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Part A: Key information about the Sphere Training Package 2015



This facilitator's guide addresses what you should know and do in order to deliver a successful training on Sphere that best fits your audience's needs, your own style and capacities, and your resources.

It is comprised of three parts:

- Part A: Key information about the Sphere Training Package 2015
- Part B: Basics on adult learning and training for Sphere
- Part C: Your Sphere training in five steps

How can you use this facilitator's guide?

Choose whichever method you prefer:

- **Print it:** You can print this PDF file.
- **View it:** launch the PowerPoint version of the guide and view the slide show. Refer to the explanatory notes below the slides, and print the slides with notes you are most interested in (select as a printing option).

1. Introduction to the Sphere Training Package 2015

This training package has been designed in an innovative way in order to best fit you and your audience's needs: it is flexible and offers a modular approach with 30 modules of 90 minutes each. As a facilitator, along with a team and training host, you can easily design your own training based on your context! It is adaptable for audiences either unfamiliar with or knowledgeable about Sphere.

The 30 training modules of 90 minutes each are organised around three themes, as follows:

- **Theme A – Sphere essentials**
This includes 17 modules which tackle all of the essential Sphere topics, including Sphere basics (eight modules), Sphere and the Rights-Based Approach (RBA) (five modules), and the Sphere technical chapters (four modules).
- **Theme B – Mainstreaming Sphere**
This includes seven modules which cover the transversal aspects directly linked to Sphere implementation, including Sphere and programmatic cycles (four modules), and Sphere and programmatic strategies (three modules).
- **Theme C – Sphere and the wider community**
This includes six modules which consider the usefulness of Sphere for interactions with stakeholders involved in humanitarian and development operations, including Sphere and the stakeholders' roles (four modules) and Sphere and Quality and Accountability (Q&A) (two modules).

How is the Core Humanitarian Standard (CHS) reflected in the Package?

The CHS now replaces the Sphere Core Standards Chapter in a community-wide effort to strengthen coherence between standards for quality and accountability. Sphere Training Package 2015 has therefore been updated to integrate the CHS throughout its modules. A new module (*Module A8: The CHS in the Sphere Handbook*) specifically dedicated to the CHS has been integrated to explain the CHS and how to use the CHS in conjunction with other elements of the Sphere Handbook. Please also check the annex of the Training Package for additional information about the CHS including: a FAQ; the *Core Humanitarian Standard and the Sphere Core Standards: Analysis and Comparison*, a short comparative analysis between the two sets of standards and a two pager with key messages to explain the linkages between the CHS and the rest of the Sphere Handbook.

The next section provides an overview of the Sphere Training Package 2015 content built around these modules for the best possible delivery.

2. Overview of the Sphere Training Package 2015

The following information is available to help you conduct a training on Sphere: a facilitator's guide; an outline of the 30 modules on Sphere; and the plans, handouts and slides of 30 training modules.

The facilitator's guide

→ Slide presentation

This facilitator's guide is available as a PowerPoint presentation and as a PDF to meet various facilitators' preferences: viewing, or reading. It is comprised of three parts:

- Part A introduces the general features of the Sphere Training Package 2015
- Part B outlines principles and tips on adult learning
- Part C describes in five steps how to conduct a training on Sphere

Outline of the 30 modules on Sphere

→ Excel spreadsheet with detailed description of all 30 modules

Designed in a single Excel spreadsheet, this outline gives an overview of the 30 modules with key details:

- Relation to one of the three themes and sub themes
- Module title and sub title
- Module summary
- Module learning objectives
- Characteristics of the modules including:
 - Level (* or **)
 - Methodology
 - Electricity requirements (Yes or No)
 - Preparation level (+ or ++)

Based on the results of your training needs assessment conducted beforehand, you should select the modules most appropriate for your audience and context.

