Using Sphere Standards in Urban Contexts | **Module 2. Sphere Standards in Urban Contexts**

**INSTRUCTOR GUIDE**

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| For information on how to use this Instructor Guide and related documents, see “Orientation to Training Package” document |

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# MODULE 2. Sphere Standards in Urban Contexts

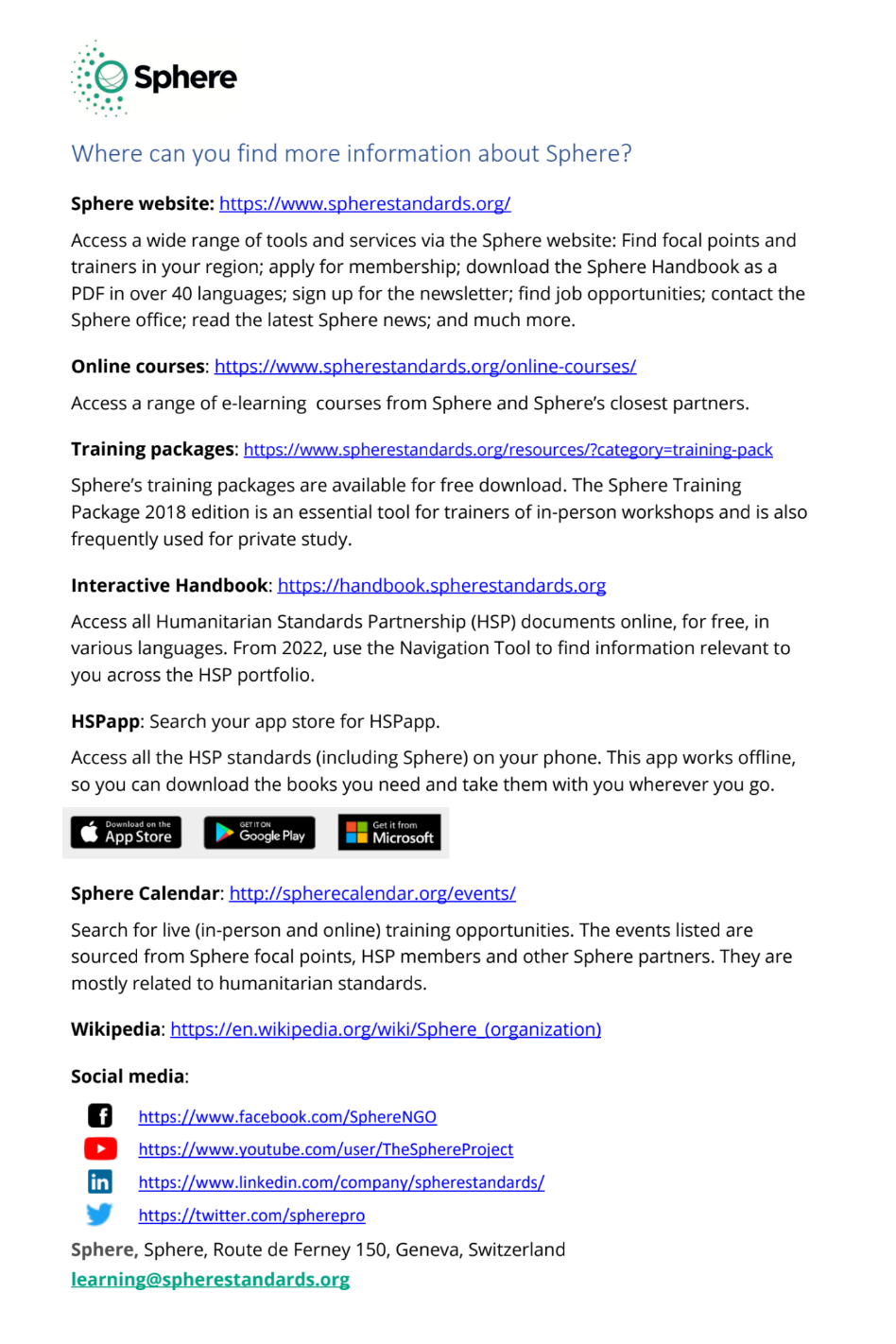
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| --- | --- | --- | --- |
| **For MODULE 2 STAND-ALONE: See Appendix B**  **[If Module 2 is delivered stand-alone, use Appendix B for Section 2.0]** | | | |
| Section 2.0 Introduction to Sphere Standards in Urban Contexts **Instructional Objectives:**   * Introduce the Module by describing the connection between needs, context, and standards in urban response. * Identify the Learning Objectives for Module 2. * Provide an overview of Module 2 Content. | | | **Total Lecture: 5 minutes**  **Total Activity: 0 minutes**  **>Required Activities:**  **0 minutes**  **>Optional Activities:**  **0 minutes** |
| **Slide Content** | **Talking Points & Instructor Notes** | **Activity Notes** | **Case Study** |
| 2.0.A. Relating Needs, Context, & Standards | | |  |
| **How do Needs, Context, and Standards Relate?** | **Talking Points**  In **Module 1**, we walked through the process of identifying needs, the assets and/or resources required to meet those needs, and we conceptualised the system we rely on to deliver assets and resources to meet needs.  In **Module 2**, we will focus on understanding how we can meet those needs in an urban context, specifically looking at the use of standards for service delivery.  The standards we focus on in this training are the Sphere Standards. |  |  |
| 2.0.B. Learning Objectives for Module 2 | | |  |
| **Learning Objectives** | **Talking Points**  To understand more about why and how applying the Sphere Standards is complex, as well as how to use the standards in urban contexts, this module will address the following learning objectives. |  |  |
| 2.0.C. Module Overview |  |  |  |
| **Overview of Module 2** | **Talking Points**  Provide an overview of topics covered in Module 2. |  |  |
| 2.0.D. Additional Reading | | | |
| * Sphere. (2016). Using the Sphere Standards in Urban Settings - Part 1. <https://www.spherestandards.org/resources/using-the-sphere-standards-in-urban-settings/>. * Sphere. (2020). Defying the myth: Why Sphere Standards are also applicable in urban settings.<https://spherestandards.org/event/sphere-standards-urban-settings-webinar/>. * Sphere. (2020). Using the Sphere Standards in Urban Settings - Part 2. <https://spherestandards.org/resources/unpacked-guide-urban-settings-2020/>. * German Red Cross. (2019).German Red Cross Scoping Study: Humanitarian Assistance in the Urban Context. <https://preparecenter.org/wp-content/uploads/2020/04/annex1_phase1_urbanmappinganalysis-1.pdf>. * German Red Cross. (2019). German Red Cross Scoping Study: Humanitarian Assistance in the Urban Context Final Report. <https://preparecenter.org/wp-content/uploads/2020/09/GRC_UrbanHumanitarianScopingStudy_final-report_updated.pdf>. * ALNAP, ODI, & HPN. (2019). Urban Humanitarian Response. <https://odihpn.org/wp-content/uploads/2019/03/GPR-12-2019-web-string.pdf>. * European Commission Directorate-General for European Civil Protection and Humanitarian Aid Operations (ECHO). (2018).The Urban Amplifier: Adapting to Urban Specificities, Report on Humanitarian Action in Urban Crises. <https://ec.europa.eu/echo/files/aid/factsheet/Urban_Report_final_version_printed.pdf>. * Archer, Diane. (2017). The future of humanitarian crises is urban. <https://www.iied.org/future-humanitarian-crises-urban>. | | | |
| Section 2.1. Defining the Sphere Standards **Instructional Objectives:**   * Introduce Sphere, including: vision, mission, and principles. * Explain the Sphere Handbook and its structure. * Define standards and distinguish between standards and indicators. | | | **Total Lecture: 30 minutes**  **Total Activity: 30 minutes**  **>Required Activities:**  **15+ minutes**  **>Optional Activities:**  **15 minutes** |
| **Slide Content** | **Talking Points & Instructor Notes** | **Activity Notes** | **Case Study** |
| 2.1. Section Overview | | | |
| **Overview of Section 2.1** | **Talking Points**  Provide an overview of topics covered in this section.  **Instructor Notes**  Note: These 20 minutes are designed as a brief refresher on Sphere basics (vision, mission, beliefs), a quick overview of the HSP (which even Sphere people may not be aware of as it is relatively new), and a look at indicators and standards (because this is extremely important and often misunderstood even by Sphere aficionados). If the participants require more information about Sphere, refer them to the extensive library of resources for trainers and learners. Please provide the Sphere Promotional Flyer included in resources if needed. |  |  |
| 2.1.A. Defining Sphere | | |  |
| **What is Sphere?** | **Talking Points**  To achieve these two core beliefs,  Sphere has the following mission:  *“To establish, promote and review quality standards for humanitarian action which provide an accountable framework for preparedness, resource allocation, response, monitoring and advocacy, before, during and after disasters and crises.”*  Sphere has the following vision:  *“Sphere’s vision is that people affected by crises must be at the centre of decisions about humanitarian protection, assistance, recovery and resilience. They have the right to prompt, effective and quality humanitarian assistance which enables them to survive crises, rebuild their lives and recover their livelihoods with respect and dignity.”*  -Sphere (2018). Using Sphere in Urban Settings: Part 2.  **Instructor Notes**  Depending on timing, discuss the core beliefs at a minimum, and highlight that Sphere develops standards to ensure these beliefs are attained. Elaborate on the mission and/or vision if desired.  Emphasise the key takeaway → Sphere Standards are used to achieve 2 core beliefs: the right to life with **dignity** AND the right to **assistance.**  See the additional reading: Using the Sphere Standards in Urban Settings - Part 1 (2016), page 4. | **Discussion (Optional)**  Q: Why do we need standards like Sphere? |  |
| **Stakeholders** | **Talking Points**  Who is Sphere for?  Sphere was created to assist people and communities affected by crises.  Sphere is relevant to all stakeholders in humanitarian response including:   * Humanitarian organisations * National or local governments * People affected by crisis * Host communities * Donors * International organisations | **Discussion (Optional)**  Q: What does community mean in an urban setting?  **Activity (Optional)**  Show the video [Sphere in Action: Applying Sphere Standards in Brasil](https://www.youtube.com/watch?v=4ZnWweboskk) → Ask participants to watch the video and identify the different stakeholder groups. |  |
| **Sphere & The Humanitarian Standards Partnership (HSP)** | **Talking Points**  Sphere is part of the [Humanitarian Standards Partnership (HSP)](https://spherestandards.org/humanitarian-standards/standards-partnership/).  The Humanitarian Standards Partnership (HSP) is an informal network of nine standard-setting initiatives and organisations. It is led by Sphere.   * It supports quality and accountability in humanitarian action by promoting the harmonised development and cross-sectoral use of standards. It supports practitioners with training opportunities, technical guidance, and advocacy. * The HSP’s eight sets of humanitarian standards were all developed in a similarly inclusive and consultative manner.   Ethical and Legal Framework:  ​​All HSP standards share a common framework of ethical and legal principles. These include: the [Humanitarian Charter](https://spherestandards.org/humanitarian-standards/humanitarian-charter/), [the Protection Principles](https://sheltercluster.s3.eu-central-1.amazonaws.com/public/docs/4.protection-principles_0.pdf), and [The Core Humanitarian Standard (CHS)](https://www.chsalliance.org/).  **Instructor Notes**  Emphasise that Sphere is part of a portfolio of standards that together form the HSP.  For a brief synopsis of the HSP, see the additional resource: Sphere, Humanitarian Standards Partnership [video].  See also the 3 Foundation Chapters of the Sphere Handbook. | **Discussion (Optional)**  Q: How does Sphere relate to other types of (humanitarian) standards?  **Activity (Optional)**  See **Activity 2.1. HSP Card Arrangement Activity** for detailed instructions.  Note: This activity is from the Sphere Online Training (2022) - Section 10.1. |  |
