

Organized by
Sphere and the Disaster
Preparedness and
Prevention Initiative-
Southeastern Europe
(DPPI-SEE)

Training of Trainers (ToT) on Sphere Minimum Standards

June 13th to 17th 2022,
Albania- Tirana

Table of Contents

1.	Background.....	2
2.	Introduction.....	2
3.	TOT objectives	2
4.	Training methods and techniques	3
5.	Day 1.....	3
5.1	Sphere introduction	3
5.2	Giving and receiving feedback.....	4
5.3	Sphere foundational chapters	4
5.4	Sphere technical chapters	4
5.5	Using Sphere in context.....	4
6.	Day 2.....	5
6.1	Adult learning principles	5
6.2	Assessing learning needs.....	5
6.3	Designing a learning event.....	6
6.4	Mini sessions (5-minute).....	6
7.	Day 3.....	6
7.1	Adults learning clinic	6
7.2	Training checklist & measuring training impact.....	7
7.3	Group formation for participant led session.....	7
8.	Day 4.....	7
8.1	Maxi sessions (45 minute).....	7
8.2	Sphere activity cards.....	9
9.	Day 5.....	9
9.1	Individual action planning	9
9.2	Sphere events and updates.....	9
9.3	DPPI next steps and plans discission.....	9
10.	Training quality control measures	10
11.	Final evaluation	10
12.	Lessons learned	14
13.	Appendix	15
14.	Photo gallery.....	16

1. Background

The Disaster Preparedness and Prevention Initiative- Southeastern Europe (DPPI-SEE) (<http://www.dppi.info/>), through its regional Sphere capacity building programme, aims to assist member countries to improve the preparedness and capacity of their response to crises and conflicts while working with affected population through the enhanced capacity of Sphere standards.

To facilitate this objective, Sphere and DPPI-SEE initiated a ToT programme in January 2020 for participants from the 10 DPPI-SEE member states (Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Montenegro, North Macedonia, Romania, Serbia, Slovenia, and Turkey). This is followed by three online Sphere courses held between June and November 2020. These workshops were led by listed Sphere trainers Zeynep Sanduvac (Turkey) and Dijana Muzicka (Bosnia and Herzegovina) and co-facilitated by Tristan Hale and Aninia Nadig (Sphere secretariat). In November and December 2021, sixteen of the graduates attended a 24h online course in online facilitation techniques, facilitated by Red-R UK¹. As part of the program, this TOT workshop was launched targeting same participants from all member states.

2. Introduction

This report has been developed by the training team to document the training process and results of the 5-day workshop from June 13 to 17, 2022. The Sphere TOT was held at Chateau Linza Resort in Tirana, Albania. The training hall was equipped with audio visual aids, flip charts, white board, and other facilities that enabled the training team to carry out various activities using different methodologies conveniently.

This report includes background, specific objectives, session inputs/output, and participants' actions during the sessions, feedback, and evaluation. It also highlighted the recommendations for future training programs. The programme agenda is attached as an annex.

This training course has been developed by a training team consisted of the Lead Trainer Aya Yagan and two Co-Facilitators Zeynep Sanduvac and Dijana Muzicka. This team was supported by Sphere and DPPI-SEE for administration, logistics and external communications and funded by the DPPI with financial assistance from Sphere, Geneva.

The training was meant for those who have prior experience of at least 4-5 years in conducting training in humanitarian setting, basic understanding of the contents of the Sphere handbook with discrete role in their current job responsibilities. Overall, fifteen (15) participants (6 female, 9 male) attended and successfully completed the course. Participants came from eight (8) countries (Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Montenegro, Romania, Serbia, and Turkey). And they represented civil society organizations, International NGOs, and the Sphere office.

3. TOT objectives

Through this training programme, the trainees were equipped with a strong knowledge foundation of the latest edition of the Sphere Handbook 2018 as well as had their practical skills excelled through the in-depth practice sessions using the 21 Sphere training package that considers all parts of the Sphere handbook and relevant cross cutting topics.

The TOT workshop symbolized a new milestone of Sphere promotion in Southeastern Europe region since it is a continuation of the Sphere capacity building programme for the DPPI-SEE member states.

¹ Sphere TOT TOR

Accordingly, this workshop aimed at (i) re-enforcing the Sphere knowledge that participants already gained and (ii) equipping them with the needed skills to proceed with facilitating sphere events.

4. Training methods and techniques

The course was designed to provide a solid Sphere-knowledge base, while allowing participants to practice and contextualize the content. The programme was arranged into three main pillars.

