

Sphere

Training of Trainers no. 11

**Report submitted by facilitation team:
Emma Jowett (Independent), Juan Saenz
(Independent), Chipo Mukoki (Independent)
and Clare Smith (Care International)**

December 2005

Background

The Sphere Training of Trainers 11 was held at Ecogia, Geneva from 27 November to 5 December 2005. 21 participants (out of a total of 24 selected) attended from 17 countries. The facilitation team was led by Emma Jowett, an independent training specialist, working with Juan Saenz, an independent humanitarian consultant, Chipo Mukoki, an independent consultant and Clare Smith from Care International.

General Course Observations

Timing

The training was run over a period of 8 days. The facilitation team felt this was appropriate given that the group is not homogenous and participants need time to reach a certain level in both content and training and facilitation skills. Time is given to observing the *progress* of participants over three practice training opportunities as well as discussing how the Sphere Handbook may most successfully be institutionalised in a variety of diverse organisations.

Recommendation

- Maintain the training at 8 days, beginning on a Sunday evening.

Venue

The venue at Ecogia was conducive to running the ToT. The staff were flexible, helpful and efficient and the rooms and equipment all work well to create a learning environment.

Recommendation

- Ensure that the training venue is of a good quality to ensure the conducive learning environment, and in a central location to ensure good attendance.

The Sphere Project Office Policy

It was recognised that there was a need for clarity over two specific areas of policy: participants' attendance (full attendance should be insisted upon almost without exception) and the number of places per organisation. It is recommended that policy on these two areas be clarified.

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Fine Alison – although the perception is still out there – the organisation in question here was Oxfam who had understood that only one member from the organisation could apply.

Recommendation

- Determine policy on participants' attendance on the course, advertise it on the application form, and enforce it through the Sphere Project Office
- Clarify the policy on the amount of participant places for each organisation, advertise it on the application form, and enforce it through the Sphere Project Office.

Logistics and training support

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The logistics and training support were provided by the Sphere Project office in Geneva. It was evident that the need for a strong supportive role greatly increases the efficacy of the whole training tem, both prior to the evnt and during the event.

It also became apparent that both the training team and the Sphere Project Office should not assume that inexperienced trainers are aware of the expectations on them, and for this reason may need greater support both administratively and in terms of their training preparation. Inexperienced trainers felt they would have liked more direction concerning expenses and invoicing and clearer ToR defining their roles.

Clear communication lines should be set up prior to the course and there must be clarity over roles and responsibilities. These should be supported and enforced by management.

Recommendation

- Hold a pre-course meeting directly prior to the training which focuses on clarifying roles, responsibilities and expectations of the training team, the Sphere Project Office management and the support role. This should precede the training team's preparatory meeting on planning for the sessions. At least half a day should be set aside for the meeting and it should involve the trainers, the Sphere Project Manager and the Sphere support officer.
- Revise the ToR for supporting trainers to more clearly outline expectations on them. This should include guidance on how to prepare session plans and the responsibilities of 'graduate trainers' versus 'master trainers'.
- Issue contracts at the time of selection and provide clarity on invoicing and expenses to new trainers.

Participant selection

The Sphere Project in Geneva selected 24 participants and were able to fill drop out places in the week preceding the course. Unfortunately 3 out of the 24 participants failed to show on the first day of the course.

In general the participant selection was good and all the participants fitted the ToT profile. It would be useful if the training team could receive a profile of all the participants one week prior to the course, which should include details of their role, organisation, working country and background – a distillation of the information from the application forms.

Recommendation

- Participant selection should continue to be done by the Sphere Project Office and it should be made clear at the beginning of the course that the training team have no part in the selection.
- A participant profile (see above) and status quo report should be sent out to the training team one week prior to the training.

The Training Team Selection

The training team was comprised of two experienced or ‘master’ Sphere ToT trainers and two participants from ToT 10.

The two experienced trainers found that there is understandably a lot of mentoring for the more inexperienced members of the team. While this is not in itself a problem it can become one when there are additional problems, such as a lack of administrative and logistical support. The two experienced members of the team and, in particular, the lead trainer found that this added to the pressure on that role which also can detract from the running of the course.

