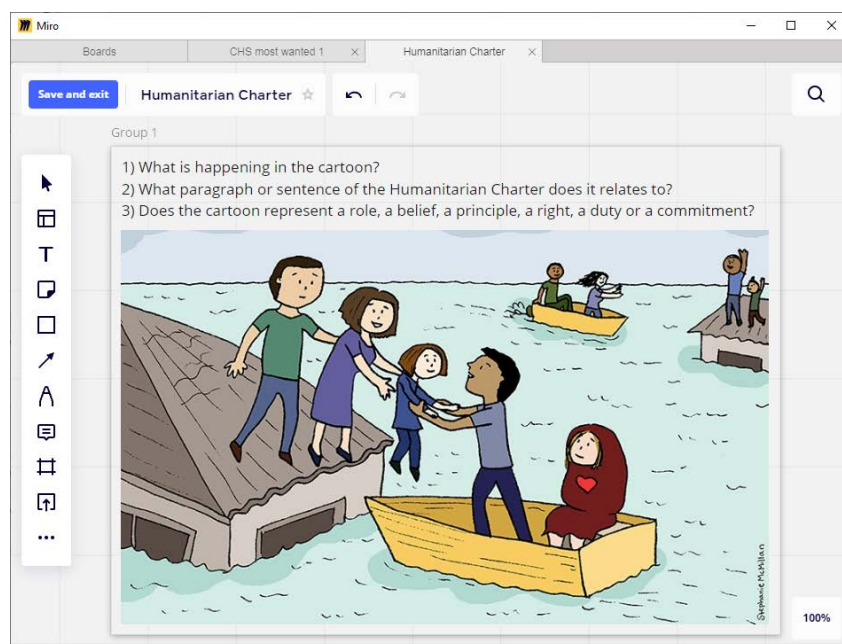


Image: Example Miro board

6. Protection Principles

The four Protection Principles apply to all humanitarian action and actors. They support the rights set out in the Humanitarian Charter and should guide anyone applying the Sphere Minimum Standards.

The Protection Principles are revisited below in the [How do you use the technical standards?](#) activity, which reinforces the link between the Principles and technical standards.

6.1. What are the four Protection Principles?

Delivery: Small groups cartoon design

Learning objective: By the end of this activity, participants will be able to recite the four Protection Principles (in essence if not verbatim).

Preparation: Prepare four blank interactive whiteboards.

Method: Place participants into 4 groups and allocate one Principle to each group. Groups should read their Principle and the accompanying guidance notes. They should then draw a picture representing that Principle. They should have the option of using a virtual whiteboard (for collaborative drawing), or, alternatively, one delegated member of the group draws on physical paper: angling their camera onto the page and implementing the ideas of the other group members.

Back in plenary, each group has a few minutes to read their Principle and explain their image.

Debriefing notes: Be prepared to challenge ideas that are not good. Be especially aware of illustrations which imply discriminatory or impartial activities, or which present people affected by crises as helpless victims.

If participants generate any **awesome ideas**, share them with the Sphere office.
(The quality of the graphic design is not important: we can easily share a good idea with a professional cartoonist.)

6.2. How do the Protection Principles apply in a real situation?

Delivery: Plenary video followed by small group discussion

Learning objective: By the end of this activity, participants will be able to demonstrate that they can use the Protection Principles to guide their humanitarian actions.

Preparation: Find a suitable video or video excerpt (maximum 5 minutes). Create 4 virtual whiteboards: each one has a photo of someone from the video and one of the Protection Principles rephrased as a question:

- How could you enhance the safety, dignity, and rights of this person, and avoid exposing them to further harm?
- How could you ensure this person's access to assistance according to their need and without discrimination?
- How could you assist this person to recover from the physical and psychological effects of their situation?
- How could you help this person claim their rights?

Sphere in action: Applying Sphere standards in the Yemen response

(<https://www.youtube.com/watch?v=aADJUoeO8M>) is suggested, but ideally find one which is closer to the context in which your participants are working.

Download the MP4 file [here](#).

Method: Watch video together. Split participants into four groups and assign each group a whiteboard. Ask them to list at least three appropriate actions. Back in plenary, give each group a couple of minutes to present their work.

Note that the Principles will be revisited later in the [How do you use the technical standards?](#) activity.