The first one focused on the Sphere content including the three foundation chapters (Humanitarian Charter, Protection Principles and Core Humanitarian Standard) as well as a review of core humanitarian definitions such as accountability, participation, and dignity. This pillar also included the four technical chapters, where participants had the chance to explore them through practical exercises and making links to their own experiences.

The second pillar primary focused on adults learning principles and theories to pave the way for the following part which was led by participants and allowed for contextualization and further analysis through mini sessions (5-minute presentation) and maxi sessions (30-minute presentation).

The programme combined theory and practice methods to help participants develop competencies to increase their efficiency as trainers delivering effective courses. Additionally, the TOT used fully participatory methods catering for different adult learning preferences to facilitate collaborative learning environment and ensure proper engagement of participants. This includes exercises and case studies, visuals and videos, group discussions and participants led activities.

By the end of each day, facilitators recapped the topics discussed during the day with input from the participants. In case they had attentional questions, they were asked to park it on a dedicated parking lot and facilitators would answer them in the following day.

Along with answering participants questions, the next days started with a recap of previous day's participant reflection/feedback on training content and processes. Participants were encouraged to lead morning recap in pairs to allow for more engaging atmosphere.

5. Day 1

5.1 Sphere introduction

The first session introduced Sphere with its core beliefs and essential humanitarian definitions. TOT objectives and agenda were explained during the session. To facilitate better learning, participants shared their most important learning objectives from the training event. The event also created opportunity of encouraging each other and for that each participant received an envelope where they have asked to write their names and post it back side on the wall.

As per the pre-assessment survey, many participants identified the interconnection of the Sphere foundational chapters with the technical standards as a main learning point. Therefore, part of the introductory session included integration examples from the Sphere handbook such as the Community engagement diagram in the WASH chapter that emphasizes consulting the community and engaging them at different stages of the response which promotes inclusion and dignity rights (HC). Another example from the shelter chapter is the guidance notes under the first standard that promote for identification of vulnerable groups and provision of shelter assistance to all those in need even if they don't have legal

identification documents, and this is rooted in the protection principle 2 “Ensure people’s access to impartial assistance – in proportion to need and without discrimination”. This exercise helped enforce the message that the foundation chapters and the technical chapters of the Handbook are two halves of one approach. Both are integral to each other and to ensuring quality humanitarian response.

5.2 Giving and receiving feedback

The session aimed at increasing participants knowledge of giving and receiving feedback (constructive feedback). Participants were encouraged to demonstrate constructive feedback to improve self-awareness and thus improve personal development and performance. The session started with the definition of feedback and followed by brain storming questions: How valuable feedback can be? What is the background idea of constructive feedback? By the end of the session, participants were tasked to provide one or two main messages of constructive feedback described in a short video. This activity helped participants to introduce the four styles of feedback: telling, suggesting, encouraging reflection, and working together.

5.3 Sphere foundational chapters

The session continued with a brief introduction of the Humanitarian Charter (HC) and its applicability in humanitarian response. The trainer explained that the Charter answers the question of *why we do humanitarian work?* Then participants were asked to share their understanding of how the protection principals practically affect their humanitarian work or thinking. As for the Core Humanitarian Standards (CHS), participants were divided into groups to reflect and share examples of how we become accountable and to whom humanitarians should hold themselves accountable for? This session provided an overview of the foundational standards components: The Humanitarian Charter, the Protection Principles and the Core Humanitarian Standards and emphasized the significance of using all the Sphere Handbook in guiding humanitarian action.

5.4 Sphere technical chapters

The session had two parts, theoretical and practical. The first theoretical part aimed to recall the known basics of Sphere technical parts with focus on WASH, Food and nutrition, Shelter and Settlements and Health. Moreover, the session included connection between all these chapters in real action on the field after a disaster. As for the practical component, the trainer presented a flood case study exercise and participants in 4 groups were assigned with the 4 technical chapters. They were asked to design a holistic response based on a given context and include guidance for staff on the field using Sphere standards. They were supposed to coordinate together throughout the cluster system to promote a coordinated and comprehensive action. After the group work participants were asked to present their main conclusions. This exercise had multiple aims; (i) to bring future trainers to be more familiar with Sphere standards, (ii) to encourage participants to utilize the principles of coordination, collaboration, and participation in practice, and (iv) to practice designing a response using all Sphere foundational and technical chapters.

