SPHERE TRAINING OF TRAINERS
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Draft Report

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Contents

Acronyms and Abbreviations

AAP-WG   Accountability to Affected Population Working Group
ANPPCAN   The African Network for the Prevention and Protection against Abuse and Neglect
CHS   Core Humanitarian Standard
DRA   Dutch Relief Alliance
HAP   Humanitarian Accountability Partnership
HB   Handbook
HC   Humanitarian Charter
HRP   Humanitarian Response Programme
HSP   Humanitarian Standards Partnership
IDPs   Internally Displaced Persons
GBV   Gender-based Violence
NGO   Non-governmental Organization
INGO   International Non-governmental Organization
IOM   International Organization for Migration
PSEAH   Protection from Sexual Exploitation, Abuse and Harassment
SOS-CVE   SOS Children's Village Ethiopia
STPs   Sphere Training Packages
ToT   Training of Trainers

1. Background

The Sphere ToT in Ethiopia was a collaborative initiative and effort of the Dutch Relief Alliance (DRA), SOS Children's Villages Ethiopia (SOS CVE), and the Accountability to the Affected Population Working Group (AAP-WG) in Ethiopia.

- The Dutch Relief Alliance (DRA) is a coalition of 14 NGOs that have joined forces to provide humanitarian assistance to people and communities worldwide. Working in partnership with local NGOs and the Netherlands Ministry of Foreign Affairs, DRA strives to enhance the impact of the humanitarian work undertaken by international, national, and local NGOs.
- SOS Children's Villages Ethiopia (SOS CVE) is a non-governmental, non-political, non-denominational charitable child welfare organization affiliated with SOS Children's Villages International, the largest child development organization for children in the world. SOS CVE humanitarian response program (HRP) has been implementing various projects in Ethiopia's North Wollo, North Shewa, Shebelle, and East Hararghe zones. These projects address multi-sectoral and integrated needy populations through health and nutrition, food security and livelihood, settlement, shelter/non-food items, mental health, psychosocial support, and child protection.
- The Accountability to the Affected Population Working – Ethiopia (AAP WG-E), also known as the Inter-Agency Accountability Working Group – Ethiopia (IAAWG-E) is a collaborative network primarily comprised of agencies operating in Ethiopia who aim to adhere to the CHS, Sphere and the HSP. The network was established in Addis Ababa in 2009 by organizations intensely interested in promoting accountability in humanitarian and development work using the HAP standards. Led by IOM, the WG works with the Ethiopia Humanitarian Country Team and Inter-Cluster Coordination Group to strengthen collective accountability in the humanitarian response.

The joint initiative of the DRA, SOS CVE, and the AAP-WG advocates and defends that while implementing humanitarian projects, adhering to humanitarian standards is required to meet the needs of affected people and ensure quality and accountability. To sufficiently apply these standards, project staff involved in project design, implementation, and monitoring should be capacitated. The joint initiative had conducted training needs assessment and suggested for capacity building trainings on Sphere, CHS, and HSP, so there could be training experience among staff of humanitarian organizations. The suggested training plan included three phases: 1) conduct five Sphere and CHS workshops, 2) conduct Sphere ToT, and 3) provide mentoring and coaching for Sphere ToT graduates. To lead the training plan, representing the joint initiative, SOS CVE (and DRA) contracted Dr. Amha Ermias, representing SEGEL Research and Training Consulting PLC (SEGEL).

This report includes introduction, the Sphere ToT objectives, preparation and organization, ToT details and methodology. It also highlighted recommendations for similar Sphere ToT. The agenda, training participants' list and training evaluation are attached as annexes.

2. ToT Learning Objectives

By the end of the workshop, participants will be able to:

- State the principles of adult learning and apply them to designing and running a Sphere learning event.
- Define content, and write session plan, and training schedule for Sphere training workshops.
- Demonstrate a range of training and facilitation skills.
- Prepare for running a Sphere learning event in the field or for their organisation.
- Create a peer support system to enable participants continue their learning and sharing journey.
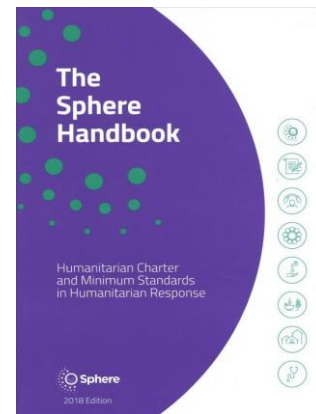
Figure 1. The Sphere Handbook 2018 Edition

3. Selection of Participants

The aim was to have 14 participants who had already attended one of the five Sphere and CHS Workshops which were carried out in October and November 2023. Participants of the ToT were selected from the 91 graduates of the five Sphere and CHS workshops. The selection was made based on agreed criteria and processes: those who have worked in the humanitarian sector, have prior experience of at least five years in the sector and have completed the Sphere and CHS training. Participants were from National and International NGOs and a UN agency having specific responsibilities linked to quality and accountability, humanitarian response, prevention, mitigation, and preparedness, and refugee and IDPs coordination and have the capacity to apply and share the Sphere training's content. Participants were generally from: UNHCR (1), IOM (1), SOC CVE (2), SOC CVI (1), ZOA (1), Terre des Hommes (1), Action for the Needy (1), Food for the Hungry (1), ANPPCAN-Ethiopia (1), Plan International (1), Concern Worldwide (1) and 2 (SEGEL). Nine participants were male, and five were women. The full list of participants is attached in Appendix 3.

4. Trainers

Representing SEGEL, Dr. Amha Ermias took the lead in managing and delivering the ToT program. Dr. Amha is a listed Sphere Trainer and CEO of SEGEL. He was in charge of planning, designing, leading, facilitating and overseeing all the training sessions with modest support from co facilitators (and also the Sphere ToT trainees) – Dr. Nina Belay and Andualem Belay. A summary of the background of the trainers and SEGEL is in Appendix 4.

5. Planned and Delivered Events

The Sphere ToT was one of the main planned and delivered events of the joint initiatives' training program. Overall, the training program included eight Sphere events that took place from October 10 – December 15, 2023: an online training launching meeting, five Sphere and CHS Workshops, Pre-Sphere ToT webinar and Sphere ToT. Details about the events, time, location, and venue is included below.

Event name	Time	Location and Venue
Online launching meeting	Oct 10, 2023	Online
Sphere and CHS	Oct 16-19, 2023	Addis Ababa, Mado Hotel
Sphere and CHS	Oct 24-27, 2023	Adama, Haile Resort
Sphere and CHS	Nov 7-10, 2023	Addis Ababa, Elilly Hotel
Sphere and CHS	Nov 14-17, 2023	Addis Ababa, Elilly Hotel
Sphere and CHS	Nov 21-24, 2023	Adama, Haile Resort
Sphere ToT Online Webinar	Dec 7, 2023	Online
Sphere ToT	Dec 11-15, 2023	Adama, Haile Resort

The workshops and ToT's facilities were well-equipped with audio and video equipment, flip charts, whiteboards, and various other amenities, which greatly facilitated the diverse workshops' activities conducted by the team using a range of methodologies.

As indicated in Table 1, the five Sphere and CHS workshops lasted four day each which were carried out in October and November 2023 in Ethiopia. In total, 91 (17 female) humanitarian professionals from 33 organizations and agencies participated. Participants were drawn from the AAP-WG members and DRA partners including UN agencies, national and INGOs. The five workshops were conducted in English language having the same purpose and the primary objective of developing participants' holistic understanding of the rationale and structure of the latest Sphere and CHS standards, including PSEAH.

This ToT is a continuation of the joint initiative and was organized for a selected group of 14 (5 female) participants with the aim to eventually become listed Sphere trainers in Ethiopia.

The Sphere ToT workshop took place at the Haile Resort in Adama, Ethiopia. The training facility was well-equipped with audio and video equipment, flip charts, a whiteboard, and various other amenities. This five-day training occurred from the 11th to the 15th of December in 2023.