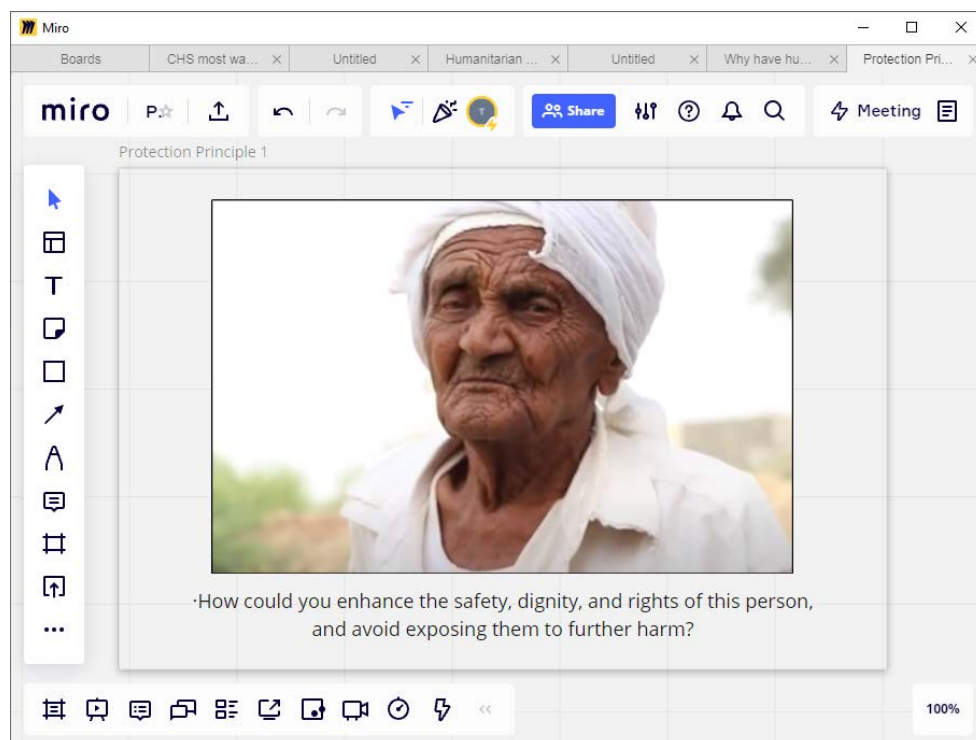


Image: Example Miro board

7. The Core Humanitarian Standard on Quality and Accountability (CHS)

The CHS is chapter three of the Sphere Handbook. It is part of the foundations on which Sphere, and the other Humanitarian Standards Partnership (HSP) are built. The [CHS Alliance](#) uses the CHS, which is a measurable and verifiable standard, to improve aid.

The [Sphere Training Package](#) includes 90 minutes of CHS materials. [The CHS Alliance](#) runs 5-day workshops dedicated to the CHS. Use the activity below to give participants a taste of the CHS but increase the amount of time spent on this topic if necessary.

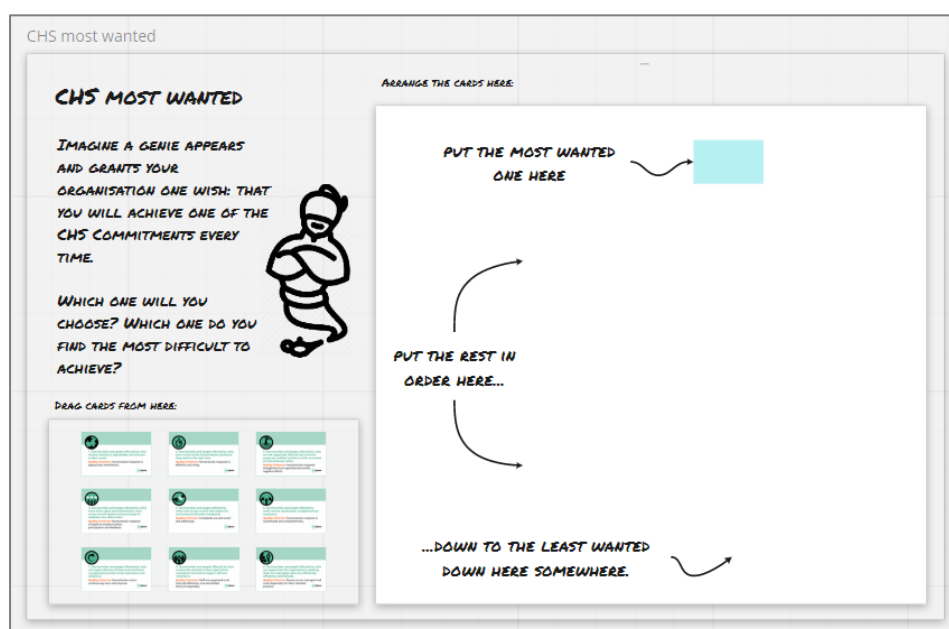
7.1. Which CHS Commitment is most difficult for you or your organisation to achieve?

