

## SPHERE PROJECT ToT

September 2015. Bogor, Indonesia

Report submitted to The Johanniter, AWO International and ADH

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# Background

The Johanniter launched a training strategy to develop capacities on the Sphere Project and Handbook among its partners in South East Asia. First step was a basic training course on the Sphere Project hold in Jakarta between the 24th and the 26th of April, 2015.

Out of 26 participants from the Basic training, 13 are now present in the Training of Trainers, together with other 9 member staff from local partners NGOs.

The Training of Trainers has been organised in Bogor, Indonesia, from 27th September to 2nd October 2015. 22 participants (9 men and 13 women) from 19 different local partners NGOs of The Johanniter based in Indonesia, Philippines, Myanmar, Laos and Cambodia, and from Johanniter itself. [See Annex 1.](#)

The training team was composed by Ana Urgoiti as team leader (Sphere ToT 2001), and Dr Oliver Hoffman (Sphere ToT 2012) and Henry Pirade (Sphere ToT 2003) as facilitators. [See Annex 2.](#)

# Preparation

The ToT was planned at least 6 months in advance, this allowed time to select the participants, to organise the agenda according to the learning needs of the group, to consolidate the facilitation team and to arrange all the logistics and administrative issues the ToT require.

Facilitation team was in contact through skype and e-mail, and this helped to decide on some important issues, such as organising the draft for the agenda and deciding on the pre-course assignment for the participants, and to facilitate logistics.

# Aim and Objectives

The AIM of the course was:

To prepare individuals to promote learning on applying the Sphere Handbook as a tool for improving the quality and accountability of humanitarian action, through sharing experience and practising.

The learning objectives. By the end of the TOT, participants will be able to:

- State the principles of Adult learning and apply them to designing and running a Sphere learning event.
- Demonstrate a range of training and facilitation skills.
- Prepare for running a Sphere learning event in the field or for your organization.
- Reinforce your learning on quality and accountability, on the Sphere Project and Handbook.

Within this frame, the participants shared their expectations and worries in the introductory session.

EXPECTATIONS were around 3 topics:

- Knowledge on Sphere.
- Becoming a better trainer and learn new techniques.
- How the TOT should be conducted.

### Expectations

Understand more about Sphere and be able to use it.

Have clear understanding on Sphere to apply it on my context.

Understand and apply critically the Humanitarian Charter and the Core Standards.

Knowledge on Sphere

Refreshment on Sphere: learn more about the new version to apply it in my daily work at community level.

Further understanding on Sphere concepts.

In-depth understanding of Sphere

Handbook.

New information.

Learn how to conduct Sphere trainings.

Be able to apply Sphere in trainings.

Become a trainer, I need more time to practice.

Training methods on Sphere training.

More methods.

Popular education on Sphere.

Being good trainer on Sphere.

Sharing of techniques and tips.

Trainers will be easy and will take the participant's pace.

Useful, helpful and systematic training.

Learning from trainers.

More practice, less theory

Capacity building.

Sanitation.

Development.

Also, some expectations were not directly address by the program, such as deep content on capacity building, sanitation or development. This was clarified with the participants.

WORRIES were grouped around 5 different aspects:

- Language issues
- Complicated content to follow
- Time versus amount of information
- Worries back at home / office
- No worries at all

Both expectations and worries were monitor during the week.

## Programme & Methodology

The agenda was designed taking into consideration 3 factors:

- 1) Recommendations from the basic training report
- 2) Learning needs identified by The Johanniter
- 3) Suggestions from the Sphere Project on testing some Modules from the new training package.

The agenda was divided into 3 types of sessions:

- 4 sessions on the Sphere Project modelled by the trainers
- 4 sessions on adult learning principles
- 8 sessions for participants to practice on how to deliver Sphere related sessions

In the evenings, some special sessions were delivered on “Johanniter Nutrition Guidance Note”, and on coaching.

See Annex 3.

Methodology was based in the Adult Learning Principles. We used different methods to model what the Sphere Project expect from us as humanitarian trainers; also to acknowledge the diversity of learning styles such a groups will have.

### **Development of the Sessions: aspects to consider and recommendations**

For the sessions delivered by the trainers:

#### THEME A2

#### Sphere in depth

#### PREPARATION

- We had 2 hours for this session.
- Learning objective 3 cannot be covered just by using some slides. We included a different session designed by Oliver Hofmann to cover that learning objective “Sphere handbook as a problem solving tool”.