Secondly the whole training team felt that four was too many for a training team and that three would be a more manageable number, with two experienced and one less experienced. Finally one member of the training team was only selected three weeks prior to the training. Additionally this member worked for an organisation and had to cope with an extremely short preparation lead in time while still coping with the requirements of her post at a large international NGO.

Recommendation

Factor in extra time for support of inexperienced trainers. This should be recognised in the contract of the lead trainer if there is only one inexperienced and in the contract of the second experienced trainer if there are two inexperienced trainers. The suggestion would be to provide one to two days additional days for the lead trainer to support the inexperienced trainer. It is also important to recognise that inexperienced trainers are hired on the basis of viewing them training for approximately 30 to 40 minutes training. This is not a rigorous selection process, but more the gut feeling of trainers – and can lead to the selection of some candidates who are not as suitable as others.

- Use a model of three trainers in the training team, two experienced and one inexperienced
- Select the training team at least eight weeks prior to the training course

Technology

Not enough video equipment was ordered despite abundant instructions prior to the course, and there was equipment failure during the course which had to be dealt with by the training team because of the support officer's absence.

There was frequent failure of the video equipment and missed communication over the ordering of equipment.

As mentioned in the Sphere ToT 10 report there is a need to find a solution for copying videos or DVDs during the maxi sessions. The maxi sessions are run by teams of three people. In order for each person to leave with a personal video or DVD we currently switch over the videos or DVDs in the machine. This is both disturbing to the session in terms of noise and an inefficient way of filming as there is a delay during the switch and at least two minutes of film get lost at each switch. It is recommended that next time one DVD or video is used which could then be copied on to two further DVDs or videos so each one of a training team of three leave with a full version of the session they ran. This implies the need for digital recording or copying facilities.

Recommendation

- A technological solution needs to be reached for recording the maxi session teams of three. This could be digital recording or copies being made of DVDs after the sessions.
- Requirements for filming should be ordered as follows:
 - 1 x camera + monitor + DVD recorder and player (if using the DVD option) for Block 2 (introductions).
 - 3 x cameras + 3 x monitors + 3 x DVD recorders and players for Blocks 8 and 9 (mini sessions). Two additional rooms to the plenary room are also required for these blocks.
 - 1 x camera + monitor + DVD recorder and player for Blocks 18 – 25 (maxi sessions).
- The training support officer should be present at times when the cameras are being used in case there are technological difficulties
- Ideally a technician could be available at short notice in order to ensure a smooth running of the equipment. (During one full day of filming the sound was not recorder due to a technical difficulty)

Guest Speakers

The two guest speakers were Nick Stockton, Chief Executive of Humanitarian Accountability Partnership International and Ed Schenkenberg, Director of the International Council of Voluntary Agencies and current chair of Sphere's board. The two speakers were briefed to deliver a ten minute presentation on the historical triggers for accountability in the humanitarian sector and a vision for their vision for the future of accountability. This was followed by approximately 40' for discussion.

The topic was interesting but some evaluation feedback recommended that the speakers come later in the week in order to give participants time to familiarise themselves with the issues in order to have a livelier debate.

Recommendation

- Guest speakers addressing topical issues should be invited towards the end of the week in order to allow participants time to familiarise themselves with the issues to inform the debate.

