**Module 4: Sphere Training Package (STP) 2018**

**Module 4 introduces you to the Sphere Training Package (STP). This training package is made up of 20 pre-designed modules of 90 minutes each. While the 20 session plans presented in this package are designed primarily for workshop-style training – with small-group exercises, and activities – all sessions can also be used effectively for self-study and distance learning with minor modifications.**

**Practical Exercise (25 min)**

Take time to familiarise yourself with the Sphere Training Package (STP) as this will be useful for your Maxi-sessions (Module 14 & 15). The following notes will help you for that orientation.

**The Overview of the package**

This training package is made up of 20 pre-designed modules of 90 minutes each. As a facilitator, along with a team and training host, you can design your own training based on your overall learning strategy, interests, focus, context, and time available. It is designed for use by trainers with different abilities and interests and is adaptable for audiences with different levels of exposure to Sphere. Examples and short video-based case studies have been selected from many different situations and organisations. Different disaster and emergency situations have been highlighted and the overall training package is suitable for a global audience. You are encouraged to replace the provided examples with your own, if they are more suitable for your training group.

While the 20 session plans presented in this package are designed primarily for workshop-style training – with small-group exercises, and activities – all sessions can also be used effectively for self-study and distance learning with minor modifications. The themes from these sessions can also help focus organised field study visits (see the “Field School” example agenda included in Annex 2). University lecturers are also encouraged to add these sessions to their related curricula, or to develop seminar series or other events with a Sphere focus for graduate-level students.

Materials are designed to be self-explanatory, with notes provided to guide you along the way. If you are using these materials for an informal briefing or simply to inform yourself, you will find the content is explanatory and directly supports the Sphere Handbook. References to the printed English language handbook are included throughout with page numbers referencing the 2018 edition. Specific Sphere content can also be quickly accessed using the search tool in the online version of the Handbook at:

[https://handbook.spherestandards.org](https://handbook.spherestandards.org/).

More advanced facilitators and those presenting this training package for more experienced audiences may adapt these materials by dropping some of the informational sections that are already known or understood by the group and providing more space for the exercises, discussion, and reflection – or by adding your own locally relevant case studies and exercises. Local adaptation and experimentation are always encouraged as long as learning objectives are met and the key messages for sessions are delivered.

**Organisation**

The 20 training modules of 90 minutes each are organised in two basic themes, as follows:

* **Learn theme: understanding Sphere –** This theme includes 10 modules which address all of the 2018 Sphere Handbook components, generally following the headings of each Sphere chapter. Taken together, they provide a “guided tour” through the entire Sphere Handbook.
* **Act theme: using Sphere –** This theme includes 10 additional modules which cover applications and issues concerning Sphere in practice.

**Full list of training sessions**

The titles below are all available for use as stand-alone 90-minute sessions or as elements of a larger training agenda. Example agendas built from these sessions are available in **Annex 2**. Those examples illustrate some of the different ways these sessions can be assembled for specific training needs.

**Annex 1: Overview of the 20 STP modules**

**Modules, learning objectives and key messages of the 2018 Sphere Training Package**

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| **Learn theme – Understanding Sphere (STP 1–10)** | |
| **Session title and learning objectives**  **Participants will be able to:** | **Key messages** |
| **STP 1: Welcome and Introduction** | |
| * Follow the basic norms and housekeeping guidelines for this event * Exchange information with your co-participants and facilitators * Explain what Sphere is in terms of “Learn, Act, and Connect” * Prepare well for each session | * Understanding the people you are working with is key in any humanitarian endeavour – including this workshop. * Workshop facilitators will help you meet your personal learning objectives as well as those pre-planned for each session. * Speak openly and share your positive and negative experiences. * Be open, inquisitive, and engaged in session activities. |
| **STP 2: What is Sphere – the Handbook** | |
| * Concisely explain Sphere’s core philosophy * Navigate the Sphere Handbook structure and components as an informed user * Advocate for using all of the Sphere Handbook in guiding humanitarian action * Use the Code of Conduct to guide humanitarian response:   handbook.spherestandards.org | * People affected by crises have the right to life with dignity and to assistance. * The Humanitarian Charter is the cornerstone of the Sphere approach and Handbook * The foundation chapters and the technical chapters of the Handbook are two halves of one approach. Both are integral to each other and to ensuring quality humanitarian response. * Understanding the overall structure of the Handbook, and the use of its different components, is critical to using it effectively. |
| **STP 3: What is Sphere – Standards in Context** | |
| * Relate the Sphere Handbook to different response contexts * Explain the use of the Handbook at different stages of the programme cycle * Describe the vulnerabilities and capacities of people in need of assistance * Explain the importance of markets and cash-based assistance in response | * Sphere standards apply everywhere, and conforming to Sphere does not mean meeting every one of them. * Sphere applies throughout the programme cycle – however the phases are defined. * Capacities and vulnerabilities of different groups must be considered * Sphere applies everywhere but must be used in the operational context. |

