

ESFERA TOT -SPANISH

REDR UK END OF TRAINING REPORT

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FORMACION DE FORMADORES -ESFERA

Training of Trainers for Esfera, Spanish	
Event Date:	June 15 – July 2, 2021
Donor/Client:	Sphere
Type of event:	<input type="checkbox"/> Open <input checked="" type="checkbox"/> Custom <input type="checkbox"/> Project
Event Location:	Virtual Training on ZOOM to participants located in Latin America
Name(s) of Trainers:	Michel Gonzalez, Aninia Nadig (Sphere representative)

SECTION 1: DEMOGRAPHIC DATA

Total Number of Participants		Agencies Represented (Total by Organisation type)	
National:	15	INGO:	4
International:	1	UN:	1
Male:	10	NNGO:	4
Female:	6	Government:	2
Other:		Other:	5

Age		Total by job level	
26 and under:	0	Board Member or Senior Management:	0
27 to 40:	2	Middle Management:	3
41 to 55:	8	Project/Coordinator Level:	10
56 and over:	6	Field Officer or Administrator:	2
		N/A	1

SECTION 2: TRAINER REFLECTION

Would you suggest any changes to the structure of the learning event e.g. the order of the sessions?

I think the overall structure worked well for this learning event. The order of sessions appeared to follow a logical flow that contributed to participants building onto past knowledge. The spacing of modules also allowed participants enough time to do the self-study and collaborative work before the following session. This, contributed to facilitating a process for adult learners, whereby participants were given space to reflect on their own knowledge and experiences and share this with others to broaden the discussion before going into the next facilitated session.

One of the challenges that we had was with timings; some of the session felt ambitious with content and engaging activities meaning that timings were adjusted for most modules – more details about this are provided.

Were the session timings accurate?

The session timings were mostly accurate but did require a lot of forethought and planning to make the module fit into the allocated time; particularly in sight of the group's needs. After the first module, we realised that many of the participants were very experienced and had a lot of experiences and knowledge to share; and those who were also less experienced also had a great deal to share and ask. This meant that sessions where breakout rooms, or discussion were involved took slightly longer and had to be managed.

Some activities that required the participation of all participants on an individual level (such as Virtual tables) were gamified giving participants strict timelines to follow (the gaming element came with the use of actually using a timer and counting down the final seconds). Alternatively, not all participants were asked to contribute and a *wheelofnames* type of activity was used instead.

Modules followed the main structure, where there were 4 sessions. The first session was always a general intro and went over concepts from the self-study and collaborative work done by participants before the live session. The final session asked for feedback on the module and discussed the next set of 'homework' and.

That final session of each module was used to buffer out the excess time used in previous session. This meant that the self-study was sometimes handed out without a lot of engagement and questions or comments were taken out of session via emails or a WhatsApp group. This final point worked really well as when someone posted a question or comment on the WhatsApp group, another participant always managed to respond and help out (which again ties into the dynamics of adult learning).

Feedback was still gathered as described in the brief.

Was the content of the learning event relevant, up to date, and suitable?

The content is suitable for a ToT and examples that were used reflected situations where Sphere standards could be applied. There was enough information to address what adult learning is and the need for a multi-sensory approach. There was also sufficient content explaining concepts for effective objective and key learning point writing, which was further supported by practical exercises that lead into peer feedback activities. Content on evaluation appeared very relevant and created an interesting dialogue as participants discussed (as was hoped) longer term impact evaluations that would track behavioural change.

Third party sources were updated and checked for relevance as this was a requirement (needed to find third party resources in Spanish so these were all researched prior to the course). With regards to

suitability, the content was suitable, however the great reliance on the *Radically Remote* manual posed challenges in the translation of the course into Spanish. Said manual is of great value and has a lot of collected insights into online training and resources, but it uses very colloquial English, making it difficult to translate and to find alternatives. This did mean that one of the self-study components was changed to focus more on multi-sensory learning, as a Spanish alternative for Radically Remote could not be found.

Was the content appropriate for the group?

At first it felt that the content might not be appropriate for all in the group, as some of the participants demonstrated that they possessed great amount of knowledge and experience with regards to delivering dynamic online sessions. However, as we progressed through the modules, content revealed itself to be appropriate, as it was accessible to in terms of comprehension and provided a platform for developing new ideas from it and exchanging experiences and resources between peers.

How did the composition of the group affect the learning? e.g. diversity, differing levels of experience?

The group was quite diverse in many regards. At the beginning a concern was the fact that some of the participants appeared to be at much higher level than others: some of them had actually trained other participants on the course, and regularly train other trainers on pedagogy. However, this in the end was an added value, as it allowed us to create groups with participants that were experiencing challenges or that may have fallen behind with those who were quite advanced.

