

Participants

The number of participants for each workshop can vary between:

- ▶ **15 and 30.**

If you want more than 30 people to take part, you may find it difficult to run some of the exercises and meet the guideline times suggested for each module.

If you want fewer than 15 to take part, there will be difficulty in running the suggested case study and group work exercises.

Training methods

To use the Sphere training modules effectively you need to be familiar with using the following types of training methodologies. Please see: Section D. MAXIMISING LEARNING in this Trainers' Guide for guidance on using these activities.

Basic Training Tips

- ▶ **introductions**
- ▶ **energisers**
- ▶ **team work**
- ▶ **feedback**
- ▶ **reviewing and recap**
- ▶ **second language training**

Training Methods

- ▶ **case studies**
- ▶ **presentation/lecture**
- ▶ **brainstorming**
- ▶ **structured discussions**
- ▶ **questions and answers / elicitation**
- ▶ **ice breakers**

Key steps

Recruit the core team

Example

- ▶ The organiser **gets the process started, gains management support and the initial commitment from stakeholders**
- ▶ The training team **might consist of:**
- ▶ **facilitators, who have experience in helping groups learn in workshops**
- ▶ **content specialists, who have operational humanitarian experience or specific technical expertise**
- ▶ **trainers, who combine facilitation skills and content expertise**
- ▶ The administrator **organises the logistics and resources for the workshop. They support the workshop as it runs, and serve as the central contact point**
- ▶ The lead trainer **is the leader of the training team and is responsible for making the decisions during the course of a workshop**
- ▶ The commissioning agency **sometimes hosts the workshop, and is usually responsible for paying for it**
- ▶ The participants **are the ones who will have the opportunity to put learning into practice**

Agree roles and responsibilities

Example

- ▶ The host agency **supports the workshop by managing the logistics**
- ▶ The training team **implements the training professionally, and has a good knowledge of the content of the Sphere handbook and relevant training modules**
- ▶ Participants **contribute to, and learn from, the training, and share with others what they have learned**
- ▶ The impact of the training will be enhanced if everyone involved works towards the clear overall goal:
 - ▶ **participants will apply the Sphere handbook in their work within two weeks of the training**

Checklist

This checklist contains key activities when starting to plan a workshop.

☒ **Form a group to spread ownership of the idea**

- ☐ Form a small committee of people who are willing and able to help.
- ☐ Obtain tools and resources from the Sphere Project office or website such as: brochures, order forms for video, training modules, names of Training of Trainers course graduates in your organisation or region and recent 'Sphere in practice' examples.

☒ **Make key decisions**

- ☐ Agree a draft goal of the workshop with key stakeholders.
- ☐ Choose a date, preferably at least three months in advance.
- ☐ Agree budget and cost sharing arrangements.
Make the following decisions:
 - ☐ Single agency or multiple agency? If multiple agencies, which ones?
 - ☐ Which agency or department will assume responsibility for the workshop?
 - ☐ Duration of training?
 - ☐ Residential training or non-residential training?
 - ☐ Will the venue be quiet and isolated, downtown and easy to get to, or in the office?
The type of trainers you will use? Choice ranges from internal to your organisation, from a partner organisation, or external consultants. Consultants can be local, regional or international.
 - ☐ The number of participants?
 - ☐ The financial system, for example, full or partial subsidy, per diems or funded meals, participant fees?
 - ☐ Consider if any materials need to be translated, as this will take a lot of time and resources. Sphere training materials are available in French and Spanish at www.sphereproject.org

☒ **Obtain management support and funding**

- ☐ Research suitable venues and obtain quotations.
- ☐ Draft a budget.
- ☐ Present concept to management.
- ☐ Identify where funding will come from.
- ☐ Obtain support from management for the entire process from preparation to follow up.
- ☐ Identify who will be responsible for ensuring that support is given to the participants after the training occurs.
- ☐ Obtain necessary funding.

Checklist

☒ **Recruit a team**

- ☐ Draw up roles and responsibilities for training team.
- ☐ Recruit trainers.
- ☐ Recruit the workshop administrator.

☒ **Publicise**

- ☐ Confirm date, venue, goals, trainers, number of participants.
- ☐ Confirm who will act as the communication and administration focal point and disseminate their contact details.
- ☐ Advertise workshop, if necessary.
- ☐ Recruit participants.

☒ **Delegate responsibility**

- ☐ If you are the lead trainer, brief the training team and describe their roles and responsibilities.
- ☐ Ensure that the training team knows who is responsible for supporting and following up with participants after the workshop is completed.

Key steps

Confirm progress so far

- ▶ Does the intended training focus on what the participants need and want to know?
- ▶ Are the objectives of the training clear?
- ▶ Is there support for these objectives from the organisations?
- ▶ Are the people, resources and processes in place to implement the workshop effectively?
- ▶ Is there a plan for following up with participants after the workshop?

Start designing the workshop, taking into account key factors

The stakeholder group

- ▶ Where, in the humanitarian community, do the target participants work?
- ▶ Is there more than one type of stakeholder in the workshop, for example, host government agencies, affected population, NGOs, INGOs, Red Cross / Red Crescent movement, donor agencies, UN agencies, militaries and the private sector?

Organisational values

- ▶ Within each stakeholder group what is the mandate or mission statement of the organisation?
- ▶ What is the organisation's size and way of working?

Position within the agency

- ▶ Where in the hierarchy of the agency do the participants work?
- ▶ Is there a technical (sector specific) or functional specialisation?

Culture and language of participants.

- ▶ What terms are used?
- ▶ How are people usually trained or taught in this culture?

Type of disaster

- ▶ What is the disaster being experienced?
- ▶ What sort of disaster does the agency usually respond to?

Context

- ▶ What is the context of the disaster?
- ▶ What is the context of the country where the workshop will occur?

Participant needs and expectations.

- ▶ What are participants' specific needs and expectations?
- ▶ What do the participants need to be able to do as a result of the workshops?
- ▶ What experience do the participants have?
- ▶ What motivates them as an individual to take part in the workshop?

Key steps cont

Target participants

- ▶ The training team and the hosting organisation need to agree and build a profile of the target participants for the workshop
- ▶ Once the team knows the type of participants it wants, a communication campaign to recruit these people can start to ensure that the target participants know that the training exists, and how to apply, or attend
- ▶ Forward application forms to potential participants, if appropriate
- ▶ Ask participants to return the forms within a time limit set by trainers
- ▶ Use the form to select participants for the workshop by identifying their organisation, role, experience, expectations and special needs for the workshop. This will also reveal learning needs of participants, and inform any adaptations to the agenda that trainers may wish to make

Draft objectives and agenda

To draft goals, consider what the participants will be interested in.

For example:

- ▶ Who are the participants, and what do they do?
- ▶ What sort of organisation do they work for?
- ▶ Do they work for multilateral institutions? These tend to be concerned with coordination, reporting to multiple donors, and working with national governments
- ▶ Do they work for donor agencies? These tend to be concerned with balancing accountability to the taxpayer and flexibility for the implementing partner
- ▶ Do they work for national governments? These tend to be concerned with the actions of the various donors, multilaterals and NGOs in their country, and how to ensure coordination, complementarity, and humanitarian work relevant to national standards and culture
- ▶ Do they work for national NGOs? These tend to be concerned with issues of capacity, or funding, so Sphere can be used as a training curriculum and organisational assessment tool for these agencies
- ▶ Do they work as part of an emergency response team? These may be concerned with reviewing their standard operating procedures against the Sphere handbook

Local communities

- ▶ Local communities contribute the most resources in the response, and will live with the results of the disaster response, rehabilitation and reconstruction efforts
- ▶ Sharing the Minimum Standards and key indicators used in a particular operation is an important part of accountability, although the quantitative indicators should be introduced with caution as they can be higher or lower than in the local community
- ▶ Where local communities and disaster response agencies are working to the same goals, the response is likely to be more efficient and effective

Checklist

☒ **Review critical issues**

- ☐ Order Sphere handbooks needed from Oxfam Publishing.
- ☐ Allow at least six weeks for delivery and follow the progress carefully.
- ☐ Target the participants well and maintain consistent communication with them before the workshop.
- ☐ Cultivate and maintain management support.
- ☐ Draft objectives and agenda to create interest and focus preparations, but remain flexible.