5.5 Using Sphere in context

This session was designed to reflect on how to use Sphere standards in practice. The key learning points included: explanation of how the Sphere Handbook is used in different response contexts, description of the vulnerabilities and capacities of people in need of assistance, explanation of the use of the Handbook at different stages of the programme cycle, and the importance of markets and cash-based assistance in response. The session was facilitated by a mapping exercise where each participant was provided with a printed map and tasked to identify humanitarian crises that are occurring today, identify vulnerability and capacity issues and assess the operational settings. The exercise was concluded by peer reviews and discussions. By the end of the session, the trainer highlighted the importance of carrying out market assessment as part of the initial response analysis and encouraged the use of the checklist for supply chain management and logistics to review issues and options for programme design, implementation, and monitoring and evaluation.

6. Day 2

6.1 Adult learning principles

The session aimed at increasing participants' awareness of the adult learning principles and the various learning styles. On the other hand, providing an opportunity to practice/ demonstrate adult learning principles in their learning process. Kolb's experiential learning and accelerated learning process was introduced in the session. The participants shared their own learning style introduced by Kolb. They understood that more experiential activity, knowing why to learn, problem solving and learning with their daily experience enhanced adult's learning motivation. The last part of the session included a video analysis and debriefing that enabled participants to cite the six propositions of learning from experiences: (1) Learning outcome is not the endpoint but simply a resting point of a learning process. (2) As we learn new ideas, we also modify and dispose of the old ones. (3) Effective learners are capable of balancing the opposing modes in learning cycle. (4) Learning never ends. (5) When the learners and environment interact, both are changed. (6) Every field requires unique skills and a special learning process.

6.2 Assessing learning needs

The session started with an explanation of significance of learning need assessment, and presentation of the learning process, the trainer further explained that needs assessment is a continuous process that starts

- (1) ahead of the training program (pre-survey, participants profile and selection),
- (2) on the first day while exploring learning needs and gauging what brought participants to this training
- (3) it continues throughout the training program through the interaction with participants and knowing them better

In order to practice the design of learning needs assessment, participants worked in pairs to (i) prepare for the upcoming 5-minute presentation and (ii) design a short survey of 5 questions to assess the extent to which learning needs have been addressed through the 5-minute session.

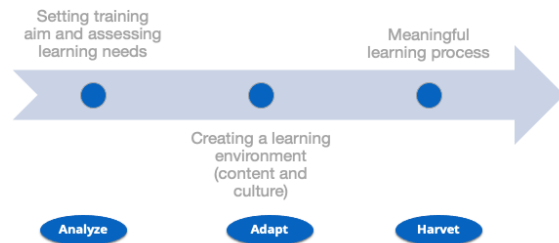
6.3 Designing a learning event

The session started with an overview of a training process, explaining the key steps and how training design should be aligned with learning needs and prior assessments. The training cycle served as a reminder to participants who were already trainers in their own capacity. Participants conducted an exercise on listing the sequence of planning a training outline. It was emphasized that there is a need to be clear of problems that participants-organizations wished to address when implementing Sphere trainings or other events.

Participants were also reminded that they should not confine only to Sphere training or orientation sessions but may design and deliver other Sphere initiatives or activities as seen relevant and benefitting the context.

Participants were introduced to the session plan key components including setting the session aim, objectives, key learning points, and methods and techniques. A session plan template was then shared with all participants whereby descriptions of objectives, method, duration, and resources needed for each session were further discussed. Participants were asked to use the session plan template to design the participant-led session. The tips on facilitation skills, using PowerPoint and video were also introduced.

The Training Process



6.4 Mini sessions (5-minute)

This session provided an opportunity for participants to practice their skills with 5-minute presentation on any topic of their choice. Participants selected topics from their own experience such as importance of Cardiopulmonary resuscitation CPR, how to handle leg cramp, and providing psychological support, while others went for social topics such as traditional food cooking and how to make an English tea. Sessions last for 8 minutes (5-minute presentation and 3 minutes for self-reflection and feedback). After each presentation, the facilitation team provided constructive feedback for individual performance along with training techniques, tips, and guidance. As this was individual performance sessions, some sessions exceeded the set time, and the day was extended for 30 minutes making participants feel tired by the end of the day. Also, few participants felt they were not ready or did not have the time to prepare for their sessions. Therefore, the agenda was revised for the following days and extra preparation time for the maxi sessions was given to participants.

7. Day 3

7.1 Adults learning clinic

This session started with an open discussion around common issues and remaining questions around adults learning principles, ways, and suggestions on how to tackle challenges before the maxi sessions. The facilitation team then presented the various learning styles (visual, auditory, kinesthetic, reading and writing learners) and in plenary discussion participants identified best tools and techniques to create learning environment for all types. The final component of the session focused on participant types,

where 10 challenging personalities were discussed. Participants were then divided into 3 groups; each group was given different type of personalities and number of suggestions of how to keep them engaged, and each group was tasked to match relevant suggestions to different personalities. Throughout this fun activity, participants also shared some stories from their previous training experience on what type of difficult personalities they faced and how they dealt with it.

