Online Sphere Training of Trainers

Training & Lessons learnt Report

Facilitation Team:

www.cha-africa.org

Report by:

Wonder Mufunda
(**Lead Facilitator** – wonder@cha-africa.org)
&
Caroline Ruto
(**Lead Evaluator** – caroline@cha-africa.org)

Organised by:

Kampala, Uganda

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Acronyms and definitions

CHA   Centre for Humanitarian Analytics

STP   Sphere Training Package

ToR   Terms of Reference

ToT   Training of Trainers

1.0 INTRODUCTION

Background & Context

Uganda currently hosts approximately 1.4 million refugees making it the largest refugee hosting country in Africa (Trocaire ToR, 2020). However, provision of humanitarian services based on internationally recognized standards is increasingly critical for the wellbeing of refugees and their harmonious integration with host communities. As part of Trócaire's commitment to quality and accountability, Trócaire strives to meet the standards established by Sphere. All countries where Trocaire works are susceptible to humanitarian crises and staff are sometimes called upon suddenly to assist those in need.

The Training of Training – Overview

One of the strategies for Trocaire in Uganda is to develop a group of Sphere Trainers in the country who can disseminate the knowledge while designing projects, capacity building of field staff, strengthen humanitarian program cycle and advocacy. **Centre for Humanitarian Analytics (C**HA**)**, as a Sphere Focal Point that shares the same philosophy, were engaged by Trocaire Uganda to train **twelve (12) participants** drawn from Trocaire and its Partners from various humanitarian partners that operate in Northern Uganda. The training **was** online **covering** both theoretical and practical.

A closer analysis of the operating environment in Northern Uganda review**ed** that even today, just 19 percent of Ugandans have internet access, and data networks in Northern Uganda are weak and unreliable even minutes outside the regional capitals (World Bank, 2019). This pose**d** a logistical and methodological consideration for the desired online training in that if **the trainers were** to use only real-time **methodologies such as Webinars**, etc., chances **were** that some participants **would** experience internet connectivity challenges during the scheduled webinar thus missing on some of the sessions. Much of northern Uganda, a remote and sparsely populated region, is still withou**t access to fiber optic cables.** Thus, a more flexible but innovative **online**

methodology **was used** when dealing with such resource-constrained settings.

This report has been produced by trainer team that **d**ocumented the summary of training content and reflection of Sphere TOT held **online** from **30th November** to **4**th **December** 20**20**. It includes background, specific objectives, session inputs/output, and participants' actions during the sessions, feedback and evaluation. It also highlighted the lessons learnt and recommendations for future training programs. The list of participants and agenda are attached as annexure.

2.0 Training team

3.0 CHA Online Training Portal

CHA offered an internet based electronic platform to deliver effective training of Sphere Standards. Due to its convenience and flexibility, learning through an electronic platform results in effective learning experiences and results. The platform complements most of the efforts being made to compact the spread of the Covid-19 pandemic and the same time its flexible enough to allow participants to take the training course at a time convenient to them and at their own pace. The 24 modular Sphere Standards Training of Trainers Course was made up of 3 parts: a set of pre-recorded video lectures, a practical workshop, and some online continuous assessments. Of these 24 modules, 6 of them focused on creating the right Attitude, 10 modules sharpened the facilitation Skills while 8 concentrated on making sure that the Trainees develop Knowledge about Sphere 2018 version.

4.0 Aim and Objectives:

Sphere TOT aimed to assist participants in applying and promoting Sphere as a tool to improve quality and

accountability of humanitarian actions by the approaches of learning, acting and connecting.

Objectives:

- o Learn the application process for Sphere Standards as a tool for humanitarian response;

- o Describe the structure of Sphere content and core humanitarian standards;

- o Appreciate the principle of Adult learning;

- o Demonstrate and reflect different training and facilitation skills; and

- o Prepare to lead Sphere training events.

5. 0 The Participants' Profiles

Ordinarily, Sphere Training of Trainers courses are meant for those who train or manage learning in the humanitarian sector, have prior experience of at least 4-5 years in conducting training in humanitarian issues, basic understanding of the contents of the Sphere handbook with discrete role in their current job responsibilities. Altogether 12 participants had been identified by Trocaire Uganda comprising staff from Trocaire Uganda and its partner agencies

having specific responsibilities linked to quality and accountability, involvement in disaster response, prevention, mitigation and preparedness; training experience; and capacity to replicate and share the training's content. All participants had submitted Pre course assignment and self-assessment. An analysis of those submissions showed that almost 85% of the participants had **NOT** attended Sphere orientation prior to this TOT but however, having strong commitment to move on to their next layer of responsibilities. Only 15% participants are those who are trainers in their respective field and aware about Sphere. Such a profile posed some facilitation challenges in that the expectations of some trainees to be taken through elaborate lectures on general Sphere Standards content is not exactly how a ToT is structured without risking the other training objectives. The trainers team however, modified the agenda slightly to accommodate a few extra modules to drill in Sphere content (**Knowledge**) without diluting the other assessment attributes of **Skills** and **Attitude**.

Some 40% of the participants were getting exposed to an online training for the **very first time** in their professional careers. Even for those who had prior exposure, long webinars were their popular methodology. CHA trainers team understood that Online training came with some temptations for "session

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Facilitated and Reported by Centre for Humanitarian Analytics (CHA)
Email: wonder@cha-africa.org | Skype: wonder.mufunda |Mobile: +263-772 661343 (ZW)

absenteeism" wherein a participant can mute their screen during real-time sessions (e.g. Webinars) without the trainer(s) being able to control such undesired behaviour. This can result in some participants coming out of the training half-baked but with a Certificate of Participation. Thus CHA's proposed solution had to incorporate appropriate monitoring and assessment check-points for knowledge and facilitation skills acquisition as expressed in the ToR.

Five (5) of the 12 participants (42%) were operating in northern Uganda, a remote and sparsely populated region, which is still without access to fibre optic cables. Thus, a more flexible but innovative training methodology was required when dealing with such resource-constrained settings.

6.0   Process and Methodology

The 5 days Sphere TOT has included a variety of methods such as:

Visual

Videos | Plenary

Case studies

Quiz| Games

Brainstorming

Self-reflection | self-study | Presentations

Kinetic

Intros pect
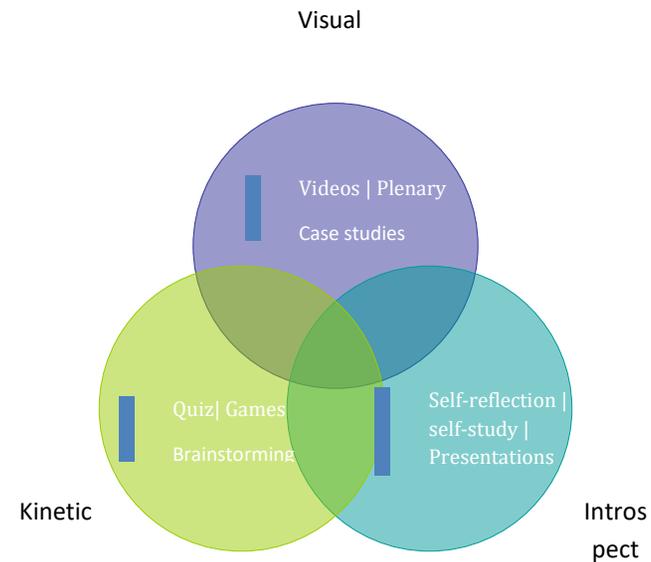
Trainers also discussed with participants over WhatsApp video/call during the course of each day reflecting on how each participant was getting on with the course and getting feedback to make necessary adjustments in methods, tools

and training aids. As part of the training agenda, a 3-5-minute mini session as per their choice and 10 minutes' sessions were conducted. As the main purpose of the training was to sharpen the training skills of the people, all the participants performed and led a session of 10 minutes. It was performed over Zoom platform where the prescheduled Sphere Training Package (STP) modules 5 to 19 were allocated to the participants based on their themes of work. The facilitation team made arrangement to record the Zoom sessions of the participants.