Delivery: Small groups discussion/card game

Learning objectives: By the end of this activity, participants will be able to define the main uses of the CHS and can recall roughly what the nine Commitments are.

Method: This activity is described in the [Sphere Handbook Activity Cards](#) training resource which includes virtual cards (PNG images) for each of the CHS Commitments.

Resources: Miro template (as pictured below): ..



Interactive debriefing: This was just a short introduction to the CHS, but we will never be too far from it: The CHS is mainstreamed throughout the Sphere technical standards (which we will explore in the activities that follow); sometimes explicitly and often implicitly. First, invite participants to find an explicit reference in the technical standards. (Searching an online format for “Commitment” is one effective method). Next, invite participants to study a set of indicators (e.g., for [WASH standard 2.1](#)), and ask how they reflect CHS Commitments.

Suggested Handout: [The Core Humanitarian Standard in the Sphere Handbook 2018](#): a two-page handout available in French, Spanish, English and Arabic created by [Dr Oliver Hoffmann](#).

8. Standards in context

This training package does not cover each of the technical chapters individually. Additional materials can be found in the main [Sphere Training Package](#) (90 minutes per technical chapter) and in the Interworks [Sphere Technical Sectors Course](#) (1 day per technical chapter). These resources include some tactile exercises, e.g., weighing foodstuffs, which may be difficult to virtualise – so please let us know if you figure out how to replicate these in a virtual learning environment!

This section starts with a quick introduction to technical standards, followed by a case study activity in which participants are asked to analyse a situation from the points of view of different stakeholders. The video used for the case study also sets the context for the final two activities which between them cover every element of technical standards: the **standard** itself, **key actions**, **key indicators** (including **target** indicators) and **guidance notes**.

The Protection Principles are revisited. When using the technical chapters, it is important to constantly refer back to the foundation chapters (see [Four foundation chapters and four technical chapters](#)).

8.1. What are Sphere technical standards?

Delivery: Plenary video and short discussion

Learning objectives: Participants can list the technical chapters in the Sphere Handbook.

Method: Show the [What is new in the Sphere Handbook 2018?](#) video (2m38s) then pose the following questions:

- What are the four technical chapters in the Sphere Handbook? (They are shown as icons only in the video.)
- What programme options were mentioned? (Cash-based assistance, market support, distribution, services, technical assistance)
- What are indicators for? (They “help users to review and adapt their activities to meet needs as situations and people’s own priorities change”.)

This is a simple activity which is designed to summarise previous learning and bridge the gap between the foundation chapter learning above and the technical standards learning below.

Consider adding the additional [How well do you know the Humanitarian Standards Partnership \(HSP\)?](#) activity after this one for a deeper exploration of the HSP.

Alternative approach: For multi-session courses, consider using the [How can I use Sphere WASH standards for monitoring humanitarian programmes?](#) activity instead of or in addition to this one.

8.2. Who are the stakeholders in humanitarian response, and how can they use Sphere to work better together?

Delivery: Plenary video followed by small groups discussion

Learning objectives: By the end of this activity, participants will be able to: identify different stakeholders in a crisis; better express the motivations of other actors by imagining themselves in different roles; and explain how Sphere supports collaboration between diverse humanitarian actors.

Preparation: Find a suitable video or video excerpt (maximum 5 minutes).

Sphere in action: Applying Sphere standards in Brazil

(<https://www.youtube.com/watch?v=4ZnWweboskk>) is suggested, but ideally find one which is closer to the context in which your participants are working.