7.2 Training checklist & measuring training impact

This session started with emphasis on the importance and reasoning behind having a training checklist and how to measure impact. It was then followed by an interactive exercise where pairs of the maxi session participants were assigned to develop a checklist ahead of their maxi sessions. Each group took 20 minute to develop the checklist and then were given 5 minute to present their work. The facilitator further explained that training impact should always correspond with training objective/outcomes and KPIs. And introduced various tools and techniques to measure short term impact such as the post training assessment, tests, evaluation within round table review, and long-term impact tools such as observation of employee behavior (performance, confidence), focus groups discussion with participants, and post evaluation visits.

7.3 Group formation for participant led session

Training team took the lead in group formation for maxi sessions. As there were 15 participants so 6 pairs were selected and one group of 3 participants was formed. Selection criteria considered having participants from different backgrounds and experience with the exception of the Turkish group where participants were selected based on their English language skills². Then they were given the choice to select their session time and topic out of the 21 Sphere Training Package STP options. In addition, participants were given half day (the third day) to prepare for their maxi sessions. Training team was available to support the participants to prepare their sessions including stationary requirements. Most of the groups were able to decide on their session plans and methodologies that they would like to use during the session.

8. Day 4

8.1 Maxi sessions (45 minute)

After half day of working together and preparation, participants started their maxi presentation on day 4. They had 30 minute to present their topic, and 15 minutes for self-reflection and group feedback. Participants selected the topics and key messages are presented hereunder.

Topic	Key messages
STP 2 What is Sphere-the Handbook	<ul style="list-style-type: none"> • People affected by crises have the right to life with dignity and to assistance.

² Few participants required translation from Turkish to English language

	<ul style="list-style-type: none"> • The Humanitarian Charter is the cornerstone of the Sphere approach and Handbook. • The foundation chapters and the technical chapters of the Handbook are two halves of one approach. Both are integral to each other and to ensuring quality humanitarian response. • Understanding the overall structure of the Handbook, and the use of its different components, is critical to using it effectively.
STP 5 Protection Principles	<ul style="list-style-type: none"> • Everyone should be guided by the Protection Principles, even if they do not have a distinct protection mandate or specialist capacity in protection. • The four Protection Principles outline the way individuals and organizations can avoid exposing affected populations to further harm, and how they can help people to achieve greater safety and security. • The Professional Standards for Protection Work are a useful complement designed for protection professionals.
STP 7 WASH	<ul style="list-style-type: none"> • The main objective of WASH programmes in humanitarian response is to reduce public health risks by creating barriers along transmission pathways. • Community engagement is at the center of all WASH programming. • WASH programming does not only concern hand washing, water quantity and quality. • Monitoring and evaluation are essential components of any WASH programme.
STP 8 Food Security and Nutrition	<ul style="list-style-type: none"> • Underlying factors affecting undernutrition are complex and should be addressed through integrated intersectoral approaches. • Coordination is key to successful food and nutrition programmes. • Learning and knowing the language and key details of the sector allow you to contribute to decision-making and coordination between sectors.
STP 9 Shelter and Settlement	<ul style="list-style-type: none"> • Which assistance option(s) are appropriate depends on context. • Shelter programming does not only concern protection from the elements. • Shelter needs change over time. • Assessment, community engagement and consultation are essential components of any shelter and settlement programme.
STP 10 Health	<ul style="list-style-type: none"> • The health standards cover a wide array of service types and specialties, largely in the realm of health professionals. However, the dependence on health outcomes from meeting the standards in WASH, Shelter, and Food, are also critical in achieving health outcomes. • Prevention is better than cure. • Health assessments, including assessment of available services and quality, are key to good health response programming – Do no harm.
STP 16 Sphere and Coordination	<ul style="list-style-type: none"> • Coordination is vital to effective humanitarian response. • Communication is central to effective coordination. • Intra-sectoral coordination is as important as inter-sectoral coordination.

	<ul style="list-style-type: none"> • There are two globally established coordination models for international humanitarian assistance: the IASC Cluster Approach for disasters and the UNHCR Refugee Coordination Model for refugee emergencies.
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

8.2 Sphere activity cards

Felicity the Sphere Learning and Events Coordinator facilitated this session using the new Sphere Handbook Activity Cards. Each participant received a card pack as a gift from Sphere. Felicity taught participants to play a quick game at their tables and participants were then divided into 3 groups, and they were tasked to design a new game, or an activity using the cards and present it to others. The session was interactive and fun, and it encouraged participants to think of interactive exercises using the cards for their upcoming training events.

