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| **Session 20 Evaluation and Wrap-Up** | **1 hour 30 minutes** | |
| **Note:** Although this session is primarily an information collection and feedback tool for the organisers, it should also be informative and useful to the participants. It is evenly split between knowledge gain about practical actions, tools, and resources participants can use after this event, and an attitude shift towards the importance of continued learning and growth in the humanitarian field.  The session includes:   1. **PowerPoint presentation** – with trainer’s notes in the “Notes View”, which explain the key themes on the slides, and provide instructions for activities and their debriefing. 2. **A simple brainstorming activity** to highlight next steps and paths toward practically implementing Sphere objectives.   3. **Individual work** – to complete the prepared evaluation form or online survey  4.  **A small-group evaluation exercise** with a transparent “voting” component to gauge overall trends in participant feedback on the training. |  | |
| **Learning objectives**  By the end of this training, the participants will be able to:   * Explain the benefits of, and better advocate for, using Sphere * Describe, find, and use tools to help you continue your learning and development in humanitarian life * Review, reflect on, and evaluate this workshop event and what you learned | | |
| **Key messages**  There are only two key messages of the session that you should highlight:   * Feedback and evaluation are core components of the overall Sphere approach, and this training also follows that same guidance. Feedback and evaluation are important to the future improvement of this course and these training materials. * Learning is only a useful exercise if lessons are applied in the field. Participants should take what they have learned and actively apply these principles in their day-to day humanitarian work. | | |
| **Concise session plan** (this is a moderately-paced session with time allocated for reflection and participant-led discussion) | | **Timings** |
| 1. **Introduction and learning objectives** (slides 1 and 2) | | 5 mins |
| 1. **Practical application of Sphere learning** – brainstorm exercise in small groups (3–7) | | 25 mins |
| 1. **Tools and resources** (8–10) | | 10 mins |
| 1. **Individual and group workshop evaluation activities** (11–15) | | 40 mins |
| 1. **Wrap-up and event close** (16) | | 10 mins |

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| **Other files you will need**  Participants will fill in an individual questionnaire during this session (see slide 12). Refer to the section **Participant feedback** below. Whether you select an online or paper-based questionnaire (or an online one with a paper option as a backup), you may need to edit the questions for the specific content and sessions you are using in your event.  You will need the PowerPoint file **STP 20 Evaluation and Wrap-Up.pptx** which contains slides and additional instructions for facilitating this session.  **Wrap-up and event close** includes final remarks, vote of thanks, distribution of certificates of completion, group photo (if not done previously), and other local protocols required for formal closure of the event. If you expect these activities to take more than 15 minutes, slides 3 to 7 may be skipped to free up an extra 25 minutes. |
| **General norms for all Sphere training sessions**   * Apply the principles of adult learning by using an active learning approach in your session design and facilitation. See the **STP Facilitator’s Guide** for more such information and tips. * Remember that different sessions in this package have different content and therefore different approaches to training based on that content. Content has been simply classified as relating to **skills, knowledge, and attitude**. Most sessions include some aspect of each, in different ratios.   + **Skills**-based content results in the participant being able to do an activity or perform a skill. It is best taught by practice, hands-on application, and repetition.   + **Knowledge**-based training results in the participant knowing certain information. This can be measured by quizzes, discussion after the session, or the participant’s ability to explain the content to someone else.   + **Attitude**-based content is intended to change the way participants think about certain topics or the way they approach humanitarian work. This content is about encouraging, convincing, and eliciting buy-in from the group to the extent possible. * Communicate to participants core messages that they will be able to retain and apply **– not** everything you want to tell them. What they need to know to be able to successfully use Sphere in humanitarian response is always less than what you want to tell them and more than they can remember. * Use the learning objectives to guide you if you need to prioritise some elements of the session for the sake of time. * Always use the activities (e.g. case study, role play, plenary discussion, matching game, photo or video analysis) during the session. Participants will learn more by doing, and be much more interested, than if they are lectured at. * Decide how you will share the responsibilities if you have a co-trainer. * You are encouraged to use the session plans and activities from this package for your topic or to modify and develop your own – as long as the learning objectives are met. * Have a plan B (and C) to mitigate unexpected challenges (power failure, more or fewer participants than planned, last-minute room changes, etc.) * Although estimated timings are provided in the notes, consider your group’s size and discussion style, and do the required maths to determine feedback and debriefing time needed. Six groups of four people with each person speaking for 2 minutes = 48 minutes if everyone speaks! It would take 24 minutes if one representative speaks for each group for 4 minutes. * Close your session on-time with an activity wrap-up, summary, debrief, or challenge to action.   **Sphere Training Package surveys**  The Sphere Training Package is updated every few years. Your feedback is highly valuable during and between revisions for monitoring use, and for assessing the quality of the sessions and their suitability for different audiences.   * If you recently delivered training using one or more sessions from this training package, please complete this survey: <https://www.surveymonkey.com/r/STP2019facilitatorsENG> * If you recently finished working through this training package for private study, please complete this survey: <https://www.surveymonkey.com/r/STP2019studiersENG>   **Participant feedback**   * However long or short your training event, Sphere recommends asking your participants for feedback. If using a paper questionnaire, you may use your own form or adapt the one provided in the file **STP 20 Evaluation Form Template.docx**. If you have Wi-Fi at the training venue and everyone can access a phone or PC, you may prefer to use an online survey. Sphere has a central post-event participant survey which you can test here: <https://www.surveymonkey.com/r/spheretesten>. Contact [learning@spherestandards.org](mailto:learning@spherestandards.org) to request a unique way of collecting survey responses (SurveyMonkey calls this a “collector”) or tailored version for your event.   **Sharing a training report**   * If you have recently organised or facilitated a workshop, please send an event report to [learning@spherestandards.org](mailto:learning@spherestandards.org). This may be shared via Sphere digital platforms so please don’t include private or sensitive information. The file **Training event report template.docx** included in this package may be used as a template if your organisation doesn’t provide one. |
| **Tips for local modification**   1. If you do not have access to power or equipment to present PowerPoint slides, print the slides on A3 paper in advance and conduct the session as a live event. 2. This session is very workable without the PowerPoint presentation. The only required materials are flip charts and markers for all participants. Information from the key slides for the exercise instructions can readily be duplicated onto flip charts for direct facilitation. |