

Pilot evaluation to assess the impact of eLearning on humanitarian aid work Final Report



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| FOREWORD

When Kirsten and Humanitarian U approached the Humanitarian Leadership Academy about being part of this study, we were quite interested in engaging from the onset. Much of my work over the last three years at the Academy has been focused on strengthening the evidence base around online and blended learning, and more broadly, around innovative approaches to learning for the global humanitarian sector. Furthermore, over the last 15 years, I have been passionately involved in understanding how we shift humanitarian capacity and finance from the Global North to the South. These efforts have focused on bettering the capacity of local communities to prepare and respond to crisis while developing sustainably – a core mission of the Academy.

With the disastrous effects of climate change leading to conflicts over arable land and water resources, the need for strengthened capabilities to respond to crisis grows stronger in the Global South. The work of Humanitarian U and the Academy responds to this need through the provision of online and blended learning to engage humanitarian workers on the ground, understanding the impact of this type of training became paramount and of vital mutual importance to both organisations. The findings from the study served to confirm and validate the value of this online training to both the individuals and the organisations where they work, many of whom cannot afford or access more traditional face-to-face trainings on the same subject matter. We seek to continue to measure the impact of this training on sustaining learning outcomes over time and how best to reinforce this learning for the long haul. The Academy hopes to continue aggressively developing an approach to measuring the impact of our learning offer on those it seeks to empower. We see this study as a vital first step in this imperative process.

Paul Gunaratnam,
Head of Strategy, Planning and Impact
Humanitarian Leadership Academy



Paul Gunaratnam.

I think back to the first **Humanitarian Education and Training Conference in Geneva** in 2011 and I am excited by how far we have come in the last seven years. That meeting, hosted by **ELRHA**, aimed to develop collaborations between humanitarian practitioners and academics. The meeting was partly inspired by the results of a study conducted by Peter Walker and Catherine Russ that involved over 1500 interviews with humanitarians and stakeholders. Their findings revealed a clear demand for professionalization across the humanitarian community. It was at that meeting that we all agreed on the **CBHA Humanitarian Competency Framework** and formalized the notion of **professionalization of the humanitarian sector**.

As an educator working at a university, teaching humanitarian studies, I was motivated to develop a humanitarian training curriculum that incorporated all the CBHA competencies. I integrated them into key topics such as “humanitarian principles and “context” and the technical sectors of humanitarian response. It was tricky to address competencies such as “managing oneself in a stressful environment” in a classroom-based setting so I developed a simulation exercise where students were evaluated on their abilities in realistic scenarios.

I had a lot of interest from students – not only from within the university but also those working in humanitarian organizations and the private sector. I thought it would be wonderful to disseminate the content to others working around the world who couldn’t necessarily access or afford university in North America. And so I started **Humanitarian U**. I received a grant from Grand Challenges Canada to develop an online Program that combined academic rigor, evidence-based practice, standardized learning objectives, CBHA competencies and core humanitarian content. To have recognition of competency, learners had to pass assessments. This program is now hosted by **Disaster Ready** and HU is able to issue badges through **HPass**.

I was interested to know if HU’s online training had any impact – not only for learners but for beneficiaries. But how does one measure the impact of competency-based training in terms of better programs, individuals affected – or even lives saved? We worked with the **Humanitarian Leadership Academy** for two years to figure this out. In the end, through the learners, beneficiaries reported that their programs were better, that their voices were better heard and that relationships, communication and ultimately the services they received were improved.

I am pleased that after having envisioned this project over five years ago that we are finally able to produce this novel, rich and innovative report on the impact of eLearning on humanitarian aid work. We have made several recommendations based on our findings that should generate some reflection and discussion as the

sector looks towards standardized competencies and assessment strategies for professional development and certification. It is also my hope that this report serves as a platform for future research on learning in the humanitarian sector using some of the tools and metrics that we have employed to attempt to qualify and quantify impact – something that will benefit practitioners, organizations, donors and most importantly beneficiaries.

Kirsten Johnson,
MD, MPH, CEO, Humanitarian U



Dr. Kirsten Johnson.



EXECUTIVE SUMMARY

Photo: Valerie Rzepka,
courtesy of MEDAIR.

This pilot study is one of the first to examine how competency-based eLearning training programs impact humanitarian work. Not only 'how' these have an impact, but specifically in 'what ways' the transfer of learning from these training program experiences are ultimately contributing to strengthening and/or improving coordination and service delivery in humanitarian field work. Specifically, for this study, a system of measurement tools was developed and piloted to support the evaluation of the level of impact that competency-based eLearning training programs are having on humanitarian work in the field.

Humanitarian U's eLearning courses were employed to train and evaluate the learners in this pilot study. Humanitarian U's two eLearning courses were founded on the CBHA competency framework* and included input from subject matter experts in disaster and humanitarian response with the support of instructional designers. The learning objectives of each course were carefully crafted in accordance with assessment strategies to test learners' progress and achievement of a competency.

This pilot study was part of a larger partnership between Humanitarian U and the Humanitarian Leadership Academy (the Academy) to support more effective and efficient humanitarian response. By partnering on this project, these organizations supported the development of an evaluation approach, introducing a new system of metrics to assess the relevance, effectiveness, and impact of eLearning in improving humanitarian response. This partnership leveraged the expertise and networks of both partners, building on existing assets complementing each other where gaps exist. It informed Humanitarian U and The Academy about the relevance and effectiveness of their eLearning programs and provide data on the impact which can be used to inform future training programs and humanitarian practice.

The scope of this study specifically addressed areas of inquiry that target ways the training is having successful results on the work of the learners, their organizations and beneficiaries. These include but are not limited to perception of:

- Level of competency from learning engaged
- On the job performance
- Impact of training on programmatic effectiveness
- Impact of training on programmatic efficiency
- Feelings of personal well-being and security
- Perception of professionalism
- Future career advancement
- Greater impact (lives saved)

* Available at: <https://www.alnap.org/help-library/core-humanitarian-competencies-framework>



INTRODUCTION

Photo: Lucy Bamforth, courtesy of MEDAIR.

Background

In a constantly changing humanitarian context, varying customs, cultural practices, unfamiliar languages, and often harsh living conditions can be a relatively challenging environment for individuals in spite of the strong desire to be involved in humanitarian work. In addition to the severe realities brought on by disasters and humanitarian emergencies, challenges to adjust are also due to low budgets, transient staff, and organizations managing rapid changes in global response practices. Aid workers need to have a proficient understanding of existing humanitarian standards and practices. Furthermore, they must be able to apply high quality skills and knowledge, while demonstrating resilience resulting from professional preparedness, experience and training. This has culminated in interest on the part of humanitarian organizations and individual aid workers to refine and professionalize standards and practices aimed at improving the way programs and services are coordinated, delivered and evaluated within a humanitarian context.

Over the past decade, there has been a sector-wide shift towards strengthening learning practices and standards for aid workers. Learning organizations and humanitarian organizations allocating resources to learning programs that support professional staff development require systems of assessment that support the analysis of longer term change. The aim is not only to improve their individual performance, but as well to develop more systematic organizational responses to disasters and humanitarian emergencies; improving delivery and service coordination on the ground, and professionalizing systems of assessment and learning for seasoned aid workers and those newly entering the

field. Capacity development for individual aid workers and the institutionalization of standards and practices is a key component to successfully achieving these aims. Furthermore, measuring the level of change and how aid workers transfer their learning into their work, the work of their organizations, and institutional changes resulting from their learning experience is a complex challenge. It requires the technical expertise of education and evaluation specialists, supported by the commitment to developing systematic approaches to sector-wide impact studies, to better understand how strengthening competencies of aid workers, and the transfer of learning, is producing positive results at the level of programs delivered and services coordinated. Given the relative 'newness' of this type of approach in the sector, a goal is to understand whether this desired shift is being achieved.

Methodology and Purpose of the study

This pilot study serves to better understand how competency-based eLearning training programs are having an impact on humanitarian work. Not only 'how' these have an impact, but specifically in 'what ways' the transfer of learning from these training program experiences are ultimately contributing to strengthening and/or improving coordination and service delivery in the system of humanitarian field work. Specifically, the pilot aimed to develop a system of measurement tools that can support the assessment of the level of impact that competency-based eLearning training programs are having on humanitarian field work.



Photo: Wendy Van Amerongen, courtesy of MEDAIR.



SUMMARY OF KEY FINDINGS

- 1 There are expressed links between strengthened competencies, improvements and increased quality of their work, and participation in the Humanitarian U training programs
- 2 Although, Humanitarian U accomplished clearly defined goals, program and learning objectives for their training programs, the varying degrees of field experience which the selected cohort of the training program(s) and this study had in the field resulted in variances in their reported experiences with the training(s) and its influence on their work.
- 3 Although several of the cohort and their supervisors/managers expressed connections between the Humanitarian U training program experience and a change in job status or increase in leadership skills, it remains difficult to state conclusively, and therefore requires further study.
- 4 Analysis of the 9-month, and 12 to 18-month data suggests that there is lack of systematically implemented transfer of learning opportunities within the organization, as a result challenges exist regarding the coaching, supervision and management-supported opportunities for cohorts to transfer their learning into their work.
- 5 Organizational commitment to the individual learning process is necessary if transfer of learning is to successfully contribute to changes to the individual learner's quality of work, the work of the organization, and the beneficiary experience. Based on the analysis of data it is clear that at the time of the study, there was no systematic approach taken by the organization, to support the cohorts' transfer and application of new knowledge and skills into their work, the work of the organization.
- 6 71% of cohort respondents reported a level of longer-term change resulting from their experience in the Humanitarian Training Program. 10% stated they were not able to identify any, or there was no change, while another 10% left the organization. 20% of respondents stated several other factors in addition to the training as influencing whether impact was achieved.
- 7 The pilot study has produced anecdotal evidence of how the cohorts' transfer and application of learning from the Humanitarian U training program has resulted in changes experienced by the beneficiary communities they serve.