| 🔵 Activity 2.1. HSP Card Arrangement Activity (Optional) | | | **Activity: 15 minutes** |
|  | **Activity Type:** Small Group Card Game  **Learning Objective:**  By the end of this activity, participants will be able to:   * Identify the main documents and key entities of the HSP, and describe the relationships between them   **Preparation:**   * Prepare virtual cards (PNG Images) * Check the Sphere website for new HSP members since publication of this document. * Prepare one interactive whiteboard per group. * HSP Brochure ([online](https://www.spherestandards.org/resources/hsp-brochure-2021/) or **Supporting Documents/2.1 HSP Activity** folder)   **Participant Grouping:** Participants will play the game in small groups. Participants will then reconvene in plenary for group discussion.  Each group should designate a notetaker at the beginning of the activity.  **Activity Instructions:**  Participants map and match HSP entities and documents.  For activity instructions, see [2.1 HSP Card Arrangement Activity](https://drive.google.com/drive/u/5/folders/1g6a-LZ-moALJAnx6Zrh-IrQUJ7FBjdCh) or view online ([full activity](https://www.spherestandards.org/resources/standards-vs-targets-activity/) or [short activity](https://www.spherestandards.org/resources/sphere-microlearning-assets/)).  **Alternative Activity Option:**  For a shorter version of this activity, a microlearning format is used. Ask participants to work through these slides individually then discuss in plenary. Group discussions are often more productive, but individual activities can be more time efficient.  **Notes for the Facilitator:**  Key Takeaways:   * Sphere, LEGS, and SEEP started as projects but have since become legal entities (i.e., registered charities/NGOs). LEGS and Sphere have 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 the Children 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.   *Reference Material: See* [*2.1. HSP Card Arrangement Activity*](https://drive.google.com/drive/u/5/folders/1g6a-LZ-moALJAnx6Zrh-IrQUJ7FBjdCh).  **Online/Hybrid Delivery:**  This activity can be completed using the Main Call of an online video conferencing platform. Use the Share Screen function to display the cartoon slides. | | |
| 2.1.B. The Sphere Handbook | | |  |
| **The Sphere Handbook** | **Talking Points**  Sphere is perhaps best known for the Sphere Handbook:  *“The Sphere Handbook is one of the most widely known and internationally recognized sets of common principles and universal minimum standards for the delivery of quality humanitarian response. It reflects an integrated approach to humanitarian action which supports populations affected by disaster and crisis to survive and recover with dignity.”*  The handbook can be downloaded as a PDF, used interactively online, purchased in hard-copy, and accessed through the Humanitarian Standards Partnership (HSP) mobile app.  **Instructor Notes**  See Activity 4.2 and 4.3 in the additional resource: Sphere Online Training Package. | **Discussion (Optional)**  If possible, show a physical version of the book and/or distribute copies to participants to review. |  |
| **The Sphere Handbook Structure** | **Talking Points**  3 **Foundation** chapters - These chapters outline the ethical, legal, and practical basis for humanitarian response. These include:   * The Humanitarian Charter * The Protection Principles * The Core Humanitarian Standard   4 **Technical** chapters - The minimum standards in four key response sectors:   * Water, Supply, Sanitation, & Hygiene Promotion * Food Security and Nutrition * Shelter and Settlement * Health | **Activities (Optional)**  1) Give copies of the Sphere handbook to participants. Invite them to review the standards through discussion. Divide participants into two teams, and hold a contest to see which team can locate information in the handbook the fastest.  2) Card arrangement activity from Sphere online training (2022).  See **Supporting Documents - General/Sphere Online Training Pack/04-02 - Handbook Components** for the complete activity. |  |
| 2.1.C. Defining the Sphere Standards | | |  |
| **What are the Sphere Standards?** | **Talking Points**  **Definition of Standard**  Derived from the principle of the right to life with dignity. These are general and qualitative in nature, stating the minimum to be achieved in any crisis.  **Example of a standard**  Vector control standard 4.1: Vector control at settlement level - People live in an environment where vector breeding and feeding sites are targeted to reduce the risks of vector-related problems.  **Instructor Notes**  For further explanation, see the additional reading: The Sphere Handbook, pages 8–9. | **Discussion (Optional)**  Reflect on the example provided to demonstrate the general, qualitative, and minimum nature of the standard.  **Activity (Optional)**  Invite participants to explore the Sphere handbook (physical handbook) or review a standard and structure in the electronic version. |  |
| **Structure of Standards** | **Talking Points**  →In the next section, we will explore how to use the Standards in Urban Contexts.  →First, we need to understand the different parts of a standard.  Let’s take a closer look at the structure of a standard.  The three main elements of a standard are: key actions, key indicators, and key guidance notes.  **Instructor Notes**  Introduce the three main elements of a standard, highlighting that the next slide will show an example. |  |  |
| **Example Standard** | **Talking Points**  **Example: Malaria in Chennai, India**  **Key Action** - Assess vector-borne disease risk for a defined area.  → What is the risk of malaria in Chennai?  → Is the incidence rate higher than the WHO norm?  → Is the area close to or does it contain breeding sites for the vector?  **Key Indicator** - Percentage of identified breeding sites where the vector’s life cycle is disrupted.  **Guidance Notes** - Assessing risk factors.  → In the context of malaria, identify the proportion of the population that has access to antimalarials, the population’s proximity to stagnant/wet areas, and/or the population’s risk of increased exposure.  **Instructor Notes**  Discuss examples of key actions, indicators and guidance notes.  Conclude discussion by highlighting the importance of indicators, and that it’s important to understand the difference between a standard and an indicator.  For further information on the example, see the additional reading: Urban Malaria: Understanding its Epidemiology, Ecology, and Transmission across Seven Diverse ICEMR Network Sites. |  |  |
| **Key Indicators** | **Talking Points**  **Indicators:**   * They provide a way to capture process and programme results against the standard and over the life cycle of a response. * Minimum quantitative requirements are the lowest acceptable level of achievement for standards and are only included where there is sectoral consensus.   **Instructor Notes**  Describe indicators in more depth, with the corresponding example of an indicator linked to standard 4.1  **Indicators:**   * Objective statements used to assess if standards are being met. * Tools that provide units of measurement to achieve standards. * Specific thresholds that represent measurable quantitative minimums for meeting a standard. * Three categories of indicators: process indicators, progress indicators, and target indicators. * Adapted to context. | **Activity (Optional)**  Invite participants to flip through different standards and review indicators, identifying the characteristics of indicators and how they differ from standards. |  |
| 2.1.D. Meeting Sphere Standards | | | |