30 training modules with plans, handouts and slides

→ *Two-page plan accompanied by handouts and slides for each 90-minute module*

Note that Module A6 – Sphere in practice is an exception. It includes a field visit and requires more time to conduct.

Each module is presented by a two-page plan and follows the same simple structure:

Front page

- Summary
- Descriptive icons
- Aim
- Learning objectives
- Key messages
- Preparation & resources
- You may also want to look at:
- To know more:

Back page

- Session plan
- Tips for facilitators

The **descriptive icons** at the top of the front page of each plan indicate:

- The audience's level of knowledge
- The timing



- The electricity requirements
- The methodology



The two-page plan

The plan captures the aim, learning objectives and key messages of the module. It also provides detailed instructions for conducting the module and includes descriptions and timing for each exercise in the session.

The plan outlines any advance preparation needed both for you on a personal level, with a selection of key information, and on a logistical level, with a detailed table explaining what to prepare for yourself, for the participants, and for the group work (print handouts, download videos, etc.).

In addition, the plan provides references to other training modules relevant to the one you are preparing. These can guide your choice of other modules when you design your training, and also support your own preparation.

Handouts

For each module, the handouts are collated into one file each to ease their management. Information on their use and specific instructions are given in the two-page plan, in the section 'Preparation & Resources'.

Slides

Some of the modules include a set of slides. The slides have notes below which can support your presentation. Some modules also have slides with specific instructions related to group work, the exercises, etc.

3. Rules for utilising the Sphere Training Package 2015

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Translation

The following modules are translated into French and Spanish:

- Module A1 – Sphere a brief tour
- Module A9 – Sphere and the Humanitarian Charter
- Module A12 – Sphere and the Protection Principles
- Module B3 – Sphere, Disaster Risk Reduction/Management and resilience
- Module C2 – Sphere and accountability to the affected population
- Module C3 – Sphere and the national authorities

4. Feedback and review process

Any comments or input on the Sphere Training Package 2015 are welcomed and encouraged. These will be beneficial for its continual improvement.

We thus would appreciate any contribution in the form of stories or case studies which explain how you used the modules and what specifically worked more or less well, together with a description of your context and audience.

Please send your comments with the Sphere office through the short Survey Monkey online feedback form: <https://www.surveymonkey.com/r/TrainingPackage> or by email: learning@sphereproject.org

Please also share the adapted versions of the modules you may produce.

Acknowledgements

The content of the Sphere Training Package 2015 was developed by two independent consultants:

- Sylvie Robert, sylvierobertconsulting@yahoo.fr (Project Coordinator)
- Astrid de Valon, astriddevalon@gmail.com (Project Member)

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Members of the advisory group

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www.communityworldservice.asia
- InterWorks: Sphere technical sector course materials have been used and adapted to design the four modules on the technical chapters: www.interworksmadison.com/publications-training-resources/sphere
- Wooster Consulting: various training materials including the 'Humanitarian Standards in Context Video Guide' developed by Kelly Wooster have been shared with us:
kabulkelly1@yahoo.co.uk

Pictures

We would like to also thank the International Federation of the Red Cross and Red Crescent Societies who provided a number of pictures used in technical chapters 'modules.

Very special thanks...

To the thousands of participants of Sphere training events since the beginning of the 2000s for their contributions to the learning process!

Part B: Basics on adult learning and training for Sphere



1. A brief reminder about adult learning and training

What is 'andragogy', the adult learning theory?

Andragogy is understood as the science of understanding (= theory) and supporting (= practice) lifelong and life-wide education of adults. (Source: Wikipedia)

Andragogy is a concept popularized by Malcolm Knowles, a leader in the field of adult education. Its theory of andragogy was an attempt to create a theory to differentiate learning in childhood from learning in adulthood.

Characteristics of adult learners are different from the traditional pedagogical assumptions about child learners. Based on humanistic psychology, Knowles' concept of andragogy presents the individual learner as one who is autonomous, free, and growth-oriented.