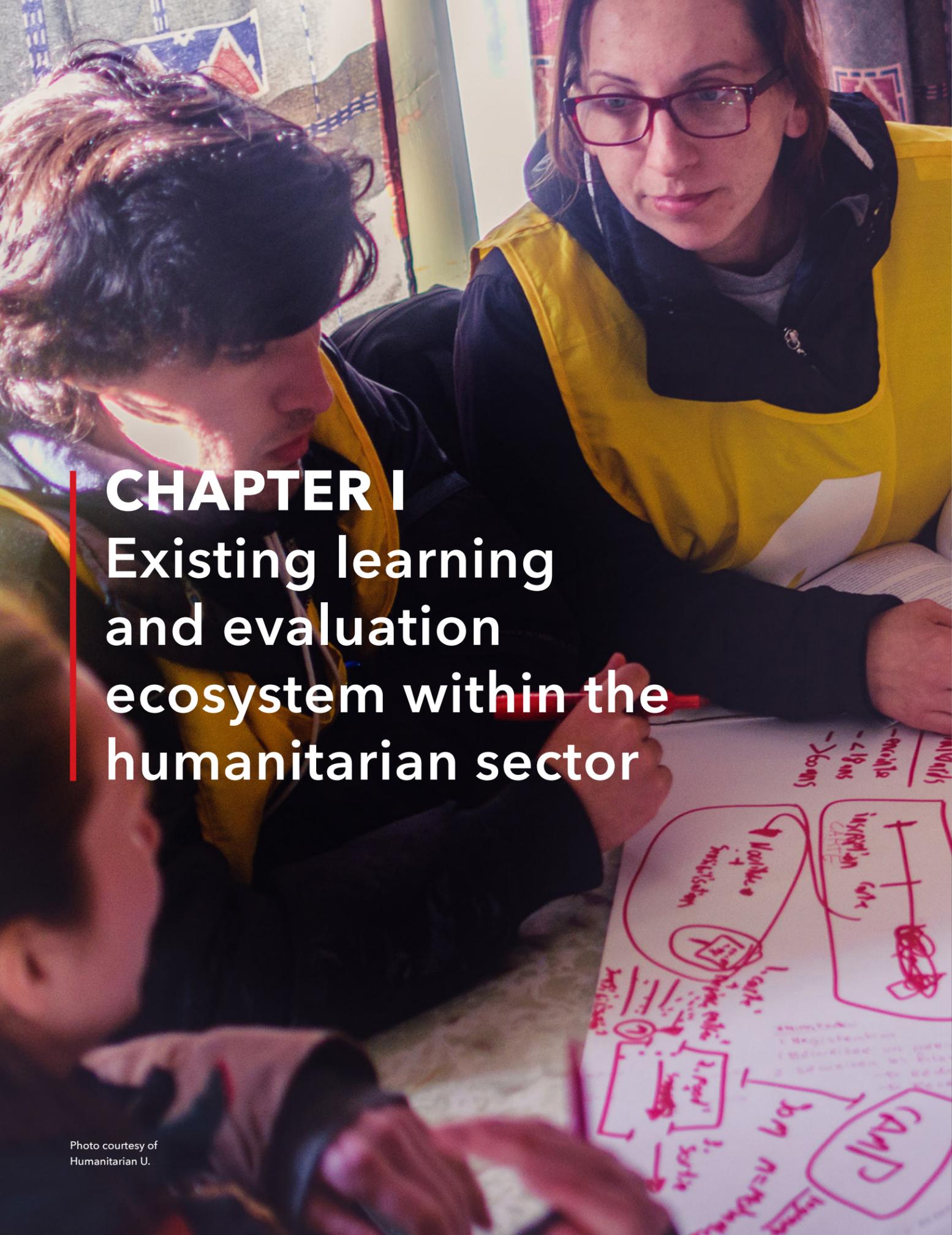


SUMMARY OF RECOMMENDATIONS

- 1 Training organizations within the humanitarian sector, whether social enterprises or not-for-profit need to ensure that selection criteria and processes for selecting learners for their training programs are appropriate; this will also strengthen and support the learners' experiences as a result of their participation in the training.
- 2 Baseline data design and the integration of benchmark data including learning needs analysis into the learning and assessment work of the sector is essential for strengthening training evaluation to create more rigorous evaluation of impact results and gaining further insight into the direction the sector needs to move.
- 3 With the aim of strengthening and adopting processes and practices in human resources and training aimed at higher return on investment (ROI), and coherent monitoring and evaluation strategies across organizations, conduct research of existing systematic approaches and standards within the sector to chart and disseminate promising practices and lessons learned regarding coaching, management strategies, and learning and assessment strategies.
- 4 Organizations need to better educate funders regarding the essentiality of supporting and strengthening organizational capacity to manage and coach learning processes. This will greatly influence improvements to internal systems, procedures and policies for services, and program delivery and coordination. By strengthening learning and evaluation at the organizational level, training programs such as Humanitarian U's will produce greater positive results.
- 5 Organizational commitment to the individual learning process is necessary if transfer of learning is to successfully contribute to changes to the individual learner's quality of work. Integrating methodologies, such as critical reflective inquiry, continuous monitoring, and evaluation tools into online training program themselves can contribute to strengthening the work of the organization, and the beneficiary experience.
- 6 Data collection from different stakeholders invested in the cohort members' professional development, more than from one organizational partner would greatly improve how we can understand the value of competency-based training programs.
- 7 Ensuring greater value of donor support not only by increasing investment but also assuring greater influence by donors to strengthen the sector for training & evaluation.



Photo: Tamara Berger,
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CHAPTER I Existing learning and evaluation ecosystem within the humanitarian sector

Photo courtesy of Humanitarian U.

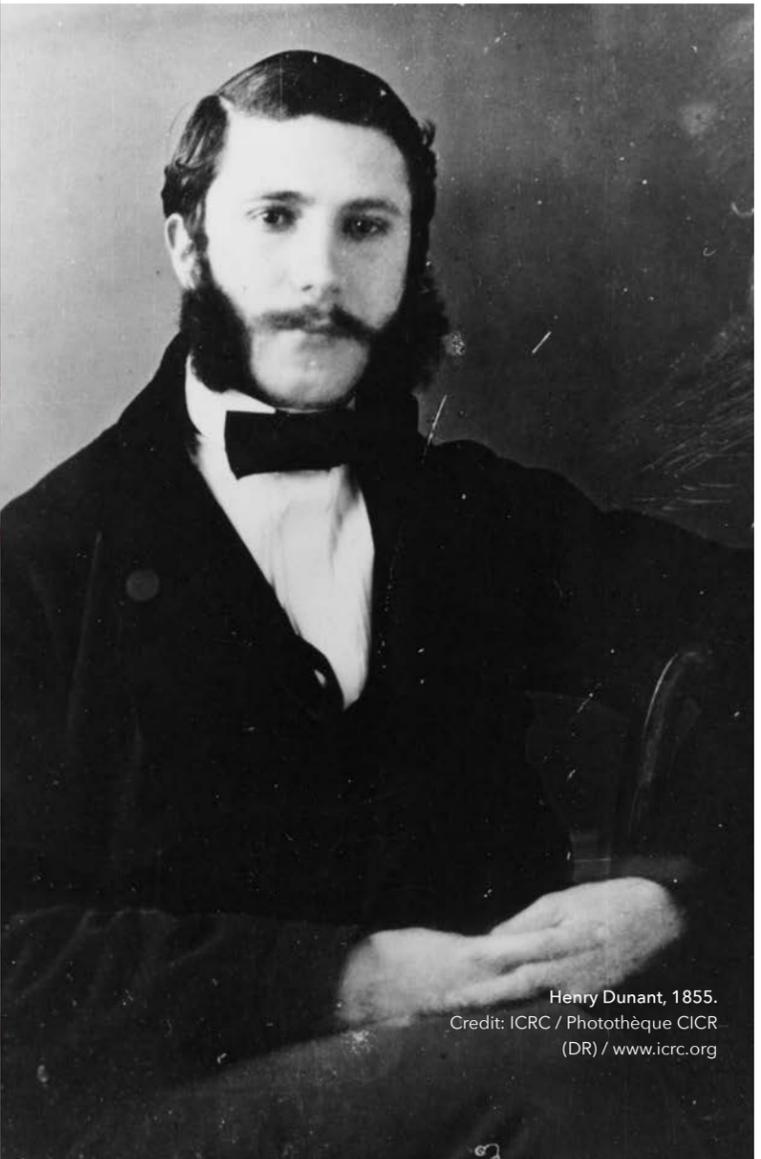
Chapter I presents the humanitarian context and eLearning background.

Background

Since the turn of the twentieth century, when the first Nobel Prize was awarded in 1901 to Henry Dunant (founder of the Red Cross) and Frédéric Passy (peace activist)¹², there have been several periods of substantial transformation to the now referred to global humanitarian sector. At the turn of this century “the number of people employed in the field of humanitarian assistance increased at an annual growth rate of about 6%.”¹³ As the sector’s exponential growth demanded renewal and change, humanitarian actors are continuously moving from debate to action. According to Walker and Russ (2010), “there is a need to ensure that its infrastructure and support systems are fit for purpose and serving beneficiaries in as efficient a way as possible”¹⁴.

The literature (both academic and grey) shaping the discourse on emergency relief standards and practice indicates a ‘universalized desire’ regarding the professionalization of humanitarian aid workers, competency-based standards of practice, evidence-based learning, competency-based training, and performance measurements. This desire for a more unified approach grows out of a paradigm claiming that there was no unified approach to standards and practices for providing aid; considering it “fragmented and uncoordinated” (Burkle et al. April 2013, p.2).

Since the early 2000s, there is a push to institute considerably more effective standards of accountability and transparency of actors¹⁵, improved systems of coordination and service delivery, strengthened mechanisms for promoting a rights-based approach, and improved learning and assessment to support and build competencies both within the local communities and among international aid workers^{16,17}. The more recent decade of political, socio-economic and environmental climate change has prompted more demands on the sector; bringing with it greater scrutiny of how humanitarian interventions are being led, managed, and implemented and the overall effectiveness of such efforts.