| **Standards Versus Indicators**    **Example of Standards Versus Indicators** | **Talking Points**  How do we ensure we are meeting standards?  We measure them through indicators.  How do standards compare to indicators?   * Standards are universal. * Indicators are context specific. * Indicators should be delt with in a smart and creative manner.   Let’s check the example from the Rohingya refugee crises in Bangladesh – 2017. In the photo, the black structure adjacent to the shelter in the photo is a latrine. The handpump shown is a shallow tube well. It is clear that the underlying problem of the water contamination is by the close proximity of latrines. Separation in this case is approximately 1m. Sphere guidance (see page 115 – guidance supporting standard 3.1) promotes 30m as a minimum when more technical analysis is not available.  If we examine this case more closely in relation to Sphere standards, we find that:   * Sphere indicators note that the maximum distance between shelters and latrines should be <50m. This was routinely surpassed in many areas with latrines much closer than 50m. See guidance notes supporting WASH standard 3.2 on page 117. * Sphere indicators call for distance to water points not to exceed 500m. Again, due to the crowded site area, most areas of the camp exceeded this with very short travel distances to water points. See indicators supporting WASH standard 2.1 on page 106. * These two factors (while both positive if taken alone) led to problems in meeting other Sphere guidance, however. Sphere suggests a minimum of 30m between water points and latrines, which was clearly not met, and which did lead to widespread contamination of the shallow tube wells throughout the camps all of which are environmental warning signs of public health problems. See guidance supporting WASH standard 3.1 on page 115.   **Instructor Notes**  The simple point here is to remind participants that the indicators are only indicators and must be considered in context of the overall situation, and in consideration of one another – **no one indicator stands alone as a clear indication of success or failure.**  Make it clear that indicators, not standards, must be adapted for the urban environment → see optional discussion question. | **Discussion (Optional)**  Q: We must adapt Sphere Standards for the Urban context - True or False?A: False - Sphere Standards are universal. Indicators must be adapted for the urban context.  **Activity (Required)**  In groups, participants will reflect on a series of images to identify and distinguish between standards and indicators (or targets).  See **Activity 2.1. Standards vs. Targets** for detailed instructions.  Note: This activity is from the Online Sphere Training Package. |  |
| 🔴 Activity 2.1. Standards vs. Indicators (Required) | | | **Activity: 15+ minutes** |
| **Graphical user interface, application  Description automatically generated**    **Graphical user interface, text, application  Description automatically generated** | **Activity Type:** Small Group Cartoon Analysis  **Learning Objectives:**  By the end of this activity, participants will be able to:   * Describe the differences between standards, key indicators, and targets * Interpret and apply technical humanitarian standards   **Preparation:** SeeModule 2 **Supporting Documents** **/2.1 - Standards vs. Targets** folder or view [online](https://www.spherestandards.org/resources/standards-vs-targets-activity/) for further information.  **Participant Grouping:** Participants will complete the cartoon analysis in small groups. Assign each group a set of images. Participants will then reconvene in plenary for group discussion.  Each group should designate a notetaker at the beginning of the activity.  **Activity Instructions:**  In groups, participants will reflect on a series of images to identify and distinguish between standards and indicators (or targets).  For instructions to full or short\* versions of the activity see specified folder above or view online ([full activity](https://www.spherestandards.org/resources/standards-vs-targets-activity/) or [short activity](https://www.spherestandards.org/resources/sphere-microlearning-assets/)).  **Alternative Activity Option:**  For a shorter version of this activity, a microlearning format is used. Ask participants to work through these slides individually then discuss in plenary. Group discussions are often more productive, but individual activities can be more time efficient.  **Notes for the Facilitator:**  Key Takeaways:   * Pursuing targets rather than standards is to assume that everyone is born with equal needs, rather than equal rights, which is a potentially harmful error. * Always consider the context, including the needs, capacities, and vulnerabilities of the people you are trying to assist. * People affected by crisis should participate actively at every stage of the response.   Note: This activity is from the Online Sphere Training Package.  Languages Available: English, French, Spanish, Portuguese, Bahasa Indonesia, and Arabic.  \*The shorter version is available in English, French, and Turkish.  Note: The activity can be run in any language because the main content is a set of 12 cartoons which contain no writing.  *Reference Material: See Module 2 Supporting Documents/2.1 HSP activity.*  **Online/Hybrid Delivery:**  This activity can be completed using the Main Call of an online video conferencing platform. Create a breakout room for each group. Participants can record their notes using the Chat function or an online collaboration platform (e.g., Jamboard, Google Slides, Google Docs). | | |
| **Meeting the Standards** | **Talking Points**  *“Conforming to the Sphere standards does not mean implementing all key actions or meeting all key indicators of all standards. The degree to which an organisation can meet the standards will depend on a range of factors, some of which are beyond their control.” (Sphere handbook)*  *“Access to the affected population, or political or economic insecurity, may make achieving the standards impossible in some contexts.” (NDMA training)*  It is an uncomfortable truth that no humanitarian programme will ever result in all the standards being met for all affected people. The best humanitarian programmes improve conditions for affected populations without negative consequences for other people and the environment.  **BE CREATIVE!**  **Action 1**  A high-quality and accountable programme brings about improvements against standards which are evidenced by improved indicator readings.   * “High-quality” means effective, efficient, and appropriate. Limited resources should be allocated based on need. * Assessment and analysis using indicators will help you prioritise activities.   **Action 2**  “If the Sphere Standards cannot be met for all or some groups from the affected population, investigate why, and explain the gaps, as well as what needs to change.”   * Sphere Standards and indicators provide an internationally recognised framework to explain and quantify the impacts of your programme and the remaining gaps. A large part of organisational learning should come from people’s feedback and complaints that have been addressed.   **Action 3**  “We will continue to advocate that states and other parties meet their moral and legal obligations towards affected populations.”  **Action 4**  “We offer our services in the belief that the affected population is at the centre of humanitarian action, and recognise that their active participation is essential to providing assistance in ways that best meet their needs, including those of vulnerable and socially excluded people.”  **Instructor Notes**  The majority of the content included is drawn from the Sphere in Practice online training and MOOC (Module 1: Introduction, Topic 5: A consistent approach, Screen 3: Adopting the Sphere approach). | **Discussion (Optional)**  Q: What if the minimum requirement cannot be met or must be changed? A: “The Sphere standards are an expression of the fundamental rights related to life with dignity, and remain constant. The indicators and minimum requirements may need to be adapted to be meaningful in context. In cases where the standards are not met, any proposal to reduce the minimum requirements should be considered carefully. Agree any changes collectively and report the shortfall in actual progress against the minimums widely. In addition, humanitarian organisations must assess the negative impact on the population of not meeting a standard and take steps to minimise any harm. Use this response gap for advocacy and strive to reach the indicators as soon as possible” (Handbook, p.9).  Q: What if minimum standards are better than the current living conditions? A: In cases where the minimum requirements exceed the living conditions of the host community, consider how to reduce potential tension, such as by offering community- based services. In some situations, national authorities may establish minimum requirements that are higher than the Sphere Minimum Standards.  Q: Are there irrelevant standards?  A: See Sphere 2018 page 5 for answer. |  |
| 2.1.E. Additional Reading | | | |