This theory highlights **six assumptions** related to motivation of adult learning:

1. **Need to know:** Adults need to know the reason for learning something.
2. **Foundation:** Experience (including error) provides the basis for learning activities.
3. **Self-concept:** Adults need to be responsible for their decisions on education; involvement in the planning and evaluation of their instruction.
4. **Readiness:** Adults are most interested in learning subjects having immediate relevance to their work and/or personal lives.
5. **Orientation:** Adult learning is problem-centered rather than content-oriented.
6. **Motivation:** Adults respond better to internal versus external motivators.

2. Lessons learned from training on Sphere

Some Sphere trainers have shared a few lessons learnt and suggestions to improve training delivery. This is only a first glance at what to consider (abstract of 'Sphere Training Report 2009').

Workshops

- Contextualise Sphere workshops with case studies and scenarios based on local experiences and materials translated into local languages.
- Make them participatory and active with many hands-on examples.
- Organise them well: the appropriateness of participant profiles, the venue, the size of the room with sufficient space for participatory exercises, the duration of the training and the quantity of materials available are essential for the success of the event.
- Spread short training sessions over the course of a year if participant time schedules do not allow them to attend a long workshop.
- Mix participants from a wide range of organisations and backgrounds for an enriching exchange of practices, for example, mixing communities with governments.
- Convene joint training events on Sphere and other Q&A tools to reinforce the mandates of these initiatives.

Sphere session in other training events

- Remain focused on the objective of the training and on the interest of the participants.
- Keep a balance, in these presentations, between the technical aspects of Sphere and the emphasis on the right-based approach and quality and accountability of humanitarian action. Begin with the Humanitarian Charter, for example, to make the Sphere minimum standards more meaningful.
- Participants may not always have sufficient background on the Sphere Project. Develop presentations which will introduce the Sphere Project briefly and then smoothly move to the technical sections.
- Accompany presentations with videos (e.g. the 'Code of Conduct' and the 'Conversation' videos).

Learning activities

- When you plan a field activity, inform the authorities and/or community leaders beforehand, especially if the population has just suffered a recent emergency and has already been subject to many assessments. These activities work better when people have good knowledge of Sphere.
- Action review during disaster-response can provide good opportunities to train field staff about Sphere.

Academic and training institutions

- Develop training materials adapted for students. It is good to integrate Sphere in academic courses.
- Organise more Sphere learning activities with youth people, given their potential as agents of change.

Target groups

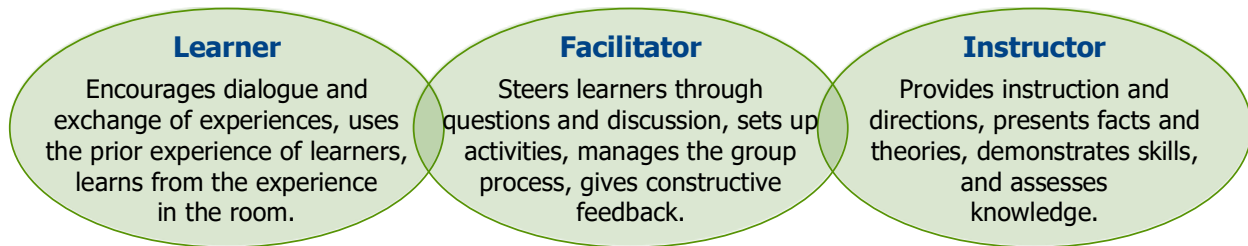
- Intensify Sphere training sessions with local organisations.
- Put additional effort into training field staff, the middle management and longer-term development staff who are often the first responders in times of crisis.
- Intensify Sphere training sessions with UN agencies.
- Intensify Sphere courses with governments and in particular with the local authorities to get political buy-in of Sphere and achieve national institutionalisation of the Sphere minimum standards. Train all relevant disaster risk management officials, regardless of their position.
 - Getting into aspects of Sphere related to the rights-based approach, life with dignity, participation and accountability can be sensitive with governments. At the same time, these discussions are crucial.
 - Renew Sphere advocacy when there is a change of government.
 - The best time to suggest workshops to governments may be close to the disaster season where relevant.
- Strengthen capacity-building for communities.
 - Adapt teaching materials to bring Sphere closer to communities, keeping the core of the Sphere message.. Develop materials for the illiterate.
 - Use a learning-by-doing approach instead of a long training session.