9. Day 5

9.1 Individual action planning

The aim of this session is to help participants plan their next steps across their Sphere capacity building journey. They were introduced to an action plan template where they had to work individually to set up the following steps:

- Action Steps: What needs to be done to deliver Sphere training?
- Requirements: What kind of requirements are needed for taking action to deliver Sphere training?
- Deadline (Next 6 months): When should this step be completed?
- Necessary Resources: What do you need in order to deliver Sphere training?
- Potential Challenges: Are there any potential challenges that may impede completion? How can you overcome them?
- Outcome(s): How many trainings will you be delivered in next 6 months?
- Indicator(s): e.g., Sending the training delivery report to Sphere secretariat.

9.2 Sphere events and updates

This is another session led by the Sphere Coordinator with the aim of introducing participants to Sphere up to date initiatives and projects, Sphere website and how to navigate through resources and trainers' database. In addition, available resources and materials were also discussed along with explanation of how to become listed Sphere trainer and or focal point, how to contribute to ongoing initiatives and stay engaged, how to design a Sphere event in coordination with Sphere and other trainers. Participants appreciated this session because it answered some of the questions they had in mind while designing their individual action plans.

9.3 DPPI next steps and plans discussion

This session was added later to the agenda based on participants request and enthusiasm to continue the Sphere capacity building program. They wanted to understand what collaboration, advocacy, and funding opportunities the DPPI secretariat might offer.

The session brought interesting discussion around the role of national society actors in influencing and promoting the adaptation and application of Sphere standards in their countries not only by humanitarian actors but also by local authorities. Another discussion came out was around the upcoming Sphere standards in cities and municipalities (to be launched soon) that could be the main topic for an upcoming refresher training for the same group.

The session was concluded by the head of DPPI secretariate briefing the support type they can provide including Sphere refresher training, mentorship programs while organizing national workshops, facilitating regional Sphere training, and support in promoting Sphere standards in the region.

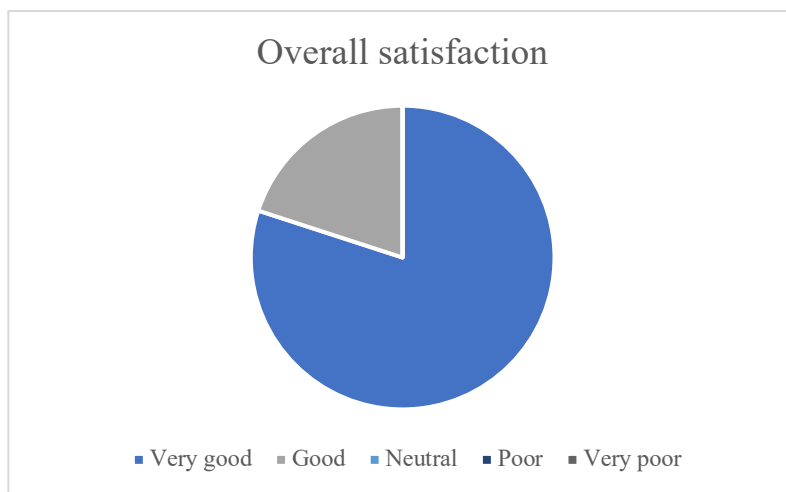
10. Training quality control measures

The below measures were in place to ensure the training programme is relevant to the context and participants needs:

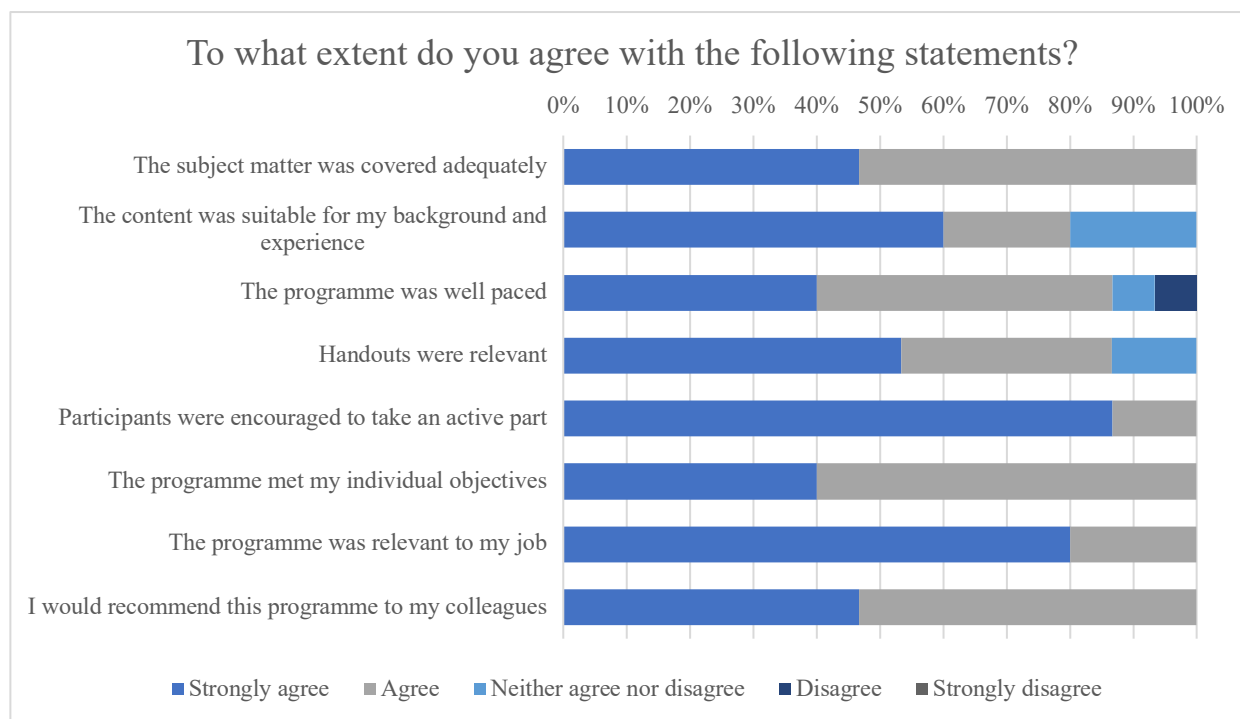
- Prior to the course, participants were asked to provide information on their knowledge and experience on the topic, as well as their learning objectives. This was used by the training team to tailor the course
- Daily feedback was sought in various forms from participants to evaluate daily impact and to allow trainers to make adjustments for subsequent days
- Participants completed action plans for using knowledge and skills which can be used by Sphere and the DPPI as desired to feed into behavior evaluation and assess the degree to which participants apply what they learned during training when they are back on the job
- Final training evaluation forms to collect quantitative and qualitative feedback from participants immediately following the training to evaluate the training from different angles. This feedback is shared with Sphere and incorporated in this training report
- Final training report including detailed breakdown of feedback and suggestions for improving similar events.

11. Final evaluation

In general, the training workshop went well, and participants openly shared positive feedback and suggestions during the final evaluation. Overall, participants expressed their satisfaction with the workshop and rated it as very good (80%) and good (20%) as shown in the below chart.



While exploring the program relevance and effectiveness, participants rated different aspect as per the below figure.



As for the workshop length, majority of participants (80%) said it is just correct while remaining ones (20%) felt it was too long. On the other hand, participants unanimously agreed that number of participants was good enough and enabled a positive learning environment. Participants further evaluated the training team competencies as shown in the below table.

Training team	Aya			Zeynep			Dijana		
	Very good	Good	Average	Very good	Good	Average	Very good	Good	Average
Training skills	87%	13%	0%	67%	33%	0%	47%	40%	13%
Technical knowledge	80%	20%	0%	60%	33%	7%	60%	27%	13%
Ability to create an effective learning environment	80%	20%	0%	67%	27%	7%	47%	33%	20%
Session time management	60%	27%	13%	73%	13%	13%	53%	33%	13%
Ability to respond to questions	73%	27%	0%	60%	40%	0%	53%	40%	7%
Ability to provide examples and stories	60%	33%	7%	67%	33%	0%	47%	47%	7%
Ability to communicate clearly	73%	27%	0%	67%	33%	0%	53%	33%	13%

What did you like the most about this training?

- The face to face and in person holding
- The diversity of participants (red cross, civil protection, nationalities), great group dynamic, learning from their different experiences.
- The 2 presentation sessions where participants got to practice their own training skills, give, and receive feedback.
- Getting to know the different modules of the Sphere Training Pack, learning more about the Sphere Handbook
- Learning by doing
- The 5-minute presentations were like improvised so stressful. I was so nervous. But after we made longer presentations with pairs, we had time to get prepared. In the end, I have the opportunity to compare them both and appreciate the value of presentation.
- Networking, regional cooperation, an opportunity to exercise
- Presentation and using different styles and techniques in delivery of Sphere training; there was enough time for self-reflection, possibility for direct communication with someone who is Sphere staff, time dedicated to planning of steps forward after this training...
- The comments from trainers and participants after each presentation
- Harmony between the participants and the flow of the program
- The work atmosphere, many examples in real life
- Active participation, pleasant atmosphere, good communication.
- Exercises
- Diverse profiles of participants - gender disbalance - video recordings of the presentation sessions
- All of experience
- How we are working in teams, practical work.
- Adult learning sessions

What did you like the least about this training?