Henry Dunant, 1855.
Credit: ICRC / Photothèque CICR (DR) / www.icrc.org

¹² Mitchell John, ‘The New Humanitarianism: Challenges for Emergency Health Sector to Improve Learning and Competency’, *Health in Emergencies*, 16 (2003), 1-16

¹³ Johnson, Kirsten, Leanne Idzerda, Rachel Baras, Jessica Camburn, Karen Hein, Peter Walker, and others, ‘Competency- Based Standardized Training for Humanitarian Providers: Making Humanitarian Assistance a Professional Discipline’, *Disaster Medicine and Public Health Preparedness*, 7 (2013), 369-72

¹⁴ Walker, Peter, and Catherine Russ, *Professionalising the Humanitarian Sector: A Scoping Study* (2010) <<http://euhap.eu/upload/2014/06/professionalising-the-humanitarian-sector.pdf>>

¹⁵ referring to institutions such as UN agencies, humanitarian response NGOs, and governments.

¹⁶ Russ Catherine, *In Focus: Articulating an Agenda for Humanitarian Education and Training- Theme 2: An International Framework for Professional Development* (2010) <<https://reliefweb.int/sites/reliefweb.int/files/resources/Thematic%2520Paper%2520Two.pdf>>

¹⁷ Russ, *In Focus: Articulating an Agenda for Humanitarian Education and Training- Theme 2: An International Framework for Professional Development*

Challenges not only target the structural and systematic integrity of the humanitarian sector, they include complex institutional factors, from unpredictable contexts with dwindling resources, and smaller budgets accompanied by greater demands of donors to evidence results¹⁸. The complexity of addressing greater needs, less resources and increased standards includes another challenge to this growing sector – a more professionally trained, experienced, knowledgeable, effective and efficient work force¹⁹.

Current learning and evaluation context

Traditionally, this educational approach was more common practice in academic-affiliated centres, but in the past decade this has expanded to include established area of programming focus by NGOs and INGOs alike; they are developing competency-based training, and relying on training provision service organizations. In 2013, the literature indicates that “well-designed humanitarian research, practice, and policy-based curricula and vocational training programs have evolved, especially in academic-affiliated centers that are predominantly but not totally restricted to the developed world”²⁰. Although a gap in the sector was being addressed, debate continued regarding the need to establish competency-based standards and policies and an increased push towards the professionalization of aid workers.

With a view towards professionalization and standard setting, organizations are attempting to allocate resources to the integration of capacity-building through workshops and training programs of their own design, led by and for their own staff. High costs associated with this practice, and allocated donor funding mean either no resources are available, or the organization is taking away resources from program delivery, and as a result somewhat ineffective in light of shrinking budgets. In a stakeholder interview this example was provided:

“Aside from induction training for new international staff, sector workshops [i.e. those that are specific to areas of specialization such as health-related, or WASH for example] where staff often are able to gain new knowledge from external experts, or share lessons learned, challenges, good practices were cancelled this year due to budget cuts.”



Currently, according to ALNAP a “lack of evidence makes humanitarian action less effective, less ethical and less accountable. Yet the debate around evidence in the humanitarian sector is only starting”²¹. This is even more true when applied to assessing the evidence-based impact of experiential, competency-based eLearning initiatives in the humanitarian sector. A choreographed response to this is the development of evidence-based competency frameworks²², which in part is greatly motivated by the desire for organizational management to be streamlined and simplified.

International humanitarian NGOs are attempting to rely more on organizations dedicated to high quality, professionally designed training programs based on the sector-wide competency standards, such as the START Network standards (formerly the CBHA standards). These were established with a view towards professionalizing the sector without absorbing the costs of producing and delivering in-house training programs and have the responsibility to assess the impact of these trainings.

This is currently more apparent through the introduction and adoption of evidence-based evaluation and monitoring practices established through partnerships, network building, policy and paradigm shifts among key actors within this sector. There is an overwhelming desire to ensure a higher return on investment (ROI) of humanitarian aid, and that humanitarian aid during times of crisis caused by disasters and humanitarian emergencies is better implemented and ultimately helping the populations it is meant to serve.

¹⁸ Walker, Peter, Karen Hein, Catherin Russ, Greg Bertleff, and Dan Caspersz, ‘Walker P, Hein K, Russ C, Bertleff G, Caspersz D. A Blueprint for Professionalizing Humanitarian Assistance. Health Affairs. 2010; 29 (12): 2223-2230’, Health Affairs, 29 (2010), 2223–2230 <<https://doi.org/10.1377/hlthaff.2010.1023>>

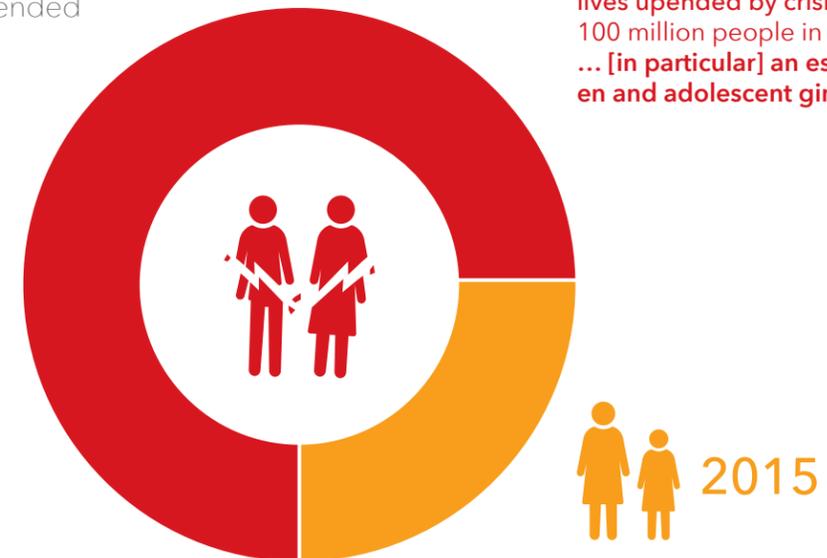
¹⁹ Russ, In Focus: Articulating an Agenda for Humanitarian Education and Training- Theme 2: An International Framework for Professional Development

²⁰ Johnson et al.

²¹ Available from ALNAP website: <http://www.alnap.org/what-we-do/evidence>

²² Available from Start Network website: <https://startnetwork.org/resource/core-humanitarian-competencies-guide>

100 million lives upended by crisis



“More than a billion people alive today have seen their lives upended by crisis” and in 2015 alone “more than 100 million people in need of humanitarian assistance ... [in particular] an estimated one quarter were women and adolescent girls of reproductive age”²³.

In the recent 2017 Humanitarian Overview report, UNFPA indicates that as of November 2016 the projected funding required in 56 countries worldwide is just over three billion US dollars²⁴. With this type of investment and economic growth, education and training are an imperative way forward to addressing this objective. With this, comes the need to systematically understand how eLearning and blended learning offerings are contributing to the system of capacity development within the humanitarian sector. Further evidence to this is the increased number of capacity-building programs that have popped up over the past decade with the aim of increasing the performance of nongovernmental aid organizations and aid workers in the field.

Over the past decade, competency-based training courses for humanitarian field workers are now more relevant to the complex-based field requirements as standardisation further influences these practices (Johnson et al. 2010). In part, this learning-based approach is appealing, as a way to strengthen the learners’ capacity (knowledge, skills, behaviours and attitudes) and their organizations’ capacities to implement overall coordination and delivery of services during humanitarian disasters and crises; thereby producing relevant, effective, efficient, and impactful outcomes. According to Johnson et al. “Thus, a complex interplay exists and requires multiple elements of learning that are not always sufficiently translatable or acquired in the classroom and may be difficult to measure.” (2010, p. 3). By introducing more systematic approaches to training over the next decade in particular, it is anticipated that changes will continue, as it signifies a healthy, reflective, learning and growing movement striving to achieve

positive results in the communities affected by natural disasters or humanitarian emergencies.

Move towards online learning

Although eLearning as a part of the system of capacity development²⁵ is not new within international development, it is relatively new within the humanitarian sector. How to optimally assess these types of learning programs, which will ultimately contribute to improved delivery of learning programs, remains a challenge which this study hopes to examine.

²³ McGinn, Therese, Bhabha Jacqueline, Garfield Richard, Johnson Kirsten, Luchsinger Gretchen, Oddy Lisa, and others, Shelter from the Storm: A Transformative Agenda for Women and Girls in a Crisis-Prone World, State of the World Population Report 2015 (2015), p.7

²⁴ The table Required Funding 2017 specifies a projected \$307,904,357 USD. This does not include humanitarian crises yet to happen. The table also specifies that only \$6,794,612USD of global support has been secured from donors. UNFPA, Humanitarian Action 2017 Overview (2017), <http://www.unfpa.org/sites/default/files/pubpdf/Humanitarian_2017_Overview_2017-01-18_web.pdf> [accessed 9 February 2017]

²⁵ Vallejo, Bertha, and Uta Wehn, ‘Capacity Development Evaluation: The Challenge of the Results Agenda and Measuring Return on Investment in the Global South’, World Development, 79 (2016), 1–13

Globally, organizations within the humanitarian sector are greatly interested in improving the competencies of their staff²⁶ with the understanding that this will strengthen standards and practice within this field in order to ensure sustainable solutions and greater impact on the ground. A response to this aim is the implementation of eLearning and blended learning events. eLearning affords field workers a certain level of flexibility with both accessing²⁷ education anytime and anywhere and greater affordability. On the other hand, a challenge identified both during this study and in several other studies such as in the publication by the WHO (2015) regarding limitations and remote access from the field, indicates that although eLearning's connectivity ensures a flexible method for learning, there are several technical limitations resulting from available bandwidth and broadband connectivity that needs to be addressed by:

“introducing policies at institutional, regional and national levels to ensure accessibility to eLearning platforms and broadband connectivity as well as policies to promote the eLearning in diverse contexts to ensure equitable distribution and availability” (WHO 2015, p. 109).