7.0   Training content and Proceedings

Overall the training covered majority of the STPs from the new and revised training package. Although during the mini workshop (Refer Agenda), major emphasis was on STP-1-3, other chapters were also touched to support participant in recalling their prior learning. During participant led sessions, STP-4 to STP-16 has been covered except "Act Themes" of STP 17-19 due to the size of the group. Daily summary of the sessions carried out during the training are presented below.

7.1   Day 1

7.1.1 Module 2: Opening and Course Overview (80 min Zoom session)

Mr. Wonder Mufunda, Lead Facilitator gave a welcome remark and broadly highlighted the process through which the online Sphere TOT has been arranged. He outlined that this 20-hour Sphere Standards Online Training of Trainers Course was structured in such a way that part of the modules is taken via a dedicated CHA eTraining portal which is complemented by Live Zoom sessions. The 24-modular course is made up of 3 parts: a set of pre-recorded video lectures, a practical workshop, and an online certification continuous assessments. In order to know how much our participants are acquitted with Sphere initiative; they have been asked to reflect their familiarity with Sphere through the Module 1 self-assessment. It was learned that 85 percent of the participants have heard about Sphere, 45% have hold the sphere 2018 handbook and around 65 percent people have used the standards in their field locations. TOT objectives and Agenda were explained to the participants.
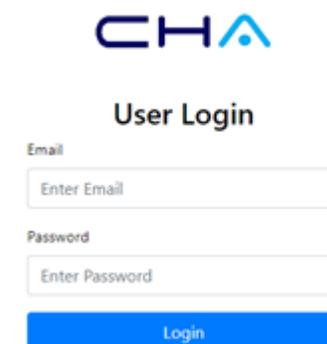
To facilitate better learning, participants also shared their most important learning objective from the training event through Module 1 submissions. The event also created opportunity of encouraging each other and for that a WhatsApp group was created for cross-learning. The platform also served to share any issues of common interest and announcements e.g. points of clarifications about individual progress on the portal, reminders, Zoom links, etc.

7.1.2 Module 3: Introduction to Sphere & Sphere Handbook (Portal session)

Module 3 was an abridged session of introducing Sphere with its core beliefs. Participants reflected on core beliefs – Life Dignity, assistance, protection and steps for alleviating human suffering. Session covered journey of Sphere since 1997, interdependent chapters of Sphere handbook and overall theme of Learn, Act and Connect. Session also used Video named "How it all begun" and asked participant's reflection on the same.

7.1.3 Module 4: The Sphere Training Package (STPs) (Portal session)

Module 4 introduced participants to the Sphere Training Package (STP). This training package is made up of 20 pre-designed modules of 90 minutes each. The key message for the module was that while the 20 session plans presented in this package are designed primarily for workshop-style training – with small-group exercises, and activities – all sessions can also be used effectively for self-study and distance learning with minor modifications.

7.1.4 Module 5: Trainer/training evaluation (Portal session)

The focus of Module 5 was to expose participants to the different trainers and their training styles with the aim of making them (participants) evaluate how each video case study is conducting the training. What did the trainer do well and what could they have done differently or done better, in the opinion of the participant?

7.1.5 Module 6: Trainer Reflections (Portal session)

Module 6 aimed to help trainees reflect on different training styles and experiences of what a good trainer should keep in check when planning and conducting a training session. This they did through a practical exercise in which each participant was to prepare a 3-5 min presentation on either a topic of "Trainers are not entertainers" or "Reflections on experiences from a Sphere training event". Presentations were to be done during Module 10 on Day 2.

7.1.6 Module 7: Mini-lecture abridged from What's new in Sphere 2018 (Portal session)

Module 7 enabled participants to recall the challenges in the sector which became the drivers of the Handbook revision, the approach to and results of the revision process; the key changes between the 2011 and 2018 editions; how Sphere has evolved and what new products are on offer; and you will be able to discuss how the 2018 edition is adapted to the current contexts in which its users operate. This was an abridged PowerPoint presentation of "What's new in Sphere 2018?"

7.2 Day 2

7.2.1 Module 8: Adult learning theory (Portal session)

This module reflected on David Kolb's influential book Experiential Learning: Experience as the source of learning and development (1984) which theorized that people develop preferences for different learning styles in the same way that they develop any other sort of style, for example, management, leadership, negotiating. A video was used to illustrate the key tenets of the theory followed by some reflection exercises.

7.2.2 Module 9: Learning needs analysis (Portal session)

COVID-19 has brought a lot of changes to how organisations operate vis-à-vis the existing skills match. This is where a needs analysis comes into play. In this module, guidance on how to conduct a needs analysis was presented and experienced through video case studies and individual reflection exercises.

7.2.3 Module 10: 5-minute presentations (Participant-led Webinar type session)

Module 10 offered participants an opportunity to show case their presentation skills by sharing their reflections from the exercise from Module 6 in a Live Zoom session. Each participant is allowed 3-5 min to share with rest of the group. Peer and trainers' feedback followed each participant presentation. During the mini-session Self-Evaluation tools had been circulated to participants. Each participant evaluated themselves and wrote the challenges they have faced during the Quasi Impromptu Presentations.

7.3 Day 3

The Lead facilitator started the day off with a **40min Zoom session** to recap Day 1 & 2 and to then give an overview of Day 3 modules after which participants were allowed to continue with their modules for the day via the portal.

Individual support was then given via WhatsApp video/calls throughout the day.

7.3.1 Module 11: Adult learning clinic (Portal session)

Module 11 introduced participants to the Sphere Facilitator's Guide which provides an overview of the Sphere Training Package (STP) 2018, and advice to help participants plan and deliver successful training on Sphere (2018 edition) that best fits their audience's needs, trainer's own style and capacities, and resources at their disposal. The Sphere Facilitator's Guide was the main aid for this session.

7.3.2 Module 12: Training Tips (Portal session)

Module 12 was set out to offer some hints and tips to participants based on experiences from other seasoned and professional trainers. This was achieved through short video case studies on various training tips before attempting the reflection exercises. The key tips and reflections were on "How to deal with different categories of difficult participants"

7.3.3 Module 13: Humanitarian Charter Quiz (Portal session)

Mastery of Sphere Standards content is one of the key attributes of a good Sphere Trainer. Module 13 offered an opportunity for participants to assess their knowledge of the

Sphere 2018 Handbook by doing the Humanitarian Charter quiz.