| * Sphere. (2016). Using the Sphere Standards in Urban Settings - Part 1. <https://www.spherestandards.org/resources/using-the-sphere-standards-in-urban-settings/>. * Sphere. (2018). The Sphere Handbook.   + Downloadable PDF: <https://spherestandards.org/wp-content/uploads/Sphere-Handbook-2018-EN.pdf>.   + Interactive Handbook: <https://handbook.hspstandards.org/en/>.   + Print copies: <https://spherestandards.org/buy/>. * Sphere. (2022). Sphere Online Training Package. <https://www.spherestandards.org/resources/sphere-online-training-package/>. * Sphere. (2018). What is New. <https://spherestandards.org/wp-content/uploads/Sphere_Brochure_ENG_442x210_20181031_LR.pdf>. * Sphere (n.d.). Promotional Flyer. (File under “Supporting Documents” or in the [appendix A below](#_rw2p917zkqbd)) * Sphere. Sphere in Practice online training and MOOC. <https://www.spherestandards.org/sphere-in-practice/>. * Sphere. The Humanitarian Standards Partnership [video]. <https://spherestandards.org/wp-content/uploads/Humanitarian-standards-HSP-en.mp4?_=1> * Sphere. The Humanitarian Standards Partnership. <https://spherestandards.org/humanitarian-standards/standards-partnership/> * The Humanitarian Standards Partnership. The Humanitarian Standards Partnership (HSP) App. <https://spherestandards.org/humanitarian-standards/app/>. * Wilson, M., et al. (2015). Urban Malaria: Understanding its Epidemiology, Ecology, and Transmission across Seven Diverse ICEMR Network Sites. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4574269/>. | | | |
| Section 2.2. Conceptualising the Sphere Standards in Urban Contexts **Instructional Objectives:**   * Introduce the importance of using Sphere Standards in urban contexts. * Introduce using Sphere Standards in complex environments. * Introduce standards in the urban context through the Urban Response Case Study: War in Ukraine. * Apply Sphere Standards to urban contexts using examples. * Adapt indicators for urban contexts using examples. * Identify key considerations for using Sphere Standards in urban contexts. | | | **Total Lecture: 20 minutes**  **Total Activity: 20 minutes**  **>Required Activities:**  **20 minutes**  **>Optional Activities:**  **0 minutes** |
| **Slide Content** | **Talking Points & Instructor Notes** | **Activity Notes** | **Case Study** |
| 2.2. Section Overview | | |  |
| **Overview of Section 2.2** | **Talking Points**  Provide an overview of topics covered in this section. |  |  |
| 2.2.A. Sphere Standards in Urban Contexts | | |  |
| **Why are the Sphere Standards Important in Urban Contexts?** | **Talking Points**  Why are Sphere Standards important in urban contexts?  The Sphere Standards are important for humanitarian response in urban contexts because they:   * **Improve our understanding** of needs and assets; * **Establish standards** for service delivery; * Use a **people-centred and rights-based approach**; * Ensure that needs are met in an **ethical way**.   We rely on standards to ensure needs are met, programmes are successful, and that people are having their needs met while also preserving dignity. |  |  |
| 2.2.B. Urban Complexity & Sphere | | |  |
| **Urban Complexity & Sphere** | **Talking Points**  We’ve considered the challenges and complexities associated with urban contexts, as well as the opportunities.  Because the urban context is complex, the application of Sphere Standards in urban contexts is also complex.  →In this module, we will look at how Sphere Standards can be used in humanitarian response to address the needs of a population in an urban context. |  |  |
| 2.2.C. Case Study: War in Ukraine | | | |
| **Situation Report 4** | **Talking Points**  Recall that urban spaces are complex.  In Ukraine, some of these complexities include:   * Mariupol is surrounded, with no communications abilities or access to conduct needs assessments. * Residential buildings in Kharkiv have been destroyed, and people are sheltering in subways (not designed for long-term living). * Even though Lviv has established infrastructure, the mayor has warned the city is at the limits of its capacity to provide aid.   Identified needs include: shelter for women in Lviv, clean water and appropriate shelter in Kharkiv, and food in Dnipro. In Mariupol, needs are unknown due to the lack of access to conduct needs assessments.  How do we ensure we are meeting needs?  We can use the Sphere Standards.  Applying Sphere Standards in Lviv, Kharkiv, Dnipro, and Mariupol may be more challenging given the context.  These complexities often impact how we apply and measure standards. | **Activity (Required)**  Using the Case Study, this activity aims to help participants think about applying standards and indicators in the urban context, and understand how it may be different and/or more complex than in a traditional response context.  See **Activity 2.2. Exploring Standards in the Urban Context** for detailed instructions. | **Case Study**  In Kharkiv: people are sheltering in the subway, and over 1500 residential buildings have been destroyed.  In Mariupol: women, children, and the elderly were rescued from a steel mill that was housing civilians and Ukrainian forces.  In Mariupol: civilians (mostly women and children) sheltering in a theatre were killed by Russian bombing.  How do these examples of shelter in Ukrainian urban areas relate to the Sphere Standards? |
| 🔴 Activity 2.2.1 Exploring Standards in the Urban Context (Required) | | | **Activity: 5 minutes** |
|  | **Activity Type:** Group Brainstorm  **Learning Objective:**  By the end of this activity, participants will be able to:   * Identify how the application of standards in urban contexts may be different than in traditional response contexts   **Preparation:** None  **Participant Grouping:** All participants engage as one group, in plenary.  **Activity Instructions:**  Using the Case Study, this activity aims to help participants think about applying standards and indicators in the urban context, and understand how it may be different and/or more complex than in a traditional response context.   1. Consider the complexities of a situation update   *Residential buildings in Kharkiv have been destroyed, and people are sheltering in subways (not designed for long-term living).*   * Prompt: What are some of the complexities associated with meeting needs and providing assets/resources in this situation?  1. Relate the situation update to Sphere Standards   As we will discuss, one of the main themes for Sphere Standards relates to shelter and settlement. Consider the following standard:  *Shelter and settlement standard 2: Location and Settlement Planning*  *Shelters and settlements are located in safe and secure areas, offering adequate space and access to essential services and livelihoods.*   * Prompt: How could this standard be applied to help meet the needs of the Kharkiv population sheltering in subways? * Prompt: How might the application and measurement of this standard in an urban context be different from in a traditional response context?   **Discussion:** Invite participants to consider specific examples related to the standard and situation update, such as:   * What if adequate space is not available? → Space in the subways is insufficient, and there is no land available nearby to use for shelters. * How do we address indicators related to providing settlement within an area with minimal known natural or human-made threats in this urban context? → Perhaps you can provide shelter in a city that is away from one threat, but given population density or reliance on centralised resources, they may be exposed to a different risk.   **Notes for the Facilitator:**  To aid participants during discussion, develop an additional scenario (or draw on a scenario from participants) to use as an added focus tool. → Use this scenario to discuss specific examples and provide an explanation of applying an adequate space standard.  **Online/Hybrid Delivery:**  This activity can be completed using the Main Call of an online video conferencing platform. Discussion can be conducted verbally and/or using the Chat function. | | |
| 2.2.D. Conceptualising Application | | |  |
