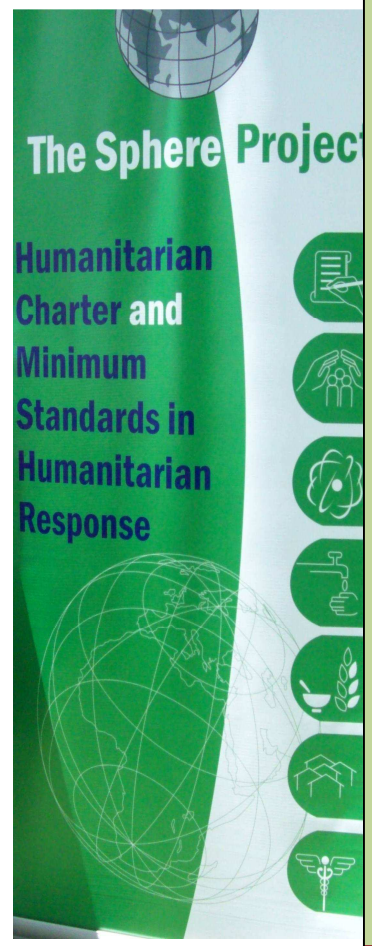




# REPORT - SPHERE REFRESHER ToT

Pamuzinda/Chengeta Safari Lodges, Selous,  
Zimbabwe

Prepared by Mbiri Shiripinda - Lead Facilitator



6-8 March 2012



## **ABBREVIATIONS AND ACRONYMS**

ALNAP	Active Learning Network for Accountability and Performance in Humanitarian Action
CRS	Catholic Relief Services
ECB	Emergency Capacity Building (project)
GDA	Gutu Development Association
GEG	Good Enough Guide
HAP	Humanitarian Accountability Partnership
INEE	Inter-Agency Network for Education in Emergencies
IRD	International Relief and Development
LEGS	Livestock Emergency Guidelines and Standards
SEEP	Small Enterprise Education and Promotion (Network)
ToT	Training of Trainers
WASH	Water Supply, Sanitation and Hygiene promotion
ZimPro	Zimbabwe Project Trust

# 1. INTRODUCTION

This report documents the key issues that emerged during the Interagency Refresher Training of Trainers workshop that was held on the 6<sup>th</sup> - 8<sup>th</sup> of March 2012 at Pamuzinda/Chengeta Safari Lodges in Selous, Zimbabwe. The refresher was funded by Trócaire and Catholic Relief Services (CRS), working in collaboration with the Sphere Project in Geneva, Switzerland as well as UN-OCHA office in Zimbabwe. This process was a foundation process expected to be cascaded down within the respective organisations of participants that would have been trained. The Interagency Refresher Training of Trainers course was held over a three day period. Participants for the workshop were drawn from different organisations with the most of them having undergone a Sphere training of Trainers course using the 2004 Sphere handbook edition. In total, fifteen people attended the Refresher ToT and the full list of participants is attached to this workshop report as Annex 1 – Workshop Register.

All the workshop objectives were met and at the end of the workshop, participants made some very useful recommendations which they indicated will include in their action planning for the roll-out workshops. The workshop agenda is attached to this report as Annex 2. The workshop evaluation forms completed by participants to assess the usefulness of the workshop were analysed and also included in this report as Annex 3.

# 2. REFRESHER ToT AIMS AND OBJECTIVES

## COURSE AIM

The Sphere Refresher Training of Trainers course aimed to prepare individuals to promote learning on applying the 2011 Sphere Handbook (entitled: *Humanitarian Charter and Minimum Standards in Disaster Response*), as a tool for improving the quality and accountability of humanitarian action, through sharing experiences and practices.

## COURSE OBJECTIVES

It was expected that by the end of the course, participants would be able to:

- ≈ Apply the 2011 Sphere Handbook and standards as a primary tool for managing disaster response.
- ≈ Apply the rationale, structure and content of the 2011 Sphere Handbook to programmes and future training.
- ≈ Use and promote the linkages between the *Humanitarian Charter*, the *Protection Principles* and the *Core Standards* within humanitarian action.
- ≈ Create awareness on the other key humanitarian accountability tools.
- ≈ Apply the principles of adult learning to designing and running Sphere learning events around the country and in their respective agencies.

- ≈ Craft and agree on aims and objectives of the 2012 Sphere roll out training workshops.
- ≈ Plan a strategy and implementation plan for strengthening the Zimbabwe Sphere roll-out in 2012 and running Sphere learning events nationally in relevant sectors.
- ≈ Demonstrate proficiency in a range of training and facilitation skills focused on promoting real actionable learning in future trainings.
- ≈ Devise tools and techniques for assessing learning needs and for evaluating outcomes of Sphere training investments.
- ≈ Understand the new elements (structure and content) of the 2011 Sphere Handbook.

The call for applications sent out to the different agencies and previous Sphere ToT graduates was explicitly clear in outlining the calibre of participants that were being sought. The objective of the refresher training course was not to thoroughly study the content of the Sphere Project or its Handbook, since participants were expected to be graduates from Sphere ToT (for the earlier versions of the book) prior to the start of the course. Due to this selection criteria, the response from prospective participants was very low. Information sourced from the Sphere project office in Geneva indicated that there had been 27 graduates to date who had trained in the earlier versions from Zimbabwe. Four participants were able to attend the Refresher from the above list as most had since left Zimbabwe. The number of active Sphere trainers, however, remains low.

### 3. FACILITATORS

The Interagency Refresher Training of Trainers course was facilitated by a team of five facilitators. These were: -

**Lead Facilitator:** **Mbiri Shiripinda** (Independent Consultant, Lockwood, Seamus and Russell; *Development, Management & Training Consultants*)

**Facilitators:** **Alice Ncube** (Research Coordinator - Short Courses, University of Free State, DiMTEC)

**Nelly Maonde\*** (Humanitarian & Recovery Programme Officer, Trócaire, Zimbabwe)

**Wonder Mufunda\*** (Programmes Coordinator, Caritas Zimbabwe)

**Yvonne Makunde\*** (Humanitarian Accountability Coordinator, Catholic Relief Services, Zimbabwe)

**Administrator** **Pavelof Mukucha** (Consultant, Lockwood, Seamus and Russell)

**Note:**

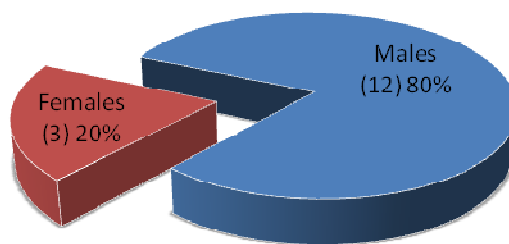
Wonder Mufunda and Nelly Maonde had co-facilitated the Sphere Training of Trainers workshop held in November 2011 in Nyanga, Zimbabwe. Yvonne Makunde was one of the participants to the same ToT.

The number of facilitators provided participants with a variety of facilitation skills and methods. A balanced approach was also adopted whereby no one facilitator had too many or too few sessions to facilitate. The Lead Facilitator, in addition to having taken the lead in some of the sessions complemented all the facilitators in all their sessions.

## 4. PARTICIPANTS

Fifteen people participated in the Interagency Refresher Training of Trainers Course. Males (12) were by far in the majority as compared to females (3) who were in the minority. The figure below clearly illustrates the gender composition.

Figure 1: - Gender Composition



The composition of participants has a history in the previous Training of Trainers courses held and also reflected the staff exodus from Zimbabwe due to economic challenges experienced a few years ago. Participants were drawn from the following organisations - Caritas Zimbabwe (4), Kariyangwe Mission Hospital, Plan International, International Relief and Development (IRD), Christian Care (2), Catholic Relief Services (CRS), Kadoma City Council, CARE International, Kadziwa Development Association (KDA), Gutu Development Association (GDA) and Zimbabwe Project Trust (ZIMPRO). See Annex 1 - Participants List and facilitators contact details.



The course targeted people who train or manage learning in the humanitarian sector, especially those that have been trained as trainers using the 2004 Edition of the Sphere Handbook. Priority was given to Zimbabweans working with communities vulnerable to disasters with a responsibility for training / learning within their job. It must also be noted that non-Zimbabweans who are resident and working in Zimbabwe were also considered for this Refresher Training of Trainers as long as they met the requirements. Particular consideration was also given to people who would be in a position to significantly promote and/or disseminate the Humanitarian Charter and Minimum Standards.

## **SELECTION PROCESS**

Participant selection was based on a number of criteria:

- ⇒ The candidate's profile, examined through the application form and based on the requirements mentioned below;
- ⇒ Potential of the applicant's organisations (or of the individual, if applicant was an independent consultant) for further use and promotion of Sphere;
- ⇒ Clear plan for future defined training/learning activities on Sphere to be implemented in the 6-12 coming months after the end of the course;
- ⇒ Support of applicant from their supervisor or organization's director by submitting a letter of endorsement explaining how the organization will support the applicant in the use and future implementation of what he/she has learns in the training.

