

# Training of Trainers (ToT) on Sphere Minimum Standards Nairobi, Kenya

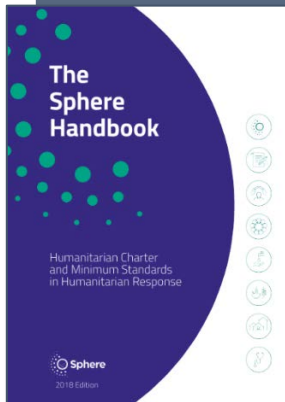
September 23<sup>rd</sup> to 27<sup>th</sup>, 2019

Organized by  
**Sphere**  
And the

**Inter-Agency Working Group  
for East & Central Africa (IAWG-Africa)**

Sponsored by  
**Sphere**

Training facilitation supported by  
**Lutheran World Relief**



Report by  
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## Training of Trainers (TOT) on Sphere Minimum Standards September 23rd to 27th, 2019, Nairobi, Kenya

### 1. Introduction

Efficiency of humanitarian responses to natural disasters or conflicts is deeply rooted in quality of services and accountability of actions. The role of humanitarian organizations in quick delivery of life saving services are significantly high specially for the people at risk such as living with extreme poverty, social exclusions, gender constraints and ignorance. Expertise, familiarity of local context and technical abilities of humanitarian agencies makes them a competent service provider to uphold human rights and dignity with a primary objective to save lives, alleviate sufferings and assist to rebuild lives.

By acknowledging the expectations of affected population to assimilate ways for returning in their normal routine, Sphere minimum standards aims to ensure dignified life with quality assistance and protection measures. With its new edition of Sphere handbook- 2018, the initiative promotes an inclusive and integrated approach of humanitarian response. In March 2019, Sphere organized Sphere Orientation workshop in Nairobi where participants get oriented on Sphere handbook- 2018. Consultation with workshop participants reflected the need of additional support in future. One of the suggestions were to develop a group of Sphere Trainers in the region who can disseminate the knowledge while designing projects, capacity building of field staff, strengthen humanitarian program cycle and advocacy.

With Financial assistance from Sphere, Geneva and collaboration with Lutheran World Relief (LWR, USA), the Training of Trainers (TOT) was hosted by Inter Agency working group- Africa dated from 23rd September to 27th September. The event will also contribute the ongoing efforts of Inter Agency working group- Africa in aligning Sphere minimum standards in existing programs of member agencies.

This report has been produced by trainer team that documented the summary of training content and reflection of Sphere TOT held in Nairobi from 23rd to 27th September 2019. The report includes background, specific objectives, session inputs/output, and participants' actions during the sessions, feedback and evaluation. It also highlighted the lessons learnt and recommendations for future training programs. The list of participants and agenda are attached as annexure.

## 2. Background

Sphere is a movement that marked the 20th anniversary of Sphere Handbook. It reflects the changes in the humanitarian settings over that time. It includes new guidance for the working in urban settings, addressing minimum standards in protracted crisis and for delivering assistance through markets as a way to meet the standards. All technical chapters in fourth edition have been updated to reflect the current practices and the harmonized Core Humanitarian Standards replaces the previous Core standards. The initiative brings a wide range of humanitarian actors with a primary aim of improving quality of humanitarian assistance and enhance accountability of humanitarian actors towards their constituents, donors and participants. It is one of the most recognized set of minimum standards in humanitarian response. Established in 1997, Sphere is now a membership-based organization governed by a broad composed of representative of global network of humanitarian agencies. Sphere is a community of purpose for many humanitarian practitioners with a common objective to improve the quality and enhance accountability.



## 3. Training and management team

**SUBHASHIS ROY: Lead Trainer:** Mr. Roy has more than 18 years of professional experience in humanitarian response, capacity building of humanitarian organizations on Quality and Accountability, organizational development, program management and human resource development with Asia, Africa and Latin America Region. Skilled in managing and leading multi- disciplinary teams in humanitarian operations encompassing Quality & Accountability, multi stakeholder engagement, coordination and strategy planning. His journey with Sphere started in 2009 at Srilanka when he had been graduated as Sphere Trainer. As Sphere trainer, he has carried out series of Capacity building events on Sphere such as Sphere Orientation, Sphere TOT, Sphere audit, mainstreaming Sphere in program design, Sphere case studies and facilitated several learning events. In his current assignment with Lutheran World Relief as Global Emergency Program Manager-Technical Capacity, he is leading the capacity building mandate of the organization with a focus on Quality and Accountability standards in 18 countries.

**TRISTAN HALE: Co Facilitator:** Tristan has been Sphere's Learning and Training Manager since 2017. Prior to joining Sphere, he worked as a Senior Content Manager at Thomson Reuters and held various finance roles at Capita Life and Pensions. He also serves as Board member at Lake Aid, an association supporting refugee and migrant children in Annecy (France). Tristan holds a degree in Computer Science from the University of Bath (United Kingdom).