Download the MP4 file [here](#).

Method: Show the video. Still in plenary, ask participants to identify as many stakeholders (or stakeholder groups) as they can, including those mentioned explicitly in the video and others.

Split participants into groups and assign each group a stakeholder. As a minimum, include a **humanitarian organisation** (FFHI in the suggested video), **national or local government** (the Brazilian or Roraima government), and **people affected by crisis** (Venezuelan refugees). With more participants/groups, you could also include the host population, donors, local businesses, UNHCR, etc.

Each group should answer the following questions, answering in the capacity of their assigned stakeholder and in the context of the crisis or disaster shown in the video:

- What are your key objectives in this situation?
- What do you have that is useful (e.g., rights, capacities, materials and other resources) for achieving your objectives?
- What don't you have that you need (e.g., additional skills, money, materials and other resources) to achieve your objectives?
- How can you use Sphere to guide your actions and work together with other actors to achieve your objectives?

Optional step: If time and group dynamics allow, reformulate new groups so that each group contains one of each stakeholder. Each person should take it in turn to present their answers to the questions above. Then, as a group, they should discuss the following questions:

- What potential conflicts of interest exist between stakeholders?
- What synergies and opportunities for collaboration exist?

Debrief in plenary: Ask a representative of each team to present their answers. Draw attention to possible conflicts of interest, the importance of collaboration between stakeholders and the active participation of people affected by crises.

Optional step: Ask participants the following questions. These could be leading questions for a Fishbowl discussion³:

- What if humanitarian standards trainings could be done with all the different stakeholders together?
- What if Sphere trainings were *facilitated* by affected peoples?
- How would the impact of this training be different?

³ <https://www.facinghistory.org/resource-library/teaching-strategies/fishbowl>

8.3. How do you use the technical standards?

Delivery: Individual (or pair) analysis

Learning objectives: At the end of this activity, participants will be able to explain the purpose of **key actions**, **Protection Principles** and **guidance notes**; recognise the usefulness of Protection Principles as “overarching key actions”; and can identify and devise actions appropriate to their context with by cross-referencing the Protection Principles with information in the technical chapters.

Notes: This activity is similar to the [How do the Protection Principles apply in a real situation?](#) activity above, but this time each participant is working alone and is focused on a technical standard, with the Protection Principles taking a supporting role.

Preparation: Select one technical standard (or one group of technical standards, e.g., *Excreta management* which includes three standards) per participant. Each standard (or group) must be relevant to the case study video shown at the start of this section.

Feel free to use standards from other HSP documents too. Quickly browse all HSP standards by [searching the Interactive Handbook](#).

Method: This activity is described in the [Sphere Handbook Activity Cards](#) training resource which includes virtual cards (PNG images) for each of the Protection Principles and the Sphere technical standards.

8.4. Can you tell the difference between standards and targets?

Delivery: Small groups cartoon analysis

Learning objectives: By the end of this activity, participants will be able to confidently describe the differences between **standards**, **key indicators**, and **targets**, and can use this knowledge to correctly apply the information captured in technical humanitarian standards.

Method: The instructions and materials for running this activity are available in several languages (including English, French, Spanish, Arabic, Portuguese and Indonesian) here: <https://www.spherestandards.org/resources/standards-vs-targets-activity/>

When debriefing, relate this activity back to the video case study in the previous activity by selecting an appropriate technical standard. For the suggested video, the standard *Hygiene promotion standard 1.1: Hygiene promotion works well*:

- **Standard:** People are aware of key public health risks related to water, sanitation and hygiene, and can adopt individual, household and community measures to reduce them.
- **Selected indicator:** Percentage of target population who correctly cite two critical times for handwashing

9. Concluding the course/workshop

The default behavioural change objective (as noted in [Introduction to the course](#) above) is that the course causes an increase in the application of Sphere principles, approaches and standards by graduates (and, eventually, among the graduates' networks).

This section therefore starts by revisiting the question of why humanitarian standards are useful. The other activities are standard, but nonetheless important, end-of-course actions.

9.1. Why have humanitarian standards? (Part 2)

This activity is a continuation of [Why have humanitarian standards? \(Part 1\)](#) above. The delivery, objective, and learning objectives are the same.