Additionally, selected applicants were required to have:

- ⇒ A regular training / learning function within their job, solid communication and presentation skills, strong training and facilitation skills;
- ⇒ Experience in field operations in response to disasters or in humanitarian assistance;

- ⇒ Know the Sphere Project and its Handbook, and/or have practical experience in its use in humanitarian assistance;
- ⇒ Proficiency in English, the language the course was delivered in, was a must.

As mentioned earlier on there were very few people that automatically met the minimum requirements for participation. Some people trained as trainers using the 2004 edition could not be contacted using the stated emails whilst others have also changed employment. Other participants had attended regional trainings in Malawi, Kenya and Zimbabwe. Consideration was also given to some participants that had acquired experience in training Sphere within their own organisations though some of them might not have attended a training of trainers course.

Nine participants out of the fifteen that attended the Refresher Training of Trainers course had managed to facilitate a Sphere training within their own organizations. The other six had not had the chance to do so. To this effect, the refresher training was really a refresher to those that still had not had an opportunity to put into practice what they learnt from the Sphere training of trainers' course.

## **5. GROUP PROFILE**

The group of participants that attended the Interagency Training of Trainers was composed of very senior manager within the humanitarian aid sector as Annex 1 indicate. Eight participants hold senior management positions, either as Programmes Managers and/or Directors. The other participants have sectoral backgrounds in either the WASH sector, monitoring and evaluation and protection. There were two programme officers. The call for applications was specific unlike in the general call for proposals. It is likely that those trained in Sphere had been promoted within their organisations or have sought better employment opportunities and now hold senior positions.

## **6. STRATEGIC LEARNING APPROACH**

This was one of the very first refresher training courses offered using the 2011 handbook. The assumptions that people that attended this were already familiar with the 2004 Sphere Handbook greatly influenced the agenda. Wide consultations were made with various stakeholders including the Sphere project office in Geneva when designing the agenda. Focus was placed on bridging the knowledge gap that existed in the participants' mind between the 2004 and 2011 edition. New elements and changes that had been made were highlighted. Adult learning principles and other facilitation techniques were given little focus as it was assumed that these people had already undergone a fully fledged training of trainers course in Sphere before. The agenda gave a thorough overview of the 2011 handbook. The Session Plans (Annex 4) and Agenda attached to this report clearly illustrate the depth of the refresher.



The training modules developed by the Sphere project office were adapted in the majority of the sessions that were facilitated at the refresher ToT. Some training modules are still being developed and in instances where training modules covering the 2011 edition were not available, materials from the 2004 Training pack were used. Three of the five facilitators who were at the Refresher training of Trainers course had also attended the nine day Training of Trainers course in Nyanga, November 2011. Their knowledge, experience and materials used added to the depth of the refresher training course as they were able to assist in the designing of some sessions.

## **7. ISSUES ARISING**

This section of the report covers issues arising from each session of the refresher training of trainers course. It does not cover the content of the session but seeks to enhance the planning of similar events in the future. This section also offers recommendations that need to be taken on board when using the attached Session Plans developed by the facilitators, some of which were an adaption of the materials developed by the sphere project office. For clarity and avoidance of ambiguity this section highlights the issues session by session.

### **7.1 Block 1: Introduction to the Course (Video introductions)**

Introducing the Sphere Handbook 2011 edition video was well received by participants. However the following need to be noted: -

- × Some felt that the video is still surpassed by the 2004 edition in terms of its impact to the viewers.



- × The use of only still pictures in the video has lessened its impact when compared to the 2004 edition video.
- × The introduction of Companion Standards could have been enhanced by captions when the video introduces those features.
- × There is need to develop some questions that can guide the discussion that ensues after showing participants the introductory video. Facilitators can benefit immensely by referring to certain aspects of the video when generating questions for participants.

## **7.2 Block 2: Module 1 - Introduction to Sphere and the Sphere Handbook 2011**

The session plan developed by the Sphere Project office was adapted as indicated in the attached session plan. This session is a crucial session since it lays the foundation for subsequent blocks. The following issues need to be noted: -

- × For a refresher course, this session can be done in two hours. Trying to cover it in less time might compromise certain group work activities that are key to understanding future sessions.
- × This module is recommended for managers and half day workshop where people do not have time for a lengthy session. It contains all the information that is key in understanding the 2011 edition.

## **7.3 BLOCK 3: Module 2 - The Humanitarian Charter**

The session plan developed by the Sphere project office was also adapted for this session. Participants and facilitators alike made the following observations: -

- × There is need to engage people with specialist knowledge such as international human rights lawyers for a brief presentation on this session. They will also assist in answering questions from the participants on legal issues related to the humanitarian charter. Should it be too costly to have these specialists presenting brief sessions it is advisable to consider hiring academics from the law faculty who might have more affordable rates.
- × Local legal experts often tend to help participants understand local laws that have cascaded down from international human rights law. This helps trainers apply local laws in their training sessions.
- × The handout developed by Sphere is very useful for this session as it answers most frequently asked questions about international law and the relief system.

## **7.4 Block 4: Module 2 - The Protection Principles**

This session was well presented and there were no issues arising.

- × The use of pictures depicting protection issues in this session needs to be handled skilfully. There is need to ensure that participants thereafter view pictures in their proper context rather than being overly critical of any images as was the case in the refresher workshop.

## 7.5 Block 5: Module 3 - Core Standards and Cross Cutting Issues

In the Sphere Refresher ToT, Core Standards and cross-cutting issues were combined. The following was noted: -

- × Core Standards are critical and should be a session on its own.

## 7.6 Block 6: - Using Technical Standards and Indicators

This session was done as part of overnight group work activity and was presented in a maxi session the following day. The decision to combine this session with Module 3 core standards and cross cutting issues was taken to assess the capability of the trainers in using the Sphere handbook. The following needs to be noted: -

- × There is need to facilitate this session so as to further capacitate participants on the technical standards, key action, key indicators and guidance notes. The use of case studies for this session remains very relevant and the most effective way of getting participants to familiarize themselves with the handbook.
- × Enough time for preparatory work (case study) and feedback session must be set aside to get full value from this session. In addition, participants must be given clear instructions on what is expected of them.

## 7.7 Block 7: - Companion Standards

Very few participants were aware of the majority of the companion standards that were presented in the workshop. This session was facilitated very well. The facilitator gave all the participants specific information on the companion standards they were to study and present to the rest of the participants. For feedback, presenters had a stall where they made their presentation and thereafter gave other participants handbooks (where available like HAP, GEG and LEGS). This methodology ensured that participants fully grasped the companion standard they were presenting to the other participants. Participants were also exposed to other quality and accountability tools that they were not familiar with. The following issue should be noted: -



- × The introductory session to this part should be very brief (from Module 1 – Introduction to Sphere and the Sphere Handbook 2011), otherwise this session might not serve a useful purpose if the introductory part is done in detail.

## 7.8 Recap Sessions

- × It is advised that specific facilitators be appointed to assist the group doing the recap the following day to ensure time management and focus.
- × Participants to do the recap can be chosen either at the beginning of each day or at the end of the day. Letting participants know that some will be chosen at the end of the day to do a recap can assist in keeping them attentive to the workshop proceedings.

## 7.9 Facilitation Venue



The venue where the course was held was very ideal for several reasons. The telephone network was poor which meant that participants were not distracted for the greater part of the workshop. Its location being away from major cities and towns also meant that participants were able to focus on the course. The game drive and other facilities available also provided refreshment for the participants. Other issues to be noted are: -

- × The venue could not accommodate all the participants. Other participants were housed at a location about 10 minute drive from the workshop venue.

- × The actual place where the workshop was facilitated from was rather constricted. The lighting was poor and there was little room for other activities such as energizers, etc.

## 7.10 Guest Speaker

The guest speaker was Eithne Brennan Country Director of Trócaire, one of the sponsors of the event. Her speech was very encouraging to the participants as it emphasized the need to popularize the Sphere handbook in humanitarian interventions. Participants were urged to have a greater role in Sphere in Zimbabwe and ensure that their training sessions had impact that is measurable.

The roll-out sessions that the participants will facilitate in their organisations should not be connected to Trócaire. This was mentioned to ensure that participants understood that there were no conditions attached to the refresher course but rather that its main purpose was to build capacity and improve the quality and accountability of humanitarian aid workers in Zimbabwe. Trócaire pledged to provide books to those organisations still in their infancy. The Country Director also mentioned that Trócaire could not guarantee its support for large orders of books, especially from large organisations requiring hundreds of books of the Sphere 2011 edition. Trócaire also indicated their willingness to document all the learning and roll out events related to Sphere especially those facilitated by graduates from the November Sphere ToT and the March 2012 refresher course.

To meet the above objective, Trócaire is planning to provide the platform for the launch of a core training team of Sphere facilitators in Zimbabwe composed of the graduates from the two events they supported. A meeting to deliberate further on this aspect has been planned for May 2012. There are strong coordination links with UNOCHA on how well these trainings have been going on. Have to be cautious on this.