☒ **Target participants**

- ☐ Agree the ideal profile of target participants including language abilities, experience levels, position or function within their organisation, type of organisation.
- ☐ Prepare application form, include question on training needs.
- ☐ Prepare a short advertisement for the workshop, include goals, location, duration, trainers, target participants.
- ☐ Publicise the workshop, backed up by word of mouth, and distribute application forms in meetings and with newsletters.
- ☐ Brainstorm a list of individuals who might contribute to a high quality learning event. If necessary, personally recruit individuals.

☒ **Gain management support**

- ☐ Brief relevant managers of targeted participants to obtain nominations and support.
- ☐ Ask management to inform other relevant managers, or to make recruitment / invitation phone calls.
- ☐ Make a short presentation of the proposed training event.

Key steps

Clarify expectations

- ▶ Use the application form in the Tools section of the CD to gather participants' needs and expectations
- ▶ Review these forms and establish a picture of the training needs of the participants
- ▶ If necessary, follow up with an additional questionnaire to participants or phone call

Set the workshop agenda

- ▶ Set the agenda by selecting the appropriate session plans, activities and optional toolkit exercises from the Sphere training modules
- ▶ The training team meets to talk through the agenda, and assign clear responsibilities for each of the sessions prior to the workshop

Administrative preparations

- ▶ Try to get the best venue by booking as early as possible
- ▶ Compare several possible venues before making a final decision
- ▶ Act as a central contact point to ensure clarity of instructions
- ▶ Finalise contracts for trainers, venue, and suppliers
- ▶ Finalise participant list, contact details and travel schedules
- ▶ Review agenda to identify specific preparation and resource needs

Checklist

☒ **Select participants**

- ☐ Review applications.
- ☐ Make approval based on:
 - ▶ draft goals of workshop
 - ▶ targeted participant profile
 - ▶ clear management support of the individual's application, where applicable.
- ☐ Send out letters confirming participation and date of workshop

☒ **Set objectives and final agenda**

- ☐ Based on participant application forms and goals, agree objectives.
- ☐ Finalise agenda.
- ☐ Circulate agenda to participants.
- ☐ Assign responsibilities in the team for various sections of the agenda.
- ☐ Write up roles and responsibilities for additional people supporting the workshop.
- ☐ Recruit additional support or content specialists, if needed.

☒ **Prepare administration**

- ☐ If possible, inspect the venue or talk about your needs over the phone. Check that the main training room is big and flexible enough.
Also take into account: small committee rooms; break and meal facilities; experience and flexibility of venue staff; ease of transport to and from venue; office support facilities.
- ☐ Negotiate the contract with the venue. Include training rooms, equipment, the type of refreshment available at breaks, break times, type of meals, meal times, refreshment available in training rooms.
- ☐ If a residential workshop, agree with venue on number of rooms and payment mechanisms.
- ☐ Contact hotel when possible with a confirmation of number of rooms, participant list, detailed programme.
- ☐ Create a list of useful contact names and numbers
- ☐ Contact people who will help and send a list of their roles and responsibilities.
- ☐ Organise travel schedules, and if necessary support visa requirements of each participant.
- ☐ Remember that some visas taken much longer than others.
- ☐ Organise transport if required for participants to and from the venue.
- ☐ Confirm trainer travel schedules and accommodation.
- ☐ If budget allows organise additional side activities or special events and social activities for participants
- ☐ Obtain necessary equipment and resources.
- ☐ Plan for the number of handouts that will be used and the type of participant workbook.

Key steps

Send logistics information to participants

- ▶ Send out detailed instructions to help ensure that the participants get to the right place at the right time with the right clothing and equipment, and have completed the necessary preparatory work
- ▶ In particular, ensure that participants have a Sphere handbook and read it before arrival

Prepare finance and administration

- ▶ Review the budget.
- ▶ Establish procedures so that:
 - ▷ contracts can be paid for
 - ▷ cash is available for purchasing supplies
 - ▷ where appropriate, fees can be collected from participants
 - ▷ a ledger is established to enable fast and accurate financial accounting after the workshop

Plan time for trainer preparation

- ▶ As a guideline, when using the Sphere training materials for the first time, allow two hours of trainer preparation time for every hour of training time
 - ▷ For example, if a trainer was to run a project cycle workshop over a day consisting of six hours of training time, that trainer would need to study the project cycle module for 12 hours before the workshop
- ▶ If new materials are to be written to complement the Sphere Project training materials, preparation time can increase significantly. The trainer does not have to be an expert in the content of the workshop, but must know the training materials thoroughly

Checklist

- ☒ **Send participants final instructions, including the following.**
 - ☐ Title of workshop, date, arrival/registration/departure times
 - ☐ Aims and objectives of workshop
 - ☐ Outline of the agenda with daily start and finish times
 - ☐ Venue location, map, facilities available and contact details
 - ☐ Travel arrangements and details
 - ☐ Checklist about what to prepare and bring (clothing, personal stationary, preparatory reading or work)
 - ☐ Expenses or per diem arrangements
 - ☐ Information about fees or costs
 - ☐ If workshop is residential, information about accommodation and meal arrangements
 - ☐ If necessary also include a copy of the Sphere handbook. Send this early as all other material can be emailed
- ☒ **Finance and administration**
 - ☐ Review budget
 - ☐ Confirm cost sharing arrangements specifying who will pay what
 - ☐ Review contracts, invoicing procedures and terms of payments
 - ☐ Review procedure for accounting and cash disbursements
 - ☐ Confirm with venue number of participants, and the billing arrangements
 - ☐ Confirm payment methods: bills, cash, cheque, credit card
 - ☐ Prepare a resource agenda that details room and equipment needs for each block of time

Checklist

- ☒ **Participants and training team**
 - ☐ Make reminder phone call to participants and resource people
 - ☐ Confirm travel arrangements to the venue
 - ☐ Confirm travel and accommodation arrangements for training team
- ☒ **Confirm equipment**
 - ☐ Video, TV
 - ☐ Overhead projector, spare bulb
 - ☐ Computer, projector, connectors and cabling, screen
 - ☐ Correct power plug or adapters if necessary, check voltage.
- ☒ **Stationery**
 - ☐ Flipchart stands
 - ☐ Flipchart paper plus markers in various colours
 - ☐ Spare pens, and pads of paper
 - ☐ Coloured cards
 - ☐ Scotch tape, blue tack, post-it notes
 - ☐ Hole punch, stapler, scissors
 - ☐ If overhead projector is used – transparencies and pens
- ☒ **Facilities**
 - ☐ Chairs for all participants
 - ☐ One table per group plus extra tables for resource materials
 - ☐ Lunches and coffee/tea breaks confirmed with catering
 - ☐ Room lighting
 - ☐ Room temperature
 - ☐ Toilet facilities and supplies
 - ☐ Drinking water and glasses
 - ☐ Group work rooms
 - ☐ Coffee break area
 - ☐ If a long workshop, establish office facilities
- ☒ **Training materials for participants**
 - ☐ Agenda and welcome letter
 - ☐ Instructions and orientation for the venue
 - ☐ Emergency numbers
 - ☐ Financial reminders
 - ☐ Name tags
 - ☐ Participant workbooks
 - ☐ Extra Sphere handbooks
 - ☐ Photocopied handouts

B. PLANNING

One week before the workshop

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Checklist

☒ **Materials for the training team**

- ☐ Session plans.
- ☐ Resource materials.
- ☐ Optional toolkits (ice breakers, side activities).
- ☐ Evaluation forms.
- ☐ System for typing up the proceedings of important discussions.