7.3.4 Module 14: Preparations for maxi-sessions (Participant led)

Module 14 was preparation for maxi-sessions in Module 15. Based on the SPT 4 - STP16 that each participant had been allocated. Participants studied that STP (Lesson plan, PowerPoint slides, and exercises) and got ready to present to the rest of the participants during Module 15 in a Live Zoom session.

7.4 Day 4

7.4.1 Module 15: Participant-led Maxi-sessions (Live Zoom sessions)

Module 15 offered participants an opportunity to show case their presentation skills by facilitating an abridged allocated STP session with other participants as the "trainees" in a Live Zoom session. Prior to the beginning of the STP presentations, the "Self-Evaluation" sheets had been distributed to participants who were asked to fill it in and shared it with the evaluator at the end of the session to provide further insight as to the impact of trainers. The major highlights and key messages of the STPs are found in Annex 1 of the Sphere Facilitator's Guide. Due to poor internet connectivity

experienced by some participants in Northern Uganda, four (4) presentations were postponed to Day 5.

7.4.2 Module 16: Evaluator Feedback – Caroline Ruto (Live session)

The Lead Evaluator (Caroline Ruto) offered feedback on the general observations on participants' performance.

Key Highlights:

Some general observations during the participant led sessions are as follows:

o   Some of the participants have prepared really well which shows in their methodology.

o   Participants have better understanding on the training content

o   Participants enjoyed while presenting and facilitating sessions

o   Sphere training package was used but there might be some innovations in the approach

o   Participants need to improve their understanding on the content in coming days.

7. 5 Day 5

The day began with a **Zoom live session** to allow the four participants who had not managed to present the previous day to do so. Only 3 however, managed to get online for their presentation. The outstanding one was scheduled for the Friday evening at the close of the training as the participant still experienced poor internet connectivity. The live interaction tailed off with an outline of Day 5 modules and another scheduled Zoom session for module 22 later that afternoon.

7.5.1 Module 17 –Activity Scrambled cards (Portal session)

Module 17 was another opportunity to check participants' mastery of Sphere Standards content through the 4 Protection Principles "Scrambled cards game". Most participants performed poorly in the game as some failed to move the cards and align them to the correct Protection Principle. The facilitation team had to accept the request by some participants for a re-take of the exercise after which the results were much satisfactory.

7.5.2 Module 18: Me as a Trainer (Portal session)

Module 18 was more self – reflection time for each trainee and rating their performance from all the learning this far using self-evaluation forms that the Lead Evaluator had shared. This helped participants to identify what had improved in them

through this training and any other areas needing strengthening.

7.5.3 Module 19: Training checklist & measuring training impact (Portal session)

Module 19 exposed the participants to Kirkpatrick's model of measuring training outcomes before they took an exercise on developing appropriate Evaluation questions for each of the 4 levels of outcomes according to Kirkpatrick's model.

7.5.4 Module 20: Preparing a training event (practical)

In Module 20, participants were engaged in a practical exercise to prepare a mock Sphere training event using the STP lesson plans and any other new skills that they had now learnt.

7.5.5 Module 21: Individual action planning (Portal session)

In Module 21, each participant was afforded the opportunity to produce their individual Action plan on how they intend to utilize their newly acquired skills in the next 3-6 months post training.

As part of the training event, Trainer asked to recall their 2 expectations that they have mentioned during Sphere pre-training submission. Participants were asked to identify one strength area that will support them to accomplish their commitments. Also, they have been asked to identify 2 areas where they feel to improvise in their skills/knowledge.

Finally, they have also shared what kind of support they are looking from CHA and Sphere. There was one suggestion which was unanimously supported by all ToT participants; a call for remote support for up-and-coming Sphere trainers. During the months following the ToT event, participants are expected to facilitate or co-facilitate at least two Sphere workshops. What they want/need during this time – as they organize workshops and prepare themselves to lead them – is to be able to contact an experienced/listed Sphere trainer for support, mentoring and advice. Naturally, any participant can contact the Sphere office at any time, but ultimately, a decentralized peer-to-peer model would be more sustainable. CHA as one of the Sphere Focal Points will look into how this service can be provided.

7.5.6 Module 22: Collective initiatives (Live Zoom session)

Module 22 took participants to make plans and commitments on how this Sphere training will be used within their respective organisations, countries, and regions to build critical masses of humanitarian practitioners more exposed to globally accepted Humanitarian Standards. Key collective commitments that came out of that plenary session included:

- That this new group of trainers would continue to get back-up support from Centre for Humanitarian Analytics as each trainee takes the baby steps to conduct training in the coming 3 – 6 months.

- Centre for Humanitarian Analytics commits to groom Trocaire Uganda to be a potential Sphere Focal Point for Uganda. Recommendations for accreditation with Sphere Geneva will then be made at the end of the successful accompanying process. This may take up to 24 months depending on how much progress Trocaire Uganda will be making.

7.5.7 Module 23: End of course assessment (Portal session)

This is a wrap up Sphere content assessment session where participants took a Sphere Standards general quiz.

7.5.8 Module 24: Course Evaluation (Portal session)

Participants got an opportunity to evaluate the whole training course to share their experiences. About 91% of the participants rated the training highly with 55% saying that it was "Excellent" while 36% felt it was "Good". 91% of the participants appreciated the user-friendliness of the CHA eTraining portal. Details of those reflections are on Annexure C.

8.0   LESSONS LEARNT & RECOMMENDATIONS

Notable lessons have also been learnt so far:

Prior Sphere Standards is necessary before a ToT

- This was a bespoken training in which participants had already been enlisted by Trocaire Uganda. In order to properly fit the profile of typical ToT participants, it is strongly recommended that participants be exposed to the 3-day Sphere Standards package first before embarking on a ToT.

Online training for resource-constrained settings:

a. The training was **online** and both **theoretical and practical sessions still needed to be satisfied according to the Sphere ToT model**. However, a closer analysis of the operating environment in Northern Uganda (where nearly 50% of the participants were located) reviewed that even today, just 19 percent of Ugandans have internet access, and **data networks in Northern Uganda** are **weak and unreliable** even minutes outside the regional capitals (World Bank, 2019). This posed a logistical and methodological consideration for the desired online training in that if CHA facilitators were to

use only real-time methodologies such as Webinars., chances were high that some participants would experience internet connectivity challenges during the scheduled webinar thus missing on some of the sessions. Much of northern Uganda, a remote and sparsely populated region, is still without access to fibre optic cables. Thus, a more flexible but innovative methodology is recommended when dealing with such resource-constrained settings. This training managed to achieve that by blending portal-based sessions with live Zoom sessions. There was also a back-up via WhatsApp video/calls.