## 8. EXPERIENCES/CHALLENGES IN FACILITATING SPHERE WORKSHOPS (based on participants previous experience)

The objective of this session was to share experiences in facilitating Sphere workshops as well as document challenges faced with the view of sharing solutions to those challenges. Nine participants had experiences in facilitating Sphere workshops. The whole group, overall, had extensive experience in workshop facilitation in general. It was the ideal situation for participants to share challenges and come up with own solutions. Below are the challenges faced by some of the facilitators and the suggested solutions: -

Challenges Faced	Suggested Solution
How do you deal with severe criticism during a workshop?	<ul style="list-style-type: none"> <li>▪ Do not abandon the workshop. Accept criticism and thank the person.</li> <li>▪ Find out whether you are facilitating or breaking news (just telling them what you know).</li> <li>▪ Daily evaluation - what do you like best; what would you like improved. This will give insight into their thinking.</li> <li>▪ Setting ground rules from the onset is important</li> <li>▪ Be assertive, command authority</li> <li>▪ Maintain firmness without losing goodwill</li> <li>▪ Know your participants very well</li> </ul>
Logistical arrangements not handled well.	<ul style="list-style-type: none"> <li>▪ Prior planning is very important</li> <li>▪ Be familiar with the skills that participants have and utilize them.</li> <li>▪ Involve them in role plays.</li> <li>▪ Do not teach them what they already know</li> <li>▪ Pitch your training according to participant's knowledge</li> </ul>
How do you include criticism received during the workshop in your final report?	<ul style="list-style-type: none"> <li>▪ Learn to evaluate yourself critically first.</li> <li>▪ Prepare yourself to accept criticism</li> <li>▪ Be honest. Choose comfortable sessions which you know</li> <li>▪ Peer appraisal is important</li> </ul>
Preplanning was a challenge.	<ul style="list-style-type: none"> <li>▪ Have two or more ways of presenting the same session.</li> </ul>

Did not consider electricity. Electricity went off during presentations	<ul style="list-style-type: none"> <li>▪ Master your subject matter than you make a smooth transition from PowerPoint to other facilitation methods</li> <li>▪ Try to have alternative presentations whenever preparing sessions</li> </ul>
Handling challenges in co-facilitation	<ul style="list-style-type: none"> <li>▪ Have time together.</li> <li>▪ Share presentations.</li> <li>▪ Have lead facilitator.</li> <li>▪ Humility is important for lead facilitator.</li> <li>▪ Agree how the other is going to come in.</li> </ul>
Session planning in relation to time management	<ul style="list-style-type: none"> <li>▪ Plan your time. Be detailed</li> <li>▪ Session plan is important</li> </ul>
Age can be an issue when facilitating to older people	<ul style="list-style-type: none"> <li>▪ Confidence building is required.</li> <li>▪ Establish your credentials firmly but continue treating everyone with respect.</li> </ul>
Contradictions and power dynamics between Facilitators.	<ul style="list-style-type: none"> <li>▪ Spend time to establish your relationship</li> <li>▪ A day even for a Refresher is not enough. More time is required.</li> <li>▪ Separate person to do logistics</li> <li>▪ Learn to multi-task</li> </ul>
Use of examples	<ul style="list-style-type: none"> <li>▪ Be careful. Example might run the risk of being too academic.</li> <li>▪ As a trainer - get your own examples</li> <li>▪ Personal Learning Journal (Read newspapers, make cuttings)</li> </ul>

## CHALLENGES ANTICIPATED

Participants also highlighted some challenges they are likely to encounter during their roll-out sessions. The following challenges were anticipated: -

- i. **Action Planning:** - demand is huge. It is likely that the current crop of trainers will not meet the demand for training within their organisations.

It was suggested that trainers focus on members of staff and do brief presentations on Sphere. These sessions could coincide with other organisational activities where funds will not be required. Trainers might request two hours of staff time after some meetings to train Sphere.

Some modules could be staggered and facilitated over time using the above method. Staff members can receive full Sphere training over a number of weeks or months.

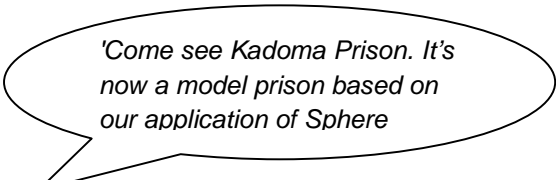
- ii. **Lack of financial resources:** - the plans of the trainers to train within their organisations largely depend on the availability of resources within their organisations. Lack of financial resources to fund the trainings will be a huge drawback.

The above solution applies for this challenge.

- iii. **Unavailability of Sphere 2011 edition handbooks:** - most organisations do not have Sphere 2011 edition handbooks and cannot afford to buy some.

Trainers were encouraged to contact Trócaire should they require some books. It was also suggested that each organisation retains a number of Sphere 2011 edition handbooks as office copies. These copies can be used for training and staff can download the soft copy for their everyday use.

Some participants indicated that people affected by humanitarian disaster have benefited from the use of the Sphere Handbook. The quote below illustrates this point well: -



*'Come see Kadoma Prison. It's now a model prison based on our application of Sphere*

Daniel Chirundu, *Director of Health & Environment Services*

## **ACTION PLANNING Sheet**

- ✓ Roll out
- ✓ Could do management briefing etc.
- ✓ Do one or two workshops after this training
- ✓ Hard copy or soft copy within 2 weeks – the fine tuned Action Plan.

## **9. EVALUATION FORM FEEDBACK ANALYSIS**

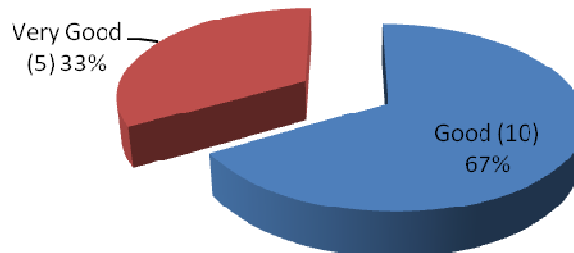
Participants were given evaluation forms to complete at the end of the three day refresher workshop. The workshop evaluation forms are standard forms given to all participants to complete at the end of each workshop. In this instance, the workshop evaluation forms were adapted from the Sphere training materials to suit the aims and objectives of the Refresher training. The purpose of these workshop evaluation forms was for participants to evaluate all the processes of the workshop. These forms provided the participants with an opportunity to share recommendations they might have had. Participants were also asked not to write their names on the workshop evaluation forms. This was meant to enable them to express themselves freely.

The feedback from the workshop evaluation forms is contained below under each specific heading. All the fifteen participants completed the workshop evaluation forms. Therefore, it is the comments of these 15 participants that are covered under this section. More detailed information on the Evaluation Form feedback is contained in Annex 3 which captures all the comments from participants in verbatim.

### 9.1.1 Overall design and structure of the course

Participants were asked to rate the overall design and structure of the refresher course. The option varied from poor, adequate, good to very good. Figure 2, overall Design and Structure, below clearly illustrates the sentiments of the participants on this issue.

Figure 2: - Overall Design and Structure



### 9.1.2 What did you like about the overall design and structure of the course?

The majority of participants indicated that they liked the use of co-facilitators in the refresher workshop. This enabled participants to be exposed to various facilitation skills which were very participatory. The fact that it was a refresher course enabled participants to reflect on how they have been using the Sphere Handbook since 2004 and also to note the changes that had been made in the 2011 edition of the handbook.

Another useful point raised by the participants was that the approach in the design of the refresher enabled them to learn logically. One participant remarked "*The course was structured in such a way that the first section led to the development of the following sections. It was synchronized.*" Overall, the comments made by participants were very positive.

### 9.1.3 How do you think the design and structure of the course can be improved?

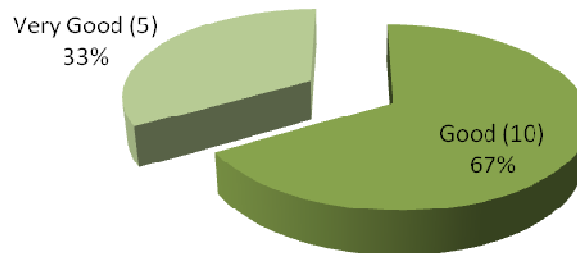
Two basic issues were identified by participants on how to improve the design and structure of the refresher course. The time allocated for the refresher, three days in total, was deemed to be rather little by the participants. They indicated that such a refresher, as it covered new aspects of the 2011 handbook, needed more time. Some suggested that the course be covered in four days whereas others were not specific as to how much time was required for the course.

The second issue that the participants raised is linked to the first issue mentioned above. Participants wanted to have more time for practical sessions or participant-led sessions. This is understandable in that most of the participants had had no training opportunities after their initial training in the 2004 edition. The need to put into practice what they had learnt is vital. Participants might have preferred a situation where they received direct feedback on their facilitation skills within the workshop before they can carry out any roll out workshops.

### 9.2.1 The presentation and facilitation of the course

Figure 3 below illustrates the participants' view on the presentation and facilitation of the course. The figures indicate that the presentation and facilitation of the course was done very well.