| **How do we use Sphere Standards in Urban Contexts?** | **Talking Points**  What does applying a Sphere Standard look like in the urban context?   * Review the example standard provided - Water Supply Standard 2.1 -   “People have equitable and affordable access to a sufficient quantity of safe water to meet their drinking and domestic needs” (Sphere Handbook, p. 105).   * The aim of this standard is to ensure reasonable access to water without wasting too much of people’s productive time. * What would applying this standard look like in the urban context?   In the next slide, we will explore an example of how applying a standard may be different in an urban context versus a traditional response context.  **Instructor Notes**  Through lecture or using the optional discussion question, highlight the following two points:   * Recall, at the start of this module we discussed how applying the Sphere Standards in an urban context can be more complex than applying them in a traditional context. * Recall, from the section on Sphere   + standards are universal   + indicators must be adapted.   If using the discussion question approach, encourage participants to identify how this standard could look different in an urban context versus a traditional context (i.e., the indicators). | **Discussion (Optional)**  Q: What does applying this standard look like in an urban vs. traditional context?   * Note that the standard won’t change → it is universal. * The way we measure meeting this standard may change. * The way we measure changes because of the nature of the different context → the complexities of the urban context. | **Case Study**  In Eastern Ukraine, shortages of drinking water pre-existed the current crisis. But the Russian invasion has worsened this issue: water pipes have been destroyed, and power cuts have stopped water pumps.  Many residents have no access to water due to heavy fighting. In some urban areas, humanitarian aid is restricted due to lack of access.  In Mariupol, thousands are using unsafe water sources because they have no other options. Kharkiv's water system has also been affected.  Overall, about 1.4 million people in Ukraine are currently without access to safe water.  The lack of sanitation in these settings spreads disease and causes additional health needs.  This context makes using the Sphere Standards more complex. |
| **Applying a Sphere Standard** | **Talking Points**  Let’s look at the whole standard → specifically the indicators.  How would these apply in an urban context?  **Instructor Notes**  Through lecture or using the optional discussion question, run through the following example.  **Example:**  Indicator 5 (Distance to Nearest Water Point) and  Indicator 6 (Queuing Time at Water Sources)  Urban considerations impacting the application of the standard:   * Location of piped water * Key: does water come from other sources?   + Wells   + Surface water   + Vendors selling water in informal settlements. * Is this a wealthy established area or lower income, less established, or informal settlement?   + Wealthy - most likely piped water   + Informal - vendors sell water. * What is the formal market for water delivery?   + Consider do no harm: intervention should not impact the long-term market   + E.g., when humanitarian organisations pay for water, their purchase can drive local prices up through high demand. * How is the water supply restored?   + If piped water, technical specialists are needed (who may be unavailable in a crisis). * What is the power requirement for providing water?   + Is the required power available? * What if water dependency is higher than the standard? * What if water dependency is lower than the standard?   + E.g., the standard alots 15L minimum per day, but what if prior to the event the normal household needed more than this?   + Conversely, if the affected community is an informal settlement, perhaps they rely on less than 15L per day in normal conditions. | **Discussion (Optional)**  Q: Reflecting on our understanding of the urban context and the complexities of this environment, how would these indicators apply?  Let’s look at examples:  *Indicator 5 - Distance to the Nearest Water Point*  *Indicator 6 - Queuing Time at Water Sources*  A: Through discussion, prompt participants to identify urban considerations provided in the Instructor Notes. |  |
| 2.2.E. Adapting Indicators | | |  |
| **How do we adapt indicators to context?** | **Talking Points**  Let’s look at some other examples of how indicators could be adapted for the urban context. | **Activity (Required)**  In this activity, participants will practise adapting the indicators of two different standards using relevant challenges drawn from the Case Study.  See **Activity 2.2. Adapting Indicators for the Urban Context** for detailed instructions. |  |
| 🔴 Activity 2.2.2 Adapting Indicators for the Urban Context (Required) | | | **Activity: 15 minutes** |
| Graphical user interface, text, application  Description automatically generated | **Activity Type:** Group Discussion  **Learning Objectives:**  By the end of this activity, participants will be able to:   * Identify potential ways that indicators can be adapted for the urban context * Describe complexities associated with applying indicators in the urban context   **Preparation:** None  **Participant Grouping:** Participants will complete the activity in pairs.  Each group should designate a notetaker at the beginning of the activity.  **Activity Instructions:**  In this activity, participants will practise adapting the indicator of one or two different standards (time permit) using relevant challenges drawn from the following Case Studies.   1. Adapting the Indicator for **Water Supply Standard 2.1**    1. Prompt: All participants review the following text.   ***Water supply standard 2.1: Access and water quantity*** *People have equitable and affordable access to a sufficient quantity of safe water to meet their drinking and domestic needs.*  ***CASE STUDY CHALLENGE 1.***  *Large amounts of the water pipe infrastructure have been destroyed by bombing in urban areas. Urban areas that are surrounded and lacking water infrastructure are struggling to access any source of safe water.*  *Mykolaiv Oblast: Only 10L of water per person has been delivered (1 delivery, unclear if that was per day). This is lower than Sphere Water Supply Standard 2 - Indicator.*  *Kharkiv: MSF is delivering water sanitation systems to thousands of people sheltered in subway stations.*   * 1. Prompt: In pairs, participants discuss how the indicator would be applied to the case study context. Consider the following:      1. Does this indicator apply?      2. Does it need to be adapted?      3. If so, how would you adapt this indicator?      4. What considerations should be made when adapting this indicator?  1. Adapting the Indicator for **Shelter and Settlement Standard 3. Living Space** 2. Prompt: All participants review the following text.   ***Shelter and Settlement Standard 3: Living Space***  *People have access to living spaces that are safe and adequate, enabling essential household and livelihoods activities to be undertaken with dignity.*  ***CASE STUDY CHALLENGE 2.***  *Kharkiv: Thousands of residents have sheltered in subway stations (30 stations within the city). Using aerial imagery, it is clear the minimum 3.5 square metres of living space per person is not being met (Sphere Shelter Standard 3 - Indicator).*  *There is minimal space to conduct fundamental activities (Sphere Shelter Standard 3 - Key Action).*  *It is possible many don't feel safe due to the bombings (Sphere Shelter Standard 3 - Indicator).*  *Diseases are spreading due to the lack of sanitation.*  *Although some have access to tents, many do not have a private enclosed space.*   1. Prompt: In pairs, participants discuss how the indicator would be applied to the case study context. Consider the following:    * + 1. Does this indicator apply?        2. Does it need to be adapted?        3. If so, how would you adapt this indicator?        4. What considerations should be made when adapting this indicator?     **Discussion:** If time allows, invited participants to discuss the following:   * Describe any instances where indicators could be applied without adapting, and identify why. * Describe any instances where indicators needed adapting, and identify why and how they were adapted. * Identify any considerations or challenges associated with adapting indicators.   **Instructor Notes:**  If you are short on time, discuss only one case study challenge.  **Online/Hybrid Delivery:**  This activity can be completed using an online video conferencing platform. Create a breakout room for each group. Participants can record their notes using the Chat function or an online collaboration platform (e.g., Jamboard, Google Slides, Google Docs). | | |
| 2.2.F. Additional Reading | | | |