Tools and Methods:

Some of the standard face-to-face tools as used during Sphere ToTs generally do not work in an online setting:

i. **New tools have to be adopted.** CHA developed an eTraining portal for this Sphere ToT and that helped a lot in facilitating the delivery.

ii. **Standard tools have to be adapted.** The training agenda had to be a blend of portal and live Zoom sessions to accommodate the participants who had internet connectivity challenges.

iii. **Facilitators have to be very creative and ingenious.** Module scripts had to be shared via email for use by those participants who had poor connectivity in Northern Uganda as back-up for them to still work offline after downloading the scripts. Whilst this added extra manual evaluation work for the assessors when scripts were now submitted via email as opposed to via portal, this was an adaptive strategy under the constraints.

iv. **Facilitation skills have to be at work on fulltime basis.** The variations in the participant profiles meant that the trainer team had to absorb other expectations. The training was meant to be 20 hours. However, trainers team had to work extra hours every night to attend to any calls for support by those participants who could not work during the scheduled daytime hours either due to loss of power and/or poor connectivity.

v. **Tech Support is very necessary for successfully facilitating an online Sphere ToT.** CHA deployed a standby Tech team that worked round the clock offering IT support services to the trainees. For some trainees, it was their first experience to undergo training via a portal or even Zoom and hence some element of "hand-walking" was needed.

vi. **Online training calls for different skills set.** Conducting and participating in an online Sphere ToT is a completely different turf for some participants who might be good in conducting face-to-face trainings. The discipline of time management (e.g. all participants to login Zoom sessions on time), maintaining the vibrancy and dynamics of the group, ensuring active participation, working from home, etc. all call for both the facilitators and participants to adapt to the new working/training code.

Annexures B: List of Participants

1.	Lillian Viko (Trocaire)	7.	Denis Okello (Trocaire)
2.	Robert Okuku (Trocaire)	8.	Mary Baganizi (Trocaire)
3.	Bonny Otto (African Wom. Rising)	9.	Joan Lanyero (Trocaire)
4.	Lawrence Ogwal (Thrive Gulu)	10.	Irene Piloya (African Wom. Rising)
5.	Naomi Acara (Thrive Gulu)	11.	Proscovia Anena (Afr. Wom. Ris.)
6.	Doreen Owino (Trocaire)	12.	Sharon Achem (Trocaire)

9.0 Annexures

Annex A: Training Agenda

Annex B: List of Participants

Annex C: Final Course Evaluation Analysis

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Email: wonder@cha-africa.org | Skype: wonder.mufunda |Mobile: +263-772 661343 (ZW)

Trocaire Uganda Sphere ToT
Tentative Agenda

Sphere Training of Trainers Online Course

Duration	Day 1 Monday	Day 2 Tuesday	Day 3 Wednesday	Day 4 Thursday	Day 5 Friday
	Module 1: Pre-training "Check-up"			**Module 15:** Participant-led Maxi-sessions (Zoom Live session)	
10:00 EAT 60'	**Module 2:** Introduction to the ToT (overview) (Zoom session)	**Module 8:** Adult learning theory (Portal session)	**Module 11:** Adult learning clinic (Portal session)	Giving & Receiving Feedback (Evaluator)	**Module 17:** Activity Scrambled cards (Portal session)
	Module 3: Introduction to Sphere & 2018 version (Portal session)			Presentation1 & 2	**Module 18:** Me as a Trainer (Portal session)
11:00 EAT 60'	**Module 4:** The Sphere Training Package (STPs) (Portal session)	**Module 9:** Learning needs analysis (Portal session)	**Module 12:** Training Tips (Portal session)	Presentation 3 & 4	**Module 19:** Training checklist & measuring training impact (Portal session)
	Module 5: Trainer/training evaluation: (Portal session)			Presentation 5 & 6	**Module 20:** Preparing a training event **(practical)** **(Portal session)**
15:00 EAT 60'	**Module 6:** Trainer Reflections (Portal session)	**Module 10:** Participants' 5-minute presentations (Zoom Live session)	**Module 13:** Quiz (HC) (Portal session)	Presentation 7 & 8	**Module 21:** Individual action planning (Portal session)
				Presentation 9 & 10	**Module 22:** Collective initiatives (Portal session)
16:00 EAT 60'	**Module 7:** Mini-lecture adapted from STP 3 (Portal session)	**Module 10:** Participants' 5-minute presentations (Zoom Live sessions)	**Module 14:** Preparations for maxi-sessions (Participant led)	Presentation 11 & 12	**Module 23:** End of Training Assessment (Portal session)
				Module 16: Evaluator Feedback	**Module 24:** Evaluation of ToT, certificates (Zoom session)

Note: This course is competency-based and as such has been designed to produce Trainers who will **demonstrate** Sphere Standards knowledge (content), skills (delivery) and right attitudes to be a Sphere Trainer. Assessments throughout this 20-hour course will be based on those attributes.

ANNEX C: SPHERE TRAINING OF TRAINERS – OVERALL WORKSHOP EVALUATION REPORT

By Caroline Ruto

1. Whether the Subject matter was adequately covered.

Pie chart legend:
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Values shown: 18%, 9%, 73%
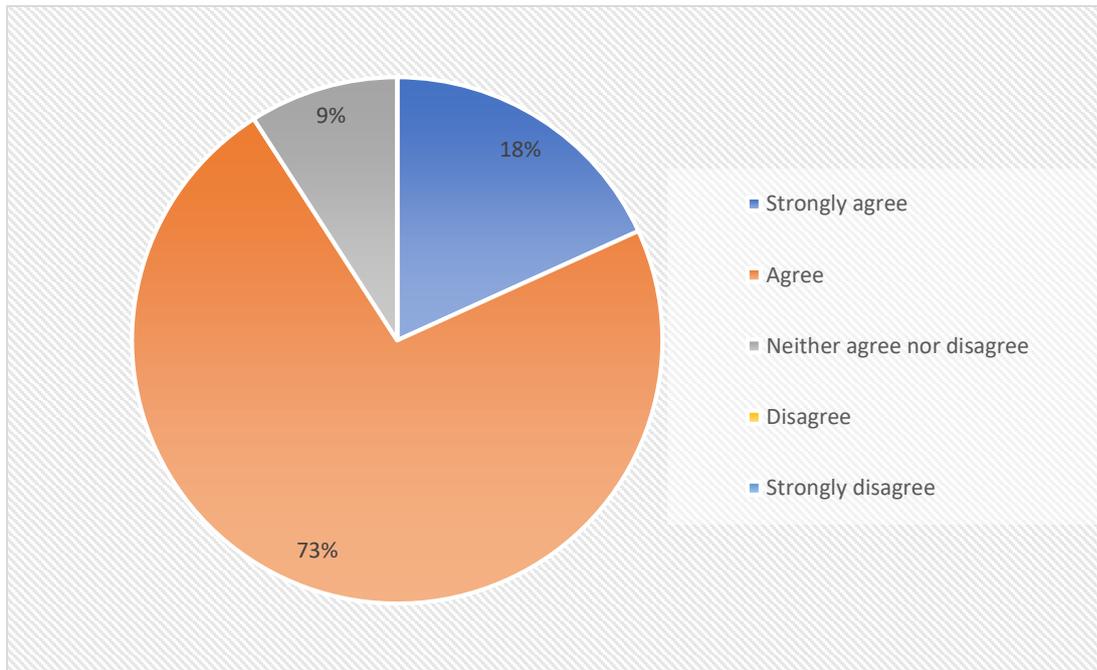
2. Whether the content was suitable for participants' background and experience.