- Slides 9 and 10 contain definitions on quality and accountability that does not match the text of the Handbook, nor the meaning as in the CHS.
- Slide 18: page numbers does not match with the Handbook
- Slide 25 and 26: we believe it is much better to choose as example one MS with quantitative indicators you can modify according to the context, i.e.: Water supply standard 1 page 97. As gives you opportunities to explain how Sphere is asking us to achieved the MS, but not necessarily the indicators (page 5, 1<sup>st</sup> line). This help to transmit the message: Indicators need to be contextualized.
- Slide 26 is not correct according to the text in the Handbook page 7
  - o “key indicators .. ways of measuring... results of key actions”. The arrow in the slide should go to the right (from KI to KA), not to the left (from KA to KI)
  - o “key indicators relate to MS not to KA” It is missing and arrow going upwards from KA to the MS.
- We consider the use of slides was excessive in this session. We use less than provided and we changed some; we also introduced an activity to better acknowledge the previous knowledge on Sphere from participants as they had previously done a Basic Sphere Course. All is explained in the attachment 2.

#### IMPLEMENTATION

- Worked well and participants were very active on sharing experiences and examples.

#### THEME A10

##### Depicting Sphere and the Humanitarian Charter.

#### PREPARATION

- As it is designed.

#### IMPLEMENTATION

- Worked very well.

#### THEME A7

##### Sphere cross-cutting themes

#### PREPARATION

- Design of the session does not match the learning needs of this group; more than half went through this session in the basic course and they asked for more.
- We designed a new activity to work on how technical chapters offer ideas for mainstreaming cross-cutting themes.

#### IMPLEMENTATION

- Worked very well.

For the sessions delivered by participants in their practice sessions:

## THEME B3

### Sphere DRR/M and resilience

How the session was run

- Participants inversed the order between activity 1 and 2. They conducted first the Group work 'Definitions' and then they reinforce the concepts with the slides 2 to 6.
- Participants changed the instructions for Group work 'Exploring Sphere guidance for risk and crisis management' and they missed the "Sphere Handbook" use!!

#### Opinion

Changing the order of activities at the beginning of the session was a good choice to give more meaning and substance to the "Definitions" game. As when they were explaining the slides they took the participants back to the definitions on the flipchart.

The bit on DRR theory is not enough for people with no previous knowledge on DRR and resilience. The session can be easily jeopardize by the need of theoretical insights. We would recommend this session only for people with previous DRR knowledge or at least experience.

#### Suggestions

- Slide 4: that picture is not that easy to grasp. We suggest to use a choose a straight forward picture. In this context of South East Asia it did not worked. Or at least insert a note for trainers saying: "feel free to modify this picture by a context relevant one".
- Slide 5 should also include "individuals" in the "of whom?" side, not starting just by households. Resilience of individuals is key to consider too in emergencies.

## THEME B6

### Sphere and advocacy

How the session was run

- As designed

#### Opinion

It worked well. One of the participants delivering this session was an expert on advocacy, we guess for other people this session may require more explanation on how to deal with key messages on advocacy.

## THEME A17

### Health action technical chapter

How the session was run

- Participants modified the methodology of this session to fit the audience they had selected: field volunteers at community level.
  
- 1) Intro: energizer to form the groups
- 2) Group work: Each group receives one cross-cutting theme: children, people with HIV/AIDS, people with disabilities. They have to make a list in the flipchart of main problems, challenges and difficulties of that collective to access health services during an emergency. Share briefly in plenary.
- 3) Same groups: to look into the technical chapter / core standards for potential ideas on how to solve those problems. Write them in post its with the page number and stick them close to the problem they intend to solve.
- 4) Groups to visit another flipchart to look for more ideas on potential activities to solve the problems.
- 5) Plenary:
  - a. How you used the handbook?
  - b. Examples of what you found? (Distribute hand-out with references to key actions, key indicators and guidance notes they could have used.)
  - c. Share real examples from their experience.
- 6) Wrap up – key messages.

Opinion

It worked well, the structure/architecture of the session was adequately designed.

## THEME A12

### Protection principles

How the session was run

- Due to time limits in the practice session, participants sacrificed learning objective 2 and the related activity.
- For the activity on 'Overview of the Protection Principles', they did not use slides but gave to each table one card with topics based on the titles of slide 2, 4, 7 and 8. Each group to explore the handbook to explain that topic in plenary. By doing this they covered the explanation on the 4 principles too.
- Group work 'Set of cards on Protection Principles in action' was run as designed.