6. Pre-ToT: Planning and Preparation

The planning and preparation of the Sphere ToT began approximately eight months before the actual ToT. Overall events are indicated in section 5 above and details on pre-ToT planning and preparation are indicated in subsequent sub sections.

6.1   Coordination Meetings and Management Team

The team of SEGEL and the joint initiative management team complemented each other to ensure smooth delivery and running of the Sphere ToT and overall training program. A series of coordination meetings were held in preparation of the Sphere ToT including the previous workshops:

- o   Meetings between Lead Trainer and organizers
- o   Meeting between Trainers on content of the ToT
- o   Meeting between DRA, SOS CVE and AAP WG on the roles and responsibilities
- o   Meeting between Lead Trainers of Sphere ToT and Sphere Secretariat

The coordination meetings allowed a clear division of roles and responsibilities and clarification of expectations among those who were directly and indirectly involved in the Sphere ToT. The joint initiative management team was led by Mr. Ayenew Bekele. Mr. Ayenew is a Country Coordinator – Ethiopia Joint Response of the Dutch Relief Alliance. His role was to represent DRA, SOS CVE and AAP WG and ensure participants and trainers are supported to run a smooth Sphere ToT and the overall training program. This was done in a sterling manner by himself and his team member - Melkamzemed Wudassie – a national MEAL specialist of IOM Ethiopia, who represented AAP WG.

6.2   Welcome Webinar

The Lead Trainer, Dr. Amha Ermias, conducted a virtual welcome webinar (45 minutes) about four days before the Sphere ToT: on December 7, 2023. The main aim of the welcome webinar was to introduce the objectives and agenda and clarify participants' expectations. The welcome webinar was attended by 13 out of 14 ToT participants and the two co-facilitators. The welcome webinar set the tone for the Sphere ToT and assured participants of the support they would receive to successfully complete the Sphere ToT.

In addition to the application process, participants were asked to respond to a few questions to assess their learning needs during the webinar. They emphasized that they would like to engage in a more interactive and engaging Sphere ToT where they could learn how to facilitate a Sphere event and underlined the importance of receiving feedback.

All participants were requested to complete an online Training of Trainers (ToT) and 13 out of 14 participants completed it, showcasing their enthusiastic engagement and keen interest. Certificate – completion rate was 13 out of 14 before the in-person ToT (Appendices 5. Sample Pre-ToT Online Certificate).

6.3   Agenda

The agenda is attached in Appendix 1 and was comprised of trainer led sessions, participant led sessions and sessions to recap and discuss learning progress and way forward. Facilitators led a review of the previous day's learning each morning, using a variety of fun interactive methods, e.g.

pass the parcel (ball of questions), question and answer, and Kahoot. Training and learning materials were sent to each participant a week before the ToT.

7. Approach and Methodology

The Sphere ToT workshop was methodically structured around three interlinked parts, each tailored to specific objectives of the ToT. The first part focuses on revisiting and deepening the Sphere philosophy and approach as well as the structure and contents of the Sphere Handbook 2018 Revision. Additionally, it reviews fundamental concepts such as quality, accountability, and dignity. This part also provided opportunities for participants to link the technical chapters through practical exercises and navigate through the STPs. The second part places more emphasis on adult learning principles and theories, which addresses how adults learn, learning needs assessment, diverse learning styles and group facilitations, feedback, and evaluation. This part lay the base for designing learning events, session plans and set the stage for Participant-led Session (PLSs). The third part focuses on empowering participants to take the lead in conducting sessions. Participants led mini (5 minutes) and maxi (45 minutes) presentation sessions.

The Sphere ToT was designed to equip participants with the skills and competencies necessary to become effective trainers. It employed fully participatory methods to accommodate diverse adult learning preferences, fostering a collaborative learning environment, and ensuring active engagement. These methods encompassed an array of exercises, case studies, visual aids, videos, group discussions, and activities led by the participants themselves. Each day concluded with facilitators conducting a recap of the day's topics, actively soliciting input and insights from the participants. Furthermore, they addressed any questions or concerns raised by the participants. Each day ended with wrapping up and feedback. The following days commenced with a recap of the participants' reflections and feedback on the training content and processes from the previous day.

8. Proceedings

8.1 Day 1

Session 1: Introduction to Sphere and the ToT

Welcome and Introduction

Treasure Hunt exercise (A1.1.1[1]): The session began with Greetings and Welcoming remarks by the lead trainer. That was followed by a "Treasure Hunt" action-oriented activity. Each participant received a preprinted checklist with a list of 'treasures.'

Participants communicated and further asked each other with the purpose of identifying as many 'treasures' as possible (Fig. 2). Among the treasures identified were someone who speaks more than three languages, who is a medical doctor, who is a child protection specialist, who has worked in more than two countries, and who have experience of promoting Sphere in more than three events. In the debriefing session, participants reflected on the activity and the 'treasures' that surprised them.

Figure 2. Participants in treasure hunt activity

The 'Treasure Hunt' activity enabled participants to chat and talk with one another quickly. It was also a good icebreaker making participants engaged quickly in a more interactive manner. Finally, the lead trainer appreciated the diversity of participants and emphasized that with so many treasures, how rich the group is and the relevance of diversity in creating a supportive environment and experience-sharing platform that could enable participants to reach more communities in promoting quality and accountability.

Introduce your partner: Participants were allowed to interview each other and learn more about each other in a formal way: about their names, years of humanitarian experiences, current posts and one interesting thing that is not obvious about them. Accordingly, each participant first introduced himself/ herself to a partner (whom s/he did not know well) and vice versa in less than 45 seconds. Each participant then introduced his/ her 'friend' to the plenary. Nonobvious issues raised include a participant has never drunk alcohol, another has never drunk coffee, another uses music for controlling her emotions and the other walks at least 5km daily. This open reflection paved the way for developing a sense of trust, closure, and supportive learning environment. This was the first step for preparing participants to be ready for the session "giving and receiving constructive feedback'.

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[1] A 1.1.1: A is for Activity, the first 1 refers day 1, the middle 1 refers to block (session) and the last 1 refers the activity #

Reaffirmation of ground rules: In the Pre-Sphere ToT webinar, participants already set and agreed on norms and rules governing all these Sphere ToT sessions. Participants reaffirmed that the ground rules would help establish the right expectation for them throughout the sessions. That helped ensure that everyone was on the same page and reduced the risk of the sessions turning unproductive or running out of hand. Setting ground rules made participants use laptops and mobile phones only for the Sphere ToT activities.

Reasserting expectations: In the Pre-Sphere ToT webinar, participants had already expressed their learning expectations. Following the webinar, the training team made some adjustments to the ToT agenda and more activities were included[2]. With the aim of reasserting their expectations and meeting the Sphere ToT objectives, participants were asked during the workshop to reflect on their expectation using www.ment.com. They reasserted that at this stage i.e., making the ToT more engaging through participatory, experience sharing and practical activities.

Sphere ToT objective and agenda: The lead trainer reassured participants that the training was designed to meet their expectations, needs and Sphere ToT workshop quality criteria. The lead trainer reflected on the aim and objectives of the training. He also debriefed that effective facilitation of Sphere learning events requires at least two things: (1) understanding of the Sphere content (foundation and technical chapters) including the broader humanitarian context and operations, and (2) understanding and application of adult learning principles and skills in designing, running, and evaluating Sphere learning events. The latter includes group facilitation, providing feedback, designing training sessions, managing challenging situations, and evaluating training. **The ToT was therefore structured with four pillars: 1) Revising and reinforcing Sphere content and structure, 2) Adult learning principles and facilitation skills, 3) Practicing Sphere learning workshops and 4) Action and collective planning and next steps.**

Reviewing Sphere content and structure:

With the aim of recapitulating their previous Sphere and CHS workshops, participants were tasked with the following two activities: individual and small group exercises.