Pie chart legend:
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Values shown: 45%, 55%
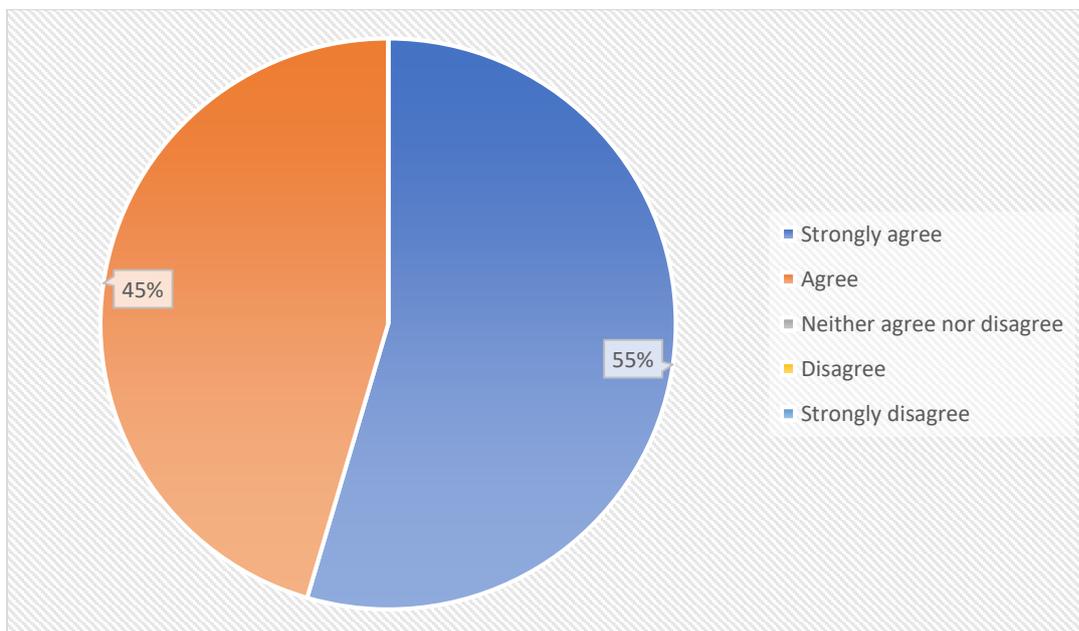
3. Whether the programme was well paced.
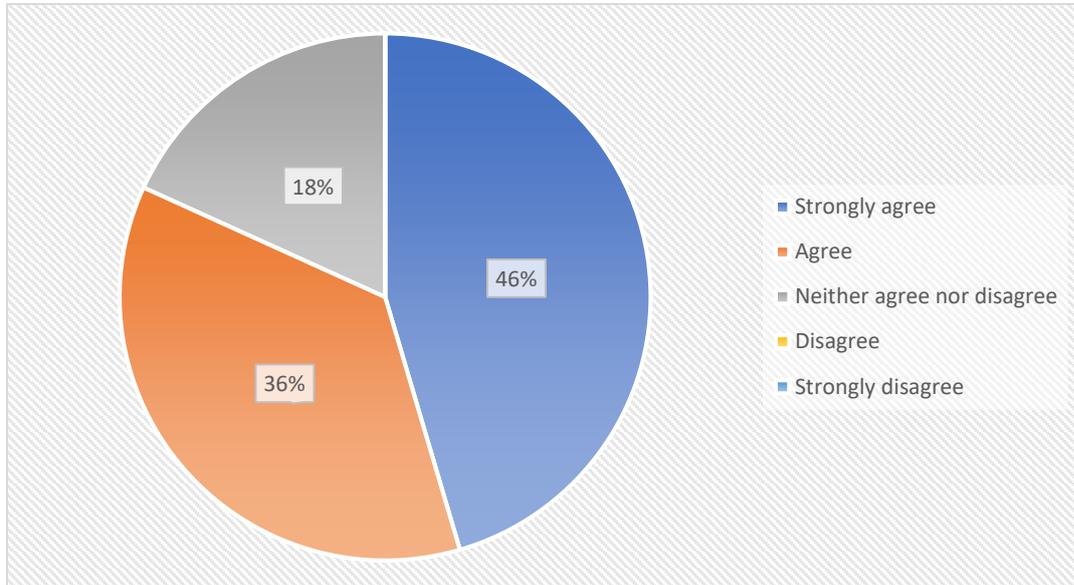
4. Whether the handouts were relevant.
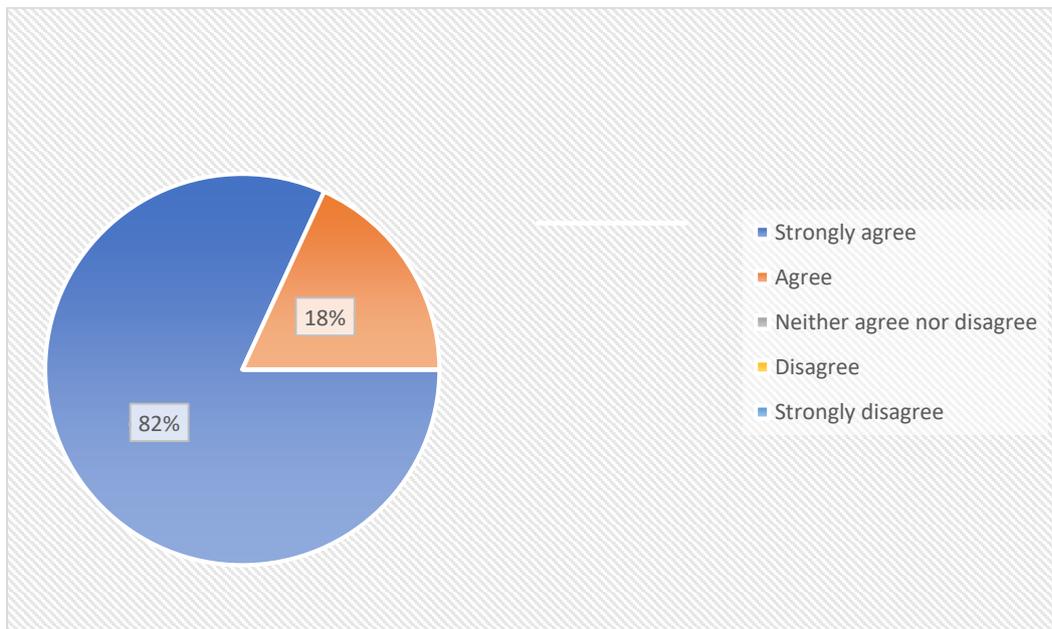
### 5. Whether participants were given adequate individual support.
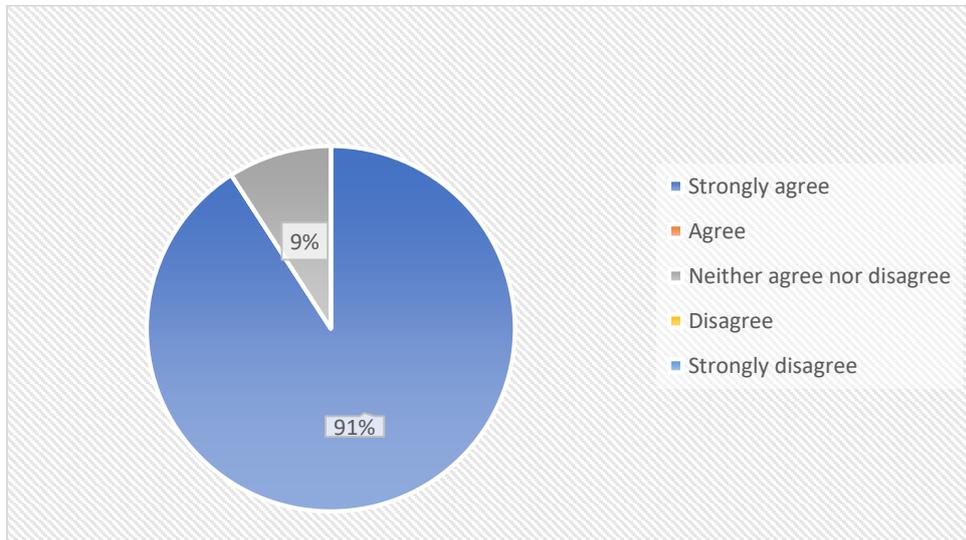