Summary of key recommendations

- Keep the training at 8 days
- Determine policy on participants' attendance on the course, advertise it on the application form, and the Sphere Project Office should enforce it
- Determine policy on the amount of participant places for each organisation, advertise it on the application form, and the Sphere Project Office should enforce it
- Hold a pre-course meeting prior to the training which focuses on clarifying roles, responsibilities and expectations of the training team, the Sphere Project Office management and the support role. This should precede the training team's preparatory meeting on planning for the sessions.
- Revise the ToR for supporting trainers to more clearly outline expectations on them
- Issue contracts at the time of selection and provide clarity on invoicing and expenses to new trainers
- Participant selection should continue to be done by the Sphere Project Office and it should be made clear at the beginning of the course that the training team have no part in the selection.
- A participant profile and status quo report should be sent out to the training team one week prior to the training.
- Factor in extra time for support of inexperienced trainers. This should be recognised in the contract of the lead trainer if there is only one inexperienced and in the contract of the second experienced trainer if there are two inexperienced trainers.
- Use a model of three trainers in the training team, two experienced and one inexperienced
- Select the training team at least eight weeks prior to the training course
- A technological solution needs to be reached for recording the maxi session teams of three. This could be digital recording or copies being made of DVDs after the sessions.
- Requirements for filming should be ordered as follows:
 - 1 x camera + monitor + DVD recorder and player (if using the DVD option) for Block 2 (introductions).
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- The training support officer should be present at times when the cameras are being used in case there are technological difficulties
- Ideally a technician could be available at short notice in order to ensure a smooth running of the equipment.
- Guest speakers addressing topical issues should be invited towards the end of the week in order to allow participants time to familiarise themselves with the issues to inform the debate.

Specific Session Observations

The following observations have been drawn from both the participants' evaluation comments and from the discussion at the facilitation team's debriefing meeting. No comments have been attributed.

Block 1 - Introductory session

This was an evening cocktail with an introductory exercise and a 'time machine' session on expectations, ground rules and hopes and fears. As Alison Joyner was a participant on the ToT it was felt that an introductory speech from her would be a trifle odd, so in this exceptional case the lead trainer gave an introductory speech.

Recommendation

- Keep the same and endeavour to have The Sphere Project manager or staff member to give a talk and welcome speech at the beginning

Block 2 - Course overview and video introductions

This was a brief overview of the course, the aims and objectives and explanations on methodology. Participants were asked to do a two minute introduction on themselves, their specific personal expectations and what they had left behind (such as an overflowing in tray, children etc.)

The general feedback was that while the introductions in front of the video were a bit scary it provided a good opportunity to get up in front of the camera and was quite manageable.

Recommendation

- Keep the same. Start with the videos which begin the process of establishing a 'safe' learning environment. It was interesting to hear about what participants had left behind as this gave an insight into personal issues but the level of revelation could be controlled by the participants.

Block 3 - Module 1: Introduction to Sphere

A session which aims to model a typical introduction to Sphere at the same time as facilitating questions on Sphere and ensuring participants arrive at the same knowledge level.

Recommendation

- Keep the same. It would be useful to have a 1 - 3 page summary of key learning points that have been sanctioned by the Sphere Project Office. This would be helpful for participants who are unconfident on the right 'pitch' for Sphere trainers. The summary should concentrate on policy issues and the evolution of the Sphere project.

Block 4 - The Project Cycle, Common Standards and Cross-Cutting Issues

A session aimed at demonstrating changes in the Sphere Handbook 2004 edition, and introducing the project cycle, common standards and cross-cutting issues. This session needs to be rethought and new objectives set.

Recommendation

- Redesign the session with an emphasis on how the Sphere handbook might be used at each stage of the project cycle. Simplify the session by distilling out two or three key messages.
- Build in at least 1 – 2 days preparation time to develop this session.

Block 5 - Technical standards

This is an enjoyable session that all the participants gave positive feedback on.

Recommendation

- Keep but explain more clearly how this session demonstrates a different way of training the technical standards.
- Use the session exercises to reinforce the distinction between standards and indicators.

Block 6 and 7 - Module 2: The Humanitarian Charter

This session aims to position the Humanitarian Charter as the cornerstone of the Sphere handbook. The session does four things: explores the meaning of the word Charter, explains the structure of the Charter, describes the legal sources for the Charter and finally outlines the implications of the Humanitarian Charter for the roles and responsibilities in humanitarian action.

The general feedback from participants was the most positive we have ever had, and it was encouraging that so many participants were keen to run a session on the Charter during their maxi session, as this is normally not the case.

Recommendation

- Keep the same structure for the session:
 - What is a charter?
 - The structure of the Humanitarian Charter
 - The legal sources of the Charter
 - A case study on the roles and responsibilities and implications of the legal sources for humanitarian action

- Keep the same attitude to the legal instruments – that as humanitarians it is important to understand the spirit rather than the letter of the law. This avoids lengthy irrelevant disputes over legal points and also adheres to the notion of principles laid out in the Charter.