Revisiting Sphere-Individual exercise (Quiz) (A 1.1.2): The aim of this exercise was to revisit participant's memory and understanding about the history, key concepts, content, structure, and standards of Sphere**.** An envelope with an activity sheet was distributed to each participant and they were tasked to read the questions from it. The activity sheets consisted of 10 objective questions (statements) from Sphere handbook sections. For each participant, a flipchart paper with his/ her name and blank spaces with numbers from 1-10 posted on the wall. The options (answers) for the questions (statements) were written on a separate flipchart paper which was posted on the opposite side of the wall with participants' flipcharts. Participants were asked to

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[2] The original training agenda is available https://spherestandards.org/event/a-sphere-training-of-trainers-tot-ethiopia-11-15-december-2023/ and the revised one is in Appendix 1.

select the appropriate options (answers) and write their answers on their flip chart papers. Then after, pairs next to each other cross checked their answers and reflected on similarities and differences (See Appendix 6).

All the questions (100%) were correctly answered by 75% (N=9) of the participants. The envelope (named earlier) was posted on the flip chart with their names on it and used as an opportunity for providing constructive feedback throughout the ToT sessions. The training team encouraged participants by putting candies and asked them to find out what is inside their envelope on the second day of the training event.

Figure 3. The lead facilitator explaining the individual activity

Reviewing Sphere-small group exercise (Scenario) (A 1.1.3): The aim of this exercise was to reinforce participants' ability of properly utilizing the Sphere Handbook. The scenario was that participants were situated in a context where an old school is being converted into a refugee reception center and presented with issues that demand answers from the Sphere Handbook.

Participants were split into three groups while they were asked to read the scenario in their groups and answer questions from the Sphere Handbook. Then after, they were asked to build the Sphere handbook structure on flipchart papers with their answers and finally compared the results.

Figure 4. Participants in group activity

The two exercises gave participants the opportunity to navigate the Sphere Handbook via HSP App and answer some important questions related to both the foundation and technical chapters of the Sphere Handbook. The exercise served as an introductory immersion into Sphere and the Sphere Handbook 2018 Edition as its foundation.

Session 2: Navigating Sphere Foundation Chapters and STPs

Session two and three were dedicated to reinforcing participants' learning by deep diving into the Sphere Handbook and navigating the STPs. The session began with plenary discussion led by lead trainer on the sources of materials for organizing Sphere Training events including a quick overview of Sphere Training Packages (the 20 STPs) and Sphere Short Workshop Pack. The session followed with activities that provided participants a chance to navigate the foundation and technical chapters. Participants were advised to focus on the learning objectives and key messages from STPs based on their group activities. A case study was given in this session. The case study has two components (Selam 1 and 2), considering Selam as a local government official overseeing humanitarian response in Metema Town, Ethiopia. According to the case study, Selam and her colleagues wanted to know more about Sphere humanitarian charter (Case study 1) and technical chapters (WASH, food security, shelter and health/ (case study 2). Participants were then asked for advice.

Navigating Foundation Chapters: Small group exercise (Case study 1) (A 1. 2. 4):

Participants were split into three groups and one question was assigned to each group requesting them to navigate the appropriate section of the Sphere Handbook as well as STPs and then come up with advice for Selam in the form of presentation. The cases focused on the Humanitarian Charter, Protection Principles and CHS in which each of the three groups were assigned to take a separate chapter.

Representatives from the three groups presented the potential advice to Selam by mentioning the key learning objectives, key activities, and key learning points from STPs (4-6) that could answer Selam's questions. STPs 4-6 consist of sessions on the humanitarian charter, protection principles and CHS respectively.

Figure 5. A Participant presenting group activity

Session 3: Navigating Sphere Technical Chapters and STPs

Navigating Technical Chapters: Small group exercise (case study 2) (A 1. 3. 5): Participants were split into four groups (WASH, food security, shelter, and health) and one question was asked to each group in line with the four technical chapters. Each group navigated the STPs and appropriate section of the Sphere handbook to answer Selam's question. This allowed participants to explore the relevant technical standards in the Sphere Handbook and identify one or two actions that could address Selam's questions.

They also presented the learning objectives, key activities* and key learning points from the appropriate STPs (7-10) that could meet the challenges that Selam has been facing. STPs 7-10 consist of sessions on WASH, food security, shelter, and health respectively

Figure 6. A participant presenting group exercise

Session 4: Preparation and orientation to Mini and Maxi Sessions

This session provided opportunities for participants to further explore the STPs and pave the way for participant led- sessions' preparations and presentation. Participants were assigned to conduct two types of presentations: the mini session (5 minutes) presentation and maxi session (45 minutes presentation followed by 15 minutes feedback). The first mini session (5 minutes presentation per participant) aims to provide initial opportunities for participants to present content in front of co participants for 5 minutes in a concise manner.

Topics for Mini session: The facilitators selected 12 topics for five minutes presentation & the topics were assigned with lottery system using the www.wheelname.com. The results included:

Participant Name	Topic assigned
Tsigie	Understanding vulnerabilities and capacities
Melakmzemed	The structure of Sphere standards
Azmeraw	Protection Principle 2
Melaku	The Humanitarian Charter
Mekdes	CHS commitment 4
Dr. Bayou	Using the standards in context
Elshaday	The Sphere key indicators
Sewnet	Essential concepts of food security and nutrition programming
Betsegaw	CHS commitments 2
Hana	Essential concepts of WASH programming
Ayenew	What is Sphere?
Hailegiogis	Essential concepts of Shelter and Settlement programming

Topic for Maxi Session: The topic for maxi session was selected from the STPs. Considering gender, experience and technical specialty, the facilitators split participants in to four groups (each comprising three members, one of whom was female). Agreement was made to assign topics by the lottery system from the STPs: two from the understanding part (STPs 2-10) and two from the applying part (STPs 11-19), excluding the welcome and introduction (STP1) and evaluation (STP 20) sessions. The result was assigned using the lottery system online by www.wheelname.com.

Group	Participants name	STP #	Topic
Group1	Azemeraw, Mekdes, Melaku	STP 2	What is Sphere? The Handbook
Group 2	Dr. Bayou, Hana, Sewunet	STP 14	Sphere and MEAL
Group 3	Ayenew, Tsigie, Hailegiorgis	STP 16	Sphere and Coordination
Group 4	Betsegaw, Elshaday, Melkamzemed	STP 8	Food security and Nutrition

Session 5: Giving and Receiving Feedback

This session intended to enhance participants' knowledge and skills of giving and receiving constructive feedback. The session provided opportunities for demonstrating constructive and encouraged participants to actively engaged in giving and receiving feedback. The lead trainer emphasised that the importance of feedback is multifaceted: enhancing self-awareness, personal development, and overall performance improvement.

The session involved asking participants to provide feedback about the sessions facilitated by the lead trainer. They used their smart phone and provided their feedback using www.menti.com. The frequently mentioned feedback was the participatory and interactive nature of the sessions and activities. The lead trainer proceeded the session by communicating learning objectives and key learning points and followed by facilitating the following three activities and then concluding in plenary discussions.

Think-Pair-Share (A.1.4.6): Participants were asked to form pairs and think of a time that they received negative and/or positive feedback. They were further requested to share their experience with their partners, including the factors that made the feedback useful. They finally shared their experiences with the whole group. The key message here was past experiences of giving and receiving feedback affect current practices, and several factors could affect the usefulness of feedback.

Small group discussion (A 1.4.7): Participants were split into three groups and asked to discuss and present their results on three questions: *What do you think is the importance of feedback? How do we structure feedback to make it constructive? How do you describe constructive feedback?* Participants shared their experiences and the importance of feedback in line with the questions. The lead trainer finally underlined making feedback constructive by describing the strengths at the beginning and end of each feedback cycle and mentioning areas of improvement in the middle.