3. Tips for facilitators delivering a Sphere training

The following tips reflect practical implementation of the adult learning theory in Sphere training events.


Remember: the trainer's roles

In this guide we refer to the facilitator, however we know that the trainer has to play three roles: facilitator, instructor and learner, although the facilitation is the main one in our working contexts. The Sphere Training Package 2015 has been designed to include different methodologies that enable to play these three roles.



Remember: the participants' learning styles

There are three main types of learning styles: auditory, visual, and kinaesthetic. Most people learn best through a combination of the three types of learning styles, but everybody is different and has preferences.

	Auditory learners: Hear	Auditory learners would rather listen to things being explained than read about them. Reciting information out loud and having music in the background may be a common study method. Other noises may become a distraction resulting in a need for a relatively quiet place.
	Visual learners: See	Visual learners learn best by looking at graphics, watching a demonstration, or reading. For them, it's easy to look at charts and graphs, but they may have difficulty focusing while listening to an explanation.
	Kinaesthetic learners: Touch	Kinaesthetic learners process information best through a 'hands-on' experience. Actually doing an activity can be the easiest way for them to learn. Sitting still while studying may be difficult, but writing things down makes it easier to understand.

As a trainer, you should always consider the variety of participants and learning styles. Try to use Sphere training modules with varying methodologies in order to design a more effective training. Combine modules with slide presentations with modules that use case studies, videos, or which require hands-on exercises.

→ *What I hear, I forget. What I see, I remember. What I do, I understand. Kung Fu Tzu (Confucius)*

Always rely on the participants' knowledge

Participants have a lot of knowledge and experience, and the quality of your training will depend on your ability to invite them to share it. For instance, ask participants to explain what a word or concept means before giving your own definition or prompt views on some topics before showing a slide. You can always prompt participants on additional examples and experiences. The more participants are asked to participate, the more they will remember, learn and apply what they have learnt to their work.

Use practical tools

A sticky wall, sprayed with repositionable glue, is a fantastic tool. During group work, you can use colour cards, flip chart papers, etc. and organise these on the sticky wall for feedback in plenary or for further reference.

Sticky wall for facilitation



Repositionable glue spray



Possible link: www.ica-uk.org.uk/books-&-resources

Avoid misusing tools

Slides are the best example: you do not need a slide presentation to conduct a training! Remember that slides are only a visual aid to support your training, and they may only address one participant learning style among others. It is also recommended that you do not print and hand out any slide presentations to participants in advance, as it may take their attention away from the presentation.

4. From training to learning and applying Sphere

The following are a few lessons learnt and suggestions shared by some Sphere trainers to improve evaluation and follow-up training activities (abstract of 'Sphere Training Report 2009').

To evaluate knowledge acquired, the following tools are used

- Pre-course assignments to assess the extent of knowledge gained at the end of the training
- Review exercises at the beginning of each session. These can take the form of quizzes, games etc.