Figure 3: - Presentation and Facilitation of the Course



### 9.2.2 What did you like about the way in which the course was presented and facilitated?

Different aspects of the refresher course appealed to different participants. The evaluation forms show that there was general appreciation of the way in which the refresher course was presented and facilitated. Below is a summary of key issues that the participants liked most: -

- ✓ The commitment of facilitators
- ✓ The course was presented in a professional and creative way. Each Facilitator had a difference style but it worked well with one another.
- ✓ Professional conduct
- ✓ Co-facilitation was used very well as facilitators complemented each other. The Lead Facilitator was particularly good at coordinating with both his colleagues and participants. Presentation methodologies were varied and maintained interest.
- ✓ Participatory nature of facilitation

### 9.2.3 What do you think the presentation and facilitation of the course can be improved?

Some participants did not comment on this aspect of the evaluation form indicating that they did not have any recommendations. However, those who commented made the following recommendations: -

- i. There is need to come up with more practical examples, especially from Zimbabwe. The examples should be on issues that the participants can relate to. Some examples given, especially on other countries, were deemed inapplicable to the Zimbabwe situation. For example, participants wanted pictures of disasters in Zimbabwe used rather than those from other countries.



- ii. Some of the sessions extended well beyond the time allocated. Participants recommended that there be better time management.
- iii. Another useful recommendation made by the participants was that there be an increase and emphasis on adult learning skills. The thinking when designing this course was that the target group was composed of people who were already trainers. However, this recommendation seems to suggest that the component on facilitation skills and adult learning cycle should have been included in the refresher course.

### **9.3.1 Which session did you find most useful, and why?**

This question appealed to the personal taste of each participant. Below are the responses made by participants. It is important to note that **all** sessions were mentioned by the participants though the reasons why they liked those sessions most differed from one participant to the other.

- ✓ Quality and accountability initiatives. Became clearer on where they fit in with Sphere and how to apply them as well.
- ✓ Sharing of experience and incorporating cross cutting issues
- ✓ The topic on Protection since it was really new to me as well as its application
- ✓ Core standards and Technical Chapters; Humanitarian Charter; Gallery walk session
- ✓ Other Quality and Accountability initiatives
- ✓ The sessions that introduced us to the different tools
- ✓ Core standards. It helped me understand and articulate issues
- ✓ Protection Principles; it takes into consideration the complexity of disasters now and recognises the need to address security concerns in programming.
- ✓ I felt the participant-led sessions were the most useful because it gave us a chance to use our skills and get valuable feedback.
- ✓ Core Standards practically applicable
- ✓ Participants' presentations and feedback
- ✓ Companion Standards. It was the first time I was exposed to them
- ✓ I found the Introduction most useful because it touched on all the Chapters and linked them up in such a manner that when they were presented later I could easily follow and link up the contents of the 2011 Handbook (Sphere)
- ✓ The session where we shared our experiences
- ✓ The Protection Principles because they were adequately covered and the pictures used evoked discussion which stimulated thinking.

### **9.3.2 Which session or topic did you find least useful and why?**

Slightly more than half of the participants, eight, did not find any session or block least useful. They felt that all the sessions were useful. Four participants highlighted the sessions they find least useful but did not go further to give reasons why those sessions were so. The sessions were on the Legal frameworks, Companion Standards, Humanitarian Charter and the mini sessions. Three participants were able to give reasons on the sessions that they found least useful. The session and reasons given are as follows: -

- ✓ I did not find the session about the fake nations Bogna, Ledo etc very useful. We did not get enough time to maximise the potential outcomes or messages
- ✓ The session which I found least useful was on participant-led sessions because there were too many arguments.
- ✓ Legal Instruments – because though I learnt about the International legal instruments, I lacked the in-depth information on the specific provisions that address issues in Sphere.

### 9.3.3 How could we improve on this session?

Participants made the following recommendations to the sessions that they had highlighted as least useful.

SESSION	RECOMMENDATION
<b>Mini Sessions</b>	Clear instructions on what the participants are expected to demonstrate i.e. facilitation skills
<b>Legal Frameworks</b>	More information about the legal framework and more participation
<b>Core Standards</b>	This should be granted more time to be able to adequately discuss the roles of each stakeholder.
<b>Humanitarian Charter</b>	Needed more interaction
<b>Participant-led sessions</b>	The sessions can be improved by allowing participants to group themselves instead of being grouped.
<b>Legal instruments</b>	There is need to have copies or articles that have provisions that support Sphere for referencing during discussion.

### 9.3.4 Was there anything not included in the course that needs to be? If so, what?

The majority of participants had no comment on this section of the workshop evaluation form. The few that commented on the section mentioned the following: -

- ≈ Need to use local examples
- ≈ It may be important to get inputs from participants on what areas they need emphasis on so that emphasis can be put on such areas.
- ≈ Need to include specialists in International Humanitarian law, human rights law and refugee law as guest speakers.

### 9.4.1 Course handouts - the handouts on the CD

At the end of the Refresher workshop, participants were taken through the contents of the CD that was given to each one of them. All the participants commented favourably on the contents of the CD, though some of them indicated that they needed to go through the CD themselves in order for them to comment competently.

### 9.4.2 Is there additional information you think should be made available?

Nearly all the participants were content with the information that they had been given. This is understandable given the fact that it was the first time some of them were getting in contact with the Sphere 2011 Handbook. So time is therefore needed for them to get familiar with the information they had been given before they can assess whether they need more information in addition to what they had been given in the Refresher course. Three participants made suggestions to this section of the workshop, and these are as follows: -

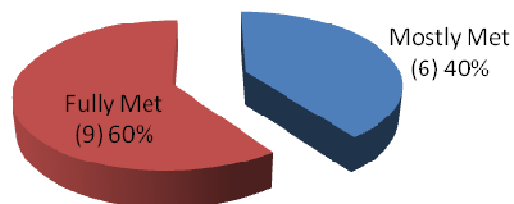
- i. Hard Copies of the training materials for the 2011 version once they are available.
- ii. Schedule training programmes by participants as they roll out the training in their respective areas.
- iii. More information and training tools for 2011.

The above suggestions or requests for additional information are an indication that participants would like to know more and receive assistance on how to facilitate workshops using the 2011 Handbook. The participants also realize the need to be part of a larger network of people or organisations that use or are training Sphere. The plans to form a core training group in Zimbabwe fits in well with the request to keep in touch with other facilitators as well as being alerted to any training events that would be taking place in-country.

## 9.5 ACHIEVEMENT OF COURSE OBJECTIVES

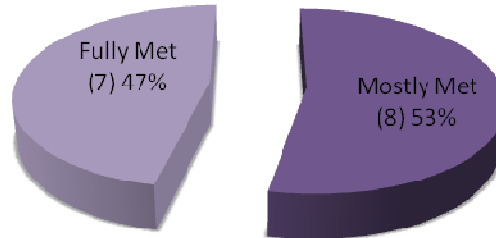
### 9.5.1 Explain how to apply the Humanitarian Charter and minimum technical standards in humanitarian action

Figure 3: - Ability to explain Humanitarian Charter and Technical Standards



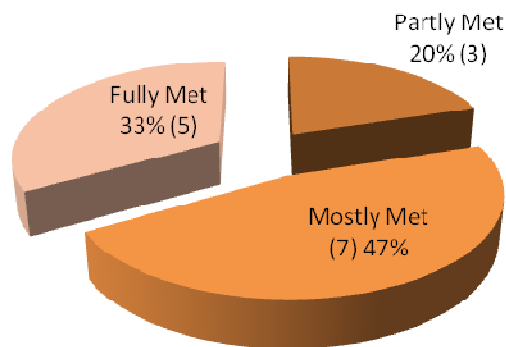
### 9.5.2 Describe different applications for the Sphere handbook within the humanitarian sector

Figure 5: - Application of Sphere Handbook



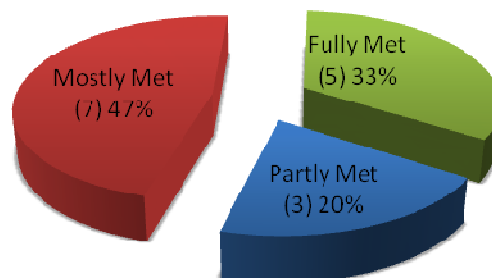
### 9.5.3 Design a training session, including the aims and objectives

Figure 6: - Designing a Training session



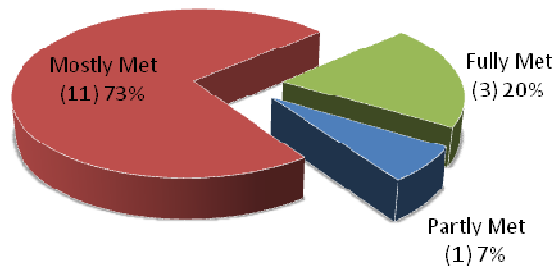
### 9.5.4 Practice a range of training skills and techniques

Figure 7: - Practice a range of skills



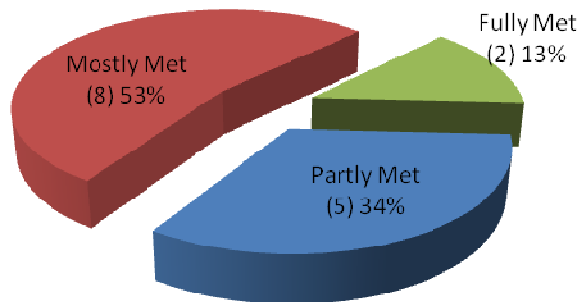
### 9.5.5 Select appropriate activities, materials and resources for training staff in Sphere