Opinion

It worked well, the structure/architecture of the session was adequately designed.

Suggestions

- Slide 6: the speaker notes could include an explanation on how to consider the 3 types of activities as ways to mainstream protection in our interventions. By analysing risks arising from our action and from the context, we can think on preventive, responsive and remedial actions under each protection principle. If we include those activities in our implementing plan, we will have mainstreamed protection.

- In general, all the slides on this session require more trainer's note as they were a bit lost on how to explain some of the slides.

## THEME B7

### Sphere and Cash Transfer

How the session was run:

- Due to time limits participants sacrificed the 1st video and the section on Sphere companions.
- They explored the standard on Cash and then used as main group activity the Video, IRC Lebanon Case Study.

Opinion

It worked well, but before delivering this session, trainers needs to have more insights, experience on cash transfer themselves.

## THEME C3

### Sphere and national authorities

How the session was run:

- As designed
- They made assumptions for the audience to be a mixed group of national authorities and humanitarian agencies.
- Participants incorporated small activities to reinforce messages around collaboration and coordination as they had 70 minutes for a 60 minutes session

Opinion

It worked well, specially for the given audience during the practice session. The structure/architecture of the session was adequately designed.

## Theme A14

### Sphere technical chapter on water supply, sanitation and hygiene promotion and assessments.

How the session was run:

- We asked the participants to deal with WASH in assessments. So they designed a new session as the one in the package did not respond to the title we gave them
- The session was practically oriented, with hands-on activities. See attachment 4 and 5.

- 1) Overview of the WASH chapter and explanation of the vector control standard
- 2) Brainstorming on assessment tools
- 3) Activity: key informants interviews and direct observation, using the reality of the training venue to explore the standard
- 4) Plenary: sharing the findings and analysing them. Contradictory information, meaning of the information according to the Handbook.
- 5) Group exercise: Use the Handbook to look for ideas on how to solve the vector problem.
- 6) Share in plenary.

Opinion

Worked very well and was one of the most appreciated sessions from participants.

## Theme A16

### Sphere technical chapter on shelter, settlement and non-food items + monitoring

How the session was run:

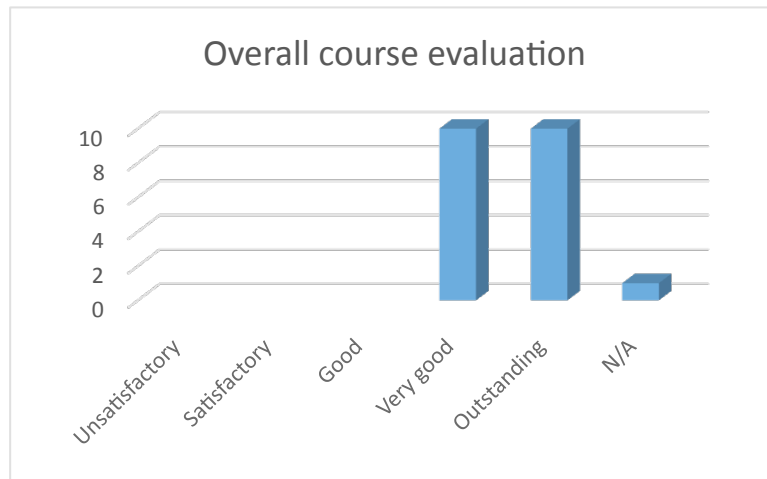
- We asked the participants to deal with shelter in monitoring. So they designed a new session as the one in the package did not respond to the title we gave them
  
- 1) Introducing Learning Objectives for Shelter, Settlement and NFI
- 2) Slideshow: examples of Shelter, group work to identify problems of shelter and summary in a slideshow with 10 identified problems (e.g. no resources for site and shelter, conflicts about location, exposure to elements while waiting for material, difficult site conditions etc.)
- 3) Energizer to form new groups according to the 4 colours of the card
- 4) Contest: A Standard number of one chapter was announced and participants had to find the correct page and recite the text
- 5) Exercise: guess how big is 3,5 m<sup>2</sup> - how big must then be a shelter area for 20.000 people, what to consider (access roads, where to locate toilets, health facilities, logistics etc.)
- 6) Practical exercise on emergency shelter strategies (group work):
  - a) Shelter Program option (chose 1 per group)
  - b) List 5 indicators from Sphere Handbook
  - c) Plenary
- 7) Conclusions