Block 8 – Constructive feedback

This session aims to introduce the concept of giving constructive feedback as an essential training skill and to give receivers of feedback ways of maximising constructive feedback as a learning mechanism.

Recommendation

- Keep the same but include a videoed role play of giving and receiving constructive feedback. This would reinforce the skill and act as a model for doing the feedback during the mini and maxi sessions.

Block 8 and 9 - Mini sessions

The aim for the mini sessions is for participants to practise training discipline by delivering an appropriate key message in a 10 minute time limit. They should also use the mini sessions as a further opportunity to clarify areas they could develop.

Recommendation

- Keep the same.
- Ask participants to state what they would like to receive constructive feedback on.
- Ask participants what they aim to work on as a result of the feedback.

Block 10 – Learning from the mini sessions

This is a review of individual learning from the mini sessions. It was kept concise as people were tired. Everyone was asked to develop one area that they would like to work on and one area they considered a strength. These were kept private, although some remarks were shared in plenary.

Recommendation

- An alternative way of running the session is to get one participant from each group to form teams of three and then share their experience. This provides a way for participants to benefit from all learning in all three groups.

Block11 - Adult Learning Principles

The first session from the red blocks, aimed at recognising different styles of adult learners and how that might impact on training design and the learning environment.

- Keep the same covering the key contributors to adult learning: Kolb, Knowles and Honey and Mumford.

Introduce a training cycle for people to hang the rest of the adult learning blocks, before the adult learning block. This will avoid confusion with Kolb's learning cycle.

Block 12 – The role of the trainer and training skills and methods

- The triangle of facilitator, learner and instructor works very well.

Block 12 – Instructor, facilitator and learner roles

An effective and simple session that reveals the different roles the trainer must assume to ensure the success of a learning event.

- Keep the same but extend time to 60'
- Give more time to considering the skills and attitudes of each role. This would create a foundation for the sessions on training and facilitation that follow.

Block 13 - Training method

An effective session that explores ways to use various training methods more effectively, as well as examining key skills such as giving instructions in more details.

- Keep the same but extend time to 90'.
- Include skills practise such as listening effectively and giving clear instructions.

Block 14 - Facilitation methods

An effective session aiming to consider what facilitation is, when it should be used and what methods are available and how and when to use them.

- Keep the same but allow more time for practising methods and skills. Session should be 120'.
- Make the SECRET exercise more participatory by asking participants to practise.

Blocks 15, 18, 19, 20, 21, 22, 23, 24 and 26 - Maxi sessions

The maxi sessions are aimed at improving participants training design and delivery skills as well as improving their content knowledge of Sphere. The sessions were an enormous success. In this TOT the facilitation team decided to move away from sessions taken directly from the training modules. Only three sessions were taken from the training modules: an introductory session from Module 1 and two sessions on the Humanitarian Charter from Module 2. For the additional five sessions participants ran a session on the common standards, and a session depicting each of the four technical chapters. Contrary to expectation participants welcomed the opportunity to develop their own materials,

rather than being overwhelmed by the challenge. Sessions that ran were innovative and we felt they were a useful legacy for when participants returned to their organisations. Structuring the maxi sessions in this way also encouraged participants to make the training materials their own, which is a message Sphere TOT facilitation teams have constantly tried to reinforce.

- Keep the same
- Technical chapter sessions were considered useful and relevant.
- Ask participants to design evaluation questions for their sessions.
- Sequence the sessions differently. We suggest that the maxi sessions should either be run over 2 days (4 sessions per day) or over 3 days (2, 3 and 3).
- Give structured support time before the sessions. I.e. ensure that each team have an allocated time and an allocated facilitator to go through their session with them as a mandatory part of the preparation.

While each participant was given a CD with information on the technical chapters downloaded from the Sphere website, it didn't seem that any group used those materials, so it may not be necessary to provide that information in the future, as it was a fair amount of work.