Regardless of level, the fact that participants were able to share and swap real life situations/challenges with the aim of looking for solutions meant that all were benefitting. This was particularly evident as several participants worked on similar issues or contexts so there were real opportunities to share ideas.

During the daily reviews, did learners raise any issues? How did you address these issues?

After the first module, three main issues emerged:

1. Poor sound quality from facilitator (Michel)
2. Sessions not dynamic enough
3. Overran the module by about 20 min

The tech issues were easily resolved by adjusting mics and speakers. The concern about the lack of engaging dynamic was resolved by adjusting session timing to focus on activities where participants got to interact with each other, and as mentioned above, this meant that session four of each module had to become a time buffer and was essentially used to collect feedback. After that day, feedback was generally positive and we were very strict with timing in order to respect participants' time.

Were any sessions, activities or methodologies especially effective? What was most successful aspect of the learning event? Any best practices to take forward on future trainings?

There were several techniques and tools that had a 'wow' factor. Within those, many participants were very impressed with the diversity of activities that Jamboard could be used for. Overall, and this was even explicitly expressed by participants during the training, using breakout rooms for participants to discuss questions with each other, such as challenges and solutions, was highly valued. The more experienced participants also recognised how this catered to adult learning strategies.

Were any sessions, activities or methodologies ineffective?

The first time using the virtual table was not as effective as I had hoped. The activity overran and some participants appeared to disengage because of this. Subsequent, usage of the virtual table were more effective as they were gamified – that is, we added the concepts of time limits for speaking that were monitored with a timer that was on the screen. In fact it was presented as a game to beat the clock.

How effective were the administrative arrangements before and during the event?

The whole training event was extremely well organised and orchestrated.

Any other comments/feedback

From me, a very large thank you to Mari Paz, who supported everyone with great professionalism and empathy. I feel strongly that Mari Paz’s efforts and work helped to make this training run particularly smoothly. The participants also commented on this. I would also like to thank Aninia for co-facilitating, her participation meant that the participants received a more dynamic and engaging experience which also supported me and alleviated some of the responsibility.

SECTION 2: QUANTITATIVE DATA PARTICIPANT EVALUATIONS

Number of online feedback forms received: 15 (out of 16)

Scale: Very Bad = 1, Bad = 2, Adequate = 3, Good = 4, Excellent = 5

Participants feedback on the course elements and overall:	Average Rating (out of 5)
Participants feel their knowledge has improved:	4.57
Participants feel their skills have improved:	4.53
Participants feel the course was relevant to their work or life	4.87
Participants feel the course met its learning objectives :	4.67
Participants rated the training materials as useful:	4.87
Participants rated the overall facilitation as:	4.80
Participants that rated the overall training course as:	4.73

Scale: Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5

Participants feedback on the facilitation of the training:	Average Rating (out of 5)
Trainers engaged participants to support their learning :	4.80
Trainers created inclusive and encouraging environment	4.87

In a nutshell:

- 100% of surveyed participants rated this course, overall, as either “Excellent” or “Good”
- 100% of surveyed participants rated the facilitation of this course as either “Excellent” or “Good”
- 100% of surveyed participants felt that the improvement of their knowledge and skills thanks to this course was either “Excellent” or “Good”

SECTION 3: QUALITATIVE FEEDBACK PARTICIPANTS

Below are all the important points noted by participants on their Course Evaluation Forms or raised during the course. Interesting quotes have also been included.

What aspects of the course did participants list as things they learned that they will be able to apply in practice?

In reviewing the feedback left by participants, 2 main elements were listed as aspects that they learned and would be able to apply in practise. These elements relate to:

1. Technical (the learning of how to use new tools and the learning platform)
2. Pedagogy (learning strategies and facilitation techniques)

Eight of the surveyed participants made explicit mention that the use of **the diverse range of tools shown** and used on the course would be something that they would be able to apply in the future.

Beyond comments made in the survey, throughout the training event, participants made comments expressing how they were impressed with certain tools or an array of them. This was particularly noted when Ricardo and Luis began giving feedback after module 5; they were not very confident with the technology side of things and their 30 minute session relied heavily of PowerPoints and trainers explanations. After witnessing all the other participants use jamboards, mentimeter, or breakout rooms they instantly realised and expressed how they saw it was all possible and would move from out of their comfort zones to apply more of the tools. The jamboards used during the course show that even after the first module, several participants mentioned that they learned about tools and in module 3 they shared a list of tools that they all knew or recently discovered (see annexes 1.1 and 1.2).