Figure 7. Participants in small group discussion

Case study (A 1.4.8): Participants were given a case study: "Imagine that participants have organized a four-day Sphere learning event and come across the situation of a participant who has experiences and insightful contributions but often comes late." They were asked - *What would be your reaction to this behavior?* Discussion focused on four options: No feedback, Negative, Positive, and/or Constructive feedback. Most participants reflected on the need to identify why the person often came late and the importance of planning to talk during break.

Plenary session: The lead trainer explained the importance of feedback as a learning tool using the Johari window and feedback theory; addressed how participants could structure constructive feedback and the golden rules of feedback (safe learning environment, power balance, and effective communication), and techniques of giving and receiving feedback. The key message was that giving and receiving constructive feedback is an essential learning tool for self-awareness, personal development, and performance improvement. Feedback is productive if it is authentic, based on observation, and relates to performance and progress.

Clarifying myths and concluding remarks: The lead trainer finally clarified issues and concluding remarks related to the previous sessions. The lead trainer began clarification by distinguishing between facts and myths. He reflected on the need to clarify issues regarding our 'previous knowledge' about crisis-affected communities and participants' roles as humanitarians as follows:

- Crisis-affected communities have innate capacity in their context. What we could do is build on that.
- Crisis-affected communities know for themselves. We need to listen to them and act accordingly.
- If there are any 'harmful traditional practices' issues, we humanitarians must look at them and critically adjust our intervention. The 'demand creation' strategy may be considered.

- It is essential to improve on existing participation practices - there is a long way to go to engage in affected population.

Finally, the following concluding remarks and messages were presented:

- People affected by crises have the right to live with dignity and assistance.
- The foundation and technical chapters of the Handbook are two halves of one approach.
- Understanding the Handbook's overall structure and its different components is critical to using it effectively.
- The capacities and vulnerabilities of different groups must be considered.
- Sphere applies everywhere but must be used in the operational context.
- Effective facilitation requires understanding the content (STPs), context, and available resources.
- Understanding the people, you work with is critical for success.

Wrap-up and daily evaluation: The lead trainer wrapped up the main points of the daily sessions, and participants provided feedback (strengths and areas that need improvement) using sticky notes and posted it on the flip chart. Participants appreciated the opportunities for their engagement and commented on the improvement in the venue arrangement and last session's **time** management.

8.2   Day 2

Recap and review of feedback: Day two started with a recap of the day one sessions through pair work and/ 'buzz' exercise. In their pairs, participants were asked to identify key learning points from day one. They discussed and reflected on key learning points which they thought were important: constructive feedback, importance of content knowledge of Sphere, and take aways from Sphere foundation and technical chapters. Based on reflections from participants, the lead trainer further leveraged that with a consolidated review.

Session 6: Adult Learning Principles

This session strived to enhance participants' awareness of adult learning principles, the various learning styles and the motivation that derives adult learning. The session provided an opportunity for participants to put these principles into practice, demonstrating their application in their own learning processes. This part also laid the base for designing learning events and set the stage for participant-led sessions.

Brainstorming question: The session began with a fill in the blank brainstorming question: "Adults learn better _____". Participants provided their answers using www.menti.com. Their responses included learning by doing, through experience, in groups and in practices. Further participants were also discussed in pairs to answer the discussion questions: "What is the difference between andragogy and pedagogy? Which one is appropriate to adult learning and why?" The lead trainer linked participants' reflections on the questions with the subsequent title of adult learning principles.

In plenary session (question and answer, pair buzz): The session focused on adult learning principles - what are they and how to apply them in Sphere events. The session discussed Malcolm Knowles' six assumptions for designing adult learning, Kolb's learning cycle stages and Honey and Mufad's four theory learning styles. Through pictures and diagrams assisted presentation and subsequent group exercises, participants identified key issues essential to facilitate Sphere learning events.

Participants focused engaging activities coupled with applying a variety of learning methods were explained as essential to facilitate interactive and successful Sphere learning events or workshops. Further, participants identified the different learning styles that trainees could learn best and the importance of working towards that.

Lessons learned exercise:(A2.6.1): Lists of lessons learned and suggestions from Sphere facilitators guide 2018 version were adopted and provided to participants. They were asked to answer the following questions: *Which of them are new to you and why? Can you share your lessons learned and suggestions when delivering training? How do you relate that with these lessons learned and suggestions? What are your key takeaways for your future Sphere event?* The exercise enabled participants to reflect on their experiences and linked that with the lessons learned and suggestions provided. Key take aways from the exercise was the importance of conducting training needs assessment, developing session plan before any training as well as conducting pre-training online webinar.

Session 7: Assessment of Learning Needs

The session started with an individual reflection on the significance of learning need assessment. It was followed by group discussion on specific areas of learning need assessment and shed light on the learning process. Participants then discussed in pairs/trios what key issues that need to be considered when assessing training/ training needs of people related to Sphere training. After discussion and reflection, the lead trainer introduced multiple methods for identifying and analyzing learning needs.

Session 8: Designing Sphere Learning Event

This session was dedicated to learning by doing: the essential components of a session outline, which included defining the session's aim, objectives, key learning points, and methods and techniques. The session was led by the co-facilitator (Andualem) under the mentorship of the lead trainer. The session began with revisiting the five steps of planning Sphere events and communicating a maxim: "*He/she fails to plan is planning to fail*". Participants reflected on it and emphasized the importance of planning in Sphere event design.

Case study (A 2. 8.1): A case study was about Alemu's experience who recently organized a Sphere event and confronted the issue of what to cover and what not cover in the allocated session time. After reading the case participants discussed what went well and did not. *Why? If you put yourself in Alemu's foot, what would you do? The session continued with discussion on Why do you think we use a training session outline? What are the different components of a training session outline?* Participants reflected on it and in a plenary session summarized the purpose of session plan, introduced essential components of a session outline.

The session then provided a practical experience to evaluate and define session's aim, SMART objectives, key learning points, as well as the methods and techniques to be used and evaluation based on the 4 level of Kirkpatrick's evaluation of training (Reaction, Learning, Impact and Result).

Using a session template (A 2.8.2): Both a session plan template and a sample were distributed to all participants. A detailed discussion about objectives, methods, duration, and the required resources for each section followed this. Participants were actively reflected, and this paved the way for use in the participant-led session.

The final take was to remember that training sessions do not just come out of thin air. Failing to plan is planning to fail. Training session outline helps you control yourself and be mentally prepared. There is no single session outline template; the important thing is to include the main components.

Session 9: Mini Session (5 minutes preparation and presentation)

To provide more space to participants for practice presentations in front of people and sharpen their trainer's skills, a 5-minute slot has been given to each participant to present on the specific topic allocated by the lottery system on day 1. Each mini session is recorded, and two participants are assigned to provide constructive feedback on specific areas, write the feedback, and put it in the presenter's envelope. They asked participants to walk around and ask (a person next to them) to assess their specific needs from the key learning points of the topic assigned to them so that they could specify and customize to the needs in the five-minute presentation. After orientation, assessment, and adjustment, 6 participants made a 5-minute presentation in this session and feedback provisions.

Session 10: Mini Session (5 minutes presentation and reflection)

The session continued with the rest of the 5-minute presentation and feedback. The session was followed by group reflection, experience sharing, and learning. As a first experience, it was observed that participants made good preparations and attempted to convey the key messages of their topic. Participants expressed how stressful and long it is to speak in front of a camera and others for 5 minutes. They stated that good preparation, practice, and time management are essential for effective presentation. They also said they gained experience with speaking pauses, the need to focus on specific learning points in line with the allocated time, and managing stress associated with speaking in front of others.

The sessions provided opportunities not only to speak and present content in front of others before the Maxi session but also to learn at least one topic (Humanitarian Charter, CHS Commitment, Protection Principles, or other essential concepts) in-depth. Moreover, they practiced providing feedback and identified Feedback given by all participants (two participants for a presenter) and the lead facilitator and co-facilitators.
Wrap up and daily evaluation: A participatory daily revision exercise was done in the form of question and answer. Participants engaged in revisiting the main points of the day and

participants evaluated the day by using statements like today "I was engaged when …. most and……. least" (Fig. 8).