The global reach of eLearning can help to improve the quality of humanitarian response but it seems that a gap exists in committed assessment of the impact of eLearning on humanitarian practice. In addition to eLearning being a relatively new modality within the humanitarian eco-system, several other variables both field-related and modality-related contribute to this gap. These variables identified by interviewed stakeholders during the inception of this pilot study include but are not limited to:

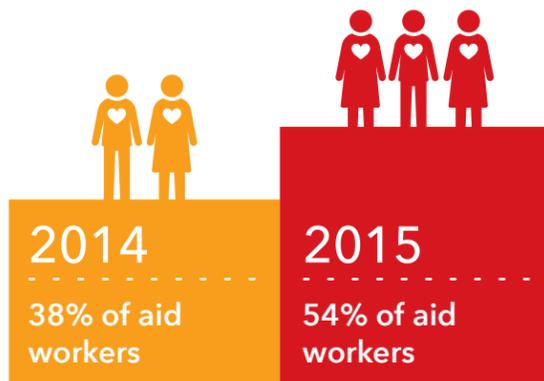
“a lack of targeted-focus, limitations with delivery of training only given in popular global languages (i.e. English, French, etc.), resources, capacity to design, and commit to conducting impact assessments because they require all of these things, yet still can endure challenges to achieving desired results that are applicable beyond the assessment itself.”



Further, online research and interviews suggest that assessment/evaluation of training initiatives are limited and non-systematic, not impact-focused but learning outputs/outcome-focused; therefore, evidence-based knowledge sharing or transfer of learning into the ecosystem of humanitarian field work is slim-to-none.

As in all sectors, impact evaluation is difficult. It requires creative thinking and hybrid approaches; modalities for assessment that may otherwise have not been combined before. Measuring learning impact requires not just the assessment of the learner, but a holistic approach that attempts to assess the various actors and entities in the ecosystem in which the learner is situated.

Increase in Humanitarian Online learning



On a positive note, as reported in a Disaster Ready blog, there is survey data that indicates an increase from 38% in 2014 to 54% of aid workers in 2015 used smartphones to access online learning in 2015²⁸. In spite of being considered a quick and easy way for humanitarian organizations to train their workforce, it is not necessarily the most effective in closing gaps in substantive practice that comes from field experience.

²⁶ For example, the Start Network (formerly the Consortium of British Humanitarian Agencies) identify six competency domains (understanding the humanitarian context; achieving results; developing and maintaining collaborative relationships; managing oneself in a pressured and changing environment; and, demonstrating leadership in humanitarian response).

²⁷ Imperial College London, World Health Organization, ELearning for Undergraduate Health Professional Education - a Systematic Review Informing a Radical Transformation of Health Workforce Development (2015), <<http://whoeducationguidelines.org/sites/default/files/uploads/eLearning-healthprof-report.pdf>>

²⁸ Green Alec, Humanitarian Aid Workers Increasingly Use Smartphones for Online Learning (2015), <<https://www.disasterready.org/blog/humanitarian-aid-workers-increasingly-use-smartphones-onlinelearning#.WJyNmBgZOYV>>



Photo courtesy of Humanitarian U.



CHAPTER II Overview of the Pilot Study

Photo: Diana Gorter,
courtesy of MEDAIR.

Chapter II presents a brief overview of the pilot study as well as a brief explanation of a hybrid methodological approach designed and applied for this pilot study. For a more robust description of methods applied, please see Annex 1.

Background to Pilot Study

There has been a generally accepted understanding within the field that limitations exist in attempting to assess the impact of learning programs. In general this statement is true, and even more so for a sector where staff transiency is at higher than normal levels than other similar fields, such as international development.

In 2016, Humanitarian U launched a pilot case study aimed at establishing a system of evaluation that can address the limitations experienced when assessing the impact of such learning programs within the humanitarian sector. In early 2017, Humanitarian Leadership Academy in the UK saw value in this research and partnered with Humanitarian U to support the data collection, analysis and reporting for this study.

The first training program is called the **Core Professional Humanitarian Training Program**, which “offers a complete competency based curriculum that prepares both aspiring humanitarians and those who are already working in the sector for the challenges they will face in the field”²⁹. The second is called the **Healthcare Provider Training Program**, which is aimed to address the need to have a “complete, evidence-based and up-to-date online program presents the globally recognized best practices and standards in humanitarian healthcare”³⁰. (For further details please see Annex 3).



HUMANITARIAN Core Professional Humanitarian Training

This e-learning program offers a complete competency-based curriculum that prepares both aspiring humanitarians and those who are already working in the sector for the challenges they will face in the field.

Designed and taught by experts from around the world, Humanitarian U's Core Program combines academic rigor, evidence-based practice, standardized learning objectives and content that is globally recognized as “core” to all humanitarians. Furthermore the Program offers an interactive learning experience through its multi-media platform built by educational and technical specialists and that features expert testimonials, learning activities and access to additional resources. This accessible, affordable, high-quality, performance measured professional training program is a low-cost option to face-to-face training, streamlining the essential competencies that every humanitarian must achieve.

The complete professional certificate program is made up of four courses, with each course comprising several modules. All four courses must be completed by successfully passing a test in order to obtain a certificate of competency. However each course is stand-alone, meaning that each course can be registered for separately and a certificate of completion will be awarded following successful completion of a final test.

²⁹ Humanitarian U, Core Professional Humanitarian Training Program, <<http://www.humanitarianu.com/onlinecourses/core-professional-humanitarian-training-program/>> [accessed 14 December 2017]

³⁰ Humanitarian U, Healthcare Provider Program, <<http://www.humanitarianu.com/online-courses/healthcareprovider-program/>> [accessed 14 December 2017]



This e-learning training program is the only online course of its kind, addressing all the requisite competencies for healthcare providers in humanitarian settings.

This comprehensive, certificate program is designed specifically for healthcare and affiliate providers who are interested in either gaining exposure to, or working in, the global humanitarian health sector. This complete, evidence-based and up-to-date online program presents the globally recognized best practices and standards in humanitarian healthcare. It provides the learner with requisite competencies needed to work in this field.

Healthcare providers have their own skill sets unique to their respective practice. However, these are not enough. Working in a dynamic humanitarian environment necessitates an entirely different set of competencies. These globally recognized competencies are what are offered in our Humanitarian Healthcare Provider Program.

Being prepared rather than learning as you go in the field, can significantly impact on the safety of individual aid workers and their ability to positively impact the lives of those affected by disaster and crisis. This course is accredited by McGill University and offers CME credits. Included in the training are five modules meant to be completed in approximately 25 hours, followed by a final exam.

Pilot Study Purpose

This pilot study serves to better understand how competency-based eLearning training programs are having an impact on humanitarian work. **Not only 'how' these have an impact, but specifically in 'what ways' the transfer of learning from these training program experiences are ultimately contributing to strengthening and/or improving coordination and service delivery in the system of humanitarian field work.** Specifically, the pilot aimed to develop a system of measurement tools that can support the assessment of the level of impact that competency-based eLearning training programs are having on humanitarian field work.

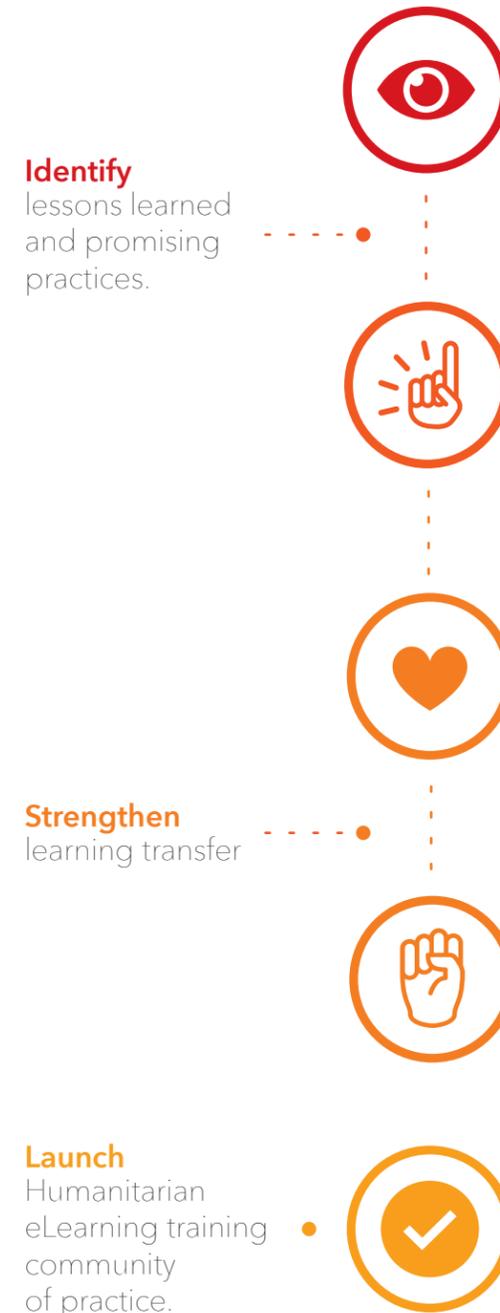
Rationale for this Pilot Study

By producing a system of assessment and measurement tools during this study, the rationale was to **evaluate impact of the eLearning training programs** provided by Humanitarian U given that the international humanitarian community is limited in its understanding of the medium to long-term impact from experiential/competency-based learning programs. The aim to achieve this was through the **development of a system of measurement tools** which stems from a desire to better understand how competency-based training programs within the humanitarian sector can be a significant contributing factor in improving beneficiary experiences during humanitarian disaster and crises.

The results of this study are meant to contribute to an improved understanding of the effectiveness of eLearning training programs and tools. Analysis of data stemming from this study were intended to produce findings that critically assess how learning was achieved, support provided, and how to improve the quality and practice of conducting experiential, competency-based training programs. Furthermore, its aim is to address the selection of a combination of learning modalities³¹ that best facilitate the transfer of learning leading to impact on the ground.

³¹ Vallejo B et al. and Brinkerhoff Robert O., The Success Case Method: Find out Quickly What's Working and What's Not, (San Francisco: Berrett-Koehler Publishers, 2003)

³² Vallejo B et al.



Identify
lessons learned and promising practices.

Strengthen
learning transfer

Launch
Humanitarian eLearning training community of practice.