**DIMA EL SAYED: Lead Evaluator:** Dima EL SAYED is a Partnerships and Capacity Development Expert. She has an LLM in comparative Law from the Sorbonne University in Paris and started her career as a consultant at UNESCO in Paris before joining the Humanitarian Sector. Dima has worked in major INGOs including NRC, DRC and Oxfam where she managed and lead Capacity Development and Partnerships programmes coordinating the implementation of Humanitarian assistance programmes and leading the development of local partnerships. As a Sphere trainer she has collaborated with OCHA and UNWomen and led within Oxfam her training team into designing and delivering of countless training sessions based on Sphere adaptation to the context and mainstreaming its values. Dima is also a writer, an artist and an activist. Her work depicting humanitarian crisis in the MENA region has been reviewed by The Guardian and other major media platforms

#### 4. Venue:

The Sphere TOT held at Hotel Azure, Nairobi, Kenya. The training hall was equipped with audio visual aids, flip charts, white board and other facilities that enabled the training team to carry out various activities using different methodologies conveniently. (<https://www.azurehotelnairobi.com/>)

#### 5. Aim and Objectives:

Sphere TOT aimed to assist participants in applying and promoting Sphere as a tool to improve quality and accountability of humanitarian actions by the approaches of learning, acting and connecting.

**Objectives:**

Learn the application process for Sphere Standards as a tool for humanitarian response	Describe the structure of Sphere content and core humanitarian standards	Appreciate the principle of Adult learning	Demonstrate and reflect different training and facilitation skills	Prepare to lead Sphere training events.
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## 6. Participants

The training was meant for those who train or manage learning in the humanitarian sector, have prior experience of at least 4-5 years in conducting training in humanitarian issues, basic understanding of the contents of the Sphere handbook with discrete role in their current job responsibilities. Altogether 23 participants have been screened through a selection process who are individuals from different organizations and agencies having specific responsibilities linked to quality and accountability, involvement in disaster response, prevention, mitigation and preparedness; training experience; and capacity to replicate and share the training's content. Almost 50% of the participants had attended Sphere orientation prior to this TOT and having strong commitment to move on to their next layer of responsibilities. The rest 50% participants are those who are trainers in their respective field and aware about Sphere. All candidates have submitted application form, Pre course assignment, CVs and letter of endorsement from their immediate supervisor.

## 7. Process and Methodology

The 5 days Sphere TOT has included a variety of methods such as:

-Plenary presentation -Quiz (Question + Answer) -Participatory discussions -World Cafe	-Self-Study and Reflection -Groups Work and representation -Sharing in small and big group	-Case study - Games -Brainstorming exercises -Video
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Also, learning review exercises were conducted through recall and recognition methods. Trainers also discussed with participants during the tea/coffee & lunch break and also during the end of each day reflection time to make necessary adjustments in methods, tools and training aids. As part of the training agenda, a 2-minute presentation on their pre course assignment, 5 minutes mini session as per their choice and 45 minutes maxi sessions were conducted. As the main purpose of the training was to sharpen the training skills of the people, all the participants performed and led a session of 45 minutes. It was performed in a group of 2 where the prescheduled Sphere Training Package (STP) modules 2 to 19 were selected by the participants. The organizing team made arrangement to video tape 5 minutes sessions of the participants.

## 8. Training content and Proceedings.

Overall the training covered majority of the STPs from the new and revised training package. Although during the mini workshop (Refer Agenda), major emphasis was on STP-1-3, other chapters were also touched to support participant in recalling their prior learning. During participant led sessions, STP-4 to STP-17 has been covered except technical chapters of WASH and food security. Daily summary of the sessions carried out during the training are presented below,

## 9. Day 1

### 9.1. Opening and setting expectation

Mr. George Njeru, Coordinator- Inter Agency Group- Africa gave a welcome remark and broadly highlighted the process through which the Sphere TOT has been arranged. In order to know how much our participants are acquitted with Sphere initiative; they have been asked to reflect their familiarity with Sphere. It was learned that 90 percent of the people have heard about Sphere, 75% have hold the sphere handbook and around 55 percent people have used the standards in their field locations. TOT objectives and Agenda were shared with the participants. In order to know each other, participants were asked to shift to pre-defined areas such as Community, Management positions, national NGO, International NGOs and from there they have introduced themselves with name and current role in their organization. To facilitate better learning, participants also shared their most important learning objective from the training event. The event also created opportunity of encouraging each other and for that each participant received an envelope where they have asked to write their names and post it back side of the exit door. This initiative was appreciated by all as all the participants were encouraging each other for their contribution during the training event.

### 9.2. Quality and accountability

First formal session was to revisit some of the definitions and understanding on leading terms such as Quality and accountability. To make it simple and easy to understand by participant, Lead trainer Mr. Roy explained it with a simple question on “why they choose a particular dress today” and is it satisfying the purpose. He also related the example in humanitarian setting that similar to this exercise, services that we provide to affected people must satisfy their needs and if they are not satisfied then they must have some opportunity to raise their concerns (accountability). The key message from the session was that people have right to get quality assistance and they have right to raise their concerns.

### 9.3. Sphere introduction

Session introduced Sphere with its core beliefs. Participants reflected on core beliefs – Life Dignity, assistance, protection and steps for alleviating human suffering. Session covered journey of Sphere since 1997, interdependent chapters of Sphere handbook and overall theme of Learn, Act and Connect. Session also used Video named “How it all begun” and asked participant’s reflection on the same.

### 9.4. Pre-TOT workshops

Session started with calling volunteers from the participants who have used STPs previously. In an interview mode, these volunteers explained the STPs to fellow participants and then they explained what are different STPs. This exercise set the stage for the participants to initiate thinking process for their maxi sessions of 45 minutes. The session concluded with key learning messages on Sphere structure and content.