Figure 8: - Select appropriate activities, materials and resources for training staff in Sphere



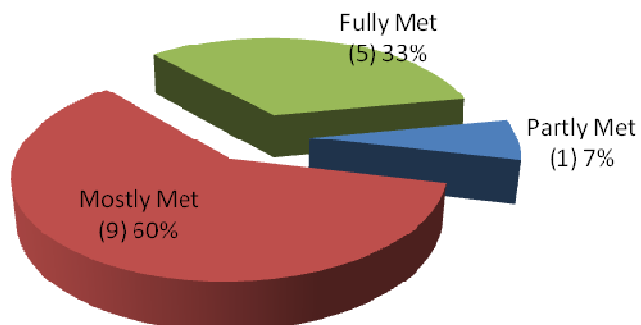
### 9.5.6 Describe methods to evaluate training programmes

Figure 9: - Methods to evaluate Training programmes



### 9.5.7 Prepare to carry out training on Sphere

Figure 10: - Prepare to carry out training on Sphere



### **9.5.8 What did you learn on the course that is particularly useful?**

It is refreshing to note that all the participants highlighted at least one thing they learnt from the course which they considered useful to them. Below are the issues that each participant found particularly useful: -

- ✓ Different approaches to training
- ✓ The handbook is a guide for both before, during and after a disaster or conflict situation
- ✓ To me everything was very useful since I had not set sight to the new handbook.
- ✓ Facilitation skills and application of Sphere
- ✓ The Quality of Humanitarian response and the quality factors that result in quality response
- ✓ As a facilitator you must know your stuff, know your participants, be prepared and engage the participants
- ✓ Co-facilitation x 2
- ✓ Facilitation skills and handling of criticism
- ✓ It was good to be reminded the facilitation techniques. The new 2011 information was valuable and interesting and clearly necessary but presentation/facilitation skills are equally important.
- ✓ Flexible application of the principles
- ✓ The new things in the 2011 version and the other Humanitarian initiatives
- ✓ The need to be an expert in your field
- ✓ The use of different methods of facilitation
- ✓ How to use the 2011 Sphere Handbook (Its structure and how the different topics feed into each other)

### **9.5.9 How will you apply this learning in your work?**

In addition to the action plan that each participant developed at the end of the refresher, participants were also able to share other ways in which they were going to apply the learning. The various ways are as follows: -

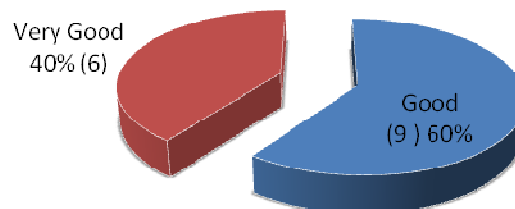
- ✓ Training others; applying in daily work
- ✓ Make reference to the learning at all stages of project management cycle
- ✓ During project proposal writing, monitoring and evaluation of project; staff recruitment and staff meetings and staff orientation.
- ✓ Cascade knowledge acquired to the staff and stakeholders
- ✓ In proposal writing and project design; in monitoring visits to project sites
- ✓ I will definitely use the knowledge first by rolling out the knowledge to staff and conducting trainings.
- ✓ Will work hand in hand with other facilitators and prepare well in advance.
- ✓ Refresher training for colleagues and introduction course
- ✓ Carry out training for internal staff and with other partners if time and funding permits.
- ✓ By introducing the principles and Minimum Standards appreciation briefings

- ✓ Staff training and induction including training of stakeholders
- ✓ Will strive to be current in issues to do with humanitarian response
- ✓ When co-facilitating we have to have time together first so that we know what each will do
- ✓ I will use the learning on the training
- ✓ I will train staff on Sphere

### 5.6.1 HOW WOULD YOU RATE THIS WORKSHOP

Figure 11 below is clear evidence that the Interagency Refresher Sphere Training of Trainers course was a success. All the participants rated it either as good or very good, a clear indication that they were satisfied with the course.

Figure 11: - Workshop Rating



## 10. RECOMMENDATIONS

It would be useful for future processes to take into account the following recommendations: -

- 10.1 For Refresher courses, it is recommended that participants bring the Sphere 2004 edition. It will assist in identifying the new changes in the 2011 Handbook. In the event that the copies for the 2011 are in short supply, the handout entitled "*What is new in the Sphere Handbook 2011*" will be very useful.
- 10.2 It is important to link the Core Standards with the Code of Conduct. This is useful in highlighting the importance of the conduct of staff in humanitarian aid response. Moreover, the role of managers and organisations is emphasized in Core Standards 5 and 6. Other complimentary videos such as the Code of Conduct produced by Save the Children will also be useful to show participants.
- 10.3 The need for facilitators to have time to plan, prepare and rehearse together cannot be over emphasized. Even though this was a refresher course, it has been learnt that the processes of planning for a Sphere workshop are basically the same and adequate time should be allocated when preparing for a Sphere training event.

- 10.4 Recommendation for Sphere Project Office. Graduates from Sphere training of trainers courses should provide alternate contact details. The majority of graduates provided contact details of their employers. Once they leave employment, they are not contactable. To ensure the database remains user friendly participants should provide alternative contact email address other than their work email address.
- 10.5 It is useful for the lead facilitator or those doing the recruitment to share participants profile with co-facilitators. This will give facilitators an added advantage when planning sessions since they will take into account the calibre and experience of those attending.
- 10.5 Pre and Post test is recommended for any Sphere training. It will provide feedback on the effectiveness of the training intervention.
- 10.6 Session plans need to be shared in advance by all facilitators.

## **11. CONCLUSION**









The Interagency Refresher Training of Trainers course was a great success. The feedback from all the participants and facilitators was very positive and highlighted the success factors. The issues that have been highlighted in this report are testimony of the need for everyone to excel and seek to improve always. The aims and objectives of the refresher were achieved as indicated in the evaluation forms. The facilitators also recognized areas that need improvement both from a personal point of view as well as making recommendations on the various modules developed by the Sphere Project office. The fact that recommendations have been made illustrates that facilitators were observant and critiqued themselves.







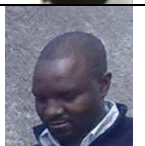


The preparatory time allocated for planning was rather short, but the team of facilitators worked overtime to make the workshop a success. Much work needs to be done in creating awareness and usage of the Sphere Handbook. The planned roll-out workshops will provide a platform for continuous learning on all aspects of Sphere and facilitation skills.




The core team that is going to be established will increase knowledge and experience sharing amongst graduates of the Sphere Training of Trainers courses. There is going to be a large pool of skilled facilitators always ready to conduct sphere training workshops as well assist organisation in their humanitarian aid disaster response.



## ANNEX 1 PARTICIPANTS LIST

	FIRST NAME	LAST NAME	SEX	ORGANISATION	POSITION	CONTACT NUMBER	EMAIL
	Meck	Sibanda	M	Kariyangwe Mission Hospital, Binga	Programme Manager	0712257211 0773507307	cyvtrust@gmail.com
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	Tobias	Ndlovu	M	Christian Care	Programme Officer	0772459072	ndlovutobias@yahoo.com
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	Nhamo	Hondoyomoto	M	Caritas, Mutare	Programs Manager	0772541866	nhondoyomoto@cadec.co.zw
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	Norah	Samupunga	F	Caritas, Harare	Monitoring & Evaluation Officer	0772381050	njsamupunga@yahoo.com
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	Tarisai	Mubonderi	F	Catholic Relief Services	Project Manager	0772128219	tarisai.mubonderi@crs.org
	Tobias	Chipare	M	ZimPro	Executive Director	0733411877	tobiasc@mweb.co.zw
	Daniel	Chirundu	M	Kadoma City Council	Director of Health & Environmental Services	0773295595	dchirundu@healthnet.org.zw
	Robert	Munhenga	M	Kadziwa Development Association	Programme Manager	0778256280 0712757007	munhengar@gmail.com
	Elloth	Mushayi	M	Gutu Development Association	Programs Coordinator & Consultant	0772757956	emushayi2007@yahoo.com
	Wonder	Mufunda	M	Caritas	Programmes Coordinator	0772661343	mufunda@zcbc.co.zw
	Yvonne	Makunde	F	Catholic Relief Services	Humanitarian Accountability Coordinator	0772762002	yvonne.makunde@crs.org
	Nelly	Maonde	F	Trócaire	Humanitarian Programme Officer	0772881526	<a href="mailto:nmaonde@Trócairezw.org">nmaonde@Trócairezw.org</a> <a href="mailto:nmaonde@yahoo.com">nmaonde@yahoo.com</a>