- Maybe the length of the training but the training hours were perfectly distributed, and it allows to participants to have time for themselves, thank you for that
- I liked everything
- Time management
- Sessions were too long, but I like the training team’s ability to adapt the program
- Not covering enough training skills and techniques
- Lesson hours were a bit long, breaks were short
- Everything was good
- Time management
- Too long lessons time
- Short time to assimilate the information
- Feedback session

How do you think this training could be improved?

- I think the time management could have been better - no sessions more than 45 minutes, especially since everyone was working in their second language
- The timings of sessions and breaks could have been made clearer to participants
- Personally, I would have liked more Sphere content and practice, and less training theory, but that might be just me. Some of the training theory covered what we had already studied in the RedR online facilitation skills course so was repetitive
- Training team should be more organized
- Adapt agenda - for a ToT insert more teaching skills and techniques, since some of the participants were in lack of them. It was ok just for the first day to briefly go through the book, in my opinion almost everything afterwards should have been about training new trainers - so more trainers’ skills
- More precise feedback - maybe give more short sessions to participant in order to evaluate the progress. Be more specific about the feedback - what was wrong, where the improvement is needed
- Have something like standardized levels of training. For example: first level - technical training, getting to know the sphere book; second level - practical use of Sphere, in field, like practical training; third level – ToT
- If there was simultaneous translation for a group of Turkish speaking participants
- In later trainings, sphere sections can be examined in detail by considering them one by one
- With more examples, including technical, operational examples
- More advice on how to advocate for using Sphere, explanation on legal background and some important things on which we can rely.
- Shorten the duration and avoid traveling over weekend. Present the final group work task immediately at the start and initiate preparations immediately
- Everything was ok
- Better preparation

12. Lessons learned

- The pre-survey should have been conducted two weeks ahead of the training event, so participants learning needs better inform the programme design
- Revise the agenda so that sessions are no longer than 45 minutes without a break
- Provide very clear instructions from the first day for the programme structure especially for participants led sessions so they expect what is coming and they are better prepared
- Allocate at least a half day preparation time for Maxi sessions
- Be careful with participants led mini sessions, if number of participants is big, a parallel mini presentation structure is advised here, so it does not consume a huge chunk of the programme agenda and participants remain engaged
- Plan for an outdoor activity, this will boost up the energy and strengthen relationships
- It is advised to select participants with similar level of Sphere knowledge and experience
- Plan for a brief session for the next steps and Sphere training arrangement (what is needed to support participants to proceed with Sphere training journey)