Identify lessons learned and promising practices resulting from an experience in humanitarian training and to **contribute to strengthening the learning transfer** resulting in changes to organizational "procedures, routines, knowledge management, and incentive systems"³². Identify what lessons learned and promising practices can be used to launch a **humanitarian eLearning training community of practice.**

Scope

During the pilot study a cyclical system of assessment and corresponding measurement tools were developed and tested to assess: To what extent intrinsic and extrinsic elements within the eco-system of the humanitarian eLearning training program affected the learning (individual); the transfer of learning behaviours (individual, organizational); and adoption of knowledge, skills and attitudes affecting the broader outcomes (impacts) on the ground.

The scope of the pilot study specifically addressed areas of inquiry that target ways the training is having successful results on the work of the learners and their organizations. These include but are not limited to perception of:

- Level of competency from learning engaged
- On the job performance
- Impact of training on programmatic effectiveness
- Impact of training on programmatic efficiency
- Feelings of personal well-being and security
- Perception of professionalism
- Future career advancement
- Greater impact (lives saved)

An intention at the onset was to assess cost/savings as a result of transferred learning, experience and behavioural changes, however this was not achieved at this stage in the study.

The cohort of participants for these two training programs comes from the field partner organization Medair.

Given that this pilot impact study was meant to shed light on new possible ways of integrating a system for evaluating medium-, to longer-term outcomes and impacts resulting from online competency-based training programs, it is important to highlight the limitations and risks of this study.

CHAPTER III

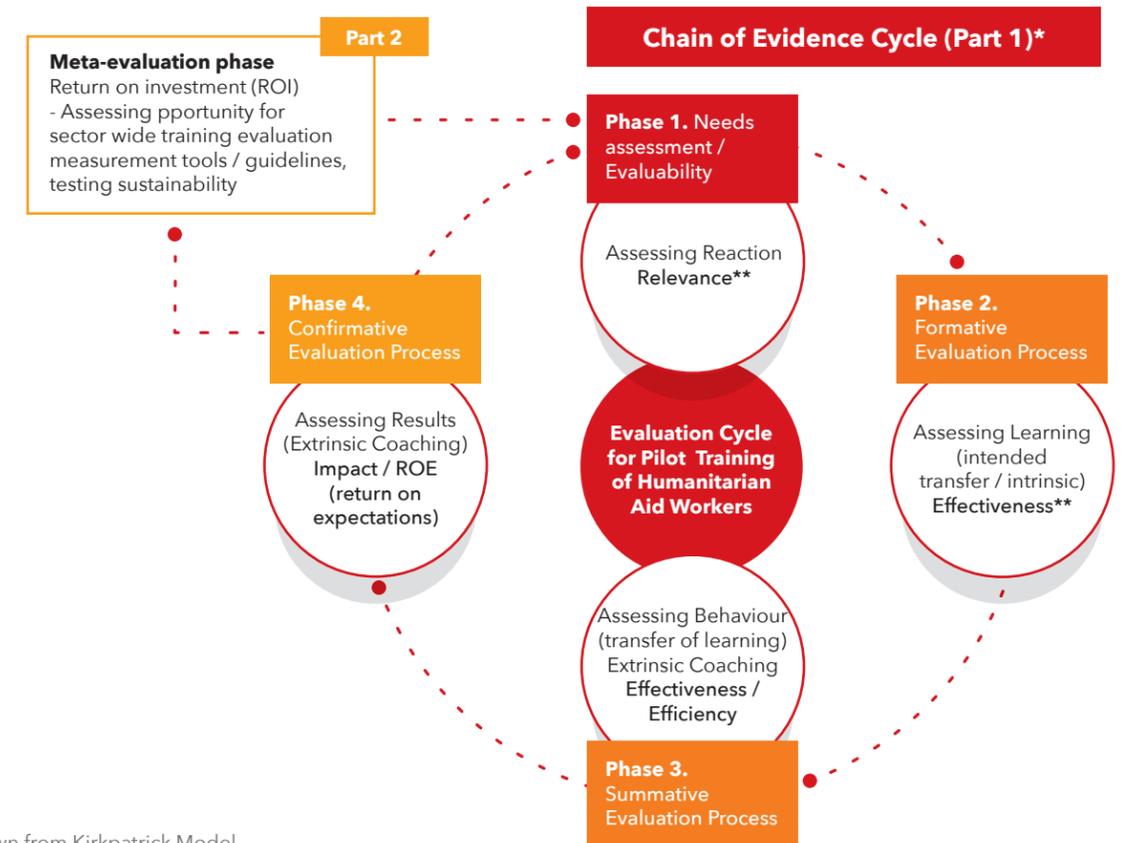
Overview of methodological approach and key principles

Assessment criteria drew from the OECD-DAC criteria³³ such as relevance, effectiveness, efficiency, impact & sustainability as a foundation to the focus of inquiry. Although these criteria are usually applied to evaluation of international development programs, it seemed an appropriate match provided that competency standards for the professionalization of the humanitarian sector were applied as a means to ensuring higher quality development aid coordination and service delivery during humanitarian disasters and/or crises.

Systematic Hybrid Approach

Assessing impact of training requires creativity and a hybrid approach³⁴; therefore, the study relied on a combination of elements and principles of evaluation models targeting education and training (Kirkpatrick, Kirkpatrick, Phillips, Brinkerhoff, UNHCHR/Equitas), outcome mapping (Earl, Cardin, and Smutylo), capacity development (Vallejo), and instructional design (Moore) practices.

Exhibit b. Continuous Cycle for Impact Assessment of Training (CCIAT)



*cycle drawn from Kirkpatrick Model

Further, a hybrid approach is also aimed at producing the most successful study possible while at the same time address several limitations raised in the literature and stakeholder interviews regarding risks of this type of impact assessment. These elements were incorporated into a foundational systematic approach using a cyclical model referred to in this study as the Continuous Cycle for Impact Assessment of Training (CCIAT) to evaluate the impact³⁵ of competency-based training, also referred to as a systematic approach to training (SAT)³⁶. See **Exhibit b. Continuous Cycle for Impact Assessment of Training (CCIAT)** below.

³³ OECD, Principles for Evaluation of Development Assistance (1991) <<https://www.oecd.org/development/evaluation/2755284.pdf>>

³⁴ Vallejo, B. et al.

³⁵ Befani, Barbara, Ben Ramalingam, and Elliot Stern, 'Introduction-Towards Systemic Approaches to Evaluation and Impact', IDS Bulletin, 46 (2015), 1-6

³⁶ Ticevic Sabina, Weichselbraun Anna, The Systematic Approach to Training: Analysis and Evaluation in the Department of Safeguards (2015), <<https://www.iaea.org/safeguards/symposium/2014/home/e-proceedings/sg2014-papers/000340.pdf>>

The first two phases of the CCIAT³⁷ -- the needs analysis and design -- were completed during the implementation of the two training programs (the CORE and HEALTH) in 2016, the scope of the pilot study in 2017 was focused on the area of inquiry of Phases 3 and 4 of the CCIAT. However, the data collected during Phase 1 and 2 was still included³⁸ in the pilot impact study analysis and reporting.

The CCIAT was created to better reflect the unique assessment model being proposed for this study. Several established evaluation approaches and criteria were drawn upon to conduct this study. These are highlighted below:

- It draws from Phillips, Kirkpatrick's and Brinkerhoff training evaluation models, and was fine-tuned to reflect the unique characteristics or particular needs of this pilot study.
- It draws from Equitas' training evaluation method, known as a continuous cycle of improvement (CCI) applies a utilization-focused paradigm, that is, it involves assessing learners continuous auto-reflexivity, and the data collected from the actors within the learners' organizations, and beneficiaries.
- This study applied the internationally accepted OECD-DAC criteria of assessing relevance, effectiveness, efficiency, impact and sustainability to the assessment of competency-based training and certificate programs for improving humanitarian workers' practice in the field.
- Other applied research on assessing the impact of eLearning training programs. As part of this pilot study, metrics unique to measuring eLearning in the humanitarian sector were developed and tested in partnership by Humanitarian U and The Humanitarian Leadership Academy.

Case study approach

As a key component, the impact study included a case study (Detailed in next section) to capture the experience of the Medair cohort completing Humanitarian U's Core and Health Programs, and of which is the focus for data collection and analysis. The collected data helped to further improve the system of measurement tools developed, then intended to be scaled up and implemented by other humanitarian organizations.

At a later date, as part of the pilot study, the tested measurement system and tools will be retested, applying it to the Academy-supported learning with the intended aim of scaling it up to cover all of their Learning Offers tools in the future.

Change Levels

The expectation of developing a system of impact assessment and corresponding measurement tools using a hybrid systematic approach is to achieve a structural foundation for evaluating outputs, outcomes and impact resulting from the event(s) over a longer period of time. The systematic approach for this pilot study targeted four types of change as shown in **Exhibit c. Systematic Change Levels**. The aim was not to only assess results beyond the knowledge gained during the learners' training experience, but rather to collect data over the course of year that indicates changes in the individual learner, their job performance, organizational procedures and organizational process. These change levels are linked to knowledge obtained by the learner during the training, what the learners transferred into their work, and then how this transfer has changed the way the organization implements it programming in the field.

Exhibit c. Systematic Change Levels



Impact Study Matrix

An impact study matrix was presented in the Inception Report that Humanitarian U drafted prior to the rollout of this pilot. It provides a broad framework for the evaluative study. It is organized according to the CCIAT (see Exhibit b) and includes the key questions, areas of inquiry, illustrative indicators, methods of data collections, and stakeholders included during each phase of the cycle. Based on our understanding of the objectives for this study, the evaluative areas referred to:

- **Phase 1:** Planning and Relevance (Evaluability and Needs Assessment): The reaction to the relevance of Humanitarian U's competency-based training programs, expectation on the results that were produced as a result of training, the need for better evidence of impact, and the value and appropriateness of an assessment system and measurement tools. In addition, relevance of this phase emphasizes the extent to which this system might address the gaps and needs of impact assessment in the humanitarian sector.
- **Phase 2:** Development/Implementation (Formative): Assessing the immediate effectiveness and results of the training, including what new knowledge and skills learners gained (new knowledge identified, shared and considered valuable to work of learners), the intended transfer, and their knowledge of the intrinsic factors contributing to the success of this transfer.
- **Phase 3:** Transfer of Learning (Summative): Assessing attribution of new behaviours (habits, attitudes and practices) considered to have resulted from to the training. Included in this phase was the assessment of the transfer of learning to the work of the learner and of extrinsic factors and capacity supporting this transfer within the organization.