To evaluate courses, the methods mentioned are as follows:

- Debriefing sessions to get participants' feedback
- Parking lot sheet for unanswered questions
- Providing participants with evaluation form to be completed at the end of each session or at the end of the training
- Auto-evaluation of the training team by the training team itself or by an assistant

Follow-up tips

- Asking annual reports from participants on Sphere implementation
- Sending emails or giving phone calls to participants to inquire about Sphere implementation
- Visiting participants, coaching them, monitoring and evaluating their projects
- Sharing information on a regular basis, including final training reports and updates on Sphere

5. More references

If you want to know more about adult learning/training

- Andragogy: <http://en.wikipedia.org/wiki/Andragogy>
- 'The Modern Practice of Adult Education: From Pedagogy to Andragogy', Malcolm Knowles (1980), Wilton, Connecticut: Association Press
- Teaching and Learning Resources wiki, Page history, Last edited by Gayla S. Keesee, [http://teachinglearningresources.pbworks.com/w/page/30310516/Andragogy--Adult Learning Theory](http://teachinglearningresources.pbworks.com/w/page/30310516/Andragogy--Adult_Learning_Theory)

If you want to refer to more facilitation guidance

- 'Action for the Rights of Children (ARC) Resource pack': <http://resourcecentre.savethechildren.se/library/arc-resource-pack-facilitators-toolkit>
- 'Action for the Rights of Children (ARC)/ Reach Out Project Facilitator's toolkit': www.unhcr.org/4371d7c92.pdf
- 'Changing Minds: A Guide to Facilitated Participatory Planning', Cole P. Dodge, Gavin Bennett: www.idrc.ca/EN/Resources/Publications/Pages/IDRCBookDetails.aspx?PublicationID=865
- 'The Facilitator's Toolkit', Havergal Maggie, Edmonstone John: http://books.google.es/books/about/The_Facilitator_s_Toolkit.html?id=H7ssJwAACAAJ&redir_esc=y

If you want to access templates and formats

There are many available and adaptable tools you can use, such as: a sample task list, training needs assessment survey form, workshop invitation template, equipment and stationary list, registration form, evaluation form, action plan template, etc. Make sure tools are adjusted for your own training context.

You can refer to:

- 'Sphere Trainers Guide' (extracted from Sphere 2004 Training package): www.sphereproject.org/resources (or see Annexes to the Sphere Training Package 2015)
- 'Lessons from the Sphere Training of Trainers (ToT) Courses – A reference for facilitators?': www.sphereproject.org/resources (or see Annexes to the Sphere Training Package 2015)

Part C: Your Sphere Training in five steps

1. Assess the training needs on Sphere

What are the training needs and expectations?

At this very first stage, we strongly advise you not to rely on your own assumptions such as ‘what we need here is a training on WASH’. Examine your assumptions and explore options within your specific context by asking potential participants what they would be most interested in! To do so, you may want to launch a quick survey, send a questionnaire, share the idea during coordination meetings, etc. Be as specific as possible: make suggestions and ask people to clearly state what they think should be prioritised.

→ *This may be the most important stage in the entire training process.*

Analyse the training needs assessment results

You should carefully review the results of the training needs assessment and share the findings with transparency. This will allow you to start framing the training approach and consider the following aspects: the training topic and duration, the location and date, etc.

It is also a good opportunity to review any other planned activities on the same topic, any training sessions or global events in your region or worldwide, etc. to avoid duplication or having multiple important events, public holidays or celebrations at the same time.

Who is your audience?

Once you have a number of potentially interested participants, you can profile them and prepare communications to launch a wider call for applications. Are you targeting field practitioners, senior managers, government representatives, a group of donors or a mix of these profiles to target a region in the world or a specific topic of interest, etc.?

Who is the facilitator or the training team?

Explore early on the composition and availability of a training team, and include one or more facilitators and subject matter expert(s) if appropriate. Consider a mixed team in terms of training skills, knowledge of the training topic, profile (gender, culture and language), and knowledge of the specific context and region.

What resources do you have?

At this stage you already have an idea about the expectations involved and the global training framework. It is the right time to make sure that the resources available will allow you to effectively hold this kind of event. If they do not, you may decide not to hold the training, or to raise funds so it can be properly run.

Consider any available logistics and administrative support you may have; this will be key for the training preparation and implementation.