The feedback questionnaire also saw a large number of respondents discuss pedagogical aspects as items they learned and will be able to apply in the future. Respondents mentions particular elements, such as: **how to promote interaction, deep discussions on objective writing, session design, adult learning, and how to evaluate.**

What aspects of the course did participants like best?

Respondents to this question replied with an array of answers, however many focused on facilitation. Two elements were seen discussed within **facilitation**, and these are **the styles and organisation of the actual facilitators** with an emphasis on the **co-host** for all their “behind the scenes” work, and secondly **facilitation technics**. This later point was echoed by Kevin I., who express how much he liked the breakdown of the session (introducing a topic, discovering what participants had to say about it in breakout rooms, then plenary discussions). He was impressed with this because he really liked being able to speak to peers about problems and topics. He also managed to replicate this procedure with his partner Catherine in their 30-minute session.

Several participants also expressed that they really liked the **learning environment, good rapport among participants and opportunities to share**. This was also seen when we asked participants what they liked at the end of module 5, where they stated, “sharing among everyone”, “I’m grateful for the experience working with my study-partner”, and “I learned from all the groups and the evaluations.”

Lastly, remaining participants mentioned they liked the structure of the course, learning to use the online tools, theory/content, session delivery and participation levels.

What changes did participants suggest?

One participant had a suggestion with regards to the instruction/progress of the course and mentioned that they were not aware at the beginning that the modules/self-study and pair work would lead to their work on their 30-minute session. This could be better scaffolded and be more explicit as it would give the participants a better understanding of where they are being led to and the work that is required as such.

Another participant asked that the PowerPoint slides to be share as well as guides on how to use the tools. This could be useful for participants, however, I feel that generally the experience of discovering and trailing tools is much more effective in learning how to use them. Many participants demonstrated this curiosity and drive to learn, for example, Cesar discovered a different way of doing a wheel of names that could be done on PowerPoint and then shown through sharing his screen.

Most feedback from participants in this section suggested further training events, for example, another ToT for their colleagues at work, a ToT 2.0 and some suggested more modules, for example on specifically facilitating on-line some of the technical chapters in the Sphere manual.

Additional comments:

Several respondents to this section expressed gratitude and thanks for being given the opportunity of attending this ToT.

One participant wrote that they would like a continuation of training and suggests that it could be done annually via a 'zoom' meeting to discuss application that the group has done.

This was a very enthusiastic, easy-to-work with and committed group of experienced trainers who, despite being located in 12 different countries (Bolivia, Brazil, Ecuador, Guatemala, Chile, Paraguay, Uruguay, Cuba, Venezuela, Colombia, El Salvador, Peru) had a strong sense of identity as "Sphere trainers" (Esferianos). Some knew each other from previous trainings but others did not, yet the learning environment was very comfortable and relations between participants were easily established from the beginning, despite the virtual nature of the course. The WhatsApp group created remains very active and participants continue to share inquiries and resources with each other.

RedR UK Signed: Michel Gonzalez & Mari Paz Ortega

Date: 12 July 2021

ANNEXES:

Annex 1.1 What aspects of the course did participants list as things they learned that they will be able to apply in practice?



Annex 1.2 Tools and resources shared with/by participants.



Annex 2.1 What aspects of the course did participants like best?

Comentarios sobre el módulo 5



ML Maria Luisa Navas Zorrilla <cub To Mari Paz Ortega Cc Michel Gonzalez Brun; Aninia Nadig 29/06/2021

You forwarded this message on 30/06/2021 08:06.