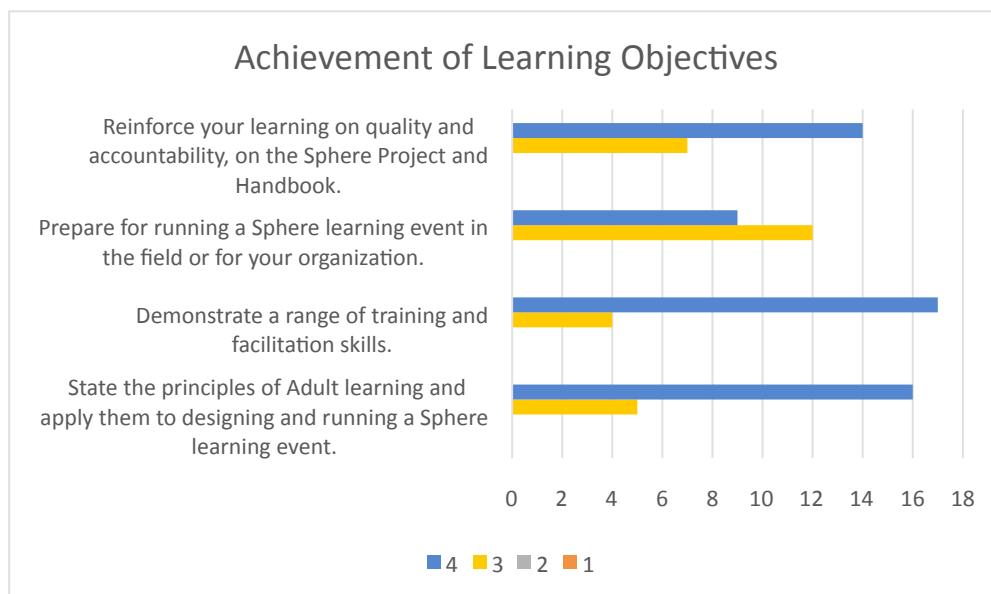
# Evaluation

Evaluation session included a written evaluation form, these are the results. Out of 22 participants, 21 responded to the questionnaire.

Regarding the overall satisfaction, 10 rated it as outstanding and 10 as very good.



Regarding the achievement of the Learning objectives, none of the participants rated it as non achieved. In the scale from 1 to 4, being 1 not achieved and 4 fully achieved, they rated all the learning objectives as 3 or 4.



To the question “do you feel more able to facilitate learning on Sphere?” 100% of participants responded YES, some recognise to need more practice and further study of the topics. In summary, the reasons they share were:

- Understand the Sphere principles.
- Understand how to take Sphere to the community level.
- Good orientation on how to use the Handbook.
- The new knowledge on Sphere and skills as facilitators.
- The great training and materials shared.
- The feedback provided.

The most useful elements of the course were:

- Practice sessions and feed back.
- Sharing knowledge, experiences and tips on facilitation Sphere. (6)<sup>1</sup>
- Sphere philosophy: Humanitarian Charter, Protection, Core Standards. (7)
- How to use the Handbook to analyse problems and look for ideas to solve them. (2)
- Using Sphere in DRR.
- Sphere in WASH.
- Sphere and advocacy. (2)
- Adult learning principles. (3)
- Everything was useful. (2)

Only 3 participants mention some session as the “least useful”, the rest of participants said everything was useful. Here we share what they mention and why:

- Cash transfer as I cannot apply it in my day to day work.
- Shelter as in my country the Government deal with it.
- The technical chapters because I need to study them more before understanding.

Some recommendations for change are:

- More time to digest, share and practice. (6)
- Include a formal session on exploring strengths and weaknesses as trainers.
- Include a session on how to design training sessions.
- In the Cash transfer session, do not use the IRC video as it looks like a Include time to rest, shopping ...
- Improve internet access in the venue.
- promotional one. Design a case study and prepare a video on it.

At least 5 participants said: no need for improvement, the process and content of the TOT was perfect.

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<sup>1</sup> Numbers into brackets reflect the number of participants who mention it.