☒ **Special**

- ☐ List of contact details for participants and trainers.
- ☐ Group photograph.
- ☐ Side activities, or extra curricular events, or field trips.
- ☐ Adequate internet access for participants if a residential workshop.
- ☐ Graduation certificate.

Key steps

Check the venue and room

- ▶ Visit the venue before training to check accessibility, size and number of rooms available. Identify and prepare for potential sources of distraction and discomfort, for example light, temperature, sound, ventilation
- ▶ Identify and prepare for potential difficulties with equipment, for example access to power, the quality and position of overhead projectors and videos
- ▶ Ideally you need a main room with the following characteristics:
 - ▷ large enough to hold all the participants
 - ▷ participants have a good view of a central presentation area and of each other
 - ▷ flexible seating
 - ▷ option for at least two additional break-out rooms for smaller team work

Arrange seats

- ▶ Arrange seats so that all participants have an easy view of the equipment and of the other participants
- ▶ For work in small groups, arrange seats to minimise distraction and the need to keep moving the seats
- ▶ Recognise that the comfort of chairs will directly affect the attention span and the enjoyment of participants, particularly if the workshop is long. Participants may also need to write notes, so tables or clipboards should be provided

Build time sessions around participants' concentration

- ▶ Carefully time sessions to take advantage of when people can best pay attention and concentrate. Mornings tend to be better for concentration on theory, whilst the afternoon often requires more active exercises
- ▶ Set the start and close times of the workshop according to participants' needs - for example, distance and ease to travel to the workshop; child care; work demands and security

Key steps

Plan the pace and content of sessions

- ▶ When designing a workshop, take into account the amount of content that can be absorbed by people and the need for changes in pace to retain concentration and interest
- ▶ Do not overestimate what can be absorbed and underestimate how long it takes
- ▶ Build in time for reinforcement and repetition of key learning points, as well as checking participants' learning

Use country-specific resources

- ▶ Wherever possible, try to adapt the training materials to suit your local context
- ▶ Use specific examples from the region during the presentations and relate case study exercises to the local situation
- ▶ Take care to avoid raising local sensitivities, for example avoid naming actual individuals, organisations or political and religious authorities
- ▶ Leave sufficient preparation time when requesting country-specific case studies, so that you can adapt information to a suitable training format

Create a safe learning environment

- ▶ Recognise that participants are likely to feel a number of different anxieties at the beginning of a workshop, for example:
 - ▷ where participants start at different levels of knowledge about Sphere and/or the humanitarian world in general at the beginning of a workshop
 - ▷ where there is a mix of cultures within the groups
- ▶ Aim from the start to establish a safe environment where no one will feel afraid to ask questions or make mistakes

Set objectives

- ▶ Make the objectives clear for each activity and session, as people tend to learn more effectively if they know why they are doing something

Get to know the participants

- ▶ Get to know the participants, and become familiar with their background and experiences
- ▶ Learn and use their names, and take every opportunity to talk to them about what they want from the workshop
- ▶ Understand and respect participants' special needs, particularly in relation to culture, religion and gender

Checklist

☒ **Day before**

- ☐ Organise briefing meetings for trainers when they arrive at the workshop location
- Check the following:
 - ☐ Main training room, and committee rooms are available
 - ☐ Rooms for seating, lighting, temperature, drinking water
 - ☐ Toilet facilities and supplies
 - ☐ Equipment is functioning, and confirm technical support in case of breakdown
 - ☐ Security and safety systems and procedures at venue
 - ☐ Emergency telephone numbers and contact details
 - ☐ Training materials are photocopied and stationery is present

☒ **First day**

- ☐ Reception of participants
- ☐ Confirmation of payments and responsibilities
- ☐ Registration and distribution of materials
- ☐ Confirm return air tickets or travel arrangements
- ☐ Training rooms opening in sufficient time for preparations

☒ **Last day**

- Check the following:
 - ☐ Evaluation forms
 - ☐ Photograph
 - ☐ Certificate
 - ☐ Contact details
 - ☐ Next steps

☒ **After the workshop (for trainers and host organisations)**

- ☐ Immediately (within 24 hours of completion) run 'lessons learned' debriefing
- ☐ Thank you letter for resource people and organisations
- ☐ Pay invoices, collect receipts, file finance reports
- ☐ Produce workshop report and disseminate to participants
- ☐ Modify training materials, if appropriate
- ☐ Identify how to improve your practice the next time

There have been Sphere workshops in many different countries. A consistent lesson learned is that the training has more impact on the ground if it is followed up. While participants may leave the workshop motivated to put the Sphere handbook into action, this is much harder when faced with the day to day challenges of work. Follow up activities can help the individual participant to build Sphere into their own routine, and that of the organisation.

Key steps (for organisations and trainers)

- ▶ Evaluate (see the C. Tools Section, Evaluation forms)

Make individual contact

- ▶ Keep in touch with individual participants
- ▶ Call or email to see how things are going, and how the participant is applying what they have learned

Check the goal

- ▶ Check to see if the individual has achieved the overall goal of Sphere training:
 - ▷ did they apply the handbook in their work within two weeks?

Check the longer term impact

- ▶ Consider contacting participants a number of months after they took part in the workshop, for example after two or six months
 - ▷ you may want to use the 'Post-workshop follow up questionnaire' (this is in the Tools section of the CD)
- ▶ Seek to gain feedback on how they are using the Sphere handbook in their work
- ▶ For a more complete picture of the ongoing impact of the workshop you may want to use some of the following tools:
 - ▷ telephone or email surveys
 - ▷ focus groups
 - ▷ performance records
 - ▷ management or peer feedback
 - ▷ quizzes

Follow up workshops

- ▶ Try to identify an organisation or network to host an additional half day workshop
- ▶ Plan ahead to give participants a target by which to review work done
- ▶ Use part of the workshop to look at what people are currently doing with the Sphere handbook, what has worked well, what they have found challenging and what they are aiming for now

The field school

- ▶ Visit a real project and apply the Sphere handbook to it
- ▶ For more guidance on how to run the field school, see: Optional Toolkit: Exercise 'The field school' in Part 2: Training Material, Module 1

Example invitation letter

Your Agency Letterhead

To: The Agency Director

Subject: Sphere Humanitarian Charter and Minimum Standards in Disaster Response

Dear [Name],

I would like to invite your organisation to participate to a 'Sphere Project Workshop' on Standards for Disaster Response, that we are hosting on [Date] in [Venue]

You may have already heard of the Sphere Project (if not, please find enclosed a small information brochure). The Project is funded by a dozen governments and managed by four major NGO networks, the Steering Committee for Humanitarian Response, InterAction, International Council of Voluntary Agencies and VOICE. It aims to increase the effectiveness of humanitarian assistance, and to support humanitarian agencies in becoming more accountable.