- **Phase 4:** Impact/Results (Confirmative): Assessing the return on expectations (ROE) resulting from the learners' participation in the training. In addition to assessing the change in knowledge, skills and behaviours of the learner, this also includes assessment to better understand changes to practices and procedures, systems, communications, coordination and service delivery within the organization the learner is employed. With this level of systematic change being assessed, the aim was to identify those areas of change impacting work on the ground.

Methods for data collection:

- Pre-online survey information sessions via Skype: Prior to sending out the survey, the consultant contacted all cohort members to briefly present the purpose, rationale and objectives for their participation in the pilot impact study, and discuss the ways in which they will be asked to participate during the data collections stages in spring and fall 2017.
- Online surveys delivered to the training program cohort and their supervisor/managers.
- Open-ended post-survey interviews via Skype with a select-sample of individual cohort members, line managers, and HQ staff of Medair.
- Open-ended interviews with HR representative and staff representative/liaison for pilot study at field partner organization.



Photo: Wendy Van Amerongen, courtesy of MEDAIR

³³ OECD, Principles for Evaluation of Development Assistance (1991) <<https://www.oecd.org/development/evaluation/2755284.pdf>>

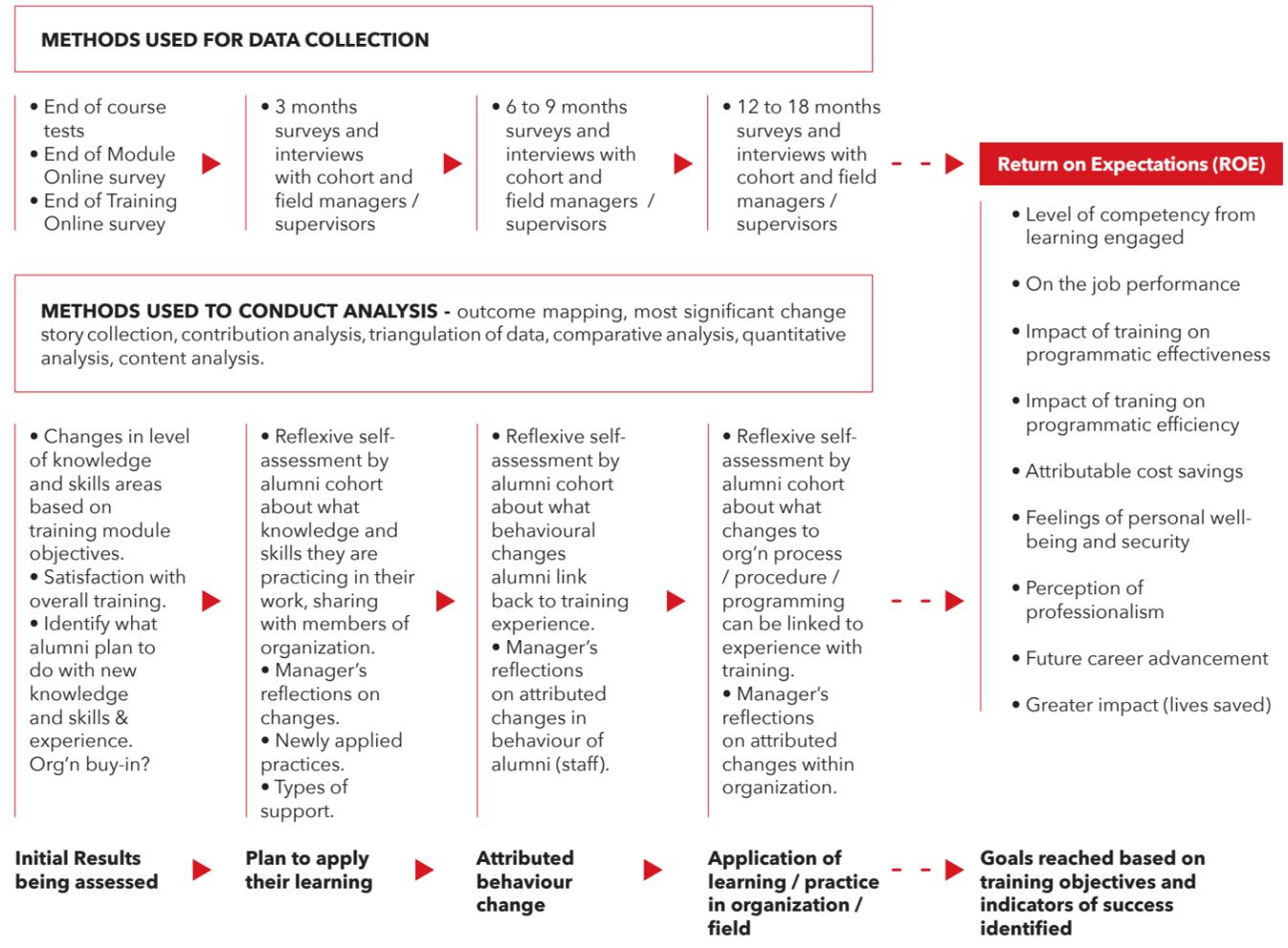
³⁴ Vallejo, B. et al.

³⁵ Befani, Barbara, Ben Ramalingam, and Elliot Stern, 'Introduction-Towards Systemic Approaches to Evaluation and Impact', IDS Bulletin, 46 (2015), 1-6

³⁶ Ticevic Sabina, Weichselbraun Anna, The Systematic Approach to Training: Analysis and Evaluation in the Department of Safeguards (2015), <<https://www.iaea.org/safeguards/symposium/2014/home/e proceedings/sg2014-papers/000340.pdf>>

³⁷ Also known as a continuous educational evaluation cycle in educational design field.

Exhibit d. Four phases of the data collection process



This was created drawing from the following models and approaches for evaluating training outcomes and impacts: Brinkerhoff Model, Kirkpatrick Model, Continuous Educational Evaluation (drawn from Equitas - International Centre for Human Rights Education) and other approaches to data collection and analysis highlighted.

Exhibit e. Number of participants involved in data collection throughout duration of the Pilot Study

Respondents	Pre-Training Intake Interviews	Inception Interviews	Online Follow up survey, Summative Follow Up (6 to 9 months)	Post-survey Interviews	Online Follow up Confirmative (12 to 18 months)	Post-survey interviews
Cohort	22	-	15	5	15	-
Supervisor / Manager Health	2	2	11	1	5	2
External Stakeholders		8	-	-	-	-



Photo: Valerie Rzepka, courtesy of MEDAIR.

Exhibit f. Framework of methodology 2017 Pilot Impact Study.

Overview of 2017 Pilot Study	Stage 1 January - February	Stage 2 February - April 2017	Stage 3 May - July	Stage 4 August - October	Stage 5 November	Stage 6 November - December
Phase of Assessment Cycle	Research and needs assessment for preparing the study.	Preparing and conducting data collection for summative evaluation process (Phase 3 of Cycle). (See Exhibit b. CCIAT)	Preparing and conducting data analysis for summative evaluation process (Phase 3 of Evidence Cycle)	Preparing and conducting data collection for confirmative (Impact) Evaluation process (Phase 4 of Evidence Cycle)	Preparing and conducting data analysis for confirmative (Impact) Evaluation process (Phase 4 of Evidence Cycle)	Preparation of Draft and Final Pilot Impact Study Report
Mode of assessment	Needs assessment/ Evaluability	Phase 2 Learning Assessment Review & Analysis Phase 3 Transfer of Learning Assessment (Behavior - knowledge sharing, skills, and practice)	Phase 3 Transfer of Learning Assessment (Behavior - knowledge sharing, skills, and practice)	Impact and Results Assessment (Behavior/Attitude/Adoption) Transformation - procedures, routines, knowledge management, and incentive systems	Impact and Results Assessment (Behavior/Attitude Adoption) Transformation - procedures, routines, knowledge management, and incentive systems	Reporting on findings, lessons learned, promising practices. Sharing system of assessment and measurement tools
Change Level		Individual/organizational/group	Individual and organizational/group	Individual / Organizational / broader community	Individual / Organizational / broader community	
Focus of Assessment	Discovery	Output / Intermediate outcome	Intermediate outcome	Longer-term outcome / impact	Longer-term outcome / impact	Overall results from study
Entities / Actors	<ul style="list-style-type: none"> • Training participants • Field partner(s) [aka clients] • Subject Matter Experts (SMEs) 	<ul style="list-style-type: none"> • Humanitarian U • Humanitarian U facilitators, • Training participants • Field partner(s) • Pilot study advisors 	<ul style="list-style-type: none"> • Humanitarian U • The Academy Lead Evaluator(s) • Training participants • Field partner(s) • Pilot study advisors 	<ul style="list-style-type: none"> • Humanitarian U • The Academy Lead Evaluator(s) • Training participants / managers / supervisors • Pilot study advisors 	<ul style="list-style-type: none"> • Humanitarian U • The Academy Lead Evaluator(s) • Training participants / managers / supervisors • Pilot study advisors 	<ul style="list-style-type: none"> • Humanitarian U and the Academy
Sources for data collection / research	<p>Applications / intake forms, intake interviews, job descriptions, curriculum.</p> <p>Project documents, Academic literature, Grey Literature.</p>	<p>Evaluation survey.</p> <p>Post-training introduction and orientation of participation interviews.</p> <p>6 to 9-Months post training survey for alumni.</p> <p>6 to 9-Months post-training interviews: sample alumni (from field partner organization, managers supervisors).</p>	<p>6 to 9-Months post training survey for alumni.</p> <p>6 to 9-Months post-training interviews: sample alumni (from field partner organization, managers / supervisors).</p>	<p>12-Months post training survey for alumni.</p> <p>12-Months post-training interviews: sample alumni (from field partner organization, managers/ supervisors).</p>	<p>12-Months post training survey for alumni</p> <p>12-Months post-training interviews: sample alumni (from field partner organization, managers/supervisors).</p>	<p>All analyses.</p> <p>Piloted measurement tools.</p> <p>Project documentation.</p> <p>Academic and grey literature.</p>
Assessment objectives	<p>To design methodology and evaluation scope of pilot study.</p> <p>To determine niche and pathways of the study.</p> <p>To encourage critical reflection and contextual understanding.</p> <p>To assess SME input ensuring understanding of level of relevance of pilot study to existing context.</p> <p>To clarify roles, responsibilities and expectations.</p> <p>To set up work plan and project mechanisms.</p>	<p>To analyze secondary data from Formative Evaluation data collection (during training, 3-months post training).</p> <p>To analyze output of participants against existing baseline data/intake.</p> <p>To assess data based on evaluation criteria to test training satisfaction and relevance of training curriculum / implementation and overall effectiveness.</p> <p>To produce metrics (indicators for results) for summative assessment stage of pilot study.</p>	<p>To assess data based on evaluation criteria to test relevance of training curriculum, overall effectiveness, efficiency of learning transfer.</p> <p>To analyze data against existing baseline/data collected.</p>	<p>To produce metrics for impact assessment stage of pilot study.</p> <p>To collect data based on Pilot Study Evaluation Framework.</p>	<p>To assess data based on evaluation criteria to test targeted effectiveness of training, benefits of training for organizational performance, efficiency of learning transfer, impact on performance results in field.</p> <p>To analyze data against existing data from previous phase in cycle.</p>	<p>To share findings, lessons learned, promising practices recommendations, system of assessment and measurement tools.</p> <p>To propose next steps in establishing return on investment framework/ plan.</p>