Blocks 16 and 27 – Open self-study

The aim of these sessions is to encourage participants to take responsibility and control their learning. The device is introduced in Block 2 and participants are asked to volunteer to share with the group a topic that is related to either training or Sphere. Alternatively they can elect a topic that they would like the facilitators to elaborate on, or an area in which they would like some dedicated coaching such as the use of PowerPoint. In the event Block 16 was used for preparation for the maxi sessions, while in Block 27 three participants shared on diverse and interesting topics.

- Keep the idea but limit to one session nearer the end of the training programme.
- Be persistent in asking for volunteers!

Block 17 – The facilitation diamond

The session aims to describe a structured way of running a purely facilitative session. However it was decided not to run the session owing to time pressure.

- Don't run the session as it introduces a layer of complexity which is unnecessary as the Sphere ToT should retain more of an emphasis on training than facilitation.
- This session should be replaced with a session on designing a learning event, which would enable participants to break down key content into manageable chunks, set learning objectives and choose appropriate methods and exercises.

The session should come *before* participants do the maxi sessions to facilitate appropriate objective setting.

Afternoon off

Aimed at giving participants the opportunity to reflect, decompress and get away!

- Keep, keep, keep! Absolutely necessary for both participants and facilitators.

Block 25 - Managing difficulties

An extremely effective session which examines managing oneself in the presence of challenging behaviours of participants. The session examines the ‘reptilian’ brain as a means of understanding why some behaviours are challenging.

- Keep the same. Options may include using role plays, chiefly because this method is suited to the topic manner and because role plays are not modelled elsewhere in the course.

Block 28 – Coaching as a learning methodology

This session aims to describe an alternative learning device to training. It also aims to allow participants time to practise the skills of coaching and test the structure of the GROW model. The session was run much as in previous TOTs, although the central exercise was amended to relate directly to how Sphere could be institutionalised in participants’ organisations. The feedback from participants was that it was extremely useful to discuss and anticipate challenges to the process of getting the Sphere Handbook used within their organisations, and also gave a good opportunity to practise the skill of coaching.

- Keep the same, with the emphasis for the topic of coaching being ‘institutionalising Sphere in your organisation’.

Block 29 - Trainer goodie bag

The idea for this session is to share experience and tips on training resources, web-sites, activities etc. While some useful sharing went on during this session the facilitators felt that it was surplus to requirement although participants unanimously asked for the session to be retained.

- If the session is retained then sharing should be concentrated on two or three specific issues to ensure that appropriate content emerges that can be documented and redistributed.

Block 30 – Building blocks for a Sphere workshop

A session aimed at giving tips on how to set up a workshop from a resource, administrative and logistical perspective. A useful session for sharing experience and bringing attention to the content in the training guide.

- Keep the session but bring it forward in the proceedings.

- Include an introduction to the Sphere training materials.
- Include ideas on how to structure agendas.

Evaluation

This was an informal session that prefaced block 29 and looked at the four levels of evaluating learning and some informal methods for doing that.

- This session should be formalised in the agenda. 45' would be sufficient time,

Parking Lot

We felt this was an important session to retain as it not only provides a device to keep discussions in the sessions on track but also enables participants to pose questions they anticipate they may be asked on a training and therefore gives them more confidence in answering 'thorny' questions. The technique of anonymous questions on post-its gave participants freedom to ask whatever they wanted.

Coaching sessions

These provided valuable time for participants to review their videos with a facilitator or peer. Some participants, however, did not review their tapes. When questioned this was mainly due to embarrassment.

- Keep the coaching sessions but allocate times for review to ensure that all participants take advantage of the method.

Ten minute tip sessions

The facilitators felt it would be useful to insert, at appropriate moments, 10' tip sessions. The following are current possibilities:

- Flip tips
- PowerPoint tips
- Managing nerves
- Ways to do introductions etc

Learning reviews

The facilitators modelled the first two learning reviews at the beginning of day three and four. Thereafter participants volunteered. All the learning reviews were thorough and useful, as well as being innovative and enjoyable.

- Keep the same, a useful way to get creative juices flowing!

Evaluation techniques day to day

This was an area for improvement. It was difficult to apply methods that were not too onerous on participants.

- 'Quick and dirty' ways to evaluate need to be introduced to give facilitators' some immediate daily feedback. Probably demonstrate these at the end of day 1 and 2 and then eliminate unless persistent issues.
- Persist in reminding participants to complete the block evaluation sheet.