The Sphere Humanitarian Charter and Minimum Standards were first published in October 1998. Since then, there has been an edition in 2000 and 2004. All these editions have involved thousands of people and hundreds of organisations around the world. Today, the Sphere Project handbook represents the result of more than seven years of inter-agency collaboration.

The production of the Sphere handbook is a significant achievement and an ongoing process. The challenge is putting policy into action. The workshop we are sponsoring is designed to involve local humanitarian agencies in this process and to explore with staff how to apply the standards and improve the quality of life of people affected by disasters.

We will host two events:

A two-hour Head of Agency meeting on standards for disaster response on [date], which I would like you to attend.

A three-day training workshop aimed at national level operational managers, responsible for agencies' emergency or disaster response work.

The workshop will take place on [date].

I invite you to nominate one person from your agency to attend and to learn about the practical application of standards in field-work. Following the workshop your participant might also be able to train other staff from your agency.

The workshop will be led by [trainer's name] training expert with relevant field experience.

Both the events have been modelled on workshops that have occurred around the world and have been built upon the lessons of the Sphere Project.

I trust you will agree with me that this is an important initiative. I would be grateful if you could confirm your participation and hand the registration form to the person you would like to designate for the workshop. The workshop is entirely free but is open to a select number of participants.

Thank you for your interest and we look forward to a rewarding workshop.

Sincerely,

The Host Agency Director

Application form

Workshop Title:	Dates and times:
Venue	Trainers:
Return address	Please complete this application form and send it to the return address by (date)___.
Name:	Role:
Your technical expertise:	
Tel:	Fax:
Email:	
Briefly describe your experience of working in disaster response programmes.	
What do you expect to gain from the workshop?	
Do you have any special needs? (For example, dietary; access; timing):	
Your signature:	

A copy of the workshop goal is attached.

Example confirmation letter

Your Agency Letterhead

Date:

To: Nominated participants

CC: Agency director

Subject: Sphere Training on the Humanitarian Charter and Minimum Standards for Disaster Response

Dear [Name],

Thank you for agreeing to take part in workshop. I think you will find the time well spent for several reasons:

- it gives us all an opportunity to understand what is happening elsewhere in the world with respect to disaster response effectiveness
- it provides an opportunity for you to share experiences with peers in other agencies
- I believe that you will find the Sphere handbook a useful tool and this workshop should help you begin to use it in your work.

Please find with this letter material to read before the workshop, and a copy of the latest edition of the Sphere Project handbook, as a contribution by my organisation to the disaster response and humanitarian community here in XXX.

Please ensure that you have read at least the Introduction/What is Sphere?, the Humanitarian Charter and familiarise yourself with the structure of Sphere handbook before you arrive.

A reminder that the venue is XXX, and the programme is also attached. The workshop is free and lunch will be provided. Participants are responsible for their own transport and accommodation costs, if necessary.

Thank you once again, and I look forward to an interesting workshop.

Host agency director

Registration form

Workshop Title:					
Dates:					
Trainers:			Venue:		
Name	Role/Job	Organisation	Tel. / Fax #	Email	Address
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Participant evaluation form

Workshop Title:		Date:																																																															
Trainers:		Location:																																																															
<p>Please complete and return this form to the trainers at the end of the workshop. Your frank evaluation is greatly appreciated.</p> <p>Please rate the following categories on a scale of 1 – 5, where 1 = poor and 5 = excellent</p> <table border="1"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>Achievement of workshop aims and objectives</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Relevance of content to your work</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Impact on the way you work</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pace and balance of the workshop</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Quality of the learning materials and aids</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Facilitation and presentation of the training</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Quality of pre-training information</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Quality of the venue and accommodation</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>What parts of the workshop were most useful for you?</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							1	2	3	4	5	Achievement of workshop aims and objectives						Relevance of content to your work						Impact on the way you work						Pace and balance of the workshop						Quality of the learning materials and aids						Facilitation and presentation of the training						Quality of pre-training information						Quality of the venue and accommodation						What parts of the workshop were most useful for you?					
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What parts of the workshop were most useful for you?																																																																	
<p>What improvements/changes would you suggest for another workshop?</p>																																																																	
<p>How will you use the Sphere handbook in your work?</p>																																																																	
<p>Please give any other comments/suggestions.</p>																																																																	

If you would like more information on Sphere or have suggestions or comments on the handbook or project approach, please complete the Sphere Handbook Feedback Form – we value your contribution.
Thank you for taking the time to fill in this form.

Trainer evaluation form

Part A - Workshop report

For the host agency of the workshop and if desired, copied in as an information copy to the Sphere Project Office along with the Training Report below.

Context: Brief summary of the context for the workshop. For example: country profile; types of vulnerabilities and capacities; profile of the humanitarian actors in the country. Or profile of the participants and their organisations if this workshop is occurring at a regional or headquarter level.

The facts: Brief summary of content covered in the workshop.

Key points from participant discussions: Key relevant points from participant discussions, in particular relating to using the Humanitarian Charter and Minimum Standards.

Observations by trainers: Main learning points from workshop, for example: opportunities or concerns relating to Sphere in the country or organisations.

Optional information: For example, people who might be carrying the process on in the future

Trainer evaluation form

Part B – Training Report (For your monitoring purposes)

Title of workshop and modules covered:	Length of workshop:
Dates:	Location:
Trainers:	

Summary of participant evaluation forms
Circle the average responses from Participant Evaluation Forms on a scale of 1 – 5, where 1 = poor and 5 = excellent

	1	2	3	4	5
Achievement of workshop aims and objectives					
Relevance of content to your work					
Impact on the way you work					
Pace and balance of the workshop					
Quality of the learning materials and aids					
Facilitation and presentation of the training					
Quality of pre-training information					
Quality of the venue and accommodation					

Administrative process.
Lessons learned on the administration of the event, management and logistical matters of relevance to other trainers.

How the workshop was run.
What the agenda was, which parts of the Sphere training modules you ran. Lessons learned on the structure of the workshop and results achieved.

What worked well? Please explain why.

What could be changed or improved?

Did the workshop help people to understand and use the Sphere Handbook? Please explain.

Post-workshop follow up questionnaire

Workshop follow-up questionnaire

Your name, position, organisation, today's date:

Date and location of Sphere workshop that you attended:

Workshop trainers:

Workshop host agency:

What was the thing that you remember the most about the workshop?

Have you used the Sphere handbook since the workshop? Please circle Yes / No

Please explain how.

Are you glad that you attended the workshop? Please circle Yes / No

Please describe why.

Has Sphere been used or discussed in your organisation since? Please circle Yes / No.

If yes, how?

What, if any, additional help is needed to support a local process?

Other comments or suggestions are most welcome!