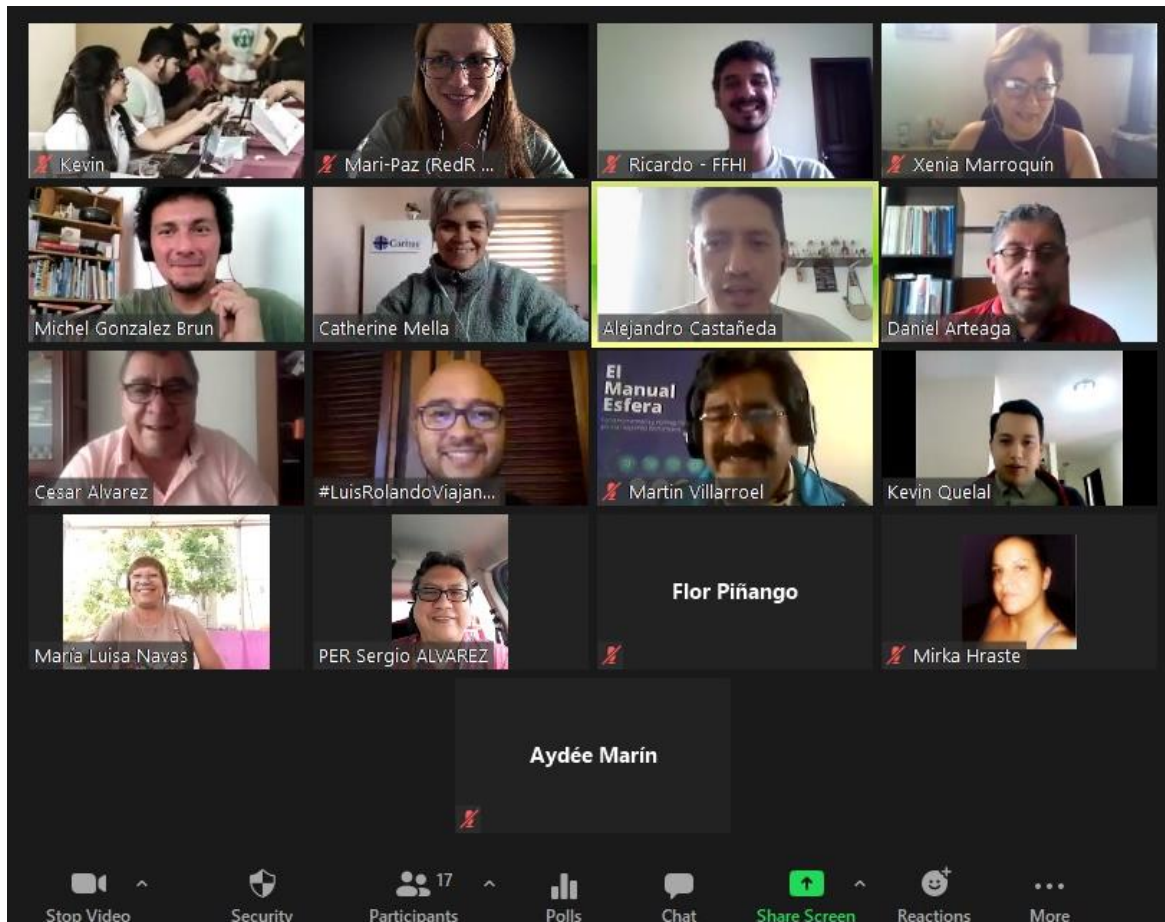
image001.jpg 27 KB

Translate message to: English Never translate from: Spanish

Estimada Mari Paz,
Gracias, por compartir y por las palabras de ánimo. Tal vez para otros este sea un curso más, pero para mí ha sido todo un desafío que entiendo era necesario enfrentar. La María Luisa que llegó no es para nada la misma que saldrá de esa Sala de Zoom.
Saludos y bendiciones
María Luisa Navas

*Email from María Luisa Navas:
Thank you for sharing and for the encouraging words. Maybe for others this is just one more training, but for me it has been a challenge that I needed to face. The María Luisa who arrived will not at all be the same one coming out of that Zoom room.
Greetings and blessings.*

Annex 3.1 Screenshot of the virtual room



Annex 4.1 Course Timetable (in Spanish)

FPF para Esfera		Agenda para participantes									
15 junio	18 junio	22 junio	25 junio	29/30 junio	2 julio						
14:30	1.1 Bienvenida y presentacion	14:30	2.1 Revisión de aprendizaje	14:30	3.1 Revisión del aprendizaje	14:30	4.1 Revisión del aprendizaje de 3.3	14:30	5.0 Sesiones de practica	14:30	6.1 Revisión de aprendizaje
15:35	Descanso	14:55	Descanso	15:05	Descanso	15:20	Descanso				
15:45	1.2 Principios a la practica	15:05	2.2 Identificación de necesidades	15:15	3.2 Principios de aprendizaje de adultos	15:30	4.2 Facilitar en línea			15:00	6.2 Evaluación de la formación
16:35	Descanso	16:05	Descanso	16:30	Descanso	16:50	Descanso			16:00	Descanso
16:45	1.3 Ciclo de formación	16:15	2.3 Creando objetivos	16:40	3.3 Diseño de la formación	17:00	4.3 Habilidades de retroalimentación			16:10	6.3 Aprendizaje entr
17:40	Descanso	17:40	Descanso	18:30	Descanso	17:30	Descanso			17:05	Descanso
17:50	1.4 Comentarios e intro al autoestudio	17:50	2.4 Comentarios diarios	18:40	3.4 Comentarios e informe de autoestudio	17:40	4.4 Retroalimentación diaria			17:15	6.5 Resumen y próximos pasos