Participants were asked about living and working together. Number 1 means “not at all satisfactory” and 5 means “highly satisfactory”. There are their answers:



## Annex 1 – PARTICIPANTS LIST

| Name                          | Organisation        | Position                               | Email  |
|-------------------------------|---------------------|--|--|
| <b>LAOS</b>                   |                     |  |  |
| Monivanh Boulom               | Borda/ JUH          | Project officer                        | <a href="mailto:monivanh@borda-sea.org">monivanh@borda-sea.org</a>                                   |
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|                      |                     |                        |  |
|----------------------|---------------------|------------------------|--|
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## Annex 2 – FACILITATION TEAM

**Ana Urgoiti**, Sphere trainer since 2001, she is also one of the LEGS trainers. Working on the development and humanitarian field since 1994 when she joined the Red Cross Movement; since 2003, she has been working as independent consultant on capacity development, organizational change and evaluations in the field.

[anaurar@gmail.com](mailto:anaurar@gmail.com)

**Dr. Oliver Hoffmann** has been developing, implementing and evaluating international projects for more than 20 years. Being a medical doctor by profession he has been working for more than three years as Sphere trainer and over four years at Johanniter in advising primary health care projects in humanitarian aid.




[Oliver.Hoffmann@johanniter.de](mailto:Oliver.Hoffmann@johanniter.de)

**Henry Pirade**, Sphere trainer since 2003, and also trainer for community development including DRR. He has been working in emergency and development program since 1998 when he joined Church World Service including some disaster response eg. Tsunami in Aceh, Earthquake in West Sumatra, East Timor refugee etc. He is Indonesian and now working for Australian and Indonesian government program in Disaster Management.

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## Annex 3 – AGENDA

| Timing       | Sun 27  | Mon 28   | Tue 29  | Wed 30   | Thu 1  | Fri 2   |
|--------------|---|--|---|--|--|---|
| <b>08:30</b> |   | <b>Session 2</b><br>Sphere: an in-depth tour<br>(Theme A2)                       | Review  | Review   | Review   |   |
| <b>09:00</b> |   |  | ToT Session 1   | <b>Practice 1</b><br>Sphere, Disaster Risk Reduction/Management and Resilience<br>(Theme B3) | <b>Practice 5</b><br>Sphere and cash transfer responses<br>(Theme B7)  | <b>ToT Session 9</b><br>Learning reflections by practice session<br>Creating a conducive learning environment |
|              |   |  | 1 minute presentations  |  |  |   |
|              |   |  | Adult Learning Principles   |  |  |   |
| <b>10:30</b> |   | Break  | Break   | Break  | Break  | Break   |
| <b>11:00</b> |   | <b>Session 3</b><br>Depicting Sphere and the Humanitarian Charter<br>(Theme A10) | <b>ToT Session 2</b><br>Roles of the trainer<br>Training methods                            | <b>Practice 2</b><br>Sphere and advocacy<br>(Theme B6)                                       | <b>Practice 6</b><br>Sphere and the national authorities<br>(Theme C3)   | <b>ToT Session 10</b><br>Way Forward<br>Evaluation & closing  |
| <b>12:30</b> |   | Lunch  | Lunch   | Lunch  | Lunch  | Lunch   |
| <b>13:30</b> |   | <b>Session 4</b><br>Sphere and the Protection Principles<br>(Theme A12)          | <b>ToT Session 3</b><br>Practical tips<br>Constructive feedback<br>Practice sessions set up | <b>Practice 3</b><br>Sphere technical chapter on health action<br>(Theme A17)                | <b>Practice 7</b><br>Sphere technical chapter on water supply, sanitation and hygiene promotion + assessments<br>(Theme A14) |   |
| <b>15:00</b> |   | Break  | Break   | Break  | Break  |   |
| <b>15:30</b> |   | <b>Session 5</b><br>Sphere handbook as a problem solving tool                    | <b>ToT Session 4</b><br>Preparation for practice sessions                                   | <b>Practice 4</b><br>Sphere cross-cutting themes<br>(Theme A7)                               | <b>Practice 8</b><br>Sphere technical chapter on shelter, settlement and non-food items + monitoring<br>(Theme A16)          |   |
| <b>17.30</b> | <b>Session 1</b><br>Introduction & Presentation | Close  | Close   | Close  | Close  |   |
| <b>19.30</b> |   | <b>Optional evening sessions // Coaching</b>                                     |   |  |  |   |

-  = 1 day Sphere Training modelled by SPHERE ToT Trainers
-  = 1 day ToT Adult Learning Theory
-  = Practice Sessions delivered by future SPHERE Trainers