**Stage 7
January
2018**

NEXT STEPS / SCALE UP
Reflection and development
towards meta evaluation ROI
focused



CHAPTER IV Findings

This section provides an overview of key findings based on the primary and secondary data collection, with a particular emphasis of the data analysis conducted during the summative and confirmative stages of the project.

Summary view of 3-months post-training secondary data

Over all, when surveyed 3-months after participating a Humanitarian U training program, cohort respondents expressed that they have a comprehensive new knowledge level directly applicable to their work with an understanding that this experience would result in positive changes to the outcomes of their work.

According to an analysis conducted 3 months post-training, 80% of cohort respondents indicated they were partially to extremely confident that their knowledge and skills changed as a result of their experience with the Humanitarian U online training. Further, 20% of respondents indicated they were not yet confident to put their skills into practice in their day to-day jobs. There was no data collected at that time to illuminate the reasons why, however data collected during the pilot study suggests that there were no systematic processes in place to support this more immediate transfer of knowledge.

Findings 9 to 18-month post-training

The field partner cohort of the eLearning Healthcare Provider Training Program and the eLearning Core Professional Training Program were asked several questions both in online surveys and interviews about their learning, transfer of learning, and noted behavioural changes as a result of their Humanitarian U training program experience.

Key areas of inquiry include:

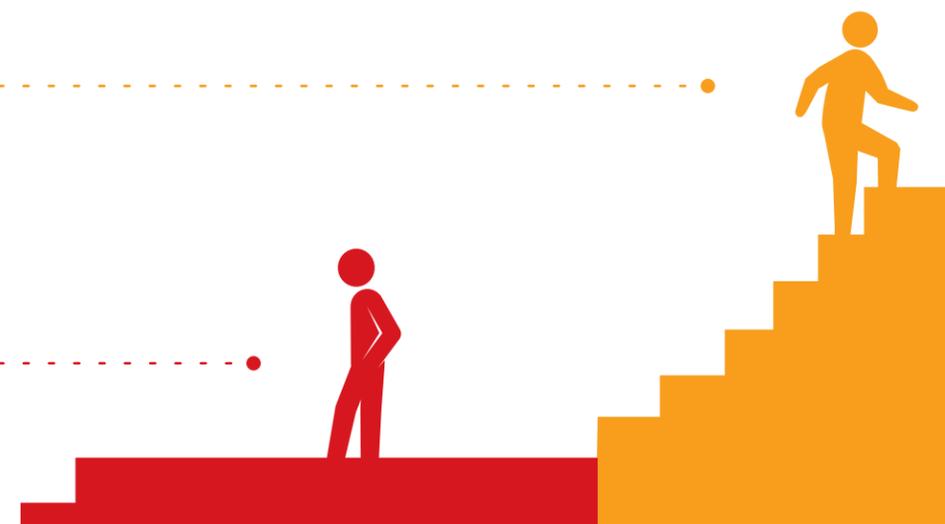
- links between learning and higher level of effectiveness in their job;
- increase in performance in their jobs in specific areas; and,
- contribution of learning to indicate if their new / current roles and responsibilities at the organization, or a different organization had changed in any way since they participated/completed the training program.

Further, the cohort members' supervisors/managers at the country office level were also asked to participate by sharing observations, evidence and data about their support for the cohorts' learning, transfer of learning, and potential integration of the cohorts' learning into new organizational practices, policy and structural program changes. The findings below are based on an analysis of both cohort and supervisors/managers' feedback.

3 months after the training experience, data indicates:

80%
of cohort respondents were partially to extremely confident that their knowledge and skills had changed.

20%
of cohort respondents indicate they were not confident to practice new skills in their day-to-day jobs.



Finding 01

There are expressed links between strengthened competencies, improvements and increased quality of their work, and participation in the Humanitarian U training programs

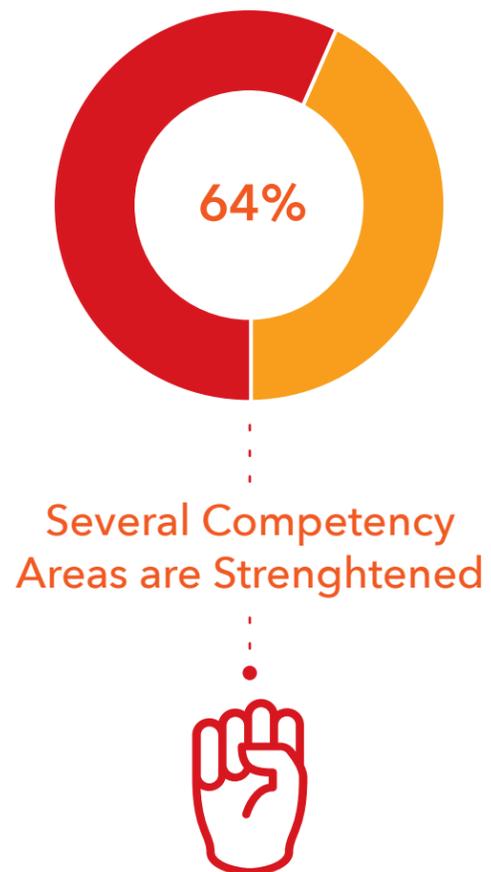
Photo: Wendy Van Amerongen, courtesy of MEDAIR.

A select sample of cohort respondents (based on the Brinkerhoff model of post-training evaluation) were asked a set of questions during the 9-month post-survey interview to identify specific reasons why they responded to the online survey questions as they did. This was aimed at mapping the outcomes they identified in the survey as well as to:

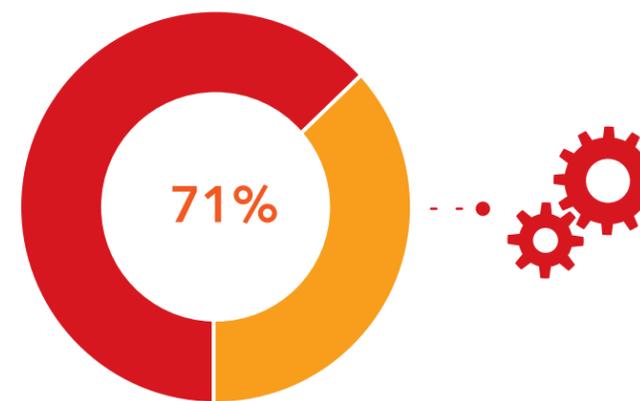
- Identify how transfer of learning was achieved;
- What they did to achieve this; and,
- To whom; or in what ways they were able to transfer their learning?

Interviewees responses refer to the links between strengthened competencies and specific examples. In **Exhibit g**, cohort responses provide insight into cohort perceptions and reflections about strengthened competencies, increased quality of their work, and improvements to their work as a result of their training experience. These are quoted from post-survey interviews with a select sample from the cohort and responses from the online cohort surveys (9-month, and 12 to 18-month). See **Exhibit g**.

Whether the training focused on content that was new to individual cohort members, or was considered a refresher by the more experienced individuals, all 5 interviewed expressed that going through the training program provided an opportunity for reflecting on their practice and apply approaches for use in their day-to-day work.



Of the cohort respondents of the 9-month post-training survey, 64% identified that since completing the training program(s), several competency areas are now strengthened as a result of their participation in the eLearning training of Humanitarian U.



Change in ability to do job effectively

71% of cohort respondents expressed that the new knowledge and skills obtained from the training program influenced a change in their level of competency to do their job effectively.

In an attempt to gain further clarity about linkages between the impact of knowledge transfer and applying skills from training to improved work performance and leadership, in the confirmative phase online survey (12 to 18-months) the cohort was asked directly to attribute on a scale from 0% to 100% their promotion or increase in job responsibilities to their Humanitarian U training experience.

Questions in the online survey focused on:

- Whether the quality of their work improved as a result of transferring new knowledge or applying new skills gained during the Humanitarian U training program. And as well asked to provide examples.
- The extent to which they can attribute a percentage to these improvements in their work to their experience with the Humanitarian U training program.

Cohort respondents shared their reflections as well as indicated percentages from 10-95%. The average attribution was 34%; therefore, cannot be considered conclusive, however is significant enough to warrant further study.

Furthermore, there were several examples shared by cohort respondents regarding improved work quality and performance based on what new knowledge and skills they were able to transfer/apply to their work, and that of their organization upon completion of the training program. These demonstrate that the training programs impact the way the cohort are not only approach-

ing their roles and responsibilities, but as well, changes in the way they are communicating with colleagues and organizational/project planning, stakeholders, partners with whom they are coordinating service delivery as well as beneficiaries. Several competency areas were highlighted by cohort respondents indicating that they felt they were better equipped to effectively do their job after participating in the training program.