6. Whether the training met individual's objectives
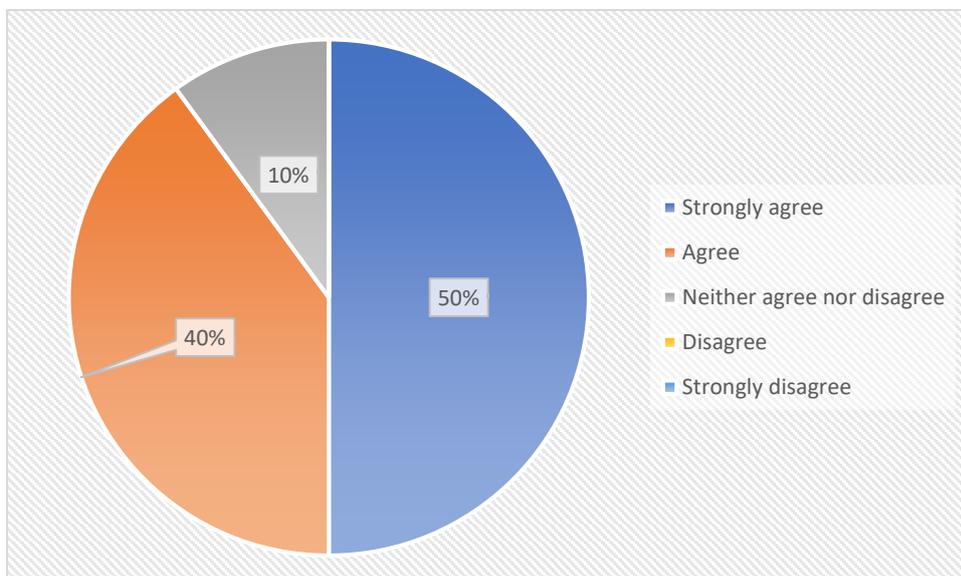
**7. Whether the training was relevant to participants' job.**

Pie chart showing: Strongly agree 64%, Agree 36%
Legend: Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree
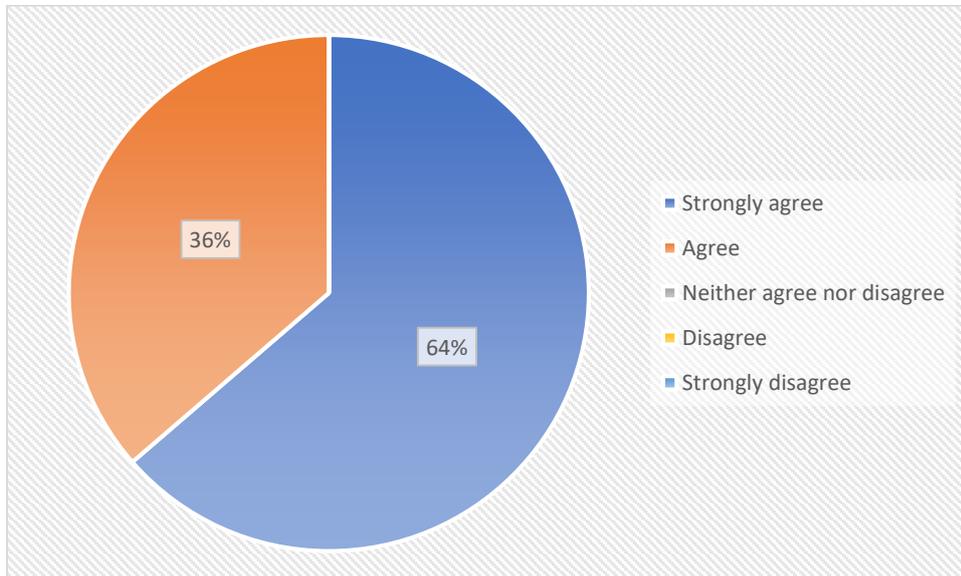
8. Whether would recommend the training to colleagues.