### 9.5. Training evaluation (Dima)

The Lead Evaluator has provided an introductory session on the definitions of feedback and evaluation as well as that of a Trainer inviting participants for their feedback. The session continued and concluded by an activity based on a pre-training assignment shared with the ToT participants. This activity helped participants to introduce the three principle prongs of the final Evaluation Tool

### 9.6. Mini workshop

The objective of the session was to help already trained people to recall their learning and also to initiate introduction to those participants who are new to Sphere. The session continued with Humanitarian charter where after explaining the basic purpose of charter, principles were introduced by catwalk. Three members from training team entered the team with Humanitarian charter posters on principles and explained what is 1) Right to life with dignity 2) Right to Assistance and 3) Right to Protection. Participants were asked to refer to the Humanitarian Charter chapter. The key idea was to make participants understand that humanitarian charter provides the moral and legal backdrop to rest of the sphere chapters. The role of Stakeholders was discussed in brief along with challenges they pose.

The session continued with sharing 4 words to 4 teams – Enhance, Ensure, Assist and Help. With these words, 4 groups identified the 4 protection principles,

1	Enhance the safety, dignity and right of people and avoid exposing them to harm
2	Ensure People access to assistance according to need and without discrimination
3	Assist people to recover from Physical and Psychological effects of threatened or actual violence, coercion or deliberate deprivation.
4	Help people claim their rights/



Session continued with a brief introduction on CHS standards and its applicability in humanitarian response. Participants reflected their experiences on CHS and clarified their doubts about the same. The major aim of the session was to inform participants why core standards of Sphere has been merged with CHS commitments. To initiate the session, Participants were introduced with CHS website and also briefly talked about the 9 commitments that CHS is highlighting.

#### 9.7. Technical Chapters

The session was led by 4 different exercises. Participants in 4 groups were assigned with 4 technical chapters. The first group has been tasked to draw a diagram of temporary settlement and place the WASH indicators. The 2nd group worked on 4 sets of numbers which were basically the page numbers from Food security and nutrition and group members identified the standards, indicators and Guiding notes. Third group was given with standards from previous edition of handbook and they identified the difference from the new edition. The fourth group worked on Health intervention where they identified all those standards which has inter linkages with WASH, Shelter and food security.

#### 9.8. Interactive feedback (2 minutes presentation by participants):

During this session, participants have delivered the presentations they were requested to prepare prior to the TOT. Every participant had been allocated two minutes to share their opinion regarding one of two topics shared in the pre training activities document. This session allowed participants get to know their audience, as well as identify their challenges with regards to delivery and building the learning environment. Also, this session helped in feeding into the SPHERE ToT Evaluation form and participants will be evaluated based on the level of their preparedness i.e their commitment. Participants then has a guided discussion on the nature of the role of the trainer v/that of an entertainer. At the end of the session participants received verbal instructions to prepare a presentation of no more than 5 minutes whereby they share with all other participants a skill or an information on any topic of their choice. This quasi impromptu session has fed into the TOT evaluation form in the section of impact

## 10. Day 2

Day-2 started with a small recap of the day-1 learning facilitated by Mr. Tristan.

### 10.1. Adult learning Theory:

Session started with introducing the session objectives. The trainer asked 6 volunteers and handed over cards with adult learning assumptions. These cards were on 1) Need to Know 2) Foundation 3) Self-concept 4) readiness 5) orientation and 6) motivation. To understand the assumption in easy and simple ways, Trainer called 6 volunteers who consider themselves as good cook. With each card, volunteers explained that these above-mentioned assumptions are valid for their motivation to learn cooking. It was also observed that adults start their learning during their childhood and their surrounding environment play a discrete role to shape their learning.

Activists



Reflectors



Theorists



Pragmatists



The session continued with learning style and for that 4 cards were placed in 4 corners of the room. The cards were learning styles such as Pragmatist, Theorist, Reflectors and Activist. The participants grouped them in 4 categories of learning style and then referred the Sphere Training guide to learn the characteristics. It was also observed that for a smooth functioning of an office, we need all 4 categories of learning style and in any humanitarian response program also, we need to create opportunities of learning looking at their respective learning styles. Similarly, for any training program also, our modules and methodologies must cater the needs of all categories of learning styles. As a closing for the session, the facilitator presented a summary as follows:

- Adults have different learning styles and modalities
- As a Sphere Trainer, one has to balance the role of a trainer/instructor, facilitator and a learner
- Sphere learning events needs to be designed carefully to make it relevant to learning needs and effective in achieving its aims.

### 10.2. Contextual learning needs:

Session started with an individual reflection on significance of learning need assessment. Discussion followed a group work on specific areas of learning need assessment and presented the key areas in plenary. To get firsthand field experience from participant, Mr. Fredrick Kianda from Help Age International presented his experience on accessibility and inclusion.

By end of the session, participants were having all the necessary areas and questions that they might consider asking for their training event. Overall, the participants appreciated the multiple facilitating techniques used in the session to demonstrate the different learning styles of adults. Regularly practicing the techniques and conducting actual training will strengthen the training skills of the participants.

### 10.3. Participants (5-minute presentations)

With an objective to provide more space to participants for sharpening their trainer's skills, 5-minute slot has been given to each of the participants to present on any of topics of their interest. It was observed that Participants have utilized the time in a nice way by presenting on various topics including benefits of some vegetables, morning sickness of children, program management cycle, ORS making and many more. It was interesting to observe that some of the participants have made good preparations and placed lots of efforts to make it effective. As this was the 2<sup>nd</sup> opportunity for the participants to start harnessing their trainer's skills, they also identified the mistakes and gaps that they have made during this 5-minute presentation. One of the gaps in majority of the presentation was time management.