D. MAXIMISING LEARNING

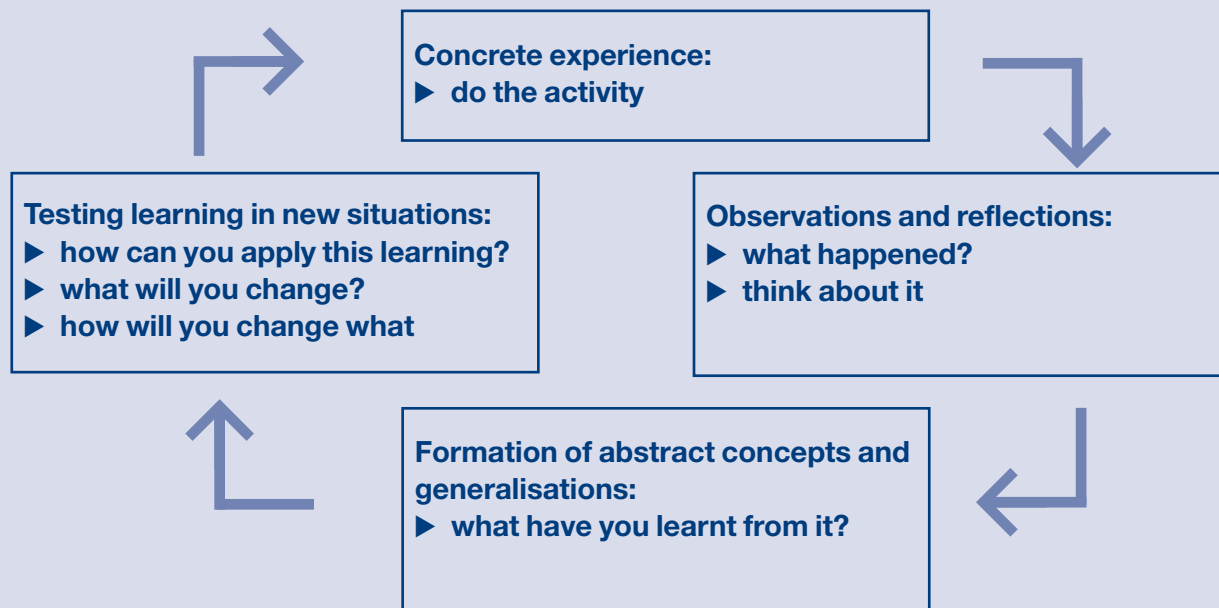
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Use this section to:

- ▶ identify ways to maximise the impact of your workshops
- ▶ review best practice training tips
- ▶ gain an overview of how to get the most from training methods used in Sphere workshops

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As adults, our previous knowledge and experience influences how we take in new information. Our culture, background, and education all have an impact on how we perceive and learn new things. Most adult learning emerges from concrete experiences: doing things, rather than reading or listening. In 1983, a learning theorist named Kolb drew the following model to represent "experiential learning":



People learn in different ways, and individuals will learn most effectively if the training approach used by trainers matches the individual's personal preferred learning style. This is one reason why variety is important, for example, following a theoretical presentation with a practical exercise to apply that learning.

Honey and Mumford (1992) used Kolb's notion of experiential learning to describe four main types of individuals, and their preferred ways of learning.

Activists	<ul style="list-style-type: none"> ▶ learn best from new experiences and problems ▶ benefit from short "here and now" actions ▶ enjoy challenges and going into action
Reflectors	<ul style="list-style-type: none"> ▶ learn best from activities where they are encouraged to watch, think, and reflect before acting ▶ are able to review what has happened ▶ like to be given time to reach decisions
Theorists	<ul style="list-style-type: none"> ▶ learn best when they have time to explore methodically the associations and interrelationships between ideas and events ▶ like structured situations with clear purposes ▶ like to prove the methodology or logic behind the subject and challenge themselves intellectually
Pragmatists	<ul style="list-style-type: none"> ▶ learn best when there is an obvious link between the subject matter and a problem or opportunity in their job ▶ like to concentrate on practical issues ▶ like to try out techniques with coaching and feedback from a credible expert

D. MAXIMISING LEARNING

Understanding how adults learn cont

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Studies show that individuals also normally have a bias as to whether they learn best by seeing, doing or hearing.

Visual participants	<ul style="list-style-type: none">▶ Visual participants like to learn by seeing things, and will prefer visual input▶ More than half of any group will be visual participants
Kinaesthetic participants	<ul style="list-style-type: none">▶ Kinaesthetic participants prefer movement, and learning by doing things▶ About a quarter of any group will be kinaesthetic participants
Auditory participants	<ul style="list-style-type: none">▶ Auditory participants like to learn by hearing▶ Participants are the least common, around 15 percent of any group

Pacing learning

Learning needs to be carefully paced, and broken into short sections.
Long workshops with large numbers of objectives and main messages will not be remembered.

People need time to:

- ▶ **process the learning**
- ▶ **reflect**
- ▶ **relax and sleep in order to commit information to memory and put it into practice**

The training team needs to be realistic with the host agency about what can be achieved in a workshop, and prioritise accordingly. It is more effective to train a few core points thoroughly then to overload the participants and lead to poor retention.

Choosing the best approach to learning

Learning in the humanitarian community is complicated by the fact that it is decentralised, multi-cultural, multi-disciplinary, and in a perpetual state of responding to crises.

Against this background, choosing the most effective approach to learning involves:

- ▶ **identifying and understanding resources available for learning**
- ▶ **defining objectives**
- ▶ **defining the target audience**
- ▶ **researching the target audience's preferred learning style and learning needs**
- ▶ **understanding how the organisation behaves with respect to learning, for example is it recognised and rewarded?**
- ▶ **identifying learning opportunities**

Using other learning opportunities

The Sphere Training Package provides information and tools focused around workshops. However, organisational needs and resources may mean that workshops are not always suitable.

Also, there are many opportunities to build on the learning from a Sphere workshop when back at work, through activities aimed at individuals and small teams.

The following examples suggest alternatives to workshops and how to reinforce the learning after a Sphere workshop.

Opportunities for individual learning

Coaching:

- ▶ one to one support, usually on immediate activities

Mentoring:

- ▶ one to one support, usually focused on the individual's longer term development

Apprenticeships:

- ▶ use the Sphere handbook to guide learning in an individual's early days in an organisation

Distance or open learning:

- ▶ training packages and activities that participants can complete at their own pace

Handover briefings:

- ▶ communicate lessons learned
- ▶ particularly important where staff turnover may be high

Debriefings:

- ▶ review actions in a structured way after an individual has completed an operation to identify areas for improvement

Secondments:

- ▶ learn by working with another team or function

Workshadowing:

- ▶ learn by observing and talking to another team, function or organisation

Opportunities for small team learning

Local learning groups:

- ▶ small groups of peers who meet regularly to share ideas and learn lessons

Brainstorming meetings:

- ▶ learn by generating ideas together
- ▶ gain different perspectives on a problem

Peer mentoring and coaching within teams:

- ▶ share best practice and expertise
- ▶ build self-reliance within the team
- ▶ enhance support networks within the team

After-Action Reviews:

- ▶ provide a space for reflection periodically to share lessons and compare progress to intended goals

Monitoring:

- ▶ help people to track progress and prioritise areas for improvement

▷ **Welcome the participants**

You can use the following tools contained on the CD accompanying this book:

- ▶ **write a cheerful welcome message on a flipchart, and include the names of the trainers**

Introduce the trainers

Include the trainers' names, relevant background and experience and roles.

▷ **Explore participants' expectations** For example:

- ▶ **ask participants to introduce themselves and say one expectation they have**
- ▶ **take expectations from the relevant section of the application forms**

Write expectations on a flipchart and keep this displayed during the workshop. Refer to it at the end of the workshop to encourage informative feedback and evaluations.

▷ **Establish ground rules**

It is important to gain commitment from the participants to agree as a group certain ground rules during the training.

For example:

- ▶ **coming to workshop activities on time**
- ▶ **respecting each others' contributions**
- ▶ **giving constructive feedback**
- ▶ **respecting confidentiality**
- ▶ **agreeing on a smoking policy**

▷ **Communicate the 'housekeeping' arrangements** Tell the group about:

- ▶ **any regulations set by the venue management**
- ▶ **the food or accommodation procedures**
- ▶ **health and safety facilities and regulations, for example:**
 - ▷ where the toilets are
 - ▷ what the fire regulations and procedures are
 - ▷ how to maintain a safe learning environment (cables, equipment, smoking etc.)