Method: Reshare the same virtual whiteboard from [Part 1](#). Give participants a few minutes to add additional sticky notes. The activities run since Part 1 should have provided inspiration for all three columns.

Debriefing: Ask participants to debrief and fill in any gaps.

For **users of standards**, refer to [this infographic](#) based on a survey from 2016. 23% of people that completed the survey are “others”. This could include academics, private sector actors, donors and communities/people affected by crisis.

For the **uses of standards**, refer to the additional debriefing notes provided (which include the programme activities presented in the [The standards apply throughout the programme cycle](#) section of the Handbook).

For the **settings**, look for the subheadings in the [Understanding the operational settings](#) section of the Handbook. Participants may have interpreted “settings” differently and suggest answers like “in the field”, “in the headquarters”, “for disaster preparedness”, “for recovery”, “by the development sector”, “at university”, etc. These answers are also fine.

Resource: [why-have-standards.docx](#)

Suggested closing remarks for the course: Although operational contexts, needs, capacities and vulnerabilities are varied, qualitative Sphere standards apply universally because they reflect human rights, and **we believe that all people are born equal in terms of rights**. People are not born equal in terms of needs, capacities and opportunities which is why indicators, targets and actions must be considered in context (or “contextualised”). Guidance notes, which take up most of the Sphere Handbook, represent the knowledge and experience of thousands of experts. They help you to apply Sphere principles and standards to your context.

9.2. Did we meet our course/workshop objectives?

Delivery: Plenary discussion

Refer back to the objectives presented and agreed in the [Introduction](#). If any objectives were missed, agree with participants how this will be resolved, for example, through self-study and/or an additional meeting/session.

9.3. What did you think of the course?

Delivery: Individual survey (or other method)

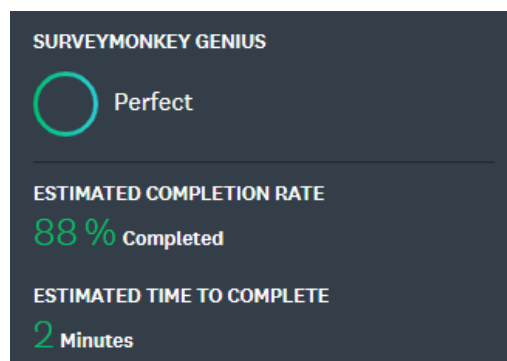
Objective: The facilitator gathers data which is required for evaluation, accountability and learning, and sets a good example to participants by doing so.

Learning objective: Participants monitor and evaluate their programmes, however large or small, so they can learn and be accountable.

Notes: It is recommended to make time *during* the course or workshop for collecting feedback. You must **evaluate** your course, including the content and your delivery of it, so that you, and the Sphere community, can **learn** from your experiences, and so that you can be **accountable** to your stakeholders, not least your participants.

For multi-day courses, be sure to **monitor** your progress by collecting feedback more than once (see [What do you think of the course so far?](#)).

Method: The easiest way to gather feedback is via an online survey using a platform like Google Forms or SurveyMonkey. The length of the survey should correspond to the length of your workshop. The example provided is appropriate for a short single-session training event of 2 to 4 hours. For longer courses, add additional questions.



In addition to a survey, consider simply asking your participants for feedback then listening. This can take a significant amount of time because everyone that wants to speak should have the opportunity to do so, and it can take some time before people start talking. For longer courses, organise a separate live feedback session, and ask one of the participants to host it so the training team doesn't need to speak at all.

Preparation: The survey should be prepared before the workshop.

Resource: [short-end-of-training-survey.docx](#)

9.4. What will you do next?

Delivery: Individual writing (group activity also possible)

Objective: Participants reflect on how they will put their new Sphere knowledge into practice and commit to specific actions. Participants demonstrate their belief that change starts not with external actors, but with them as individuals.

Method: Ask participants to write down three things they will do within the next 3 or 6 months based on what they have learned during the course.

If you are going to [Follow up on individual commitments](#) (see below), then ask participants to share their actions with you.

Consider using a Word Cloud app like Mentimeter⁴ that will create an immediate visual representation of answers to open-ended questions. For example, you can ask the following question: Imagine a world where every single stakeholder, from governments to affected peoples, used the Sphere Handbook. What can YOU do as an individual, after this course, to move us closer to this situation? Consider extending this to a group activity. This will work if participants can be split into meaningful groups, e.g., by organisation, department or location.