| * Sphere. (2016). Using the Sphere Standards in Urban Settings - Part 1. <https://www.spherestandards.org/resources/using-the-sphere-standards-in-urban-settings/>.   + **\*Specifically Section 10. Checklist for considering Standards in urban contexts\*** * Sphere. (2018). The Sphere Handbook.   + Downloadable PDF: <https://spherestandards.org/wp-content/uploads/Sphere-Handbook-2018-EN.pdf>.   + Interactive Handbook: <https://handbook.hspstandards.org/en/>.   + Print copies: <https://spherestandards.org/buy/>. * Sphere. (2019). Sphere in action: Applying the Sphere standards in the Yemen response [video]. <https://www.youtube.com/watch?v=aAADJUoeO8M>. * Sphere. (2020). Using the Sphere Standards in Urban Settings - Part 2. <https://spherestandards.org/resources/unpacked-guide-urban-settings-2020/>. * Sphere. (2022). Sphere Online Training Package. <https://www.spherestandards.org/resources/sphere-online-training-package/>. * Patel, R.B., Chadhuri, J. Revisiting the Sphere standards: comparing the revised Sphere standards to living standards in three urban informal settlements in Nairobi, Kenya. Int J Humanitarian Action 4, 6 (2019). <https://doi.org/10.1186/s41018-019-0054-y>. * Meaux, A., & Osofisan, W. (2016). A Review of Context Analysis Tools for Urban Humanitarian Response. <https://pubs.iied.org/sites/default/files/pdfs/migrate/10797IIED.pdf>. | | | |
| Section 2.3. Applying the Sphere Standards in Urban Contexts **Instructional Objectives:**   * Practise applying Sphere Standards and adapting indicators in the urban context. * Consider the needs, assets, and stakeholders in urban systems when applying Sphere Standards and adapting indicators. * Identify complexities that impact the application of Sphere Standards in urban contexts. | | | **Total Lecture: 5 minutes**  **Total Activity: 20 minutes**  **>Required Activities:**  **20 minutes**  **>Optional Activities:**  **0 minutes** |
| **Slide Content** | **Talking Points & Instructor Notes** | **Activity Notes** | **Case Study** |
| 2.3. Section Overview | | | |
| **Overview of Section 2.3** | **Talking Points**  Provide an overview of topics covered in this section. |  |  |
| 2.3.A. Practise Applying the Standards | | | |
| **The SPICE Systems Approach** | **Talking Points**  Now that you’ve practised adapting indicators, apply the process to your systems map from Module 1.   * Consider how needs interact, what assets may be mobilised, and how various stakeholders may be impacted by standards being met or unmet.   As you’re doing this, remember the types of complexities that exist in the systems.  Revisiting the examples from the previous module on complexity,   * **Space and settlements** → overlapping physical boundaries, overlapping urban public spaces * **Politics and governance** → leadership and community representation, multi-stakeholder leadership and engagement * **Infrastructure and services** → varying demands and stressors * **Culture and society** → community, social cohesion * **Economy and livelihoods** → marginalisation, access   **Instructor Notes**  Participants may require time to review their systems map and refamiliarise with their groups. | **Activity (Required)**  Participants will practise applying standards and adapting indicators using the Case Study and systems maps from previous activities.  See **Activity 2.3. Standards, Indicators, & Systems** for detailed instructions. | **Case Study**  In Kharkiv, the Ukrainian Red Cross organised a call-centre to collect lists of needs from the population. Volunteers are helping more than 600 people with food and medicine requests → Needs analysis and people-centred approach.  If we think about the larger system, it's not just one organisation but many organisations trying to determine and respond to the needs of the people in Kharkiv.  MSF is conducting training for hospitals and setting up water sanitation systems for people living in the subway.  Ukrainian volunteers are distributing aid to people who are still living in Kharkiv (particularly, to vulnerable populations such as children, the elderly, the disabled, etc.). |
| 🔴 Activity 2.3. Standards, Indicators, and Systems (Required) | | | **Activity: 20 minutes** |
| Text  Description automatically generated with low confidence | **Activity Type:** Group Discussion  **Learning Objectives:**  By the end of this activity, participants will be able to:   * Adapt indicators for the urban context * Describe complexities associated with applying indicators in the urban context   **Preparation:** None  **Participant Grouping:** Participants will complete the activity in the same groups as previous activities. (Ensure the groups are the same as Module 1 Activity 1.2. Part 2 - Systems Modelling Using the Five Urban Systems Approach.)  Each group should designate a notetaker at the beginning of the activity.  **Activity Instructions:**  Participants should be reminded of the SPICE system approach and then they will practise applying standards and adapting indicators using the Case Study and systems maps from previous activities.  1. In your groups, revisit your systems map through the lens of Standards & Indicators:   * Prompt: Discuss the following and summarise your key findings to share with the group * Use the following Sphere Standard, Key Actions, Key Indicators and Guidance Notes.   **Standard:** Excreta management standard 3.2: Access to and use of toilets. People have adequate, appropriate and acceptable toilets to allow rapid, safe and secure access at all times.  **Key Actions**: (1) Determine the most appropriate technical options for toilets, (2) Quantify the affected population’s toilets requirements based on public health risks, cultural habits, water collection and storage, and (3) Consult representative stakeholders about the siting, design and implementation of any shared or communal toilets.  **Key Indicators**: Ratio of shared toilets and Distance between dwelling and shared toilet.  **Guidance Notes***:* What is adequate, appropriate and acceptable? Accessibility, Quantifying toilet requirements and Household, shared or communal.  *Using the a*ccess to and use of toilets *Standard.*   * + How will you apply this standard and adapt its indicators?   + What elements of your system are related to this standard and its indicators?   + What stakeholders and assets will impact applying this standard?   2. In your groups, reflect on your personal experiences of applying Sphere Standards in an urban context:   * Prompt: Discuss the following and summarise your key findings to share with the group   + How did you adapt the indicators?   + What were the challenges in applying standards?   **Notes for the Facilitator:**  Remind participants of the five urban system approach and ensure that groups use their previously developed system map in 1 Activity 1.2. Part 2 - Systems Modelling Using the Five Urban Systems Approach.)  Encourage participants to organize their responses using a table format or another method of their choice.  1. Provide the participants with 10-15 minutes to respond to all of the questions shown on the slides.  2. The purpose of this step is to make connections with real world applications and draw on the expertise of the participants.   * Prompt them to be prepared to share the learning of their peers in the full group.   **Online/Hybrid Delivery:**  This activity can be completed using an online video conferencing platform. Re-create the same breakout room groups from the previous activity. Participants can record their notes using the Chat function or an online collaboration platform (e.g., Jamboard, Google Slides, Google Docs). | | |
| 2.3.B. Additional Reading | | | |
| * Sphere. (2016). Using the Sphere Standards in Urban Settings - Part 1. <https://www.spherestandards.org/resources/using-the-sphere-standards-in-urban-settings/>.   + **\*Specifically Section 10. Checklist for considering Standards in urban contexts\*** * Sphere. (2020). Using the Sphere Standards in Urban Settings - Part 2. <https://spherestandards.org/resources/unpacked-guide-urban-settings-2020/>. * Sphere. (2018). The Sphere Handbook.   + Downloadable PDF: <https://spherestandards.org/wp-content/uploads/Sphere-Handbook-2018-EN.pdf>.   + Interactive Handbook: <https://handbook.hspstandards.org/en/>.   + Print copies: <https://spherestandards.org/buy/>. * Sphere. (2022). Sphere Online Training Package. <https://www.spherestandards.org/resources/sphere-online-training-package/>. | | | |
| Section 2.4. Key Considerations **Instructional Objectives:**   * Identify lessons learned and best practices associated with applying Sphere Standards in urban contexts. * Discuss the importance of collaboration, coordination, and adaptation for effective response in urban contexts. * Synthesise key learnings from the training. | | | **Total Lecture: 5 minutes**  **Total Activity: 15 minutes**  **>Required Activities:**  **15 minutes**  **>Optional Activities:**  **0 minutes** |