▷ **Communicate the workshop aims and objectives and the agenda**

Participants need a clear idea of what they are aiming to achieve, and what they will do, and when.

Slides for each session show the learning objectives.

Any differences between the workshop's aims and objectives and the participants' expectations need to be identified and addressed at this early stage.

▷ **Establish workshop processes** For example, establish:

- ▶ **a "parking lot" where you can write issues on a flipchart and display it for discussion at a later time**
- ▶ **"focus groups" who will meet at night and provide feedback to trainers on the results achieved for the day**

Ice breakers can help:

- ▶ **to reduce the anxiety that group members can feel at the start of a workshop**
- ▶ **participants get to know each other**

It is important to allow enough time at the start for participants and trainers to get to know one another's names and experience.

You may also want to use ice breakers to introduce different subjects for the workshop.

Mission statement

Ask participants to:

- ▶ **reflect on the mission statement for their organisation**
- ▶ **write the main points on a blank sheet of paper, but excluding the organisation's name**

Collect the sheets.

Read out one or two and try to guess which organisations these belong to. If

you are wrong, this helps to demonstrate that it is OK to make mistakes at this workshop.

Shuffle all statements and hand one to each participant.

Ask them to:

- ▶ **stand up**
- ▶ **try to find the person who wrote this sheet**

If they find the person ask them to ask what they want from the workshop.

If they do not find the person within 5 minutes, ask them to choose someone and ask what they want from the workshop.

Ask them to:

- ▶ **write down what the other person wants from the workshop**

When all the participants have found the person they are looking for, call the group back together.

Ask each participant to introduce the person they found to the rest of the group, and mention what the person expects to get from this workshop.

The humanitarian wish

Hand out cards, paper, or half-sheets to all participants.

Ask them to write:

- ▶ **the one thing they wish they could do better as a humanitarian**

After a few minutes ask everyone to:

- ▶ **stand and introduce themselves and state their wish**

Write up their answers on a flipchart. Mark repeats as tick marks.

After everyone has introduced themselves and made their wish, sum up the findings from the flipchart.

Ask the group:

- ▶ **'Do the Sphere process and outputs help anyone achieve their wish?'
Regardless of the specific result from this exercise, you can use the idea of "the humanitarian wish" as a method to introduce and carry out the discussions in this module**

The groundrules for the sessions need to be:

- ▶ **be positive**
- ▶ **think of what we need to do our humanitarian work better**
- ▶ **actively seek achievable solutions**

Explain the development of the Sphere project and handbook has been driven by this kind of thinking and action.

Story telling

Use this when you only have one organisation represented in the workshop where group members may already know each other.

Explain that NGOs:

- ▶ **have an oral culture**
- ▶ **learn through telling stories**

Tell one story from your own experience which communicates the importance of Sphere to you. Try to choose an example which makes clear the need for greater quality and accountability.

Ask participants to:

- ▶ **find someone they know least**
- ▶ **tell a story from their work experience that highlighted the need for greater quality and accountability from NGOs**

When participants have told their stories, ask them to ask their partner what they want from the workshop.

When completed, ask everyone to sit down and contribute what their partners said they expected from the workshop.

Write these expectations on a flipchart.

The assessment team

Ask the group to work in small teams.

Ask each team to:

- ▶ **imagine they are part of an assessment team that is to be presented to the local Government Relief Commissioner**
- ▶ **brief the Commissioner about the capacity of the team to conduct an assessment of damage after a disaster**

To do this, ask each team to:

- ▶ **develop a composite review of the team experience**
- ▶ **consider all the aspects that will present a compelling picture**
- ▶ **consider such typical areas as**
 - ▷ **education, total number of years of experience, current and previous employment**
 - ▷ **countries worked in, emergencies worked on, sectoral specialities, languages spoken**
 - ▷ **some details on personal life such as family and hobbies**
- ▶ **Ask them to record a summary of their team's expertise on a flipchart**

Allow up to 30 minutes

Call the group back together and ask them to:

- ▶ **briefly introduce themselves, describing current job responsibilities and indicate their expectations, hopes and concerns for the workshop**

First names, last names

Use this ice breaker in multi-cultural groups.

First ask the group to arrange themselves in a line arranged in alphabetical order according to first name.

Try giving the group a small space to make this line in, say between two walls of a narrow room. Do not assist the group. When completed, ask participants to shout out their first names from A to Z. Ask the group to arrange themselves in a line arranged in alphabetical order according to family name, and repeat the process.

Then repeat the process a third time, using "distance you travelled to come to this workshop".

Paired introductions

Ask participants to:

- ▶ **work in pairs**
- ▶ **ask each other a set of questions covering questions such as the following**
 - ▷ **name, organisation, experience in disaster response and one interesting fact about themselves**
- ▶ **use this information to introduce their partner to the group**

This is an effective way of removing the threat of doing a solo introduction, but it does depend on the listening abilities of participants - an inaccurate introduction by a partner can cause discomfort and confusion.

Solo introductions

Give the group a set of questions, for example:

- ▶ **name, role, experience in disaster response, an important experience in disaster response, or one problem currently experienced in the humanitarian system**

Ask individuals to introduce themselves based on these questions.

Use energisers when energy is flagging in a group after lunch, or to break two distinct parts of a session plan.

Move to the spot

Ask participants to:

- ▶ **spread around the room**
- ▶ **pick a particular 'spot' that is 'theirs'**

Ask people to move around the room, doing something suggested by the trainer, such as:

- ▶ **"Say hello to anyone wearing red"**
- ▶ **"Hop, skip or jump"**
- ▶ **"Whistle or make a strange sound"**
- ▶ **"Walk backwards"**

Explain that:

- ▶ **when you say "Stop!", everyone has to get back to their 'spot' as soon as possible**

This game can be fun if it is not done for too long - people will get bored quite quickly.

6 Allow up to 5 minutes.

Ha!Ha!Ha!

This is useful for changing pace or if there is tension in the group.

Explains that you are going to make them laugh.

Start by saying "Ha!".

Get the next person to repeat this, and add another "Ha!" themselves.

Participants then repeat what their neighbour says, adding another "Ha!" each time.

In this way, people are 'made' to laugh and very quickly everyone will be laughing. It really works!

Making rain

Ask everyone to sit in a circle.

Start drumming your fingers on a table or chair.

The next person starts to drum their fingers, then the next, until everyone is drumming their fingers.

The sound is like that of heavy rain or a thunderstorm.

End the exercise when everyone is 'making rain'.

A's and B's

This energiser can also be used to form random groups.

Find an open space for this exercise.

Ask participants to choose silently:

- ▶ **one person in the group to be their 'A'**
- ▶ **one person in their group to be their 'B'**

If asked, explain that there are no criteria for selecting As and Bs – it's entirely their choice.

Once everyone has made their choice ask them to:

- ▶ **get as close as possible to their 'A's' and at the same time as far away from their 'B's'**

Encourage people to move quickly - the only rule is that they are not allowed to touch anyone.

After a few minutes, ask participants to reverse the process (getting close to the 'B's' and far away from the 'A's').

This exercise will make people move about in unusual ways and should generate a lot of laughter.

In the Sphere training modules you will need to create small teams mainly for activities like presentations or case studies, and during some energising activities. There is no 'ideal' small team size, but a general rule is that eight should be a maximum and four to five a minimum. There are a variety of techniques for forming small teams, but the type and the size of a team will depend on the objectives for the exercise.