*Image: Example of a Word Cloud for the question:
“How do you access the Sphere Handbook, and why do you access it this way?”*

⁴ <https://www.mentimeter.com/features/word-cloud>

9.5. Where can you find more information?

Delivery: Distribution of a summary document and/or virtual flyers

Learning objectives: Participants know where to find additional information/resources and are motivated to do so.

Preparation: Prepare a virtual flyer using the template provided.

Resource: [Sphere-further-information-handout.docx](#)

If you used the additional “[How well do you know the Humanitarian Standards Partnership \(HSP\)?](#)” activity, consider including the [HSP brochure](#) (available in English only).

10. Additional activities/resources

Consider inserting these additional activities into your agenda, depending on the time you have available and your learning objectives.

10.1. How well do you know the Humanitarian Standards Partnership (HSP)?

Delivery: Small groups card game

Learning objectives: At the end of this activity, participants will be able to identify the documents and key entities that compose the HSP and can describe the relationships between them.

Resources: **Virtual cards (PNG images):** 9 documents (handbook covers with organisation logos removed), 9 HSP member entities and 8 additional entities. The final card is the HSP logo itself, which should be given to half the small groups only. A possible solution ([a-possible-solution.docx](#)), a Miro template ([HSP-documents-and-entities.rtb](#)) and an image of the Miro template ([HSP-documents-and-entities.pdf](#)) are provided.

Preparation: Check the Sphere website for new HSP members since publication of this document. Prepare one interactive whiteboard per group.

Method: Participants should map and match HSP **entities** and **documents**.



Debriefing notes:

- Sphere, LEGS and SEEP started as projects but have since become legal entities, i.e., registered charities/NGOs. LEGS and Sphere since dropped “Project” from their names.
- ADCAP (a HSP member entity) is an initiative of the Age and Disability Consortium (ADC). ADCAP and ADC have many members, but only HelpAge and CBM are currently active within the HSP.
- The Child Protection Minimum Standards Working Group, co-led by Save the Children and UNICEF, is part of The Alliance for Child Protection in Humanitarian Action (a HSP member entity). The Alliance has many members, but only Save and UNICEF are active within the HSP.
- The CHS is part of the Sphere Handbook, and is jointly owned by Sphere, CHS Alliance and Groupe URD. CHS Alliance is an associate member of the HSP.

If appropriate, distribute the [HSP brochure](#) (as a PDF or a link to it).

10.2. How can I use Sphere WASH standards for monitoring humanitarian programmes?

Delivery: Private study video (as homework)

Learning objectives: At the end of this activity, participants can describe the structure of a technical standard and explain the main purpose of each of the components: standards, actions, indicators and guidance notes.

Notes: In this video, Axel Schmidt, Sphere Focal Point in Germany and Emergency Response Coordinator for Arbeiter-Samariter-Bund Deutschland e.V. (ASB) discusses the essential concepts of Water supply, sanitation and hygiene promotion (WASH) in the Sphere Handbook. He also shares some experience with using the WASH Sphere Standards for monitoring humanitarian programmes.

Method: Ask participants to watch the video for homework (it is too long to show during a workshop) and write down the three things they remember most from it. In plenary, ask participants to share their three points.

Like [What are Sphere technical standards?](#) above, this activity should help to bridge the gap between the foundation chapter learning before and technical standards learning after.

Resource: *Sphere Standards of Water Supply, Sanitation, and Hygiene Promotion (WASH)* video: <https://www.youtube.com/watch?v=DI9GskFMuoQ>

10.3. Do you know about Sphere microlearning products?

Learning objectives: Various (as per individual microlearning asset)

Notes: Sphere posts microlearning opportunities on social media platforms so subscribers can learn something new in under 5 minutes without leaving their feeds.

The **Sphere microlearning assets** training resource includes links to microlearning posts on LinkedIn and the PowerPoint files which were used to create the PDFs which were uploaded to LinkedIn. These materials may be useful before, during or after an online Sphere workshop or course. Please share any new microlearning assets, or translations/localisations of existing ones, with the Sphere office.