Pie chart showing: Strongly agree 91%, Agree 9%
Legend: Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree
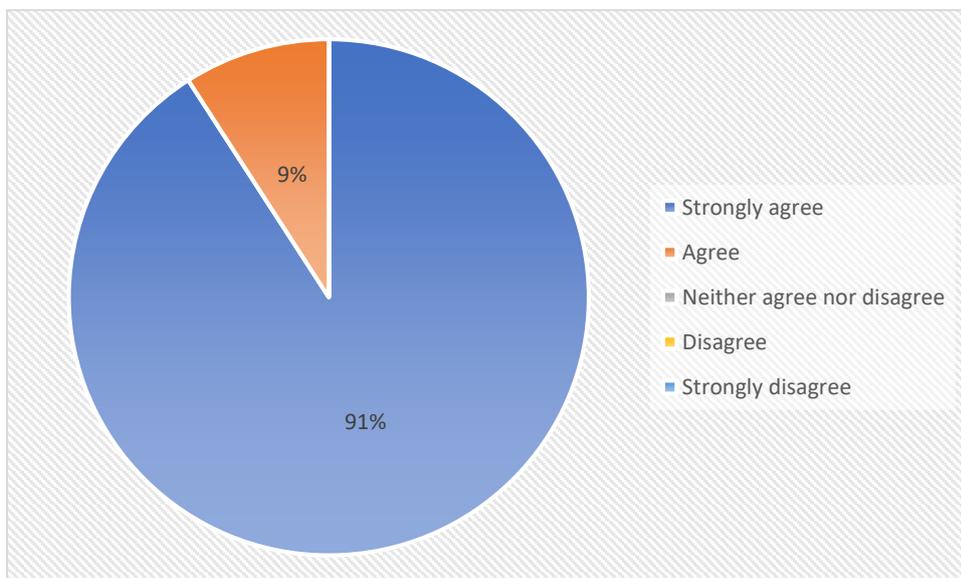
**9. The quality of training/facilitation methods.**
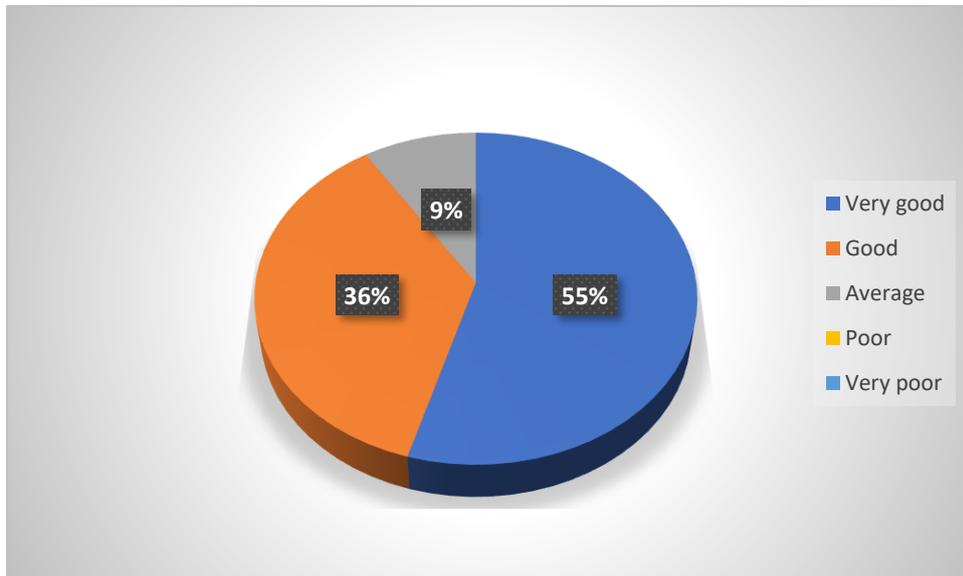
**10. The quality of training exercises.**
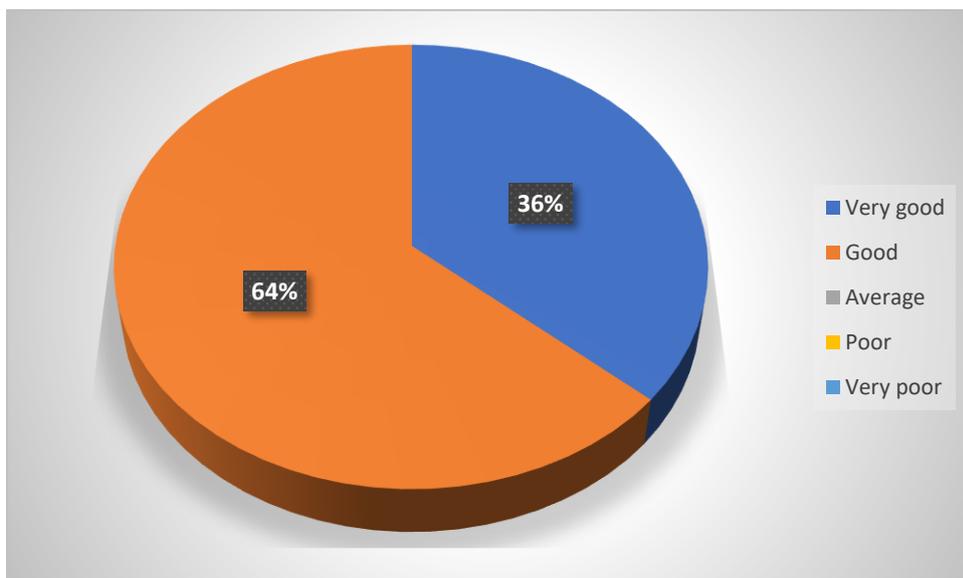
## 11. The quality of support from the technology team
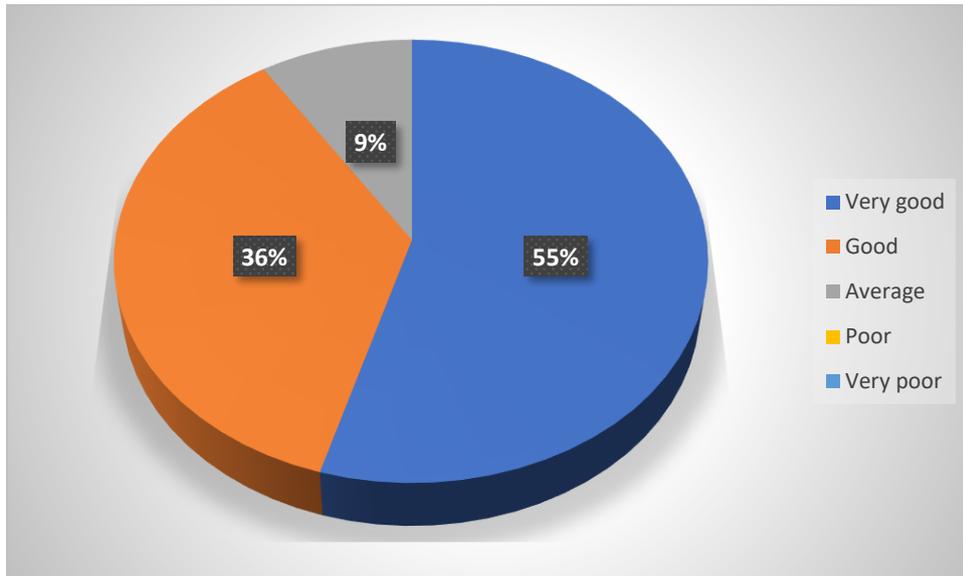
## 12. User-friendliness of CHA platform.
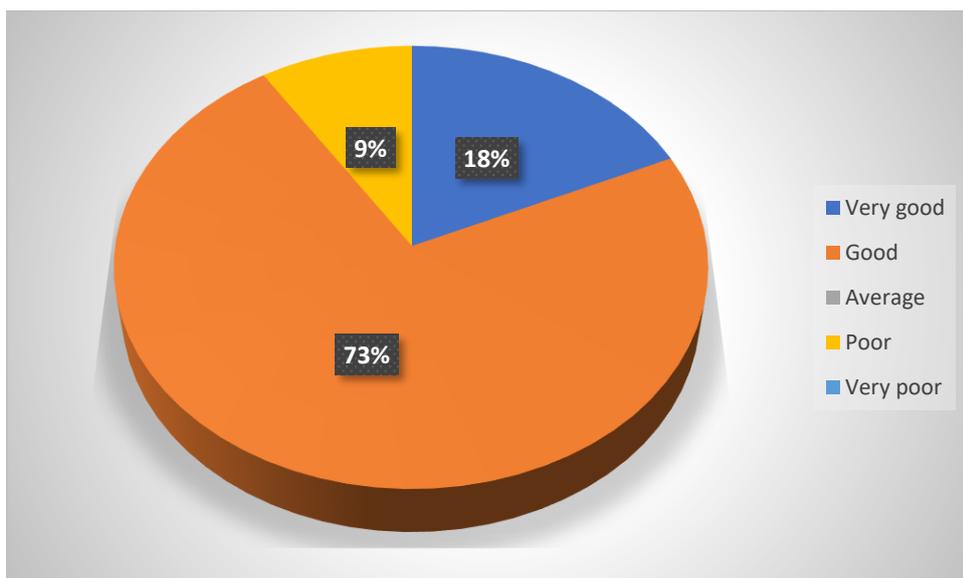
13. **Facilitation team's feedback**.
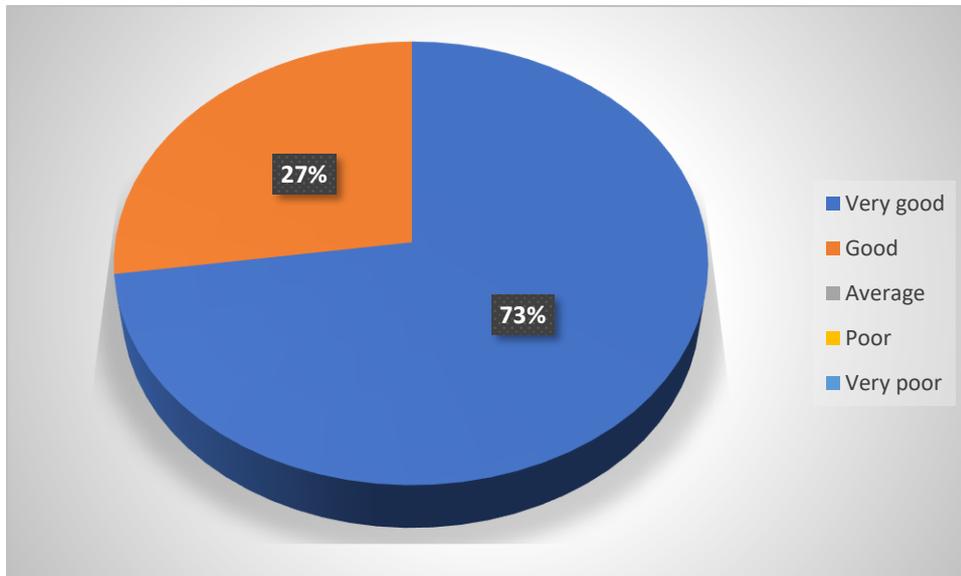
14. Overall organisation of the training.
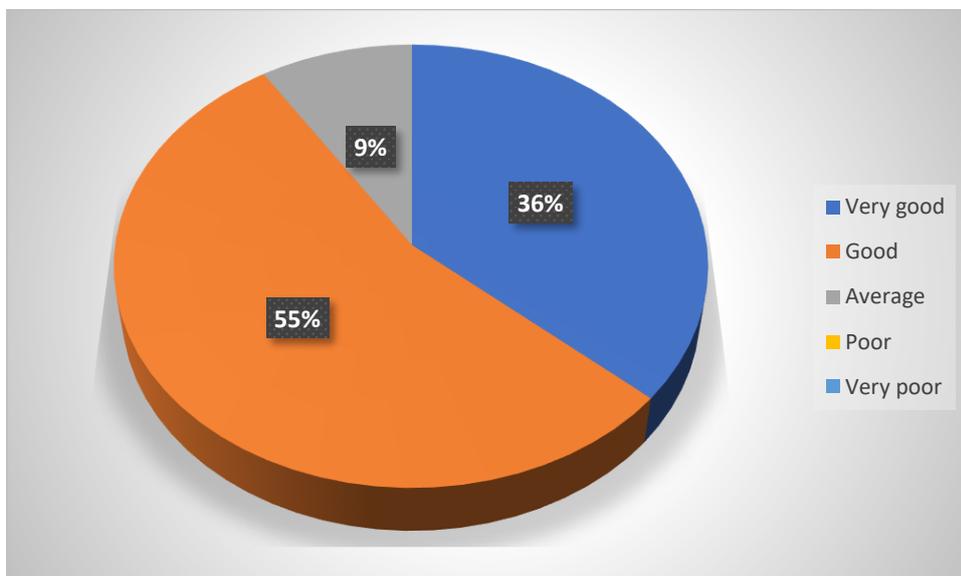
15. Whether the event was lengthy.
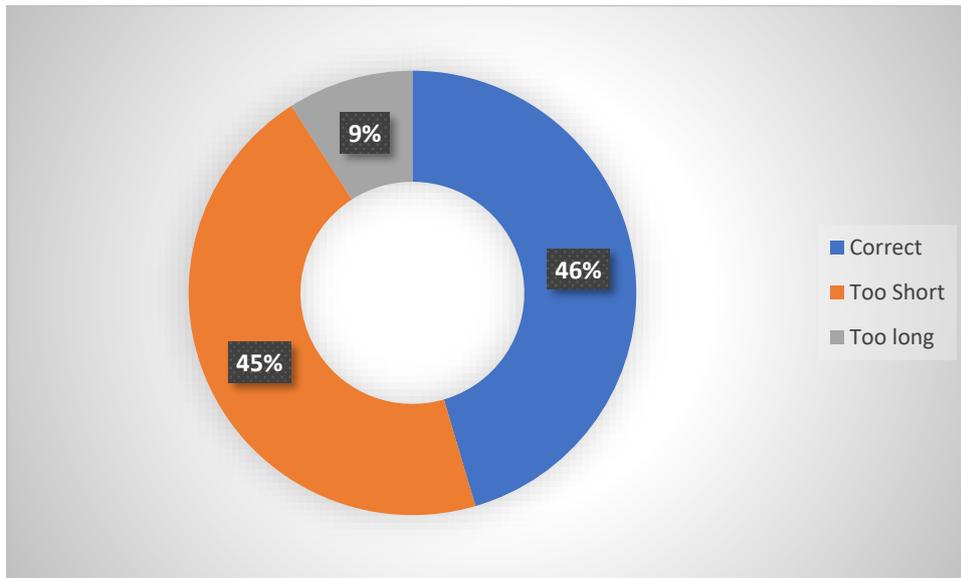
16. Subjects that received too much or too little time.