Random teams

To form random teams, you can assign participants numbers or letters that correspond to the required number of teams. All those with the same number or letter can then form a team.

For example:

- ▶ **assign numbers around the members of the group 1,2,3,4; 1,2,3,4**
- ▶ **then ask all the 1's to form a team, all the 2's to form a team and so on**

Specific teams

You can choose specific teams according to the needs of the exercise, for example:

- ▶ **technical sectors or expertise**
- ▶ **staff positions**
- ▶ **field or headquarters**
- ▶ **men or women**

You can either:

- ▶ **ask participants to either 'sign up' to form these teams**
- ▶ **select the members of the teams yourself**

Getting the most from feedback

Giving and getting feedback effectively is essential to the Sphere training process. The aim is for trainers or participants to give constructive comments on people's feelings, attitudes and performance. It is particularly important after the case study exercises, when participants report back to the group and trainers respond with comments and relevant additional information.

There are some simple rules to follow when giving feedback:

- ▶ **give it as soon as possible**
- ▶ **refer to specific examples of behaviour that the individual is able to change**
- ▶ **balance negative comments with positive ones**
- ▶ **offer choices for change, but limit comments to one or two key points as there is a limit to what people can absorb at one time**
- ▶ **comment on performance and facts rather than personalities**
- ▶ **recognise that feedback is a personal opinion and not a universal truth**

Regularly review the progress of the group through the workshop. For example, you may want to review and map progress at the start of a new topic or at the end of a module.

By looking back over an activity, and re-capping you can:

- ▶ **check learning**
- ▶ **reinforce understanding and retention**
- ▶ **help participants to see the progress they are making**
- ▶ **identify participants' feelings about the training**

Getting the most from second language training

It is very important to take into account the needs of participants who may be trying to take part in a workshop that is in a language foreign to them.

Verbal behaviour

- ▶ **Use clear, slow, speech. Enunciate each word clearly. Avoid using colloquial or slang expressions**
- ▶ **Try to repeat and reinforce important ideas by approaching a key idea in a number of different ways**
- ▶ **Use simple, short sentences. Avoid compound, long sentences**
- ▶ **Use active verbs: 'Use the handbook to...' Avoid passive verbs: 'The handbook can be used to...'**

Non-verbal behaviour

- ▶ **Use a variety of visual aids to get your messages across clearly, for example, pictures, graphs, tables, and slides**
- ▶ **Use more facial and hand gestures to emphasise the meaning of words**
- ▶ **Act out and demonstrate as many ideas as possible. Show rather than just tell**
- ▶ **Pause more frequently than you would with native speakers**
- ▶ **Hand out written summaries of any verbal presentations**

Avoid assumptions

- ▶ **When there is a silence, wait. Do not jump in to fill the silence. The other person is probably just thinking more slowly in the non-native language or translating**
- ▶ **Avoid making the assumption that poor grammar and pronunciation means that the person lacks intelligence; it is usually just a sign of second language use**



Comprehension

- ▶ Do not just assume that they understand
- ▶ Do not simply ask them if they understand. Check their comprehension by devising ways to explore what they have learnt. For example, find ways to help the participants explain what they understand to you

Design

- ▶ Take more frequent breaks as learning in a second language is exhausting
- ▶ Divide the material into smaller modules
- ▶ Allocate more time for each module than usual in a monolingual program

Motivation

- ▶ Use your speech and body language to encourage contributions from non-native language participants
- ▶ Try to draw out the quieter members of the group
- ▶ Avoid embarrassing foreign speakers, or drawing attention to their language mistakes – what they contribute is more important than how they say it

Case studies are central to the training approach. Small teams are presented with information about a situation and are asked to analyse the issues and provide recommendations. You can use case studies to:

- ▶ **develop understanding, skills and knowledge**
- ▶ **provide an invaluable and relevant opportunity to reinforce learning**
- ▶ **demonstrate how their learning is applied in real or realistic situations**

The situation can be real or fictional. Real case studies have more credibility, but risk diverting group discussions into retrospective analysis on what happened, rather than the exercise at hand. Fictional case studies can be adapted to local situations and have an additional empowering quality for participants. However, you need to collect data well in advance of the training event in order to adapt a scenario to a training case study. The task associated with the study also has to be relevant to the session module and the country dilemmas.

You need to:

- ▶ **allow sufficient time for teams to present their ideas to the main group when they have finished the case study**
- ▶ **give equal time to each team**
- ▶ **ensure that participants' efforts are recognised**

The aim is that the case studies will provide:

- ▶ **useful outcomes to provoke discussion amongst participants**
- ▶ **a 'safe' framework for participants to transfer learning to their real work situations**

Advantages

- ▶ **Participants can 'practice' and analyse a real life situation in a risk-free environment**
- ▶ **There is a high participation level and learning can be transferred to real work situations**
- ▶ **Case studies need careful preparation before a training session, and must be realistic to effectively reinforce learning**
- ▶ **There is a danger of stereotyping situations and over-simplifying the issues**

Disadvantages

- ▶ **Case studies need careful preparation before a training session, and must be realistic to effectively reinforce learning**
- ▶ **There is a danger of stereotyping situations and over-simplifying the issues**

Tips

- ▶ **don't give too much information**
- ▶ **make sure that the information in the case study is accurate and relevant to the learning points - if it is not, there is a danger of losing credibility**

The presentations in the Sphere training modules aim to give background information in a range of topics to ensure that all participants can engage in the participatory case studies with a similar level of information.

Although they do not involve participants as closely as more active methods, a lecture or presentation:

- ▶ **can still be the most efficient way of delivering content**
- ▶ **may be welcomed by some cultures who are used to learning in this way**
- ▶ **can be powerful, for example when well structured to deliver information, facts and theory to enhance participants' existing skills and knowledge**

In general:

- ▶ **try to keep presentations shorter than 20 to 30 minutes**
- ▶ **use personal anecdotes, humour and visual aids to make presentations more interesting and active**
- ▶ **read the background note for the module as part of your preparation, as this will help you to understand the key points**
- ▶ **recognise that presentations are most effective when followed up by a participatory exercise to reinforce and apply learning**

Things to consider:

- ▶ **It is tempting to always elicit information from the participants, however presentations/lectures provide an ideal way of imparting facts or information when a group is new to a subject**
- ▶ **Retention is poor. Less than 20% of the information presented is likely to be remembered a week later!**
- ▶ **Presenting requires great skill from the trainer to hold the attention of the audience**
- ▶ **Build in an exercise or questions, humour and visual images to maintain participants' interest and improve understanding and retention**
- ▶ **Remember that you do not always have to start with the lecture: the learning points in exercises or discussions can be reinforced by a lecture**
- ▶ **Stick to one main point/theme. Avoid overloading the participants**
- ▶ **Relate information to real and relevant examples as often as possible**
- ▶ **Always try to support talks with clearly written handouts**
- ▶ **Devise a system for your notes, but don't read from a script. You need to be familiar enough with your material to need only key words to prompt you**
- ▶ **Repeat main points – say what you are going to say, say it, and say it again reinforcing understanding each time – but don't be boring!**



D. MAXIMISING LEARNING

TRAINING METHODS

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Advantages	Disadvantages
<ul style="list-style-type: none">▶ The trainer has a high level of control over content and time, and facts, figures and theory can be transmitted clearly▶ This method does not always demand active participation from participants and some participants may prefer to learn this way	<ul style="list-style-type: none">▶ Participation levels can be low and some participants may lose interest▶ The trainer needs to be skilled at presenting information in a clear and interesting way▶ Many presenters make the mistake of trying to squeeze in too much information
Tips <ul style="list-style-type: none">▶ keep it short and simple (KISS) - 20 minutes is the maximum attention span for most people▶ use anecdotes, humour and visual aids to add interest and impact to presentations	

This is a useful technique for quickly generating creative ideas, information and hopes and fears by encouraging everyone's contributions in response to an idea, question or problem.