13. Appendix

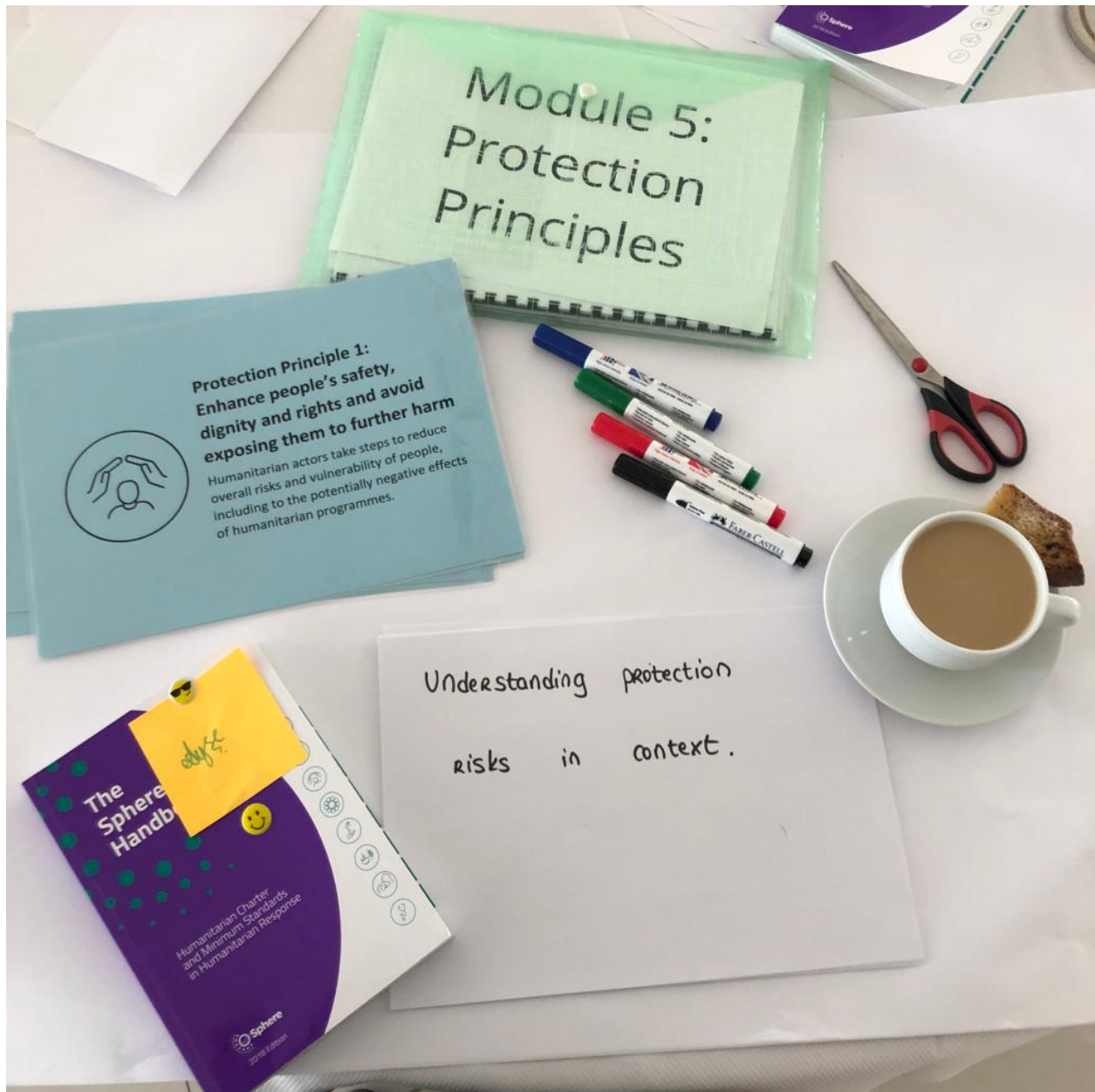
Sphere TOT Workshop Agenda DPPI-SEE-Albania 13 June – 17 June 2022

	Day 1 Monday	Day 2 Tuesday	Day 3 Wednesday	Day 4 Thursday	Day 5 Friday
Block 1 8:30-10:00	Opening Introduction Introduction to Sphere and the TOT	Recap Adult Learning Principles	Recap Adults learning clinic Group formation for Maxi sessions	Recap Participant led sessions (45 minutes)	Recap Participant led sessions (45 minutes) X2
Break (30 min) 10:00 – 10:30	Break (30 min) 10:00 – 10:30	Break (30 min) 10:00 – 10:30	Break (30 min) 10:00 – 10:30	Break (30 min) 10:00 – 10:30	Break (30 min) 10:00 – 10:30
Block 2 10:30-11:30	Training evaluation and how to give Feedback	Assessing learning needs	Introduction to group presentations and tips	Participant led sessions (45 minutes)	Individual action planning
Block 3 11:30 – 12:30	Sphere content Foundational Chapters (Sphere STPs)	Designing a learning event	Training checklist & measuring training impact	Participant led sessions (45 minutes)	Sphere events and updates
Break (60min) 12:30 – 13:30	Break (60min) 12:30 – 13:30	Break (60min) 12:30 – 13:30	Break (60min) 12:30 – 13:30	Break (60min) 12:30 – 13:30	Break (60min) 12:30 – 13:30
Block 4 13:30-15:00	Sphere content Technical Chapters (Sphere STPs) Group Exercise	Introduction to Mini sessions 5-minute presentations (Participants led session)	Preparation time for Participant led Maxi (45 minute) session	Participant led sessions (45 minutes) Participant led sessions (45 minutes)	DPPI next steps and plans discussion Final evaluation
Break (15min) 15:00 – 15:15	Break (15min) 15:00 – 15:15	Break (15min) 15:00 – 15:15	Break (15min) 15:00 – 15:15	Break (15min) 15:00 – 15:15	Break (15min) 15:00 – 15:15
Block 5 15:15-16:15	Using Sphere in context	5-minute presentations (Participants led session)	Preparation time for Participant led Maxi (45 minute) session	Sphere activity cards	Networking & Wrap up
16:15- 16:30	Daily evaluation and feedback	Daily evaluation and feedback	Daily evaluation and feedback	Daily evaluation and feedback	Certificates and group photo

14. Photo gallery



Sphere TOT group



Maxi session preparation



Maxi session activity



We did not forget to enjoy our time together