Too much:
- Adult training skills
- Online self-work
- The overview of sphere

Too little:
- All the subjects were allocated time fairly. The challenge was at times the internet connectivity.
- The SPHERE handbook is too detailed hence requires more time for learners to comprehend within the short period of time that was allocated
- Presentation on the STPs had less time allocation.
- Due to the nature and time for the training the Zoom online sessions was allocated less time to enable learners to undertake self-online work
- The card games.

17. Suggestions that could improve subsequent trainings.

- There is need for future online trainings to allow 5-minute mock session for checking internet connectivity
- If more online trainings will be conducted, it would be better for CHA to acquire uninterrupted version of ZOOM so that the training sessions are not interrupted by the short sessions allocated to free versions.
- There is need for more contextualized illustrations to be included in models that require practiced based experience of the learners.
- The online platform could be improved where the instructions are not so clear e.g. More clarity for module 17 as participants attempts it and the card staking numbers and names corresponding.
- CHA should consider giving more time to participants/staff who are not directly implementing humanitarian work to comprehend.
- CHA to consider more self -study training and interactions.

- There is need to allocate more time to similar training as the training was customized for a short period of time yet the modules were quite many

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18. Other comments

- Appreciation to the facilitators who went beyond their duty and accommodated each participant with varying challenges; it was a show of outstanding dedication and patience.
- The workshop training channel didn't favour the participants in remote areas with poor network but appreciations goes to the Training Team for their vigorous support to the Trainees that saw everyone through.
- It was a very good training that fully equips the trainers to be ready to conduct a training on Sphere.
- CHA to consider supporting those who didn't finalise all the modules as required to ensure they finalise and at par with the other participants.
- The CHA team was very supportive, they accorded full support including the extension of the training by 2 days.
- The training encouraged peer learning, timely constructive feedback, ensuring participants were alert and paying attention by randomly requesting teams to provide feedback, facilitation skills improvement through the individual presentations, a combination and mix of different methodologies used – exercise, self-read, presentations, zoom discussion sessions, catch up sessions amongst others.
- It was a good learning week with a great support team.

19. Overall rating of the Sphere course.

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