A cost-recovery approach (partial or full) should be envisaged. It involves asking participants to pay a fee to attend the training. The benefit of this, in addition to contributions to the training budget, is that it enhances the participants' commitment to the training and adds value to their participation. Consider having special rates depending on the profile of the participants' agencies.



Timing

It is key to start the training process well in advance to have enough time to organise the training properly. Training sessions organised in a precipitated manner often compromise on quality and thus impact learning.

You should plan several weeks in advance to ensure that participants can commit to the date, secure the availability of the equipment and handbooks, and book a venue that fits the needs of the training.

→ *It is recommended that you start this process three months in advance (this is a good average).*

2. Plan your Sphere training

At this stage you have reviewed the expectations involved and drafted the global training framework: you can now define more in detail the training contents and methodology, duration, location, etc.

Determine an appropriate duration for the training, keeping in mind that participants often work in demanding contexts and will probably have to continue their own activities parallel to the training.

Select an appropriate venue conducive for learning, if possible, far from offices where participants may be disrupted.

→ *Identify a date, training duration, host and venue.*

A task sheet

It is strongly advised that you develop a task sheet in this stage and allocate dates and responsibilities. This task sheet can serve as a monitoring tool and is essential. It should encompass travel arrangements (including support for participant visa requests, if appropriate), procurement of stationary and handbooks (which can take some time), preparation of materials (including handouts), selection and set up of the meeting venue, briefing of the venue catering, closure and certificates, financial procedures, security procedures, etc.

→ *Be organised and monitor your progress to avoid last-minute stress.*

A call for applications

A key step is the preparation of a call for applications and the invitations for your target audience, as identified during the training needs assessment. It should contain key information about the training: its objectives and global contents, location and dates, etc. Disseminate the call for applications and indicate a deadline for submissions.

Involve and coordinate with other actors

Coordinate with the humanitarian community to avoid overlap and join forces through existing coordination platforms and mechanisms, local coordination groups, etc. to ensure ownership over the training and follow-up on the lessons learned. Use these platforms to disseminate the information and create awareness of the training.

Participant selection

Determine a manageable number of participants in advance (from 12 to 30 maximum, depending on your skills and budget). Define applicant criteria in advance to screen and select participants, and communicate these criteria in the call for applications, for transparency purposes. Keep participants frequently informed on the status of their application, so that they can make any necessary administrative arrangements for their participation; have a standard letter ready for this purpose.

→ *Participant selection is crucial: it ensures the match between the audience and the training, i.e. its quality.*

If you don't receive enough applications, you might want to explore whether your training needs assessment should be reviewed, or whether other structural changes need to be brought to the training, such as reducing/increasing the number of days required or moving to another location.

→ *Be cautious: small groups may be even more challenging to manage than big groups.*

Get ready!

As a facilitator, carefully plan the time you need to coordinate with the team and to prepare the modules. Go through the recommended reading in the module plans and review the presentations to increase your confidence accordingly.

Plan time, after the training and before you move on to other work, to review the participant evaluations and capture any lessons learned from your training process, including your own use of the training modules.

3. Design your Sphere training

You are now able to go through the next steps and start the design of your training event.

Tools available

- Outline of 30 modules (of 90 minutes each)
- Module plans, handouts and slides

Fine-tune the training skeleton

At this stage you should fine-tune your training's global aim and objectives, the approach and methodology, and the composition of the training team.

→ *This key stage will drive the fluidity of the following activities.*

Select the modules to build your training agenda on Sphere

Review the modules of the Sphere Training Package 2015 to select those which will best contribute to achieving your training objectives. Use the 'Outline of 30 modules', which provides an overview, a summary and the learning objectives of each module, as well as their characteristics; review it carefully and choose your modules in order to build a proper agenda.

The modular approach with 90' modules allows you to build your own personalised training agenda and fit the training duration you defined. Detailed examples are provided on page 16.