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| **STP 4: The Humanitarian Charter** | |
| * Explain how the 12 elements of the Humanitarian Charter affect humanitarian response programming * Use and advocate for the Humanitarian Charter as a guide to better programming and response | * Communities affected by crisis should not be seen as helpless victims, but rather as resilient partners to be assisted in the fulfilment of their needs. * Communities affected by crises have the right to receive protection and assistance to ensure the basic conditions for life with dignity. * Humanitarian assistance may sometimes have unintended adverse effects but it is the responsibility of humanitarians to try to mitigate these to the fullest extent possible. * Humanitarians should hold themselves accountable to the communities and people affected by crisis, staff, donors, governments and other stakeholders. |
| **STP 5: Protection Principles** | |
| * State the four protection principles in your own words * Give clear examples of how these principles are put into practice throughout the Humanitarian Programme Cycle * Explain the need for, and be able to refer to, the Professional Standards for Protection Work | * Everyone should be guided by the Protection Principles, even if they do not have a distinct protection mandate or specialist capacity in protection. * The four Protection Principles outline the way individuals and organisations can avoid exposing affected populations to further harm, and how they can help people to achieve greater safety and security. * The Professional Standards for Protection Work are a useful complement designed for protection professionals. * The Protection Principles are relevant to all phases of the humanitarian programme cycle. |
| **STP 6: Core Humanitarian Standard** | |
| * Locate and apply the nine Commitments of the Core Humanitarian Standard (CHS) to your own work * Identify challenges to humanitarians in meeting the commitments of the CHS and propose ways to overcome them | * The CHS provides guidance for both individuals and humanitarian organisations across all phases of the humanitarian programme cycle. * Crisis-affected communities should be consulted, collaborated with, and provided with feedback mechanisms to enable humanitarian actors to better assist them in the fulfilment of their needs. * Humanitarians should hold themselves accountable to the communities and people affected by crisis, staff, donors, governments and other stakeholders. * At the centre of all the commitments, both graphically and metaphorically, are the communities and people affected by crisis. |
| **STP 7: WASH** | |
| * Explain the primary objective and three essential concepts behind WASH programming * Identify the main transmission pathways of infectious pathogens and barriers to break the chains of transmission * Use some of the technical numerical indicators with enhanced confidence and understanding * Relate the quantitative technical aspects of Sphere to its foundational rights-based aspects | * The main objective of WASH programmes in humanitarian response is to reduce public health risks by creating barriers along transmission pathways. * Community engagement is at the centre of all WASH programming. * WASH programming does not only concern hand washing, water quantity and quality. * Monitoring and evaluation are essential components of any WASH programme. |
| **STP 8: Food Security and Nutrition** | |
| * Explain the links between the food and nutrition sector and other response sectors * Visualise and describe one of the most commonly cited indicators –the minimum daily food energy requirement * Use common food and nutrition terms and acronyms correctly when reading assessment reports or contributing to multi-sectoral discussions * Choose between food response strategies based on contextual factors | * Underlying factors affecting undernutrition are complex and should be addressed through integrated intersectoral approaches. * There are multiple strategies for addressing undernutrition. These must be considered carefully and decisions should be based on assessment and analysis of the context. * Coordination is key to successful food and nutrition programmes. * Learning and knowing the language and key details of the sector allow you to contribute to decision-making and coordination between sectors. |
| **STP 9: Shelter and Settlement** | |
| * Apply Sphere guidance to improve shelter assistance for immediate emergency programming and for the longer term * Visualise some commonly cited Sphere shelter indicators and describe them in “human terms” rather than simply as numbers * Identify strengths and challenges of different shelter programming options in different contexts | * Which assistance option(s) are appropriate depends on context (Assistance options, Handbook page 282). * Shelter programming does not only concern protection from the elements (What shelter provides, Handbook page 241). * Shelter needs change over time. * Assessment, community engagement and consultation are essential components of any shelter and settlement programme. |
| **STP 10: Health** | |
| * Explain the general focus and goals of a humanitarian health response programme * Outline the scope of the Sphere standards for health * Calculate the crude mortality rate and explain its role as an overall indicator * Apply the Health Assessment Checklist as a generalist to highlight possible gaps in assessment data for an example health response | * The general focus and goals of a humanitarian health response programme are to control excess morbidity and mortality. * This is done through both trauma care and a pro-active public health approach. * The health standards cover a wide array of service types and specialties, largely in the realm of health professionals. However, the dependence on health outcomes from meeting the standards in WASH, Shelter and Food, are also critical in achieving health outcomes. Prevention is better than cure. * Health assessments, including assessment of available services and quality, are key to good health response programming. |