Appendix One – Participant List

Name	Organisation	Email
Emma Delo	DFID/ Federation of RC/RC	emma.delo@ifrc.org
Allison Anderson	INEE	allison@theirc.org
Omar Jallow	UNV support unit UNMIK Pristina	jallow2@un.org ojallow@email.com
Nathan Cooper	American Red Cross	nathan.cooper@ifrc.org natec87@hotmail.com
Sylvie Fouet	UNICEF	sfouet@unicef.org
Monique Iglebaek	UN habitat	monique.iglebaek@unhabitat.org
Daniel Pugh	Freelance consultant	danielgpugh@gmail.com (work) danielgpugh@yahoo.com (play)
Lola Gostelow	Freelance consultant	lola@gostelow.co.uk
Alison Joyner	Sphere Project	alison.joyner@ifrc.org
Jan Mosand	Norwegian Church Aid	ncazambia@microlink.zm jemosand@hotmail.com
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Josphat Musumba	World Concern Africa	ngairam@wcdro.org
Maurice Mc Quillan	Trocaire/ CRS ERT	mmcquillan@crsert.org
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TRAINERS		
Emma Jowett	Independent Training Specialist	ejowett@mistral.co.uk
Juan Saenz	Independent Humanitarian Consultant	juan@saenz.net
Clare Smith	CARE international	csmith@careinternational.org
Chipo Mukoki	Freelance consultant	chipochiramba@yahoo.co.uk

Appendix 2 – Course Agenda

Sunday 27 November	Course Agenda – Sphere ToT 11, Ecogia, Geneva 27 November to 5 December 2005 Trainers : Emma Jowett, Juan Saenz, Chipo Mukoki, Clare Smith						
To start at 18:30h Welcome cocktail party							
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday

Block 2 Introduction to the course Video introductions	Block 6 Module 2: The Humanitarian Charter	Block 11 The learning cycle Adult learning principles	Block 16 Designing a learning event	Block 18 Participant-led session 1 Introduction to the Sphere Handbook	Block 22 Participant-led Session 5 Water Supply, Sanitation and Hygiene Promotion	Block 26 Open self-study or sharing by participants Parking Lot	Block 30 Assessing learning needs in your organisation
	B	R	E	A	K		
Block 3 Module 1 Introduction to Sphere and the difference between standards and indicators	Block 7 Module 2: The Humanitarian Charter	Block 12 The role of the trainer Skills and methods for the facilitator and trainer	Block 17 Open self-study, or experiential sharing by participants, or preparation for maxi sessions	Block 19 Participant-led session 2 Humanitarian Charter	Block 23 Participant-led Session 6 Food Security, Nutrition and Food Aid	Block 27 Managing difficulties	Block 31 Preparation of individual work plans Course evaluation and closure
	L	U	N	C	H		
Block 4 Module 3 The Project Cycle, Common standards and cross cutting issues	Block 8 Constructive Feedback Mini sessions	Block 13 Skills and methods for the facilitator and trainer	Free Afternoon	Block 20 Participant-led Session 3 The Humanitarian Charter	Block 24 Participant-led Session 7 Shelter, Settlement and Non-Food Items	Block 28 Coaching as a learning methodology	Participants will be able to leave the venue from 13:00 onwards.
	B	R	E	A	K		
Block 5 Technical standards and indicators	Block 9 Mini-sessions	Block 14 Introduction to the training modules Building blocks	Free Afternoon	Block 21 Participant-led Session 4 The Project Cycle	Block 25 Participant-led Session 8 Health Services	Block 29 Trainer Trade Fair Evaluation techniques	

		for a Sphere Workshop					
	S	U	P	P	E	R	
Guest speaker	Block 10 Learning from mini sessions	Block 15 Preparation for maxi sessions	Free evening	Video coaching sessions	Video coaching sessions Panel	Video coaching sessions Closing dinner	

Sphere training modules modelled by the training team, Blocks relating to adult learning, Blocks relating to participant practise

Each training day will start at 08:30. Most of the blocks represent 90 minutes and most of the tea breaks will last for approximately 30 minutes. Lunch will generally be 90 minutes.