8.3   Day 3

Recap and review of feedback: Based on the daily evaluation of day 2, the training team read participants feedback as shown in Fig 8 below. The training team acknowledged that participants were less engaged when sessions were more theoretical, especially when new to them. Further the lead trainer appreciated the feedback and promised to engage participants in practical exercises.
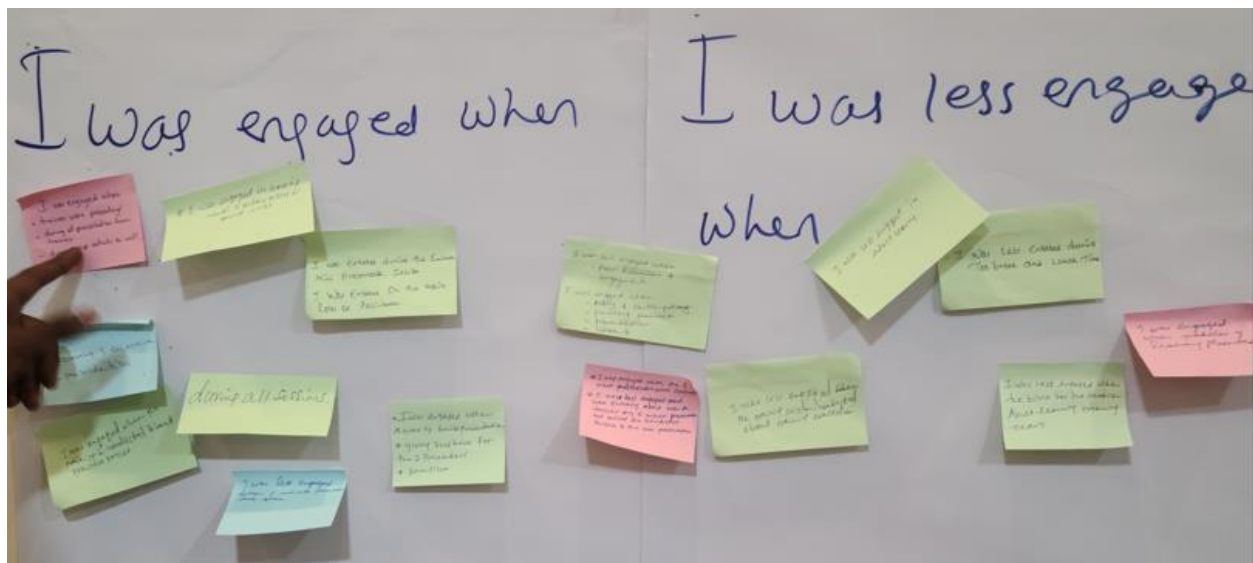
Figure 8. Participants evaluation of day 2

Session 11: Adult Learning Clinics

This session addressed strategies for meeting the needs and preferred learning styles (VARK) as well as managing challenging behaviors and personalities during Sphere events. The session was led by the co-facilitator (Andualem) and began with a brainstorming question on *what comes to their mind when they see the term clinics in the training context*. Participants reflected that the topic is related to managing challenging behaviors ("patients" in training halls).

Learning Styles (VARK models): A VARK learning style questionnaire was customized and participants were given the opportunity to fill in the appropriate answer and reflect on their dominant learning preference. The aim was to show that participants have different learning preferences and hence the need to employ different strategies to address these diverse needs and preferences. Following this, participants discussed in pairs and presented their responses on different strategies that help to meet the different learning styles. Finally, a summary of the strategies specific to the learning styles was presented.

Managing challenging behaviors: This sub-topic was addressed through group activity that was dedicated to matching 10 potential challenging behaviors and possible strategies to prevent and manage the respective behavior. Participants were split into three groups and named their groups as orange, banana, and apple. Each made the matching activity and presented their result in poster presentation. Finally, they walked around and observed similarities and differences with their answers and culminated with a whole class discussion and summary. The key message was that the most effective strategy to manage challenging behavior is to prevent it from occurring in the first place! How? *Engage them! Be a Role Model and Create a Safe and Supportive Learning Environment. When it happens, consider various strategies*.

Figure 9. Participants in matching exercise - group 1

Figure 10. Figure 9. Participants in matching exercise -group 2

Session 12: Becoming Effective Trainer (qualities, roles, and facilitation skills)

This session aims to share the qualities of successful trainers, distinguish between the roles of a trainer and a facilitator, provide valuable insights, tips, and strategies for effectively leading facilitation in small groups and acquaint with selected facilitation strategies/methods. The session began with explanation of the difference between facilitator and trainer. The session followed by analysis of when and how the trainer becomes a facilitator and learner and demonstration of the common points using Venn diagram. Participants discussed in pairs the qualities of an effective strainer and reflected to the plenary. The lead trainer explained some aspects that were considered in forming groups for maxi participant led session. The session continued with small group discussion on what they would do (the tips/activities) at the beginning, during and after small group exercise (facilitation). Finally, individual participants matched training methods and their description and/or their application context. Overall, the sessions above summarized that adults have different learning styles, behavior, and needs. Hence, as a Sphere Trainer, one has to balance the role of a trainer/instructor, facilitator and a learner. A Sphere learning event needs to be designed carefully to make it relevant to learning needs and styles of participants to be effective in achieving its aims.

Session 13: Training Checklist and Measuring Training Impact

This session addressed two core areas: training checklist and tools for training evaluation. The first section was dedicated to strengthening participants' ability to develop and organize checklists for training events (planning, implementation and monitoring and evaluation). The exercise tasked participants with preparation of a training checklist in the five key Sphere training steps: 1) needs assessment, 2) planning, 3) training design, 4) delivery, and 5) evaluation. The second part of this session delved into methods for measuring the impact of training on both short-term and long-term bases.

Figure 11. Participants in a group activity

Session 14: Preparation for Maxi session (session planning)

Prior to the beginning of maxi STP presentations, four groups were formed, and topics were assigned with a lottery system. Each group got printed copies of STPs relevant to its own topic. Each group was asked to present their session plan for approval and each group received feedback and got approval from the lead trainer. Prior to the beginning of the maxi-session presentations, it was made clear that feedback would be provided to individual and the group based on performance such as preparation, team work, facilitation skills, practical activities, technical knowledge, session management (time, question, group and feedback) and resources utilization (space layout and arrangement, PPT, video, flip chart).

Session 15: Preparation for Maxi session (practicing)

Participants were also given time to prepare and practice their 45- minute presentation in their assigned topics. Facilitators were available to support them including to prepare, select materials, and decide on methods that they would use in formal presentations.

Daily evaluation: Participants evaluated the daily sessions using smiles (pictures) and their feedback was positive and happy.

8.4 Day 4

Recap: The co-facilitator (Dr. Nina) led this recap along with the wrap-up of the previous day. Once participants reflected to the main learning points from the previous sessions, the co-facilitator wrapped it up with key messages.

Session 16 to 19: Participants-led Presentation (45 minutes)

This part was intended to empower participants in leading sessions by their own: right from session plan preparation, organization to leading presentation. All four participant-led sessions started and ended on day 4. In each session participants facilitated their topic for 45 minutes and a 15-minute feedback session including self-assessment, peer and facilitators' feedback sessions were carried out. A feedback sheet was distributed for peer feedback and the assigned participant evaluators put their feedback on the presenters' individual envelope. After the presentation, groups reflected their strengths and areas of improvement. The the facilitators provided constructive feedback (both orally and written) for each presenter and group. The presentation was overall very good in terms of mastery of content and application of different facilitation skills. Areas of improvement included time management (selecting activities in line with available time but making sure that the session objective is addressed) and collaboration between groups (needs to be improved in the future through mentoring and coaching activities).