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| **Act theme – Using Sphere** | |
| **Session title and learning objectives**  **Participants will be able to:** | **Key messages** |
| **STP 11: Using Sphere in Practice** | |
| * Use the Sphere Handbook to find appropriate guidance for practical issues in difficult field situations * Distinguish between the field application of the Sphere standards, and the indicators that can be used to assess them * Identify some of the typical obstacles in meeting Sphere standards and indicators, and describe strategies for dealing with them | * Use all of the Sphere Handbook – not just the technical chapter relating to your project sector. * Remember that indicators are “just indicators” – not the standards themselves. * Use multiple indicators to measure and monitor progress on achieving the standards over time. * Highlight shortcomings to advocate for change to meet the standards as quickly as possible in all contexts – regardless of current shortfalls. |
| **STP 12: Sphere and the Programme Cycle** | |
| * Describe the five phases of the programme cycle * Apply Sphere guidance to support humanitarian response at each phase of the cycle | * The programme cycle is an important concept in which each phase must be done well to maintain the quality of the overall programme. * Sphere relates to, and provides guidance for, all phases of the programme cycle, however they are defined. |
| **STP 13: Sphere, Assessment and Analysis** | |
| * Explain the importance and focus of assessment at different phases in a crisis * Cite Sphere guidance for assessments in each phase * Convert appropriate Sphere indicators into useful humanitarian assessment questions * Contribute to the design of multi-sector assessments | * Assessment is needed before, during, and throughout the aftermath of crises, and it should improve over time. * Assessment includes learning the needs, resources, vulnerabilities, and capacities of communities and people affected by crisis. * Assessments should engage the community, be coordinated, and designed to support programme decision-making. * Sphere provides practical tools (Indicators and checklists in particular) for developing high quality assessments – use them. |
| **STP 14: Sphere and MEAL** | |
| * Describe and advocate for the monitoring, evaluation, accountability, and learning (MEAL) approach * Find and use additional training materials and tools supporting MEAL * Link and use relevant sections of the Sphere Handbook in support of the MEAL approach | * The MEAL approach is an organisational methodology that builds on traditional monitoring and evaluation, by adding specific guidance for facilitating community input and feedback, and which leads to genuine institutional learning and change. * It depends on the establishment and monitoring of baseline data and agreement on performance standards. * It promotes transparent and shared evaluations leading to programme improvement and organisational learning. * Sphere can help in this. |
| **STP 15: Sphere and Protection from Sexual Exploitation and Abuse (PSEA)** | |
| * Define sexual exploitation and abuse (SEA), and actively advocate against it * Distinguish between sexual harassment and abuse (SHA), SEA, and gender-based violence GBV/sexual GBV (SGBV), stating how they are interrelated but require different strategies for protection and response * Refer others to sections in the Sphere Handbook that provide guidance on PSEA | * SHA occurs in workplaces in every sector. * SEA is any actual or attempted abuse of power or trust for sexual purposes by those involved in humanitarian programmes against people in a position of vulnerability. * GBV is any harmful act based on socially ascribed gender differences. It occurs globally due to inequality between men and women and is intensified during crises. * The Sphere Handbook includes guidance for protection from SHA, SEA, and GBV. * Managers must be held accountable for informing staff, setting a high standard, and acting on reports and findings of violations. |
| **STP 16: Sphere and Coordination** | |
| * Describe the two main emergency coordination structures in place globally for international humanitarian crises * Explain the role and expected norms of coordination activities and arrangements according to Sphere guidance | * Coordination is vital to effective humanitarian response. * Communication is central to effective coordination. * Intra-sectoral coordination is as important as inter-sectoral coordination. * There are two globally established coordination models for international humanitarian assistance: The Inter-Agency Standing Committee (IASC) Cluster Approach for disasters and the UNHCR Refugee Coordination Model for refugee emergencies. |
| **STP 17: Sphere, Cash and Markets** | |
| * Concisely explain the philosophy of decision-making for cash-based assistance (CBA) vs. in-kind assistance * Navigate the assessment process required to successfully design a CBA programme * Advocate for using CBA programmes where feasible and appropriate | * CBA programming is encouraged but not always appropriate. * There are many different approaches to CBA. * Monitoring and evaluation are essential components of any CBA programme, and the programme will need to evolve during the response. * The potential for abuse and misuse of resources in CBA programmes can be significant. |
| **STP 18: Sphere and the Humanitarian Standards Partnership** | |
| * Describe the general guidance provided, structure, and application of the seven partner standards * Use the Humanitarian Standards Partnership app to quickly navigate the complementary standards | * The partner standards are all organised similarly to the Sphere Handbook with standards, actions, indicators and guidance notes (in most cases). * They are useful within their defined scope and can be easily used together with Sphere without any contradiction. * The app is a handy way to take this reference material with you to the field or anywhere you may need to refer to Sphere and the partner standards. |
| **STP 19: Advocacy – Realising the Full Potential of Sphere** | |
| * Advocate for people’s rights using the Sphere Handbook and approach * Advocate for the broader use of Sphere among humanitarian actors, including your own organisation | * The key purpose of advocacy is to create change. * Sphere advocacy can include encouraging wider use of Sphere around the Humanitarian Programme Cycle or working with affected populations to help them claim their rights. * Advocacy may be needed with many different counterparts, from the affected and host communities, to government authorities, partners, donors, and politicians. * Different approaches and tools work in different settings – there is no one right way to advocate. * Humanitarians work to change the world, and advocacy is one way they can achieve this. |
| **STP 20: Evaluation and Wrap-Up** | |
| * Explain the benefits of, and better advocate for, using Sphere * Describe, find, and use tools to help you continue your learning and development in humanitarian life * Review, reflect on, and evaluate this workshop event and what you learned | * Feedback and evaluation are core components of the overall Sphere approach, and this training also follows that same guidance. Feedback and evaluation are important to the future improvement of this course and these training materials. * Learning is only a useful exercise if lessons are applied in the field. Participants should take what they have learned and actively apply these principles in their day-to day humanitarian work. |