Once you have selected the number of modules you want to cover, you can decide on the best way to organise them during the day, starting with the most generic ones (usually from ‘Theme A – Sphere essentials’) and ending with the more transversal and specific ones (from ‘Theme B – Mainstreaming Sphere’ and ‘Theme C – Sphere and the wider community’).

- **Any training format is possible!** One half-day is made of two 90’ modules; one day is made of four 90’ modules; one day and a half are made of six 90’ modules, etc. See examples on the next page.
- Refer to the icon on each module plan to choose the modules according to the **level of knowledge of your audience** (one * is beginner, two ** is already knowledgeable on Sphere).
- Use in each module’s plan the ‘You may also want to look at’ section which provides suggestions for **complementary** modules.
- Organise the modules in a **logical flow** to fit the duration of your training.
- Bear in mind that you need to add a short **opening or introduction** to your training, as well as a **final evaluation and closing session**, which are not included in the 90’ modules.
- Add **times** to your agenda: choose appropriate times to start and finish the day; ensure enough time for breaks (30’) and lunch (one hour to an hour and a half); respect cultures and customs and consider specific requests linked to your context.

Adapt your training materials

It is key to adjust and adapt the contents and methodology to your specific context and audience. Carefully review your materials for this purpose (i.e. the case studies, exercises, etc.). The ‘Tips for facilitators’ section at the end of each module can help you to do so.

Collect contextual information and examples of Sphere implementation in your context so that you can always relate the more theoretical inputs to the participants’ daily work.

Review the preparation needed, including the logistics

Each module plan has a ‘Preparation & Resources’ section with a table summarising any materials you may need for yourself, the participants and the groups. All the handouts are collated into one file, as well as the slides.

- Refer to the icons on each module plan to check the need for electricity and the global methodology.
- Review the ‘Preparation & Resources’ section in the module plans as well as the ‘To know more’ section.

Examples of training sessions of various lengths

Half-day training (2 modules)
90' module
<i>Break</i>
90' module

One day training (4 modules)
90' module
<i>Break</i>
90' module
<i>LUNCH</i>
90' module
<i>Break</i>
90' module

One and a half days training (6 modules)	
	90' module
	<i>Break</i>
	90' module
<i>LUNCH</i>	<i>LUNCH</i>
90' module	90' module
<i>Break</i>	<i>Break</i>
90' module	90' module

Two and a half days training (10 modules)		
90' module	90' module	90' module
<i>Break</i>	<i>Break</i>	<i>Break</i>
90' module	90' module	90' module
<i>LUNCH</i>	<i>LUNCH</i>	<i>LUNCH</i>
90' module	90' module	
<i>Break</i>	<i>Break</i>	
90' module	90' module	

A one-day training on Sphere for field practitioners who have not yet used Sphere in their work			A half-day awareness raising on Sphere for a mixed experimented audience during a wider regional coordination meeting
8.30 9.00	30'	Opening Introduction to the training	Introduction
9.00 10.30	90'	Module A1 – Sphere: a brief tour <i>What is Sphere about?</i>	Module C3 – Sphere and the national authorities <i>How can Sphere be used to support engagement with and by national authorities?</i>
	30'	<i>Break</i>	<i>Break</i>
11.00 12.30	90'	Module C2 – Sphere and accountability to the affected population <i>How can you use Sphere as a tool to build accountability with affected communities?</i>	Module B5 – Sphere and coordination <i>How can you use Sphere to facilitate effective coordination?</i> Evaluation
	60'	<i>Lunch</i>	A half-day awareness raising on Sphere for a mixed audience on the spot of an emergency
13.30 15.00	90'	Module A5 – Sphere in your operating local context <i>What and how should you contextualise?</i>	Introduction Module A3 – The Sphere person <i>What is Sphere and how shall I implement the minimum standards?</i>
	30'	<i>Break</i>	<i>Break</i>
15.30 17.00	90'	Module B1 – Sphere and the project cycle: an overview <i>How can you use Sphere throughout the different phases of the project cycle?</i>	Module C1 – Sphere and the stakeholders involved in humanitarian response <i>How can Sphere support stakeholders in implementing their strategies/actions?</i>
17.00 17.30	30'	Training evaluation Closure	Evaluation

4. Conduct your Sphere training

Tools available

- Module plans, handouts and slides

→ *Once you start the training, half of the work has already been done!*

Get ready!