Session 20: Learning Review

This session aimed to provide participants the opportunity to review, share and consolidate their learning and reflect on their takeaway. Participants were encouraged to reflect on their learning from the Sphere ToT in general and the participant-led sessions in particular. After all Maxi sessions (facilitation and feedback) completed, participants reflected on key questions: what have they learnt? How would they connect? How do they apply? They were encouraged to express their feelings as the first Sphere ToT graduates in Ethiopia. Participants expressed that they felt skilled and confident; filled their facilitation and technical gaps; and started beyond becoming listed Sphere trainer. They added that the skills would help them deliver quality Sphere events. They considered the ToT as a good platform for getting and providing effective feedback. In all 5-days, the presentation was based on participants' needs and the facilitators were able to effectively manage different behaviors of participants. The commitment of the participants was also the key for success of this ToT. They also considered identifying and using Sphere resources as a good opportunity for the future. Yet, they stressed that time management, communication

and addressing needs were important issues that they would like to improve in the future through designing and applying more sessions and tailoring contents to the needs.

Participants also expressed the following as essential points for their future work:

- adopting STPs contextually through flexibility, participation, session planning
- providing timely feedback and managing unexpected behavior,
- conducting detail need assessment (not as detailed as we thought in the past) and session plan
- learning from the uniqueness of sphere TOT (in presentation, discussion and session leading)
- identifying rich resources and platforms important for session plan preparation, training need assessment, training checklist and customized and preparing training materials.

The session continued with learning review and participants were encouraged to list three essential takeaway that would apply in any sphere event. Overall, they prioritized the following three issues: 1) learning need assessment, 2) designing a learning event (session plan and SMART objectives) and 3) training checklist and impact evaluation. They also stated customized use of STPs and giving and receiving constructive feedback.

8.5 Day 5

Session 21: Sphere Activity Cards

The session aimed to show and inform participants that Sphere sessions can be designed and delivered using games in a fun manner. Printed CHS commitments were delivered to participants which formed three groups, and they were asked to list down the commitments from the most to the least difficult commitment to apply. Each group then ask the other group to suggest action to help them (their organization) to meet it. Surprisingly, all the three groups selected commitment 2- "Communities and people affected by crisis have access to the humanitarian assistance they need at the right time" as the most difficult to apply. Through discussion, timely deliver of humanitarian assistance is extremely essential but making that practical has been the most difficult in their context.

Session 22: Welcome to Sphere Community

This session was led by Felicity Fallon, Learning and Events Manager from Sphere Geneva Office. Felicity was very supportive in providing training resources and suggestion during the Sphere ToT preparation. Felicity began the session by welcoming participants to Sphere community and explored participants understanding of Sphere and related issues. She provided explanation on Sphere focal points, listed trainers, Sphere resources, and how Sphere secretariat works. Most importantly, Felicity explained the issue of how to become a Sphere trainer. The key requirements explained include:

- **understanding of Sphere and the Sphere Handbook**
- **experience in implementing Sphere in the field and/or good knowledge.**
- understanding of adult learning methods, and proven **training and facilitation skills**
- conduct at least **five workshops, including at least two based on Sphere**

- attend an officially recognised **Sphere ToT** like this and
- be willing to provide Sphere with **references** that include peer trainers, participants, and organizers of past trainings they have conducted.

Participants raised some issues like why still few listed Sphere trainers across the globe and what specifically meant they would lead five workshops, two of which are known by Sphere. Felicity replied to their questions and informed them that they could approach Sphere for any question, issues and support so that Sphere would support them to the best of its capacity.

Session 23: Individual Action Planning

This session was meant to guide participants in preparing individual action plans and steps along their Sphere capacity building journey. An action plan template was provided, and everyone was asked to prepare a six-month Sphere event action plan and submit it to the lead trainer. Participants indicated that it was difficult to prepare action plan in that moment as it could have cost implication. They agreed to submit their individual action plans in a week time after having consultations with their respective organizations. All participants submitted their action plans in a week time.

Participants echoed on the possibility of organizing online Sphere events. They expressed their interest to cascade the Sphere events and asked coaching support from the facilitator. The lead trainer promised that he would support them if they came up with action plans in the coming six months. They also proposed to create a Sphere Community in Ethiopia using WhatsApp group and that was created in the end.

Session 24: Collective Plans and Next Steps

This session was led by organizers from the organizers (DRA, SOS-CVE and AAP-WG). The session began with listening participants reflection on what they felt as the first Sphere ToT graduates' graduates in Ethiopia. Participants expressed their appreciation to the organizers for the opportunity and for the lead trainer in making the ToT high level, exceeding their expectations. The organizers proudly expressed their satisfaction with the quality and relevance of the five Sphere and CHS workshops and the Sphere ToT. Later they introduced their plan of cascading eight Sphere events in 2024. They also promised to engage participants in the events.

Session 25: Closing and Certificate Distribution

Closing ceremony of the ToT was led by Mr. Ayenew Bekele, Country Coordinator of Dutch Relief Alliance. The ceremony was initiated with a note of thanks, and he addressed the participants and asked about their learning experience and distributed training certificates. He thanked the participants for their active participation in the ToT. He also congratulated them on successful completion of this ToT course and hoped that the knowledge gained would help participants and their organization in effective and efficient implementation of their humanitarian and development programming by promoting quality and accountability in the sector.

This session was dedicated to online evaluation surveys and oral feedback. The session ended up with a group photo and certificate of completion and orientation for gathering and creating a long-lasting Sphere Community in the evening social event activity.

9. Training Quality Control Measures

The ToT quality was made relevant to the needs and contexts as ensured through:
- Selection of ToT participants from the recent Sphere and CHS training graduates and based on an objective criteria
- Prior assessment of Sphere ToT participants' expectations and special needs during the Pre-Sphere ToT webinar
- Collection of daily feedback and adjustments
- Agreement on future action plans for cascading Sphere events to staff.
- Prior design of online evaluation of the training and training team and its immediate completion at the end of the training
- Face to face feedback and reflection on what participants felt as first Sphere ToT graduates in Ethiopia
- Participants completed their contact list and agreed to submit their action plans in a week.

10. ToT Evaluation

In general, participants were very happy with the overall ToT event and reflected with confidence how they felt about the impact of the training. The ToT went well as planned, a safe and positive learning environment was created, and participants reflected that they met or exceeded their learning objectives. Moreover, the ToT enhances their confidence and arouses interests and to think beyond aiming to become listed Sphere trainers. Directly submitted to Sphere Geneva office, independent survey monkey application was used to collect feedback on the overall level of agreement and satisfaction on the different aspects of the workshop and the individual performances of the facilitators' team (Using 5- Scale measurement and open-ended questions). Twelve participants completed the evaluation form and submitted to Sphere database. The filled form was downloaded by Felicity Fallon, Learning and Events Manager from Sphere Geneva Office and sent to the lead trainer. A summary of evaluation scores is presented below per specific question.

Overall how would you rate the event

Overall, all participants (100%) rated their satisfaction of the workshop as 'Very Good.'

**To what extent do you agree on the following statements- relevance and effectiveness?**

All participants (N=12) strongly agreed that the training was relevant to their job and participants were encouraged to take an active part in the training. About 91.7 % (N=11) of participants strongly agreed that the subject matter was covered adequately, the program was well placed, and

content was suitable for their background and experience. Likewise, participants agreed (N=1) to strongly agreed (N=11) that they would recommend this ToT to their colleagues. Two (2) participants agreed, and 10 participants strongly agreed that the ToT met their individual objectives and the handouts were relevant.

Participants agreement to the Training

Please rate the following aspects of the workshop.

All participants rated the training/facilitation method as very good. Small group exercise, power point presentations, overall organization and refreshments were rated as 'Good' by 1 to 2 participant (s) and as 'Very Good' by 10 to 11 participants. About 33.3 (N=4) and 66.7% (N=8) rated the meeting space as Good and Very Good respectively.