MEAL; monitoring, evaluation, accountability, and learning;

WASH; water supply, sanitation, and hygiene promotion

All of the files for this training package follow the same naming system and are available in a single folder (STP 2018) available for download at:

[learning@spherestandards.org](mailto:learning@spherestandards.org)

This package includes:

* **PowerPoint slide sets – STP [Session # Session Name].pptx** (note that many of these have embedded videos, so file sizes may be large).
* **Trainer’s notes – STP [Session #] TN [Session Name].docx**
* **Associated session handouts, exercise, notes, etc. – STP [Session #] [Descriptive file name].docx**

**Trainer’s notes**

These short session plans (2 to 3 pages) include a short topic description, analysis of the three learning domains (knowledge, skills, and attitude), learning objectives and key messages for each module. They also provide detailed instructions for conducting the training and include descriptions and timing for each topic and exercise in the session.

**Associated files and session preparation notes**

The trainer’s notes also describe any advance preparation needed on a personal level, with a selection of key information, and on a logistical level, with a note describing additional files or resources needed for the session. All sessions can be adapted to be run without the PowerPoint slides, and guidance for this is included at the end of each session trainer’s note.

In addition, each plan provides references to other training modules relevant to the one you are preparing. These can guide your choice of other modules when you design your training, and help organise the order of sessions to be presented. They can also support your preparation by encouraging review of other related sessions or reference material that you may not have presented or seen – particularly if you are part of a larger training team.

In instances where exercise instructions are longer or more complicated than usual, additional notes, instructions, or handouts have been included in the STP files for your use. It may be helpful to print these out for yourself in preparation and as a reminder to use them during the session. **Open and review all files with the same STP number to be fully aware of the support materials available for your session.**

**PowerPoint files**

For each module, a single PowerPoint slide file has been provided as a presentation tool and reference for the session. Tips on use, facilitation, and specific **instructions are given in the “notes view” of each slide**. Many of the **slides include embedded video** **files** for ease of use, review, and file management. While this does make the individual PowerPoint files larger, there are fewer separate files to manage, and little need to navigate between PowerPoint and your video player during the session. Simply clicking on the image of the video in the PowerPoint presentation will automatically play the video. This works in the “slide show” mode of all versions of PowerPoint, and in all modes of the newest version.

It is always a good idea to download the PowerPoint files ahead of time and to run these directly from your computer, rather than relying on an internet connection, to avoid complications or outages during your session. Review each file, test any slide animations and practise stopping and starting videos, so that you are comfortable with the technology before the session starts.

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**Video transcripts**

Transcripts for most of the videos are included in the training package in MS Word format. Be prepared to print copies for any participants who would benefit from them.

**Sphere folder**

If you are running a Sphere Workshop, consider offering each participant a branded folder to keep their handouts in. The file **Sphere\_Folder.pdf** (which can be customised using Adobe Acrobat) needs to be printed professionally. (If you prefer to work from Adobe InDesign files then please contact the Sphere office.)