<https://www.spherestandards.org/resources/sphere-microlearning-assets/>

10.4. What do you think of the course so far?

If your course is run over several days, gather feedback at the end of each day which can be quickly acted on during the course.

Objectives: Make the course better by making minor adjustments during longer courses, demonstrate monitoring with a short mid-programme feedback loop, and be accountable to participants.

Learning objectives: Participants start monitoring their programmes at the same moment they start implementing, and they use data gathered from people affected by crises to immediately make small programme adjustments.

Method: At the end of each day, form two groups and ask them to discuss in a breakout rooms “What went well?” and “What can be improved?” about the training. Ask the groups each to appoint a messenger, who will report the results of the whole group to the facilitator. As facilitator, do not comment directly but gather the feedback. Apply the learnings on the following day and give feedback on the feedback if necessary.

A simple survey (e.g., using SurveyMonkey, Google Forms, Kobo, etc.) with the same two questions could also be used. This would be quicker but less effective than the more interactive approach described above.

10.5. Have you added a training resource to your trainer profile?

Listed Sphere trainers are encouraged to submit some of their own training resources to the Sphere website, where they will be displayed on the profile page(s) of the authors.

The resource could be a training activity (for online and/or in-person workshops), a video, a handout, a case study, a white paper or another kind of document or link.

Not including resources which are mentioned elsewhere in this document, the following listed trainers have volunteered English-language training resources which you could use as the basis of additional activities.

- [Daniel Pugh: Training Outline - How to Implement Sphere Standards in the Field](#) (training activity)
- [Veronica Foubert: The Sphere Challenge](#) (training activity)

11. Post-course actions

For some participants, the course they have just completed will be the start of their Sphere learning journey. For others, it will be a continuation. Unless they disliked the course, it is not the end of their Sphere journey, and what happens next is the most important bit.

11.1. Submit your course to the Sphere Calendar

When: Soon after workshop (if not already done before the workshop)

What: Submit your event to the Sphere Calendar by clicking ADD AN EVENT here:
<https://www.spherestandards.org/events/>

If you do not have a login account on the Sphere website, you will be prompted to create one.

Include a screenshot taken during the event – as the cover image – and upload an event report. Do not include participants' names but do include how many participants there were and information about their locations and roles.

A training event report template is included in the main [Sphere Training Package](#).

Recording Sphere learning events on the Sphere Calendar is an important way in which the Sphere maintains a network-level institutional memory, and it allows Sphere focal points, listed trainers and other event organisers to showcase their activities.

11.2. Be available for mentoring and support

When: Ongoing (or for a determined period)

What: Sphere focal points have an ongoing role to support Sphere practitioners in their country or region, and listed Sphere trainers should share this responsibility with them. Ensure your graduates know whom they can contact for what kind of query.

11.3. Organise a catchup meeting

When: After 3 to 6 months (but schedule it sooner)

What: While it is possible to measure increase in participant knowledge between the start and end of a course or workshop, the important impacts of your workshop will take longer to become clear. The key questions to ask graduates are as follows:

- How has your behaviour (as a humanitarian or civil-protection actor) changed over the last 6 months?
- How have the resilience of, and outcomes for, the people you serve changed over the last 6 months?
- How influential/important was Sphere (or the Sphere course or workshop) in these changes?

The catchup meeting should be led by workshop graduates who wish to share their Sphere stories. Please introduce graduates with great Sphere stories to us at learning@spherestandards.org so we can discuss disseminating their story more widely.

Resource: [Catchup-meeting-email-and-google-form-templates.docx](#)

It may be appropriate to use an online survey, but this should be used in addition to the catchup meeting; not instead of it.

11.4. Follow up on individual commitments

When: After 3 to 6 months (but set a reminder now)

What: If you used an activity like [What will you do next?](#) then set yourself a reminder to follow up with participants.

11.5. Graduate online message group

When: Ongoing

What: Depending on the format and structure of your workshop or course, you may have already set up a message group for participants to communicate with each other during the course. Participants may have already set a group for themselves and may or may not have invited the training team. These spontaneous groups are generally more successful than those created by the training team. Finding a single platform which everyone is comfortable to use can be challenging.

Thank you for reading to the end of this document.

Please stay in touch and let us know how your training goes!

learning@spherestandards.org