## 11. Day 3

### 11.1. Adult Learning Clinic

During the "Adult Learning Clinic session" Self-Evaluation tools have been circulated to participants. Each participant evaluated themselves and wrote the challenges they have faced during the Quasi impromptu Presentations. Participants were then invited to discuss with their neighbours their findings. (10'). Following 5 to 10 minutes of preparations, participants were asked to situate themselves in the room in between two walls representing the highest and the lowest grade. This activity aimed at situating oneself represents the challenges of self-evaluation as well as its importance. Participants were then divided into 3 or 4 groups and asked to discuss based on their individual inputs, three major challenges they faced during their preparations and ways to deal with these challenges.

Prior to the beginning of the STP presentations, the Feedback sheets have been distributed to participants who were asked to fill it in and shared it daily with the evaluator to provide further insight as to the impact of trainers.

### 11.2. Group formation for Participant led session:

Training team took the lead in formation of group for participant led sessions. As there were 23 participants so 10 pairs were selected and one group of 3 participants. The pairs were selected based on their prior engagement with Sphere Vs. Participants who have

not been involved in Sphere orientation. The names of the pairs and one 3-member group has been shared in plenary. After the group formation, Fishbowl method used for the groups to select their topics from 5 different options.

### 11.3. Preparation time for Participant led Maxi (45 minute) session

After the morning tea break, participants were given time to prepare their 45- minute presentation on their specified topics. Training team (Trainers and IAWG) was available to support the participants to prepare their sessions including stationary requirements. Most of the groups were able to decide on their session plans and methodologies that they would like to use during the session.

### 11.4. Participant led sessions (45 minutes)

On Day-3, two groups presented their sessions. Details are given below,

Topic	Key messages
<p><b>STP-4: Humanitarian Charter. Group presented the 12 elements of the Humanitarian Charter affect humanitarian response programming</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Communities affected by crises have the right to receive protection and assistance to ensure the basic conditions for life with dignity.</li> <li>• 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.</li> <li>• Humanitarians should hold themselves accountable to the communities and people affected by crisis, staff, donors, governments and other stakeholders</li> </ul>
<p><b>STP-5: Protection Principles Group presented 4 protection principles with examples</b></p>	<ul style="list-style-type: none"> <li>• Everyone should be guided by the Protection Principles, even if they do not have a distinct protection mandate or specialist capacity in protection.</li> <li>• 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.</li> <li>• The Professional Standards for Protection Work are a useful complement designed for protection professionals.</li> <li>• The Protection Principles are relevant to all phases of the humanitarian programme cycle.</li> </ul>

## 12. Day 4

Day 4 started with rest of the presentations.

<p><b>STP-6: Core humanitarian standards.</b>  <b>Group presented 9 commitments, its challenges and application</b></p>	<ul style="list-style-type: none"> <li>• The CHS provides guidance for both individuals and humanitarian organisations across all phases of the humanitarian programme cycle.</li> <li>• 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.</li> <li>• Humanitarians should hold themselves accountable to the communities and people affected by crisis, staff, donors, governments and other stakeholders.</li> <li>• At the centre of all the commitments, both graphically and metaphorically, are the communities and people affected by crisis.</li> </ul>
<p><b>STP-9: Shelter and Settlement</b>  <b>Group made simulated exercise to understand the standards and indicators</b></p>	<ul style="list-style-type: none"> <li>• Which assistance option(s) are appropriate depends on context (Assistance options, Handbook page 282).</li> <li>• Shelter programming does not only concern protection from the elements (What shelter provides, Handbook page 241).</li> <li>• Shelter needs change over time.</li> <li>• Assessment, community engagement and consultation are essential components of any shelter and settlement programme.</li> </ul>
<p><b>STP-11 Sphere in Practice</b>  <b>Group presented the Practical issues, obstacles and assessment</b></p>	<ul style="list-style-type: none"> <li>• Use all of the Sphere Handbook – not just the technical chapter relating to your project sector.</li> <li>• Remember that indicators are “just indicators” – not the standards themselves.</li> <li>• Use multiple indicators to measure and monitor progress on achieving the standards over time.</li> <li>• Highlight shortcomings to advocate for change to meet the standards as quickly as possible in all contexts – regardless of current shortfalls.</li> </ul>
<p><b>STP-12 Sphere and Program Cycle</b>  <b>Group presented the 5 phase of program cycle and Sphere applicability</b></p>	<ul style="list-style-type: none"> <li>• The programme cycle is an important concept in which each phase must be done well to maintain the quality of the overall programme.</li> <li>• Sphere relates to, and provides guidance for, all phases of the programme cycle, however they are defined.</li> </ul>

<p><b>STP-13: Sphere assessment and analysis</b>  <b>Group presented the assessment using sphere standards, different phases of assessment.</b></p>	<ul style="list-style-type: none"> <li>• Assessment is needed before, during, and throughout the aftermath of crises, and it should improve over time.</li> <li>• Assessment includes learning the needs, resources, vulnerabilities, and capacities of communities and people affected by crisis.</li> <li>• Assessments should engage the community, be coordinated, and designed to support programme decision-making.</li> <li>• Sphere provides practical tools (Indicators and checklists in particular) for developing high quality assessments – use them.</li> </ul>
<p><b>STP-14: Sphere &amp; MEAL</b>  <b>Group presented the Application of Sphere in MEAL, Approach and tools</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• It depends on the establishment and monitoring of baseline data and agreement on performance standards.</li> <li>• It promotes transparent and shared evaluations leading to programme improvement and organisational learning. Sphere can help in this.</li> </ul>
<p><b>STP-15: Sphere &amp; PSEA</b>  <b>Group presented the definitions, concepts of SEA and guidance on PSEA</b></p>	<ul style="list-style-type: none"> <li>• SHA occurs in workplaces in every sector.</li> <li>• 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.</li> <li>• 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.</li> <li>• The Sphere Handbook includes guidance for protection from SHA, SEA, and GBV.</li> <li>• Managers must be held accountable for informing staff, setting a high standard, and acting on reports and findings of violations.</li> </ul>