Please rate the following aspects of the workshop
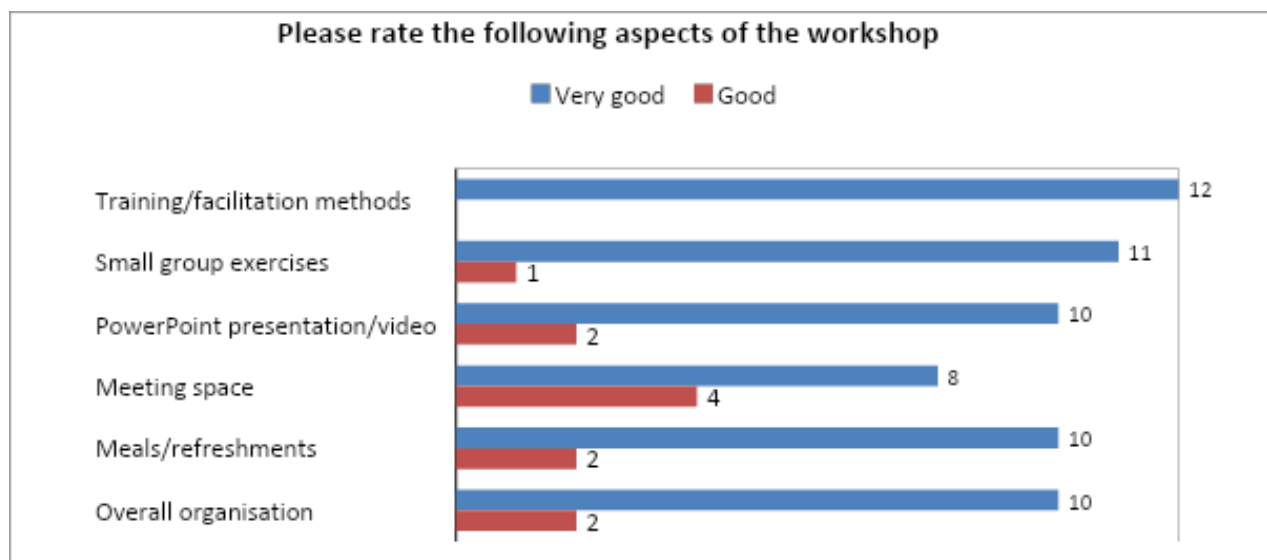
Length of the ToT and participants

All participants unanimously agreed that the length of the workshop was correct, and the number of participants were just enough and hence allowed a positive and supportive learning environment.

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Trainers Team Competencies

Participants evaluated the performances of each facilitator/trainer using seven competency questions. Overall, participants agreed to strongly agreed that all members of the training team had all the competencies surveyed.

Please evaluate each member of the training team	Amha Ermias		Dr. Nina Belay			Andualem Belay		
	Very good	Good	Very good	Good	Average	Very good	Good	Average
Training skills	100%	0%	33%	50%	17%	75%	25%	0%
Technical knowledge	83%	17%	58%	33%	8%	42%	58%	0%
Ability to create an effective learning environment	92%	8%	50%	42%	8%	67%	33%	0%
Session time management	92%	8%	50%	33%	17%	83%	17%	0%
Ability to respond to questions	83%	17%	42%	50%	8%	75%	25%	0%
Ability to provide examples and stories	58%	42%	33%	58%	8%	50%	42%	8%
Ability to communicate clearly	100%	0%	42%	50%	8%	58%	42%	0%

Open ended Question

What DID YOU LIKE MOST about this training?
The facilitation technique, the content, and the exercise.
learning by doing , participatory and knowledgeable items of content and length of time what it present it
It was perhaps one of its kind from the several international and local training packages I have attended. It was well planned, organized and delivered wonderfully. That really kept the participants awake and demanded them to engage positively. I have learned how everything we consider little in training is actually what brings the biggest difference. That was because of the training we took.
Designing learning event
It was participatory and well organized especially related to time management.
The content, its planning, methodology, coordination, advance preparations, full of reference and resource, practical
Participatory
It much participatory and engages the trainees.
The training content Training materials   Active participation of participants   Full of learning and experience sharing
The materials (STPs), the methodology which the sessions are organized, the right participants.
Adult learning methods.
It was so interactive and engaging.
What DID YOU LIKE LEAST about this training?
No
Nothing honestly!
Theories of learning style
Nothing, but it was good to see some of the technical and sectorial details
The recording
It is well organized and structured with fully planned sessions in good way
Nothing. Every thing is good

The time given mini and max sessions for presentation is unable to transfer the clear messaged of the group discussions.
Training evaluation
Time shortage for the group exercises
How do you think this training could be improved?
I believe it will be good if the next day's session reading materials are provided beforehand for people to get ready and come up with concrete questions and discussions.
Keep it up
Its already close to perfect.
N/A
Adding more pictorial presentations would help as delivery mechanism.
It's well designed and delivered. I prefer to keep all the things
I would appreciate if you could share more energizers (it can be in writing) that are directly related to the training content so that participants can cascade into their training.
By frequently providing this kind of training platform to address all humanitarian practitioners.
Consider fieldwork for the future to learn from the community   Include other participants in the maxi sessions
I would say that it would be good if it is supported by co-facilitators who completed the TOT who have practical experiences.
More incorporating story telling with participants real life experience.
Trying to make some representation of the four core life saving sector experts among the participants.
Do you have any other comments?
no any other , thanks a lot
I deeply appreciate Dr Amha and the team for taking previous comments properly and using them to improve almost everything.
It's mandatory to everyone to take this training in the Humanitarian environment.
Continue with this energy and commitment.
Many thanks for providing such an amazing workshop I genuinely appreciate it.and looking for word to work with you all in the near future 🙏
I commit myself to advocate utilisation of SPHERE in the humanitarian industry where I am involved with.
I really appreciate your hard work, commitment, dedication and able share your practical knowledge and skills since the beginning of the session. It is a great privilege for me to working together with you expressed as "iron man" facilitating six sessions with minimal support from the team. Thank for all your unreserved efforts you equipped and shaped us to broaden our knowledge
Promote the sphere in different Visibility mechanisms.
Good to give adequate time for pre-workshop assignments and preparation.

11. Lessons and Recommendations

- Revision of agenda and content on the basis of last minutes expectation from the participants help to create safe and supportive learning environment
- Involvement of recent Sphere and CHS training graduates in Sphere ToT is an added advantage to balance Sphere content and adult learning principles and facilitation skills
- Participants need more cases, examples and storytelling that even a standard 'theory'
- Effective coordination between the organizers and lead trainer, and support from the Sphere office was the key for effective Sphere ToT
- Success of Sphere ToT depends on commitments of participants and based on selecting the right participants
- Inviting Sphere personnel from Sphere Office to lead the session on how to become Sphere listed trainer would clarify issues and arouses and develops sense of trust
- Involving and mentoring co-facilitator in Sphere ToT is a great opportunity for bringing Sphere listed trainers.