	Alice	Ncube	F	University of the Free State DiMTEC	Researcher Coordinator – Short Courses	+277797762799	<a href="mailto:ncubea@ufs.ac.za">ncubea@ufs.ac.za</a> <a href="mailto:ncubealice@yahoo.com">ncubealice@yahoo.com</a>
	Pavelof	Mukucha	M	Lockwood, Seamus & Russell	Consultant	0774037615	<a href="mailto:Pavelof.mukucha@yahoo.com">Pavelof.mukucha@yahoo.com</a>
	Mbiri	Shiripinda	M	Lockwood, Seamus & Russell	Principal Consultant	0772303125	<a href="mailto:mbiri@lockwoodconsult.com">mbiri@lockwoodconsult.com</a>

## ANNEX 2

### Workshop Agenda

<p style="text-align: center;"><b>Sphere Refresher ToT</b>  <b>Chengeta/Pamuzinda Safari Lodges</b>  <b>6-8 March 2012</b></p> <p style="text-align: center;"><b>Mbiri Shiripinda – Lead Facilitator</b></p> <p style="text-align: center;"><b><u>Co-facilitators :</u></b>  <b>Alice Ncube, Nelly Maonde, Wonder Mufunda, Yvonne Makunde</b></p>			
Time	Day 1	Day 2	Day 3
08:30		Recap	Recap
09:00	<b>Block 1</b> Introduction to the course Video introductions (Also Trócaire & CRS post ToT plans)	<b>Block 5</b> Module 3 Core standards and Cross-cutting issues	<b>Block 9</b> Participant-led session
10:30	<b>Break</b>	<b>Break</b>	<b>Break</b>
11:00	<b>Block 2</b> Module 1 Introduction to Sphere and the Sphere Handbook 2011	<b>Block 6</b> Using Technical Standards and Indicators  Welcome Speech (Eithne Brennan)	<b>Block 10</b> Best Practice and Challenges in Sphere training
12:30	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
14:00	<b>Block 3</b> Module 2: The Humanitarian Charter	<b>Block 7</b> Companion Standards (INEE, LEGS, SEEP, GEG, HAP) and Q&A initiatives	<b>Block 11</b> Action Planning
15:30	<b>Break</b>	<b>Break</b>	<b>Break</b>
16:00	<b>Block 4</b> Module 2 The Protection Principles	<b>Block 8</b> Mini-sessions Allocation	<b>Block 12</b> Course evaluation Closure
	<b>Supper</b>	<b>Supper</b>	<b>Supper</b>
	Free evening	Preparation for maxi Sessions	Feedback on Refresher

## **ANNEX 3**

### **PARTICIPANTS EVALUATION FORMS**

#### **1. COURSE DESIGN**

##### **1.1 The overall design and structure of the course was:**

Good (10)  
Very Good (5)

##### **1.2 What did you like about the overall design and structure of the course?**

- ✓ Use of co-facilitators; Use of codes
- ✓ The engagement/participatory learning between facilitators and participants as well as the share learning across.
- ✓ It was a build on to the 2004 handbook; It clearly showed the changes on the 2 books; It was participatory
- ✓ It covered the important elements of Sphere Project
- ✓ The participatory nature of the course
- ✓ The course covered areas that i feel will be helpful to me when I do my own trainings
- ✓ The interaction of facilitators and participants
- ✓ Participatory model used (gets everybody participating)
- ✓ I liked the overall design because it allowed for learning by diverse range of teaching methods; role plays, presentation, games, etc.
- ✓ Very appropriate and practical
- ✓ Mixture of presentations by facilitators and participants
- ✓ It was participatory and we interacted freely with facilitator and fellow participants
- ✓ The sequencing of learning materials was good. The design was good in that it had a combination of various presentation methodology which enabled me to keep my attention alert.
- ✓ The overall design was participatory and interactive and allowing people to reflect on the past experience.
- ✓ The course was structured in such a way that the first section led to the development of the other and the other following sections. It was synchronised.

##### **1.3 How do you think the design and structure of the course can be improved?**

- ✓ More structured energisers; daily evaluations
- ✓ Allow more time for practical sharing
- ✓ Increase the number of days and time allocation for each section
- ✓ Content
- ✓ More time to group exercises
- ✓ Maybe if there were more practical sessions on how to conduct training on the different areas like the pool side example
- ✓ By applying more case studies and practical sessions

- ✓ Through use of more aids for illustration. Use of the game model/diffusion model to learning
- ✓ The structure could be improved by allowing more time for participants to present on specific themes. This was the most useful and thought it was too short.
- ✓ Incorporating practical sessions
- ✓ Time allocated was rather inadequate. Participants' presentation and feedback sessions needed at least 2 days.
- ✓ It exceeded the minimum standards
- ✓ Nothing I can think of
- ✓ Increase the refresher by 1 day to allow mini sessions.
- ✓ Separate Core Standards and Cross cutting issues. The core standards should be treated separately and allocated more time

## **2. PRESENTATION**

### **2.1 The presentation and facilitation of the course was:**

Adequate	
Good	(10)
Very Good	(5)

### **2.2 What did you like about the way in which the course was presented and facilitated?**

- ✓ The energy; the openness
- ✓ Use of variety of learning methods; experience sharing
- ✓ The facilitators prepared their material well in advance
- ✓ Participants involvement not a lecture method
- ✓ Sessions were allocated to co-facilitators
- ✓ The orchestration of teaching methodologies suited participants of any tastes because there was really variety.
- ✓ The commitment of facilitators
- ✓ Participant involvement in all sessions
- ✓ The course was presented in a professional and creative way. Each presenter/Facilitator had a difference style but it worked well with one another.
- ✓ Professional conduct
- ✓ Use of different methods
- ✓ Most facilitation methods were used
- ✓ Co-facilitation was used very well as facilitators complemented each other. The Lead Facilitator was particularly good at coordinating with both his colleagues and participants. Presentation methodologies were varied and maintained interest.
- ✓ Participatory nature of facilitation
- ✓ The participatory nature of the facilitation as well as the different methods that were used – PowerPoint, story-telling, case studies

### **2.3 How do you think the presentation and facilitation of the course can be improved?**

- ✓ No comment (3)
- ✓ Handouts for further learning
- ✓ Give more of the practical experiences in Zimbabwe
- ✓ More coordination and understanding among facilitators.
- ✓ If there could be less explanations by the facilitators on some issues to give room to participants to try and explain.
- ✓ More energisers
- ✓ Time management so that issues can be exhaustively discussed rather than spend more time on some issues and neglect others.
- ✓ There were times when the facilitators seemed a bit unorganised especially because sessions had to be shifted around, etc., but this did not detract terribly from the overall course.
- ✓ Look for comfortable sittings
- ✓ Managing the time allocated per session
- ✓ It was excellent
- ✓ Should have increased on some of the adult learning skills
- ✓ Need to incorporate more videos

### **3. CONTENT**

#### **3.1 Which session or topic did you find most useful, and why?**

- ✓ Quality and accountability initiatives. Became clearer on where they fit in with Sphere and how to apply them as well.
- ✓ Sharing of experience and incorporating cross cutting issues
- ✓ The topic on Protection since it was really new to me as well as its application
- ✓ Core standards and technical Chapters; Humanitarian Charter; Gallery walk session
- ✓ Other Quality and Accountability initiatives
- ✓ The sessions that introduced us to the different tools
- ✓ Core standards. It helped me understand and articulate issues
- ✓ Protection principles; it takes into consideration to complexity of disasters now and recognises the need to address security concerns in programming.
- ✓ I felt the participant-led sessions were the most useful because it gave us a chance to use our skills and get valuable feedback.
- ✓ Core standards practically applicable
- ✓ Participants' presentations and feedback
- ✓ Companion standards. It was the first time I was exposed to them
- ✓ I found the Introduction most useful because it touched on all the Chapters and linked them up in such a manner that when they were presented later I could easily follow and link up the contents of the 2011 handbook (Sphere)
- ✓ The session where we shared our experiences
- ✓ The Protection Principles because they were adequately covered and the pictures used evoked discussion which stimulated thinking.

#### **3.2 Which session or topic did you find least useful, and why?**

- ✓ No comment (3)
- ✓ Mini sessions
- ✓ Every topic was useful
- ✓ All useful
- ✓ Legal frameworks
- ✓ There isn't any
- ✓ None. All sessions are interrelated and dependant on each other.
- ✓ I did not find the session about the fake nations Bogna, Ledo etc very useful. We did not get enough time to maximise the potential outcomes or messages
- ✓ Companion tools
- ✓ The Humanitarian Charter
- ✓ The session which I found least useful was on participant-led sessions because there were too many arguments.
- ✓ There is no session that was the least
- ✓ Legal Instruments – because though I learnt about the International legal instruments, I lacked the in-depth information on the specific provisions that address issues in Sphere.

### **3.3 How could we improve on this session?**

- ✓ No comment (8)
- ✓ Clear instructions on what the participants are expected to demonstrate i.e. facilitation skills
- ✓ More information about the legal frameworks and more participation
- ✓ As previously stated (Bogna) this should have been granted more time to be able to adequately discuss the roles of each stakeholder.
- ✓ Incorporate expert facilitators
- ✓ Humanitarian Charter - needed more interaction
- ✓ The sessions (participant-led) can be improved by allowing participants to group themselves instead of being grouped.
- ✓ (legal instruments) – There is need to have copies or articles that have provisions that support Sphere for referencing during discussion.