12.1. Sphere Handbook Activity Cards

Tristan led a short session using the new Sphere Handbook Activity Cards. This set of playing cards is a portable and innovative training tool which is currently in Beta. Tristan taught participants to play a quick game at their tables. Participants were then asked to design a new game, then teach it to another group. One of the games invented by ToT participants was “CHS charades” where one team of players acts out a CHS commitment, and the other team must guess which commitment it is. At the end of the sessions, each participant was given their own deck of cards to take away, on the agreement that they are now part of the Beta and will send game ideas and feedback to the Sphere office. This was a lively and popular session, with the new product meeting with an overwhelmingly positive response in its first foray into a Sphere ToT.

## 13. Day 5

Day 5 started with last 2 presentations

<p><b>STP-16 Sphere and coordination</b>  <b>Group presented the two main emergency coordination structures and role and expected norms of coordination activities</b></p>	<ul style="list-style-type: none"> <li>• Coordination is vital to effective humanitarian response.</li> <li>• Communication is central to effective coordination.</li> <li>• Intra-sectoral coordination is as important as inter-sectoral coordination.</li> <li>• 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.</li> </ul>
<p><b>STP-17: Sphere, Cash &amp; Market</b>  <b>Group presented the different concepts of CTP and various modalities</b></p>	<ul style="list-style-type: none"> <li>• CBA programming is encouraged but not always appropriate.</li> <li>• There are many different approaches to CBA.</li> <li>• Monitoring and evaluation are essential components of any CBA programme, and the programme will need to evolve during the response.</li> <li>• The potential for abuse and misuse of resources in CBA programmes can be significant.</li> </ul>

A feedback session was organized by lead evaluator which started with self-assessment and also for each of the participant led sessions, participant also provided feedback to each session. Some general observations during the participant led sessions are as follows,

- Some of the participants have prepared really well which shows in their methodology.
- Participants have better understanding on the training content
- Participants enjoyed while presenting and facilitating sessions
- Sphere training package was used but there might be some innovations in the approach
- Many groups used PowerPoint as their only means to deliver. There must be plan-B always to minimize the risk.
- Participant need to improve their understanding on the content in coming days.

### 13.1. Training Checklist

The session started with highlighting the objective of the session. The major focus of the session was to jointly develop a detailed list of preparatory activities that makes a training effective. To initiate the discussion, trainer called for 5 volunteers to represent 5 stages of training preparation cycle- Need assessment, Plan, Design, conducting training and evaluation. Each volunteer has been tasked to move each table for 2 minutes and identify the key areas of training cycle preparation. After spending 2 minutes, each volunteer come up with 5 key areas that they presented through a “body outline” exercise where a big body outline was laid out on the floor.

### 13.2. Evaluator’s feedback (Dima)

Self-Evaluation: The Self Evaluation tool has been redistributed to participants, followed by a discussion around comparative results. Following this Self-evaluation, the Lead Evaluator presented the assessment tool used to assess the potential trainers. She finally presented and discussed her major findings in term of collective training gaps in the areas of content, Learning environment and Cognitive skills and how to tackle these based on experience, research and adult learning approaches.

### 13.3. Individual action planning

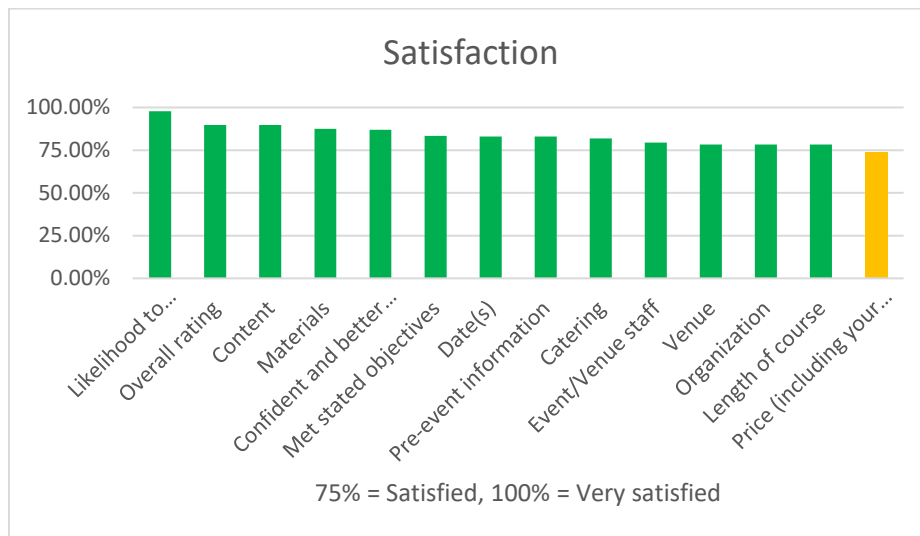
As part of the training event, Trainer asked to recall their 2 commitments that they have mentioned during Sphere training application. Participants were asked to identify one strength area that will support them to accomplish their commitments. Also, they have been asked to identify 2 areas where they feel to improvise in their skills/knowledge. Finally, they have also shared what kind of support they are looking from Sphere.