| **Slide Content** | **Talking Points & Instructor Notes** | **Activity Notes** | **Case Study** |
| 2.4. Section Overview | | | |
| **Overview of Section 2.4** | **Talking Points**  Provide an overview of topics covered in this section. | **Activity (Required)**  Participants will reflect on key learnings from the training, share challenges and insights from their experience of applying standards and adapting indicators, and discuss how learnings from this training can be applied in the future.  See **Activity 2.4. Peer Learning** for detailed instructions. |  |
| 🔴 Activity 2.4. Peer Learning (Required) | | | **Activity: 15 minutes** |
|  | **Activity Type:** Group discussion  **Learning Objectives:**  By the end of this activity, participants will be able to:   * Summarise what they have learned about using Sphere Standards in urban contexts * Communicate a pathway forward on how to apply standards and adapt indicators for the urban context   **Preparation:**   * Flip-chart paper and markers, Jamboard, Google Doc, or other platform for collaborating and recording ideas in real time.   **Participant Grouping:** All participants engage as one group, in plenary.  **Activity Instructions:**  Participants will reflect on key learnings from the training, share challenges and insights from their experience of applying standards and adapting indicators, and discuss how learnings from this training can be applied in the future.   1. Based on past experience and/or experience during the training, reflect on and share your key learnings about using Sphere Standards in urban contexts. 2. Invite participants to record their ideas on the flip-chart paper, Jamboard, or other collaborating document. Alternatively, the instructor can record participant responses. Provide prompts to encourage brainstorming as needed. For example:    * What was a key takeaway from this training?    * What standards and indicators have you encountered in this training or in past experiences?    * What challenges have you experienced applying standards and adapting indicators?    * What insights can you share about applying standards and adapting indicators?    * How will you apply what you’ve learned during this training in the future?   **Online/Hybrid Delivery:**  This activity can be completed using an online video conferencing platform. Participants can add their contributions to a Jamboard, the video conferencing Chat function, or an alternative online collaboration platform (e.g., Google Docs, Google Slides, ). | | |
| 2.4.A. Lessons Learned | | | |
| **3 Key Lessons** | **Talking Points**  Significant efforts have been made amongst practitioners to start sharing briefings and guidance notes on humanitarian response in urban contexts.  We have identified three key learnings from three different briefings that highlight the critical importance of **collaboration**, **coordination**, and **adaptation** for effective urban response.  Let’s discuss the questions under each of these headings.  **Collaboration:**   * How can we take a collaborative approach to applying the standards? * Are local and international stakeholders being appropriately engaged?   **Coordination:**   * How can we best coordinate complex systems and potentially difficult stakeholders? * How can we coordinate with existing institutions for long-term planning?   **Adaptation:**   * How can we build the necessary foundation of trust, contextual knowledge, and technical knowledge to work in an adaptive manner?   What questions would you add to better facilitate collaboration, coordination, and adaptation? |  |  |
| 2.4.B. Key Takeaways | | | |
| **Remember!** | **Talking Points**  **Remember:**   * Standards are universal. Indicators are adapted to the context. * Knowing how Sphere relates to other standards and how it is structured will help you find the information and guidance you need to apply standards in urban contexts. * Urban response should always leverage local knowledge (through stakeholders, mapping, etc.) to maximise effectiveness and minimise redundancy. * In the urban environment, there are many local actors working on the recovery. In many cases, humanitarians play more of a connector or “enabler” role than providing services themselves (a “saviour”). |  |  |
| 2.4.C. Additional Reading | | | |
| * Alcanya, T and Al-Murani, F. Urban humanitarian response: why local and international collaboration matters. Briefing. IIED, 2016 <http://pubs.iied.org/17378IIED> * Basedow, C Westrope and Meaux, A Urban Stakeholder Engagement and Coordination: Guidance Note for Humanitarian Practitioners. IIED, 2017 <http://pubs.iied.org/pdfs/10821IIED.pdf> * Chambers R and Ramalingam B, Adapting Aid: Lessons from Six Case Studies, IRC and Mercy Corps, 2016 <https://www.rescue.org/sites/default/files/document/701/adaptingaidreportwithcasestudies.pdf> * Sphere. (2016). Using the Sphere Standards in Urban Settings - Part 1. <https://www.spherestandards.org/resources/using-the-sphere-standards-in-urban-settings/>.   **\*Specifically Section 10. Checklist for considering Standards in urban contexts\***   * Sphere. (2020). Using the Sphere Standards in Urban Settings - Part 2. <https://spherestandards.org/resources/unpacked-guide-urban-settings-2020/>. * Sphere. (2018). The Sphere Handbook.   Downloadable PDF: <https://spherestandards.org/wp-content/uploads/Sphere-Handbook-2018-EN.pdf>.  Interactive Handbook: <https://handbook.hspstandards.org/en/>.  Print copies: <https://spherestandards.org/buy/>.   * Sphere. (2022). Sphere Online Training Package. <https://www.spherestandards.org/resources/sphere-online-training-package/>. | | | |
| Section 2.5. Conclusions | | | **Total Lecture: 15 minutes** |
| **Slide Content** | **Talking Points & Instructor Notes** | **Activity Notes** | **Case Study** |
| 2.5.A. Module 2 Conclusions | | | |
| **Conclusions** | **Talking Points**  After completing this module, you should be able to:   * Explain the purpose of Sphere. * Define the Sphere Standards and identify how they are structured. * Distinguish standards versus indicators and describe how to meet standards. * Describe the challenges associated with applying Sphere Standards in urban contexts in contrast to traditional response contexts. * Conceptualise how to apply Sphere Standards in the urban context through systems thinking.   **Instructor Notes**  If this module is being delivered immediately before **Module 3. The Capstone Simulation Exercise**, ensure that participants have had adequate time to ask questions and have integrated their knowledge of using Sphere Standards in urban context with the Case Study context. | **Discussion (Optional)**  Invite participants to recall and share key takeaways from the module for each of the learning objectives. |  |
| 2.5.B. Overview of Module 3. The Capstone Simulation Exercise | | | |
| **Overview of Module 3. The Capstone Simulation Exercise** | **Talking Points**  The course will conclude with a Capstone Simulation Exercise in which you will apply the course material.   * The simulation is an interactive exercise designed to help you reflect on and apply what you have learned about the structures and systems of urban contexts and how to apply Sphere Standards. * The exercise is designed to help you achieve a realistic and actionable understanding of the complex, interacting systems which you must join with in order to successfully respond to emergencies in cities. * In this exercise, you will apply your knowledge of using Sphere Standards in urban contexts to the Case Study.   **Instructor Notes**  Provide preliminary TTX handouts. |  |  |

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| Training Assessment | Post-Delivery - Pilot 2 only | | **Total: 20 min** |
|  | **Instructor Notes**  Share the online Post-Assessment Survey with participants:  [*https://forms.gle/G8XPBayohDTe9uMMA*](https://forms.gle/G8XPBayohDTe9uMMA) | |