Appendices

Appendix 1: Final Sphere ToT Agenda

Sphere TOT Workshop Ageneda, DRA-SOS & AAP-WG-Ethiopia, December 11-15.-2023						
		11-Dec Monday	12-Dec Tuesday	13-Dec Wednesday	14-Dec Thursday	15-Dec Friday
Block 1 8:30-10:00	15'	Welcome and Opening	Recap	Recap	Recap	Learning Reviews
	30'	Introduction and Icebreaker	Adult Learning Principles	Adults Learning Clinic	Particpant Led Maxi Session (45 minutes)	
	55'	Introduction to Sphere and the ToT		How to Become Effective Facilitator		Sphere Activity Cards
Break	20'	Break	Break	Break	Break	Break
Block 2 10:20-11:30	70'	Review of Sphere Structure and Content	Assessing Learning Needs	Introduction to Group Presentations and Tips	Particpant Led Maxi Session (45 minutes)	Welcome to Sphere Ttraining Community
Block 3 11:30-12:30	60'	Revisiting Sphere Foundation and Navigating STPs	Designing a Learning Event	**Training Checklist & Measuring Training Impact**	Particpant Led Maxi Session (45 minutes)	Individual Action Planning
Lunch Break	60'	Lunch	Lunch	Lunch	Lunch	Lunch
Block 4 13:30-15:00	75'	Revisiting Sphere Standards and Navigating STPs	Introduction to Mini Sessions	Preparation for Maxi Sessions (45 minutes)	Particpant Led Maxi Session (45 minutes)	DRA, SOS CVE & AAP-WG Next Steps and Plans Discussion
	15'	Concluding Remark	5-minute Presentations			
Break	20'	Break	Break	Break	Break	Break
Block 5 15:20-16:50	60'	Giving & Receiving Feedbacks	5-minute Presentations	Preparation for Maxi Sessions (45')	Particpant Led Maxi Session (45 minutes)	Wrap-up and ToT Evaluation
	30'	Reflection on Maxi PLS				
Daily Evaluation 16:50-17:00		Post it with two stickers	Today I engaged when… and I was less…	Smiles	For me today was….	Certificates and Group Photo

Appendix 2: Sphere ToT Participant Selection Process and Criteria

Participant Selection Process
- Selection Panel will be formed by two organizers (Mr. Ayenew and Mr. Melkamzemed) and the lead trainer (Amha Ermias) –
- Participants should be recommended and selected by DRA, SOS and IOM in consultation with the lead trainer, two weeks ahead of the training.
- The selection process should ensure that the participants are coming from different parts of the country and different organizations but representing DRA and AAP WG.
- Selected participants shall fill in the application form, including the information of their experience to join humanitarian response, Sphere training, training experience, Sphere promotion plan in the future etc.
- Participant list should be confirmed two weeks ahead of the training.

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Participant's Selection criteria

- operational humanitarian experience of ideally five years and have previously participated in Sphere and CHS training
- recent Sphere and CHS trained participants who have cascaded similar /mini/ Sphere and/ CHS training and reported accordingly. Or should provide evidence for that.
- involvement in disaster response, prevention, mitigation, and preparedness
- proficiency in the language of instruction of the ToT course [English] (i.e. able to train others in that language)
- individuals from different organizations and agencies having specific responsibilities linked to quality and accountability
- mandate and support (moral and financial) from the candidate's organization to conduct future training
- plans for future Sphere training or its application
- training experience
- capacity to replicate and share the training's content.
- geographic diversity
- checking references on communication abilities, including diplomacy and cross-cultural skills.
- Covering a gender mix – 50 – 50 men – women balance.

Appendix 3: List of Sphere ToT Participants

#	Participant name	Sex	Current organization	Position
1	Azemeraw Bekele	Male	SOS CVI	Global ERD Advisor
2	Mekdes Aschalew	Female	UNHCR	Snr. CBP. Ass.
3	Melaku Yimesgen	Male	ZOA	MEAL Coordinator
4	Dr. Bayou Aberra	Male	Terre des Hommes	Humanitarian Program Manager
5	Hana Moges	Female	Action for the Needy	Refugee & IDPs P. Coordinator
6	Sewunet Samuel	Male	Food for the Hungry	Emergency R. Coordinator
7	Ayenew Bekele	Male	SOS CVE	EJR Coordinator
8	Tsigie Mekonnen	Female	ANPPCAN -Ethiopia	Humanitarian Program Manager
9	Hailegebriel Seyoum	Male	Plan International	Information Management Specialist
10	Elshaday Surafel	Female	SOS CVE	PSEAH & CSCoordinator
11	Betsegaw Botamo	Male	Concern Worldwide	Accountability & Learning Advisor
12	Melkamzemed Wudassie	Male	IOM	MEAL Officer
13	Dr. Nina Belay	Male	SEGEL	Trainee/ Co facilitator
14	Andualem Belay	Male	SEGEL	Trainee/ Co facilitator

Appendix 4: Trainers and Company Profile

About SEGEL Research and Training Consulting PLC (SEGEL)

SEGEL is a consultancy services company established in 2012 and registered in Ethiopia, undertaking a growing portfolio of public policy analyses, capacity development, evaluations, and strategic planning projects for highly respected clients, including UN, ICRC, and donors (USAID, FCDO/DFID, JICA, etc.) and government ministries, and more than 85 local and international NGOs in Ethiopia. SEGEL has experience working in multi-country evaluations and studies in Somalia, Tanzania, and South Sudan, including with donor consortia. Its partnership network includes consulting companies in Europe (Wageningen Research Institute), Africa (Kilimanjaro Research Institute), and academic institutions, including the University of Amsterdam. Facilitators

o   Dr. Amha Ermias is a listed Sphere (ToT) trainer and a multi-disciplinary consultant. He has over 17 years of experience in humanitarian emergencies, public policy and management, capacity development, evaluations, and strategic planning projects for highly respected clients, including the UN, ICRC, donors (USAID, FCDP/DFID, Irish Aid, GIZ, and JICA), Ethiopian government ministries, and more than 85 local and international NGOs in Ethiopia. He also has experience working in Kenya, Tanzania, and South Sudan in multi-country evaluations and studies, including with donor consortia. He is an active member of INEE, Sphere, and ALNAP. He is also the CEO and Founder of SEGEL. He is interested in promoting quality and accountability initiatives and engaging in Humanitarian, Development, and Peace (HDP) nexus learning events.

o   Dr. Nina Belay is a medical doctor, public health consultant, and monitoring and evaluation expert providing support to national and international NGOs in monitoring and evaluating WASH, nutrition, health, and child protection projects, and designing technical trainings. Her technical assistance focuses on providing/co-facilitating Sphere and CHS training, developing guidelines and strategies on SRH and communications, designing data collection tools, doing statistical analysis, and producing reports. She also has practical experience in providing primary and continuing medical care for patients in communities based in public hospitals and private health institutions.

o   Andualem Belay has been a consultant, trainer, researcher, and lecturer for over eight years. His specialization focuses on food security and environmental system analysis. He has practical experience in co-facilitating CHS, child protection and child rights, and monitoring evaluation training for local and INGOs in Ethiopia. He has practical experience leading food security, WASH, and capacity-building project evaluations. He is a member of the SEGEL staff.

The lead trainer had communicated with the Sphere office about the Sphere ToT before the design. There were communications and support from Felicity Fallon, Sphere's Training and Event Manager, throughout the event. In addition, Felicity facilitated the Sphere ToT's session - Welcome to Sphere Training Community, on December 15, 2023, online from 10:20-11:30 AM, Addis Ababa time.

Appendix 5: Sample Pre-ToT Certificate

Appendix 6: Revisiting Sphere Matching Exercise

Refer Your Cards and Put the Appropriate Card for Each of the Following Blank Spaces. Post Your Answer in Your Flipchart Paper.

1) Sphere is a community service aimed at ensuing both quality and_____ in humanitarian assistance.

2) The latest Sphere's flagship publication is_____.

3) One of the Sphere chapters that provide the ethical and legal background to the Protection Principles, the Core Humanitarian Standard and the Minimum Standards is _____.

4)   One of the protection principles explains how to ensure people's access to assistance according to_____ and without discrimination.

5)   ----_____states what communities and people affected by crisis can expect from organisations and individuals delivering humanitarian assistance.

6)   The main objective of _____ in humanitarian response is to reduce public health risks by creating barriers along those pathways.

7)   One of the three tires of malnutrition that is treated with specialised therapeutic feeding is _____.

8)   One of Sphere technical chapters which aims to create a safe living environment is _____.

9)   The aim of Sphere health programming is to reduce excess _____ .

10) The general, universal, and qualitative statements which state the minimum to be achieved in any crisis are _____.

Appendix 7. Photo gallery