There was one suggestion which was unanimously supported by all ToT participants; a call for remote support for up-and-coming Sphere trainers. During the months following the ToT event, participants are expected to facilitate or cofacilitate at least two Sphere workshops. What they want/need during this time – as they organize workshops and prepare themselves to lead them – is to be able to contact an experienced/listed Sphere trainer for support, mentoring and advice. Naturally, any participant can contact the Sphere office at any time, but ultimately, a decentralized peer-to-peer model would be more sustainable. The Sphere office will look into how this service can be provided.

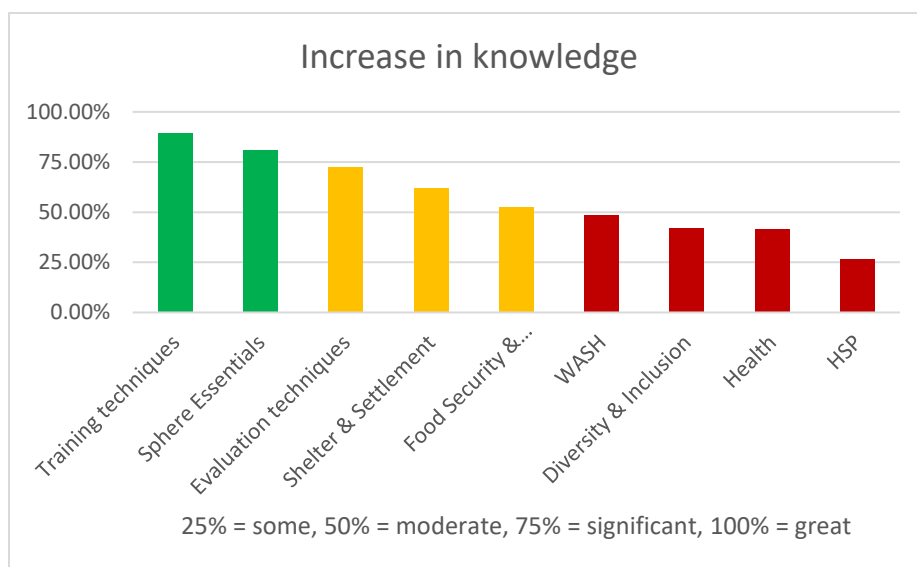


## 14. Final Evaluation:

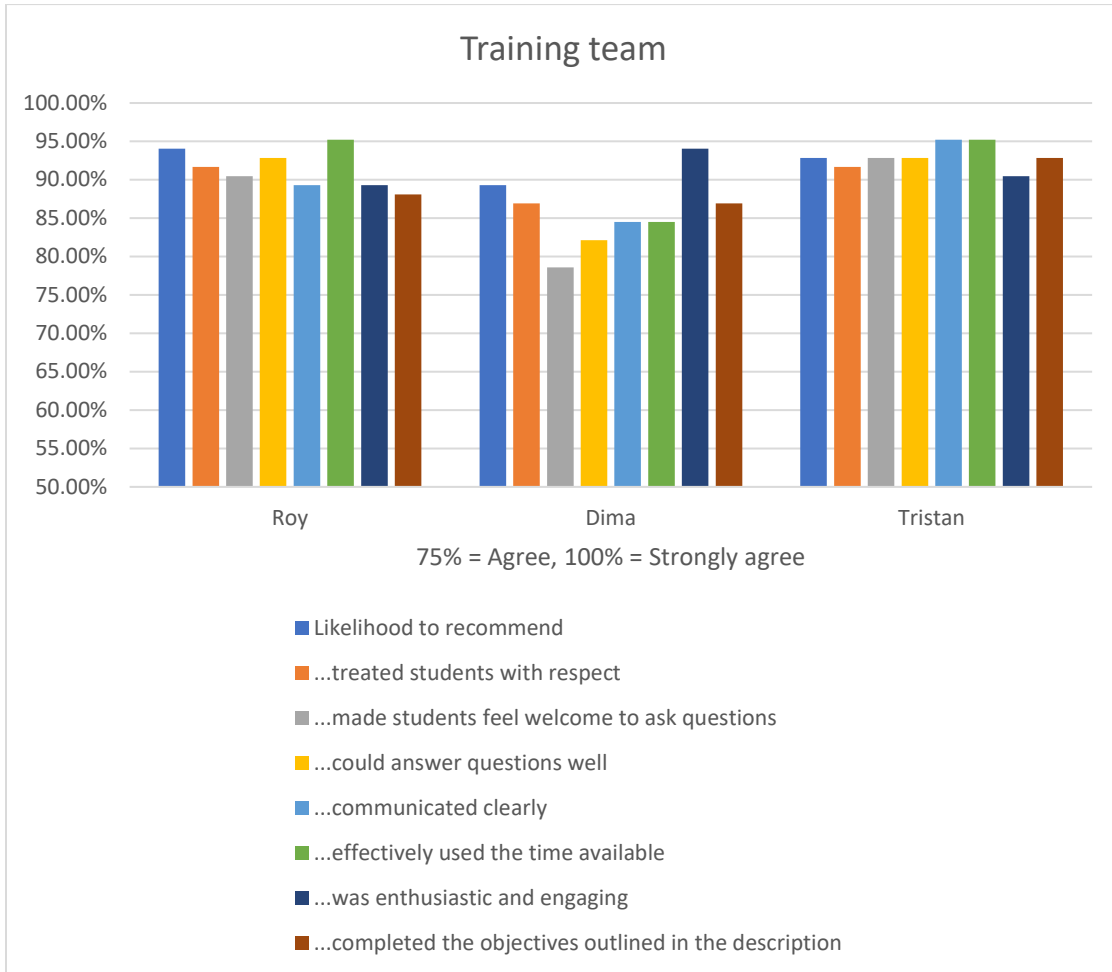
Overall impact of the training has been felt by all the participants. The participants also reflected that their learning objectives have been met and they liked the content, methodology and facilitation. To get specific and facilitator wise feedback, Survey monkey application has been used to collect the evaluation scores. The summary of evaluation scores are as follows,