The results of brainstorms can be used in a variety of ways, including:

- ▶ **ice breakers**
- ▶ **idea creation**
- ▶ **finding solutions**
- ▶ **assessing people's existing levels of attitudes, skills and knowledge**

Make clear to participants:

- ▶ **the purpose of the brainstorm, for example to**
 - ▷ **introduce a topic**
 - ▷ **provide information for an exercise following the brainstorm**
- ▶ **what they need to do**

Your role is to run the brainstorm, with little direct contribution to the information that is collected.

The purpose of the brainstorm will determine whether you:

- ▶ **accept and record all contributions (uncontrolled brainstorm)**
- ▶ **select only some items to record (controlled brainstorm)**

Things to consider:

- ▶ **Define the topic/problem/issue as a statement or question**
- ▶ **Give people time to think (and write if necessary) on their own, or in a pair or group**
- ▶ **Summarise long answers into one word, and check that any changes you make are approved by the person offering the contribution**
- ▶ **Allow people to keep quiet if they cannot contribute**

Advantages

- ▶ **Brainstorms can generate a lot of ideas, solutions and information quickly**
- ▶ **Brainstorms can involve all participants in a non-threatening way**

Disadvantages

- ▶ **It is important to control the quality and quantity of the information produced so that the main aim of the exercise is adhered to**
- ▶ **Relies on the ability of the trainer to facilitate in a non-judgmental way**
- ▶ **The trainer needs to be able to summarise ideas/sentences into one word equivalents**

Tips

- ▶ **need to set clear parameters before doing the exercise (controlled vs. uncontrolled)**
- ▶ **if it is an uncontrolled brainstorm be careful not to evaluate input as it is given**

Structured discussions:

- ▶ are an important part of the Sphere training modules
- ▶ are designed to initiate and focus debates or to emphasise key learning points
- ▶ can develop participants' understanding
- ▶ are useful for finding out how a group is responding to a contentious subject, or for covering all the angles on a particular topic

You can set up discussions in a number of ways, for example:

- ▶ in the main group, or in small teams
- ▶ encouraging competition in the discussion
- ▶ targeting particular subjects
- ▶ encouraging less talkative members of a group to take part

You need to:

- ▶ set topics, questions or activities
- ▶ decide whether you will take part in the discussion, or whether you will let the group have the discussion on their own, with or without a nominated leader
- ▶ aim only to influence and control the discussion if there is a clear need, such as a misunderstanding, or if the discussion moves off the subject
- ▶ manage these discussions carefully
- ▶ ensure that time is not wasted on irrelevant points
- ▶ prevent individuals from dominating the discussion
- ▶ enable all participants to express their views, even where these views may be interpreted as 'provocative'

Ways to manage contributions include:

- ▶ A pre-arranged system whereby people indicate that they want to speak, and wait their turn to be asked
- ▶ 'The conch system', whereby only the person holding a nominated object, a 'conch', ball, sock etc. can speak. They can pass the 'conch' to the next person they choose to speak
- ▶ Taking turns to speak in order, for example, round the circle, or in numbered order
- ▶ Using cards with topic headings to discuss more than one aspect of a subject

Things to consider:

- ▶ Discussions are not an easy alternative and can backfire, or be unproductive. Always ensure participants have clear instructions and an aim
- ▶ Discussions can occur at any time in a session and are an excellent means of stimulating interest, participation, motivation and understanding
- ▶ Discussions are useful for meeting learning objectives that involve changing attitudes, comparing opinions, contrasting knowledge, increasing motivation and problem solving

D. MAXIMISING LEARNING

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TRAINING METHODS: Structured discussions cont

Advantages	Disadvantages
<ul style="list-style-type: none">▶ Can provide instant feedback for the trainer▶ Utilises the diversity in a group and can be challenging and thought provoking for individuals	<ul style="list-style-type: none">▶ The quality of learning depends on participants' existing experience or knowledge▶ There is a danger of conflict and tension if discussions are not facilitated or 'chaired' carefully
Tips <ul style="list-style-type: none">▶ encourage participation by structuring the discussion and using non-threatening ways of drawing out quieter participants▶ beware of the danger of some people dominating the discussion	

This is a core technique in training used at all stages in any learning process and additionally to assess participants' understanding and attitude to the topics being raised.

You can use questions in a planned way to:

- ▶ **elicit information**
- ▶ **encourage thinking processes**
- ▶ **stimulate thinking and awareness**
- ▶ **assess levels of knowledge and understanding**
- ▶ **clarify key points**
- ▶ **enable participants to explore and share their experience or knowledge**
- ▶ **start discussions**

Although trainers will usually be the ones asking questions, and handling answers, it can also be useful to:

- ▶ **throw questions from participants back to the group**
- ▶ **give control of the questions to the group**

Things to consider:

- ▶ **Use open questions for example, why, who, what, how to give the participant flexibility in how they respond, and thus give you a clearer idea whether a participant has understood a topic**
- ▶ **Use closed questions which give you short, 'yes' 'no' answers when you need confirmation of something, for example: 'Is this an aim?'. However, they are not generally useful for checking more complex understanding or learning**
- ▶ **'Pick up questions' return to a previous point or discussion. These can be useful at quiet moments, or to encourage participants to make links between subjects**
- ▶ **Direct questions – these are normally directed at one individual with the purpose of inviting them to join in or wake up! Obviously these questions can be intimidating, and this may be the effect you desire. They are also useful for drawing out contributions from quieter members of the group**

Advantages

- ▶ **Direct and immediate way of clarifying and of gaining factual information**
- ▶ **When pre-planned, questions can be used to test understanding and levels of learning**

Disadvantages

- ▶ **The quality of the answers depends on the quality of the questions**
- ▶ **Participants can feel threatened and intimidated by insensitive questioning techniques**

Tips

- ▶ **before starting a training session think of some key questions that will help you to assess participants' understanding of the learning points**

Use these short, energetic activities to help participants to:

- ▶ **move around**
- ▶ **relax**
- ▶ **take a break from what they are doing**
- ▶ **get to know one another better**

Some ice breakers may be relevant to a topic, some may develop skills, and others are designed to change the pace or focus of the training.

Energisers and games can be particularly useful to :

- ▶ **build energy after a long presentation**
- ▶ **make a clear change between one subject and another**
- ▶ **start the first afternoon session of a workshop**

Choose energisers carefully with a sensitivity to the cultural, gender and religious norms of the group, and people's physical abilities.

Advantages	Disadvantages
<ul style="list-style-type: none">▶ Provides a break and energises participants, particularly before or after a long or difficult session▶ Can be used as a quick skills development exercise	<ul style="list-style-type: none">▶ The relevance of the exercise can be lost on participants, and they can be seen as silly or a waste of time▶ Some energisers involve a lot of physical activity, which needs to be carefully controlled

Tips

- ▶ **always try to use an energiser in the after lunch session, known as the 'graveyard' because people's energy tends to be low**
- ▶ **only use ice breakers that you personally are comfortable with, otherwise they can be unconvincing for participants**