### **3.4 Was there anything not included in the course that needs to be? If so, what is it?**

- ✓ No comment (7)
- ✓ An overview of local constitution
- ✓ Since the handbook is new to me I still have to find out which areas that could have been missed out.
- ✓ Field visit
- ✓ Practice on using roll out tools recommended by Sphere
- ✓ There isn't anything that was missing. I just wish there was more time for participant led sessions and feedback.
- ✓ I felt that the course actually included more than what I expected because it was so packed for the three days.
- ✓ More on ToT, like Adult Learning
- ✓ The Code of Conduct



### 3.5 How else can we improve on the content of the course?

- ✓ No comment (4)
- ✓ Use of local examples
- ✓ Next time invite one of the strategic person involved in coordinating or writing Sphere Handbook.
- ✓ More pictures with clear message
- ✓ To have more practical examples that are local
- ✓ Elongate the training days to cover more
- ✓ Maybe have fewer facilitators, I didn't think 5 was necessary (even though they all did a great job).
- ✓ By giving practical examples in Zimbabwe and Africa
- ✓ Incorporate the comments and suggestions from workshop
- ✓ It may be important to get inputs from participants on what areas they need emphasis on so that emphasis can be put on such areas.
- ✓ I think the content was great
- ✓ Need to include Specialists in International Humanitarian Law, human rights law and Refugee law as guest speakers

## 4. COURSE HANDOUTS

### 4.1 The handouts on the CD were

Quite Useful (1)  
Useful (11)

- ✓ Didn't get one during training
- ✓ Not yet seen them
- ✓ Had not navigated the CD yet

### 4.2 Is there additional information you think should be made available?

- ✓ No comment (9)
- ✓ Another relevant information deemed necessary by the facilitator e.g. stories, jokes and energisers
- ✓ Training manuals
- ✓ Copies of the training materials for the 2011 version once they are available
- ✓ Schedule of training programmes by participants as they roll out the training in their respective areas.
- ✓ None – you directed us to resources that we need - website
- ✓ More information and training tools for 2011

## 5. Course objectives

5.1 Do you think the following objectives have been met? Are you able to: (For each, please tick one box.)	Not met	Partly met	Mostly met	Fully met
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Explain how to apply the Humanitarian Charter and minimum technical standards in humanitarian action	6	9	
Describe different applications for the Sphere handbook within the humanitarian sector	8	7	
Design a training session, including the aims and objectives,	3	7	5
Practise a range of training skills and techniques,	3	7	5
Select appropriate activities, materials and resources for training staff in Sphere	1	11	3
Describe methods to evaluate training programmes	5	8	2
Prepare to carry out training on Sphere.	1	9	5

## 5.2 What did you learn on the course that is particularly useful?

- ✓ Different approaches to training
- ✓ The handbook is a guide for both before, during and after a disaster or conflict situation
- ✓ To me everything was very useful since it had not set sight to the new handbook.
- ✓ Facilitation skills and application of Sphere
- ✓ The Quality of Humanitarian response and the quality factors that result in quality response
- ✓ As a facilitator you **MUST** know your stuff, know your participants, be prepared and engage the participants
- ✓ Co-facilitation
- ✓ Facilitation skills and handling of criticism
- ✓ It was good to be reminded the facilitation techniques. The new 2011 information was valuable and interesting and clearly necessary but presentation/facilitation skills are equally important.
- ✓ Flexible application of the principles
- ✓ The new things in the 2011 version and the other Humanitarian initiatives
- ✓ The need to be an expert in your field
- ✓ Co-facilitation
- ✓ The use of different methods of facilitation
- ✓ How to use the 2011 Sphere Handbook (Its structure and how the different topics feed into each other)

## 5.3 How will you apply this learning in your work?

- ✓ Training others; applying in daily work
- ✓ Make reference to the learning at all stages of project management cycle
- ✓ During project proposal writing, monitoring and evaluation of project; Staff recruitment and staff meetings and staff orientation.
- ✓ Cascade knowledge acquired to the staff and stakeholders

- ✓ In proposal writing and project design; in monitoring visits to project sites
- ✓ I will definitely use the knowledge first by rolling out the knowledge to staff and conducting trainings.
- ✓ Will work hand in hand with other facilitators and prepare well in advance.
- ✓ Refresher training for colleagues and introduction course
- ✓ Carry out training for internal staff and with other partners if time and funding permits.
- ✓ By introducing the principles and Minimum Standards appreciation briefings
- ✓ Staff training and induction including training of stakeholders
- ✓ Will strive to be current in issues to do with humanitarian response
- ✓ When co-facilitating we have to have time together first so that we know what each will do
- ✓ I will use the learning on the training
- ✓ I will train staff on Sphere

## 6. SATISFACTION

### 6.1 Overall, how would you rate this course?

Good           (9)  
 Very Good    (6)

- ✓ This was a good ToT - Keep it up!
- ✓ Keep on carrying our refresher courses so that information and skill continue

## ANNEX 4 SESSION PLANS

# Block 5: Core Standards and Cross Cutting Issues

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## Session Outline

The Session Overall	
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Participants can identify core standards and cross cutting issues.</li> <li>2. Participants understand how to use core standards and cross cutting issues.</li> <li>3. Understanding of the structure and use of core standards.</li> </ol>
<b>Key messages</b>	<ul style="list-style-type: none"> <li>• Core standards and cross cutting issues cut across all chapters in the handbook.</li> </ul>
<b>Time</b>	90 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Flipcharts / pens</li> <li><input type="checkbox"/> 2011 Handbook</li> </ul>
<b>Hand-outs</b>	Scenario and group exercises
<b>Preparation</b>	Group division, scenario and group exercise

Timing	Topic, Activity & Logical Flow	Method, Approach & Comments
30	1. Cross cutting issues.	<ul style="list-style-type: none"> <li>• Game quiz-what had changed for cross cutting issues?</li> <li>• Story telling. Participants given cross cutting issues and tell stories on how they bare used in their different personal</li> </ul>

		<p>situations.</p> <ul style="list-style-type: none"> <li>• Inter-linkages between 2004 common standards and 2011 core standards.</li> </ul>
10	2. Core standards- introduction, what had changed, and structure of standard.	<ul style="list-style-type: none"> <li>• Brief discussion on what core standards are.</li> <li>• Participants given Standards common to all sectors and core standards, compare which minimum standards have fed into which core standards, participants discuss in the plenary.</li> </ul>
40	3. Working with the handbook to answer questions related to applying the core standards.	<ul style="list-style-type: none"> <li>• Scenario given to participants (Muzarabani community).</li> <li>• Group exercise, participants divided into group, supported by facilitators.</li> <li>• First group to identify all 8 core standards gets a price.</li> <li>• Group feedback in plenary.</li> </ul>
10	4. Conclusion – Feedback on learning from group work.	Pick a card. State what you understand by that term.
90		

## Session Activities in Detail

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### 1

#### *Using cross cutting issues and Core Standards*

##### **Session Objective(s)**

- Participants can identify core standards and cross cutting issues.
- Participants understand how to use core standards and cross cutting issues.

##### **Applying Cross cutting issues**

1. Open with Inter-linkages between 2004 common standards and 2011 core standards. Participants to identify how 2004 common standards have been absorbed within 2011 core standards. (5 Minutes).
2. Game quiz-what had changed for cross cutting issues in 2011 handbook?

(5 minutes). Reward right answers with candy.

1. Story telling from participants on how the cross cutting issues they pick can be addressed in their work.
2. Make sure everyone has a copy of the *Sphere Handbook*:
  - a. 2011 Hard Copy
3. Participants should refer to the handbook and first explain key message of the cross cutting issue, and the how they have applied this in their work.

**2**

***Core standards: Introduction and what has changed.***

1. Ask group what core standards are. Distribute handout on 2004 common standards and 2011 core standards, and ask participants to identify which common standards they think is feeding into the new core standards. Participants can create interlinks between the 2 groups of standards, and draw lines to link them.
  - 1b) Briefly discuss how to get to core standards in the handbook, and the new structure of the core standards, so that participants are familiar with it.

**3**

**Group work : Using core standards**

1. Divide Participants into pairs, give them scenario and instructions. They should go through the scenario and identify instances in the scenario where core standards can be applied. Groups should justify their choice, and refer to SPHERE.