Participants were satisfied to very satisfied by all surveyed aspects of the event, except for overall price including travel which scored between neutral and satisfied. This event was non-residential, and participants were responsible for their own travel arrangements. While over half the participants were from Nairobi, 7 or 8 people travelled from abroad.



Participants registered a significant to great increase in knowledge of training techniques and Sphere essentials, and a moderate to significant increase in knowledge of evaluation techniques; shelter and settlement; and food security and nutrition.



On average, participants agreed to strongly agreed that all members of the training team had all the competencies surveyed

## Open-ended questions

### What did you like most about this event?

- Facilitation methodologies and mastery of content by the Trainers
- I learnt a lot from other facilitators as well. working as teams was a great idea.
- Scope of learning from different experience
- Ice breakers
- The Coordination and organization
- Role play and presentations from different people
- It was very practical and quite involving
- The process of the training, the seriousness and approach
- Practicality, sincerity, and engagement
- Content
- The high level of experienced facilitators
- New content on Cash Based Assistance
- The unpacking of the Sphere Handbook from the trainers and TOTs (during presentations of the STP modules)
- It opened up my ability to use the handbook and also confidence in training on how to use sphere in humanitarian programming.
- Content and learning environment of this training was excellent. Roy's knowledge of SPHERE was commendable. It inspired me to make a pursuit on that.
- Understanding Sphere Handbook better – both foundation and technical chapters
- The team of trainers helped me achieve my objectives
- The diversity of participants enabled me to learn more from other countries. Training team was pretty good and focused on the task.
- Trainers Skills
- The interactions and exchange of experiences. I learnt also was happy with the trainers, Roy is a good experienced trainer and he delivered. All the other trainers were satisfactory too.
- Good time management. The practical presentations were really good. I enjoyed the way the adult learning session was delivered made my understanding much clearer. The evaluation session also was very insightful.

### What did you like least about this event?

- Closed door sessions throughout
- At times the training room was a bit too cold maybe because of the ac.
- The time frames
- Evaluation methodology
- Too much use of papers! Save the environment

- Time to prepare the presentation was short and content was a lot
- The assessment feedback didn't get back to me. I would have loved to identify my weak points.
- evaluation session restricted to self-evaluation as TOT it should have covered training evaluation aspects
- Some assessment discussions were quite subjective. E.g. choosing who did the best in the participant presentation. I struggled with which criteria to use to judge.
- Session on MEAL
- End time of the sessions. I would have preferred starting early (8 Or 8.30 am) and leaving earlier (to beat traffic)
- I think the presentations were rushed, it would have been better to have a little more time to discuss and learn more on all the STP modules.
- The lack of having a strategy to allow all ToTs to collaborate on organizing trainings together. Efforts to link the ToTs into a WhatsApp Group. The ToTs can be a vital force to creating a SPHERE movement in Kenya & East Africa.
- The logistical arrangements and costs favoured more Kenyans than other nationalities
- Representatives from government
- The subjective voting of my peers, it does not encourage adults learning nor does it motivate. I would avoid this in my trainings.
- Having to evaluate other participants, driving in traffic to and from home

### **How do you think this event could have been improved?**

- Include some sessions outdoors - consider venue with ample space for team tasks
- Allowing teams to give feedback to other teams maybe in small groups after all the 45 minutes presentations were complete.
- More information and follow-up
- Understanding that not all learners are experts in sphere
- By observing adult evaluation principles
- Extend the training days to allow participants enough time to navigate the STP modules
- The areas for group presentation can be shared early enough to enable participants to prepare adequately
- Share the feedback at the plenary to get input from colleagues
- Include sessions on personal assessment tool that gives individual areas of their strength and downsize
- More energy from Trainers

- Having participation from governments. Their input on the government's perception on the Sphere, their role in response and their place in coordination would have been more ideal and practical.
- Allocation of more time for new members like me to grasp many concepts.
- Take a Training Needs Analysis before this Training with the participants. Understand their unique challenges in previous SPHERE trainings.
- Even out the 'playing field' so that different regions of Africa could be better represented for such critical capacity on the continent
- Deliberate inclusion of person from the government.
- probably had one of the trainers local, this would encourage mentoring and also localize. However, the trainers were good
- Maybe next time consider a venue that has an outdoor garden that some of the sessions can be conducted outside

## 15. Conclusion:

By end of all sessions, the TOT was concluded with reviewing the objectives of the workshop and running through the expectations that participants have shared during the initial phase of the training. As open floor for reflections participant shared their views on the workshop and their learning through its training event. It was observed that all the participants are satisfied with the training content, facilitation and logistic arrangements. Participants also shared that they have learned many things and they will remember the training forever. They highly appreciated the hard work that training team have placed for its preparation and made plans to continue the learning process. Training ended with certificate distribution and vote of thanks.