Appendix 3 – Summary of Participant Evaluation

15 out of 21 participants filled in the quantitative part of the evaluation form at the end of the course.

Please rate the following categories on a scale of 1 – 5 (1 unsatisfactory and 5 outstanding)

Category	1	2	3	4	5
Overall course evaluation				3	12
Food			4	6	5
Facilities			1	3	11
Living and working together				1	14

Following is a summary of answers to the generic questions. Session commentary has been included in the Specific Course Observations. Copies of the evaluation sheets are with the Sphere Project office in Geneva.

Q Do you feel more able to facilitate learning on Sphere?

- Yes! x 9
- Yes I feel I have learnt so much, not just about Sphere but training as a whole
- Definitely x 2
- Yes, truly empowered
- Yes very much so
- I feel empowered to advocate (now I believe) and challenged to practise in my organisational environment (UN)

Q In retrospect, what course elements were the most useful/interesting for you?

- Maxi sessions (They built my confidence) x 2
- Guest speakers
- Reptilian brain x 2
- Role of the trainer x 2
- Skills and techniques for training and facilitation x 3
- Humanitarian Charter x 7
- How to create a learning environment
- Facilitation
- Training practise worked well (intro/mini/maxi sessions) because of the feedback and self reflection x 4
- Coaching practise x 2
- Adult learning x 2
- How to ask questions
- Evaluation
- Gallery walk

- Introduction to Sphere x 3
- I feel so empowered to use Sphere and to train in it too
- Good choice of facilitators and participants
- Managing difficulties
- Process
- Great learning environment
- Technical sessions
- The setting of learning and self realisation
- PROCESS (Perform, Reflect, Observe, Can, Explore, Stimulate, Serve)

Q Which elements of the course were the least useful/interesting for you?

- I felt all the elements were useful
- Trade fair x 2
- Open space (could be done at lunch time for those interested and freed up more time for practise)
- Technical standards x 2
- Coaching
- Evaluation x 3
- Assessment of organisational needs
- Learning needs assessment x 2
- Project cycle x 3
- Discussions around facilitation vs. training
- Training techniques
-

Q What changes, if any, would you recommend?

- Maybe the maxi sessions could have been done in a smaller group for focussed feedback
- Spread out the maxi sessions more
- Keep the feedback sessions the same for all the maxi sessions
- Focus all content/knowledge sessions more firmly in the practical utilisation of Sphere e.g. the project Cycle, evaluation. Would even have a session on practical uses of Sphere and incorporate v. useful areas such as Sphere audit, designing a ToR or implementing/integrating into a monitoring system
- Nothing – overall excellent
- Guest speaker
- Feedback from maxi session
- A video that works
- Trainer trade fair would be more useful if tips were being traded
- Give more time for guest speakers
- Focus the guest speakers' topics perhaps with handout and more focused on the topic of the training, may require debriefing x 2

- Guest speakers later in the week when the group had contextualised Sphere and there was more clarity x 3
- More time with guest speakers x 2
- More practise with smaller groups for e.g. practise using different techniques such as a session where everyone uses a role play and shows where it could be effective
- A daily inventory of exercises and training activities used would be useful as a an aide memoire
- Handouts
- Project cycle and evaluation presentations seemed tacked on, didn't fit into overall framework, themes

Q Would you recommend this course to others? Yes/No (15 out of 15 said yes)

Q Why?

- To build the knowledge on Sphere and its usage in humanitarian work
- To build self confidence
- To learn the training skills and techniques
- Because this course is very comprehensive learning process, makes us more confident on Sphere – ‘AHA’ moment!
- Very useful
- Excellent way to learn more about Sphere and learning/training
- For the quality and quantity of learning about Sphere, about training, about human dignity and how to apply all of this in practise
- I can't emphasise how much I've learned
- Definitely, because it is top draw
- Yes, great learning experience
- Absolutely yes, the content – focus on improving the quality of humanitarian service, the process- facilitation is great, great impact
- It combined learning skills on content (Sphere) and process (trainer/facilitator)