- Review your chosen module plans, handouts and slides
- Review specifically the 'Preparation & Resources' and 'To know more' sections
- Review the learning environment (venue, catering, equipment, etc.)
- Review participant profiles and highlight who has experience to support some topics or exercises

Run the training with full energy

Your positive energy and dynamism is contagious, but the other way round, too: so set a positive tone from the very beginning of the training!

Share real life examples and experiences as much as possible throughout the training and encourage others to do the same.

→ *Participants and facilitators both learn during a training session: Enjoy the learning experience!*

Build on participants

At all stages and as much as possible, rely on the participants' knowledge, competencies and experiences. They know a lot and are eager to share. Participants often enjoy a training as a nice break from their very hectic professional lives. You contribute to giving them this space.

Adapt the training contents and approach throughout the training, as needed

You can adapt the timing, the contents and sequencing, and the methodology as needed as the training proceeds. However, be cautious and make sure it is necessary and feasible. Daily evaluations, formal or informal, can help you decide if adjustments are necessary. They should also provide feedback on the learning environment, including on logistics and administration.

Delegate and be creative!

Use everyone's skills in the room and follow-up on interesting new proposals – even if not anticipated – while making sure they remain within your training objectives and capacities to manage a slightly different process than the one initially planned.

Group work

Groups of about three to five participants are a good average. Make sure you have no more than 5 groups in total, as the feedback process would be too lengthy and difficult to manage. Less than two groups would also be an issue!

5. Evaluate the training and follow-up with the learning cycle

Evaluate the training

Evaluations should regularly be conducted in formal (written feedback, questionnaires, pre- and post-tests, etc.) and informal ways (observations, quick feedback) during the training, at least once a day, and more thoroughly at the end of the training.

The daily evaluations will allow you to adapt and better develop a conducive learning environment and adapted training contents and methodology.

The final evaluation will allow you to be accountable and share the level to which you achieved the training objectives with all who may be interested, starting with the participants themselves. For this purpose, you may want to use one of the standard evaluation forms available and review both the achievement of the training objectives and training delivery process itself.

→ *The learning does not stop at the end of the training: its application is at stake!*

Action plans

Your training is a crucial event. However, it is only a dot in the line: the process implies learning and applying and this does not necessarily occur if it is not thought through and carefully planned within a global strategy.

Designing individual or collective action plans at the end of the training supports this learning process aspect by linking the training with an application phase, instead of leaving it to the wind.

The training organisers are encouraged to follow-up on the action plans and review their level of implementation a few weeks or months after the training. Only this type of follow-up would allow you to measure the impact of the training, instead of merely relying on the training's final evaluation. It can thus help in determining the value of the training and potentially support the need for future learning activities.

Follow-up activities

Action plans are great and are a common way to initiate training follow-up, but other follow-up activities can be set up as well, for example:

- Putting in place a mechanism where the participants' managers are involved from the very first stage of the training selection until the training follow-up through the action plans. Managers should be involved to monitor their staff's participation and also be committed to supporting the training implementation.
- Contacting the participants a few months after the training to review their level of implementation and propose further support.
- Starting a network with the participants. It can be through a Facebook page, an email list, a yahoo group, or a blog, etc. It should preferably be managed by one or several participants, not by the facilitator or someone from the training team.
- Organising refresher courses and/or lessons learned events to follow-up on the training and the implementation.

All this can enable experience sharing, and lead to peer support to face and overcome challenges, as appropriate for each context.