## AGENDA

Duration	Day 1 Monday	Day 2 Tuesday	Day 3 Wednesday	Day 4 Thursday	Day 5 Friday
15'	Opening words	Recap	Recap	Recap & training tips	Recap & training tips
90'	Introductions & icebreaker	Adult learning theory	Adult learning clinic	Presentation 4	Presentation 11
	Introduction to Sphere and the ToT		Form groups	Presentation 5	Presentation 12
Break: 15'					
90'	Pre-TOT workshops and the Sphere Training Package (STP)	Learning needs analysis	Preparations	Presentation 6	Training checklist & measuring training impact
	Trainer/training evaluation: how to give feedback		Preparations	Presentation 7	Evaluator feedback
Lunch: 1 hour					
90'	Mini workshop adapted from STP modules 2 and 3	5-minute presentations	Preparations	Activity cards	Individual action planning
			Presentation 1	Presentation 8	Collective initiatives
Break: 15' - late break -					
90'	2-minute presentations: giving feedback	5-minute presentations	Presentation 2	Presentation 9	Final evaluation of ToT, certificates and group photo
			Presentation 3	Presentation 10	
15'	Daily evaluation	Daily evaluation	Daily evaluation	Guided reflection time	Closing words
Evening	Free	Cultural event	Preparations (optional)	Preparations (optional)	Free

## 16. Photo gallery



Lead Trainer, Roy





Participant and guest speaker, Fred





Lead Evaluator, Dima



An elegant participant-made prop



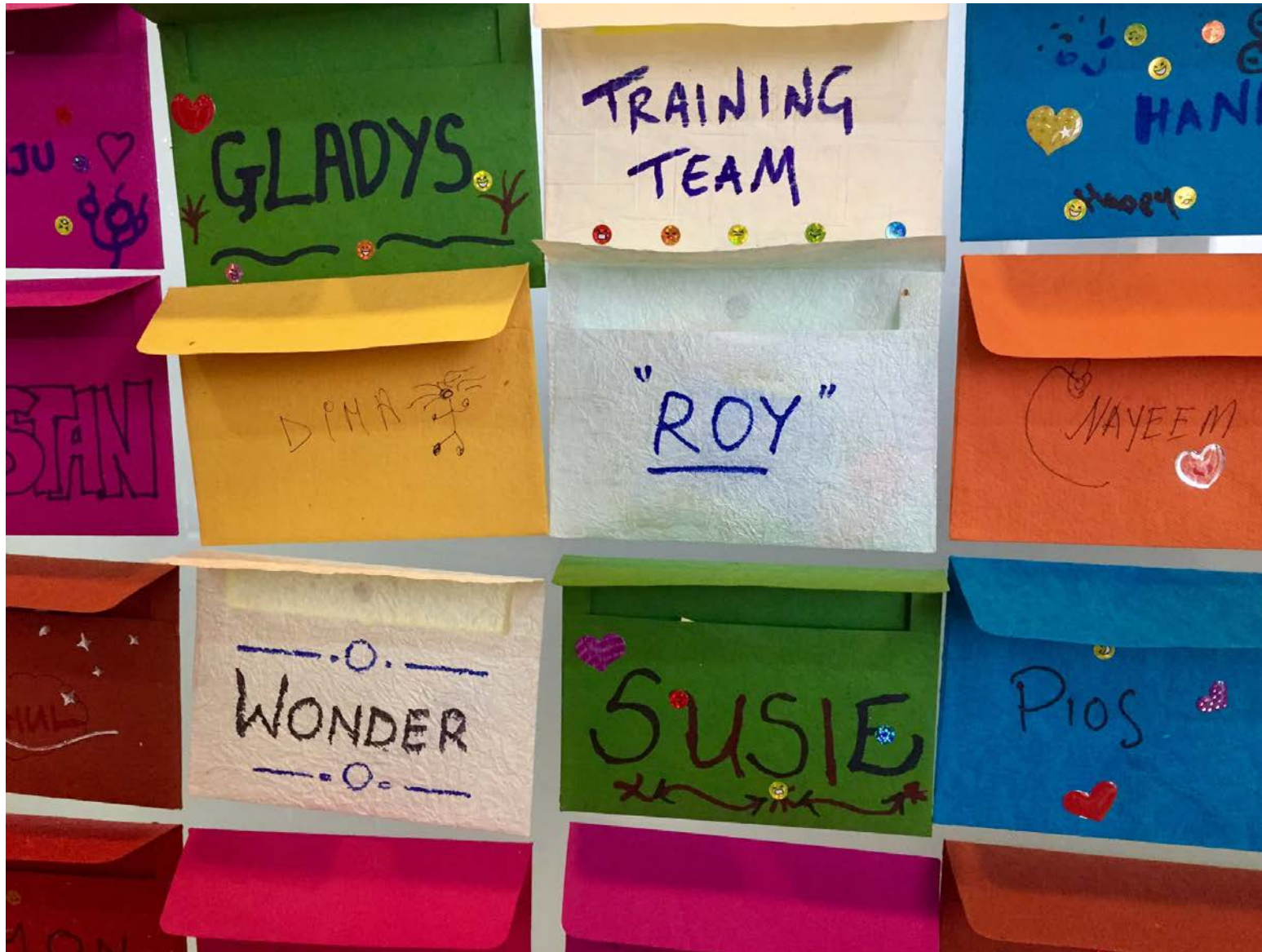


Participants invent a new game using the Sphere Handbook Activity Cards



The good old “magic stick” coordination exercise





Participants encouraged each other throughout the workshop with handwritten messages



We made it!