Time: 50 minutes

**4**

***Conclusion – Feedback, Q&A.***

1. Questions & Answers – seek questions and concerns if any
2. Seek key learnings
3. Close  
10 mins

# Block 6: Using Technical Standards and Indicators

## Session Outline

The Session Overall	
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>4. Participants can explain distinction between core and technical standards</li> <li>5. Participants understand how to use minimum standards, key actions, key indicators, guidance notes</li> <li>6. Understanding of the structure and use of technical chapters</li> </ol>
<b>Key messages</b>	<ul style="list-style-type: none"> <li>• Minimum standards are key in life-saving sectors</li> <li>• Four technical chapters: water supply, sanitation and hygiene promotion; food security and nutrition, shelter, settlement and non food items; and health action.</li> </ul>
<b>Time</b>	90 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Flipcharts / pens</li> <li><input type="checkbox"/> 2011 Handbook</li> <li><input type="checkbox"/> Page Markers</li> <li><input type="checkbox"/> Ball for feedback exercise</li> </ul>
<b>Hand-outs</b>	Scenario and group exercises
<b>Preparation</b>	Group division, scenario and group exercise

Timing	Topic, Activity & Logical Flow	Method, Approach & Comments
10	5. Introduction to the Technical Chapters. Overview and Structure using the chapter map.	Plenary Review of Technical and minimum standards

10	6. Guided walk through a WASH standard. (Technical standard 3: Water supply).	<ul style="list-style-type: none"> <li>• Step-by-step walk through the standard – reading by all participants working on the same page.</li> </ul>
50	7. Working with the handbook to answer questions related to using technical standards, key actions, key indicators and guidance notes	<ul style="list-style-type: none"> <li>• Scenerio given to participants</li> <li>• Group exercise supported by facilitators.</li> <li>• Group presentations in plenary.</li> </ul>
20	8. Conclusion – Feedback on learning from group work. Quality & Answer	<ul style="list-style-type: none"> <li>• Ball method</li> </ul>
90		

## Session Activities in Detail

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**1**

### **7. *Using Technical Standards and Indicators. Overview and Structure Introduce the Objectives of the Session.***

#### **Session Objective(s)**

- To clarify the distinction between core and technical standards.
- To assist participants on how to use minimum standards, key actions, key indicators, guidance notes

Understanding of the structure and use of technical chapters

4. Open with sharing from experience on one of the technical standards - Settlement
5. Make sure everyone has a copy of the *Sphere Handbook*:
  - a. 2011 Hard Copy
6. Guide the group in a quick walk through the Technical Standards. Participants may use page-markers if they wish.

**2**

### ***Guided walk through a Technical Standard – Technical standard 3: Water supply.***

2. Guide the group in a step-by-step walk through one selected standard. Ensure that everyone is working on the same page at the same time.
3. Question & Answer – take questions as they arise.

Group work



**3**

2. Divide Participants into 4 groups, according to the 4 technical chapters.
3. Give instructions:  
Give scenario and exercise.  
30 mins

**4**

***Conclusion – Feedback, Q&A.***

4. Feedback using the stick method every participant gets to share what they have learned about using technical standard and core standard in this session.
5. Questions & Answers – seek questions and concerns if any
6. Seek key learnings
7. Close  
20 mins

## Session Plan: Introduction to Sphere

NOTE: This session has been designed under two assumptions:

- you will use Power Point
- the audience has some knowledge on Sphere and the context

### Session commentary

The Sphere Project and its Handbook help humanitarian actors to continuously strive for more quality and accountability in humanitarian response.

The Sphere Handbook is the most widely known and internationally recognized set of common principles and universal minimum standards for humanitarian response. It allows humanitarian actors to provide quality humanitarian response in an accountable manner. This is because the Handbook reflects the sector's evidence-based best practices, agreed upon through an unprecedented, global and open consultative process. This process has led to the 2011-revised edition.

## Learning Objectives

- Explain the philosophy and approach of the Sphere Project
- Identify the sections in the handbook
- Describe how to use the Handbook in the realm of humanitarian action
- List other quality and accountability initiatives linked to Sphere

## Key Messages

- The Sphere Handbook sets clear benchmarks for what actions can be considered as humanitarian.
- Taken together, the Humanitarian Charter, Protection Principles and Core Standards define humanitarian response as one, which is concerned with the basic rights of populations affected by disasters and conflicts.
- The Sphere Project and its Handbook help equip humanitarian actors to continuously strive for more quality and accountability in humanitarian response.



# 90'



Flip chart papers

Colour pens

White board / Non permanent markers

A5 light colour cards – 40 cards, 4 different colours

Post its

Masking tape or bluetack

Logos of the Q&A initiatives in plasticized A4 papers: INEE, LEGS, SEEP, HAP, ECB, People in Aid, Groupe URD-COMPAS, Coordination Sud, ALNAP

## Preparation

Get familiar with the chapter “What is Sphere?” of the handbook and the new structure of the chapters.

Plasticized the logos

Prepare the flipchart with the questions

Prepare the cards with the chapters of the handbook

## Session at a Glance

Timing	Topic	Method
10'	Activity 1: Key basis	Brainstorming
15'	Activity 2: Quality and accountability	Discussion and small group work
25'	Activity 3: What is Sphere	Small group work + <b>Handout 1</b>
Break		
25'	Activity 4: How to use the new Handbook	Discussion, small group work + <b>Handout 2</b>
10'	Activity 5: Why Sphere is important	Plenary (participants' experience in Sphere)
5'	Activity 6: Wrap up	Key messages on colour cards
90'		

# Block 5: The Humanitarian Charter- Protection

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## Session Outline

The Session Summary	
<p>The Protection chapter is a new addition to the Sphere handbook. The chapter represents the growing recognition of the need to consider both how to take a protection-sensitive approach to humanitarian work (Protection sensitive humanitarian programming) but also how to ensure that the rights of people affected by disasters and conflict are promoted and respected (through specific legal actions in humanitarian contexts).</p> <p>This session examines the protection principle in the handbook in more detail and outlines the legal framework of human rights in both disasters and conflict situations.</p>	
<b>Learning Objectives</b>	<ol style="list-style-type: none"><li>8. Participants should be able to remember the four protection principles in the handbook and relate them to the Zimbabwe context</li><li>9. Participants should be able to describe different approaches to protection in humanitarian responses</li><li>10. Participants should be able to describe <b>key</b> sources of law detailing the rights of people affected by disaster and conflict</li></ol>
<b>Key messages</b>	<ul style="list-style-type: none"><li>• The Sphere Handbook puts the rights of disaster affected populations to life with dignity, protection and assistance at the centre of humanitarian response</li></ul>
<b>Time</b>	80 minutes
<b>Materials</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Slides</li><li><input type="checkbox"/> 2011 Handbook</li><li><input type="checkbox"/> Flip chart</li></ul>
<b>Hand-outs</b>	Instruction for exercises in pairs - Review picture, identify protection issues and the principle they relate to

**Preparation**

No prior preparations by the group except to read sphere section

Timing	Topic, Activity & Logical Flow	Method, Approach & Comments
30	Introduction to the Protection session. Protection definition Explain Protection principles	Nelly Participants work in pairs to brainstorm Lecture
25	Discussion on sample pictures	• Work in pairs and plenary discussion
20	The International Legal Framework	• Alice- using Slides
5	Wrap up	• Nelly – Sum up the discussion using slides as attached
80		

## Session Activities in Detail

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**1**

### ***Overview and Introduction of Protection and the Objectives of the Session***

7. Introduction to protection - Brainstorm
8. Make sure everyone has a copy of the *Sphere Handbook*:
  - a. 2011 Hard Copy
9. Participants to work in pairs.

**2**

### ***Plenary discussion on Protection Principles using local context examples***

4. Slides presentation and plenary discussion on protection principles
- Review of protection principles and application and relevance using specific

local context examples that participants have experienced.

**3**

**Legal frame work – Presentation and plenary discuss using using slides**

**4**

***Wrap up and Conclusion***

# Block 3: The Humanitarian Charter

## Session Outline

### The Session Overall

One of the fundamental skills of a good facilitator is the giving, receiving and managing of feedback. Feedback suffers what all communication suffers – *What I say is hardly ever what is heard!* Feedback is not a technical process but a human interaction that has influence on the giver and the receiver. How we do it is as important as what is actually said or intended. In this session we take a look at feedback as both deep human interaction as well as a fundamental skill to be developed.

Seeking and receiving feedback is as much a skill as giving it is. Seeking feedback requires some practice. It also requires some analysis for feedback to be truly effective.

<b>Learning Objectives</b>	<b>At the end of the session, participants will be able to:</b> <ol style="list-style-type: none"><li>1. List the four protection principles in the handbook and explain how they relate to humanitarian programming</li><li>2. Describe the sources of law detailing the rights of people affected by disaster and conflict</li><li>3. Describe different approaches to protection in humanitarian responses</li></ol>
<b>Key messages</b>	<ul style="list-style-type: none"><li>• The Sphere Handbook puts the rights of disaster affected populations to life with dignity, protection and assistance at the centre of humanitarian response.</li></ul>
<b>Time</b>	60 minutes
<b>Materials</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Flipcharts / pens</li><li><input type="checkbox"/> 2011 Sphere book</li><li><input type="checkbox"/> Soft Copy of Revised 2011 Package (Modules 2)</li><li><input type="checkbox"/> Page Markers</li></ul>
<b>Hand-outs</b>	Group task case study
<b>Preparation</b>	



Timing	Topic, Activity & Logical Flow	Method, Approach & Comments
10 minutes	Activity 1: What is protection?	Slide show of images and discussion
10 minutes	Activity 2: The International Legal Framework	Slide show with small pairs exercises
30 minutes	Activity 3: Protection activities and principles	Small group exercise
5 minutes	Activity 4: Wrap up	Round robin
55 minutes		