|  | **Instructor Notes**  Discuss the following debrief questions with participants. Ensure you have a note-taker for participant responses.  **How did this workshop compare to your initial expectations?**  Optional follow-up/clarification questions:   * Is it what you expected? * If you expected differently, how was it different?   **How much did you learn in this workshop?** Optional follow-up/clarification questions:   * How comfortable do you feel using Sphere standards in an urban context, before versus after this training? * Were there areas you would have liked to learn more about? * Were there areas you feel received too much focus? * How relevant was the workshop to your work?   **What specifically do you think was done well?**  Optional follow-up/clarification questions:   * What topics were particularly useful? * What activities were particularly useful?   **What specifically could have been improved on?**  Optional follow-up/clarification questions:   * What could be elaborated upon? * What could be clarified? * Was anything missing? * Was there anything we could have removed?   **Any further feedback you’d like to provide?** | |

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# Appendix A. Sphere Promotional Flyer (Also located under *Supporting Documents* of the training package folder)



# Appendix B. Content for Section 2.0 in Module 2. Standalone Version

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| **CONTENT for MODULE 2 STAND-ALONE Section 2.0**  **If Module 2 is delivered stand-alone, use the following content for Section 2.0** | | | |
|  | | | |
| Section 2.0 Introduction to Sphere Standards in Urban Contexts **Instructional Objectives:**   * Identify complexities of urban contexts. * Provide an overview of the people-centred approach and the systems approach to urban contexts. * Describe the connection between needs, systems and standards in urban contexts. * Identify the Learning Objectives for Module 2. * Provide an Overview of Module 2 Content. | | | **Total Lecture: 12 minutes**  **Total Activity: 0 minutes**  **>Required Activities:**  **0 minutes**  **>Optional Activities:**  **0 minutes** |
| **Slide Content** | **Talking Points & Instructor Notes** | **Activity Notes** | **Case Study** |
| 2.0.A. Identifying Complexities of Urban Contexts | | |  |
| **Traditional & Urban Response Contexts** | **Talking Points**  Often, **traditional response contexts** are simpler with fewer stakeholders, allowing humanitarian actors to implement programming largely independently.  Characteristics of traditional response contexts include:   * Direct relationship between humanitarian actors and affected communities. * Programming is often designed to reflect humanitarian actors’ understanding of crises and needs, rather than the affected communities’.   Common qualities of the **urban response context** include:  **Infrastructure**:   * Health care (including mental health care) * Sewers and running water * Housing * Education * Complex distribution systems (for food and needed items) * Security * Transportation   This infrastructure is tied together by **complex economies** (i.e., urban residents rely more on interdependent systems).   * Homes to rent or purchase * Food to buy * Businesses that provide goods and services * And, of course, economies to exercise livelihoods in   Because of this, urban responses typically involve a heavy focus on **livelihoods, shelter, and cash support**   * People work to pay rent, buy food, etc. * Is work a basic need? Is it typically covered by humanitarian action?   Cities also include **complex social networks**!   * Formal and informal social security nets * Inequity → communities have different exposures to the same risk. For example, some may be well off and/or better protected. Some may not have resources to mitigate risk or recover.   Cities are governed by established **institutions**   * This sounds obvious, but it can often be surprising to humanitarians who are used to operating in environments without such structures * Urban contexts often have complex systems of politics and governance * In cities, we typically do not have the free hand to act that we are often granted in other spaces.   And, of course, much like every emergency, every response is different → **every city is different.**   * Elements, systems, structures, resources, stakeholders, and risks that may exist in one city may not be found in another! |  |  |
| 2.0.B. Needs Analysis & Context Analysis | | |  |
| **People-Centred Approach & Systems Approach** | **Talking Points**  How do we design a humanitarian response programme for the urban context?  **Approach**: In order to design a humanitarian programme that is based on accurate needs and is capable of providing support to fulfil those needs we must:   * **Identify and Consult Affected Populations** – Multiple overlapping, disparate, and fluid communities can be difficult to identify. Recall, each community will have different exposure to the disaster. * **Conduct a Needs Analysis** – Identify the needs and assets required for the proportion of the population that is most affected and most vulnerable through a*people-centred approach.* * **Conduct a Context Analysis** – Identify how to best meet those needs and restore enabling assets by understanding the urban context that the affected population relies on and/or has influence on to provide these assets. Understanding urban contexts is essential to “doing no harm” with programming.   **Instructor Notes**  Provide a brief overview of the people-centred approach to needs analysis and systems approach to context analysis, emphasising the complexity of urban contexts.  Context analysis - "Context analysis aims to 'help humanitarian actors have a better understanding of the dynamics in a given setting'. Sphere notes that 'a context analysis in urban environments should look at the existing resources and opportunities'" (from Sphere Unpacked Part 2, p. 8).  As in other response contexts, to meet the needs of the affected population in urban response, we must understand the needs of the local population, the proportion of the population most in need, the assets they rely on to survive and recover, and how the provision of these assets connects with the larger system. |  |  |
| 2.0.C. Relating Needs, Context, & Standards | | |  |
| **How do Needs, Context, and Standards Relate?** | **Talking Points**  How do needs and context relate to Sphere Standards?  To design an effective humanitarian response programme in an urban context:   * Identify assets/resources required to meet needs  **→ Conduct needs analysis through the people-centred approach** * Conceptualise the system providing resources and account for complexity associated with service delivery  **→ Conduct a context analysis through the systems approach** * Ensure needs are met **→ Apply Standards (Sphere Standards)**   In this Module, we will focus on understanding how we can meet needs in an urban context, specifically looking at the use of standards for service delivery.  The standards we focus on in this training are the Sphere Standards. |  |  |
| 2.0.D. Learning Objectives for Module 2 | | |  |
| **Learning Objectives** | **Talking Points**  To understand more about why and how applying the Sphere Standards is complex, as well as how to use the standards in urban contexts, this module will address the following learning objectives. |  |  |
| 2.0.E. Module Overview |  |  |  |
| **Overview of Module 2** | **Talking Points**  Provide an overview of topics covered in Module 2. |  |  |
| 2.0.F. Additional Reading | | | |
| * Sphere. (2016). Using the Sphere Standards in Urban Settings - Part 1. <https://www.spherestandards.org/resources/using-the-sphere-standards-in-urban-settings/>. * Sphere. (2020). Defying the myth: Why Sphere Standards are also applicable in urban settings.<https://spherestandards.org/event/sphere-standards-urban-settings-webinar/>. * Sphere. (2020). Using the Sphere Standards in Urban Settings - Part 2. <https://spherestandards.org/resources/unpacked-guide-urban-settings-2020/>. * German Red Cross. (2019).German Red Cross Scoping Study: Humanitarian Assistance in the Urban Context. <https://preparecenter.org/wp-content/uploads/2020/04/annex1_phase1_urbanmappinganalysis-1.pdf>. * German Red Cross. (2019). German Red Cross Scoping Study: Humanitarian Assistance in the Urban Context Final Report. <https://preparecenter.org/wp-content/uploads/2020/09/GRC_UrbanHumanitarianScopingStudy_final-report_updated.pdf>. * ALNAP, ODI, & HPN. (2019). Urban Humanitarian Response. <https://odihpn.org/wp-content/uploads/2019/03/GPR-12-2019-web-string.pdf>. * European Commission Directorate-General for European Civil Protection and Humanitarian Aid Operations (ECHO). (2018).The Urban Amplifier: Adapting to Urban Specificities, Report on Humanitarian Action in Urban Crises. <https://ec.europa.eu/echo/files/aid/factsheet/Urban_Report_final_version_printed.pdf>. * Archer, Diane. (2017). The future of humanitarian crises is urban. <https://www.iied.org/future-humanitarian-crises-urban>. | | | |