Thirty-five to 50% or more of cohort respondents to the 9-month survey identified these competency areas associated with a level of significant positive change in their work, these included but are not limited to improved:

- Understanding of the humanitarian context and their role as a humanitarian worker within this context.
- Ability to evaluate the programmatic impact
- Ability to identify programmatic gaps
- Ability to develop relationships with stakeholders
- Understanding of mainstreaming cross-cutting issues
- Understanding and ability to approaching planning during the different phases of the project cycles
- Ability to practice skills and work with their team to decide on reporting for surveillance, risk assessment and security, and disaster management
- Ability to achieve objectives and goals of health projects in provinces where they work
- Ability to practice skills for assessing needs of the affected population and working with their team to develop a more appropriate response.
- Confidence to implement their responsibilities more competently

While 28% stated they did not see a link between the training and change in how they effectively do their jobs, citing the following reasons:

- Not able to clearly identify a direct link, as the work projects they were seeing results in started prior to engaging with the training program.
- Have a graduate degree in a related field of study (i.e., public health specializing in humanitarian assistance, etc.)
- Thought the training program served as a refresher/reminder rather than as new or influencing knowledge and skills they were already using.

Exhibit g. Cohort responses regarding their participation, transfer of knowledge, and practicing and applying skills into their work.

Collected from respondents of the 9-months post training online Cohort survey and Cohort postsurvey interviews
The competency-areas below were identified

Examples of what was identified as **“Knowledge and Skills transfer of learning”** from what they learned during their participation in the training program(s) into their work, or the work of the organization 6 to 9-months since completing the training program.

Examples of what participating cohort members indicated as changes in their competency levels as a direct result of their participation in the training program.

Core Humanitarian principles and strengthened knowledge of context of humanitarian work:

Specifically, highlighted was better understanding of accountability, improving the way respondents approach their overall work, and specifically the relationships and communication they engage in with beneficiaries through feedback mechanisms

“I have been encouraging my staff to ensure beneficiary accountability is a practice that they need to consider at all times and apply the humanitarian core principle standards”

Link between what it means to be a humanitarian aid worker and better understanding the context of challenges faced. Acknowledgement that other staff are not as familiar with the value of humanitarian principles, participating in the training program has raised their awareness and therefore linked to confidence-building as they indicated a “feeling of being more grounded in the work”; by this the respondent indicated having more confidence in their ability to make decisions, and a stronger knowledge-base when it came to program planning cycle.

Of the five selected cohort members interviewed post-survey, three have identified a strong link between having a solid knowledge foundation regarding the humanitarian principles and framework, and a clearer understanding of the value of sharing this knowledge foundation with colleagues with the aim of ensuring that over time Medair staff become more accountable to the beneficiaries they are serving.

Project proposals and funding reports:

One respondent of Cohort Survey stated: “I have a far better understanding of the role of UNOCHA in for advocacy and coordination of pooled funds for humanitarian action. This has meant that when UNOCHA in Afghanistan requests for inputs from INGOs into the yearly strategy as well as other advocacy documents, I am more eager to contribute than before”.

Another respondent mentioned that specifically “Course 4 was helpful for our daily work... when we as a team had to write a new proposal”.

Mainstreaming cross-cutting issues:

Understanding not to view projects in isolation, this is linked to a better understanding of the concept of mainstreaming.

Linking a higher level of confidence to perform their job to a better understanding how to: “mainstream cross-cutting issues by changing the mentality of the team, not only to think about a single intervention but the whole context of interventions...mainstreaming concepts, and create flexibility in what we are doing and consider additional needs combined with what we normally do”.

Phases of the project cycle:

Space to reflect on their work and how they approach their work through informal discussions with colleagues, and formal knowledge sharing sessions, for example “during staff meetings”, “lunch knowledge sharing sessions”, “reading articles that relate specifically to health-related topics, e.g., WHO reports”. “looking at how to improve the latrine design for use by persons with disabilities, defining the objectives for each phase of the project cycle”.

Achieving results:

A participant reported several ways their participation in the training has strengthened their capacity to achieving results in these areas: “increase analytical skills - analyzing qualitative data; performing evaluations and discussions with beneficiaries to obtain feedback on project activities; presenting the organization’s activities during meetings with local health authorities; discussions, reports, planning activities”.

Clinical program and service delivery competencies:

Specifically, in areas regarding clinical outbreaks, risk assessment, and coordination of project activities with field partners.

Management:

One Cohort respondent spoke of an overall change to the way they approach their work, they indicated that there was an overall “Improvement in my approach of my responsibilities and roles in the organisation and or project implemented” as well as stating that they are applying new “[k]nowledge on how to intervene or respond appropriately and effectively in different humanitarian crisis or health needs; [n]etworking [more] efficiently [to] communicate and coordinate project activities with other organisations for proper harmonization of program in the affected area; [s]upporting and coaching health staff in the field on ways to ensure quality standard in the services they provide for the affected population”.

Another participant also had some broader elements of transfer to report: “I have adopted the work of humanitarian and become more familiar with those responsibilities of NGOinternationals. I also wrote and shared a report focused on all what I learnt in this program”.

Collected from respondents of the 12- month follow up post-training online survey.

Self-perceptions regarding improvements to the quality of their work as a result of their participation in the training program: Knowledge transfer and applied skills 12- months post-training.

Seventy-three percent of respondents believe that the **quality of their work has improved** as a result of their transferring what they learned in the training program into their work. The 27% that did not feel this to be true, indicated that the training had not been as useful, stating reasons such as having been on leave during the post-training period, too many changes in the team, and management, and the training level was redundant for the level of experience.

The rationale for believing the quality of their work had improved is attributed to:

- Higher level of applied knowledge about humanitarian context
- More confidence in dealing with team and workload
- Training was foundational to learn more constructively within the organization.
- Larger picture concepts provide a good framework
- learning about assessment tools was useful to conducting
- needs assessment
- Coordination with other actors
- Better understanding of the way the Coordination system works
- Training serves as a good reminder to read again about the complexity of our work.
- Most significant knowledge gained relates to planning and implementing interventions, was regarding humanitarian principles and law and its applied relationship with work context enabled a stronger understanding of the relationship between different factors that result to serving the vulnerable.



Photo: Annegreet Ottow, courtesy of MEDAIR.

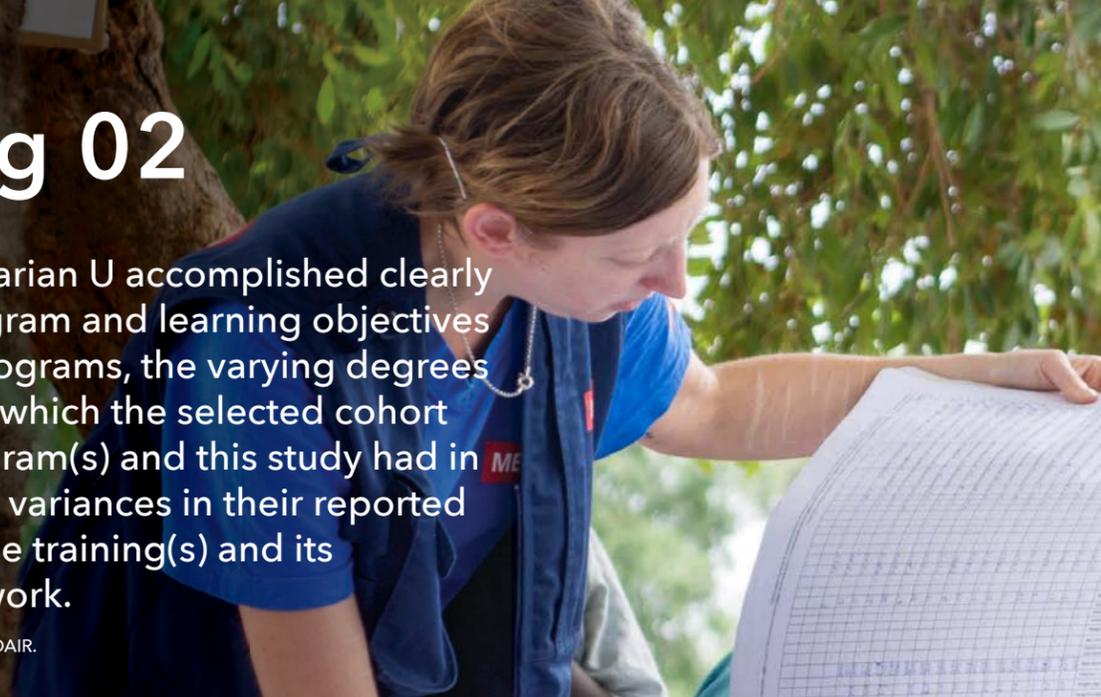


Photo: Wendy Van Amerongen, courtesy of MEDAIR.

| Finding 02

Although, Humanitarian U accomplished clearly defined goals, program and learning objectives for their training programs, the varying degrees of field experience which the selected cohort of the training program(s) and this study had in the field resulted in variances in their reported experiences with the training(s) and its influence on their work.

Photo: Annegreet Ottow, courtesy of MEDAIR.



Having a limited ability to set more rigorous selection criteria for training programs (as in the HU case because they are a private, social enterprise) does create a greater challenge when evaluating the level of success and impact the programs are likely to have, as well as affecting the evaluability of the training programs. If the learning level of an online competency-based training does not meet the needs of learner, or if the learning level is too high for the learner because of a lack of experience on their part, then it can be argued that evaluating outcomes and impacts resulting from the training experience will also prove more challenging.

Having limitations around participant selection for training programs leaves an organization with challenges in terms of assessing the outcomes and impact of their program, more so than with training programs that have some rigorous criteria for selection, and selection process. Furthermore, limitations to learner selection also impedes upon the potential for a higher ROI for the training organization and its beneficiaries - the learners, the learners' organizations and the sector.

It is fair to assert that for the two training programs being evaluated, the learning level was not appropriate for approximately 50% of the cohort. One manager asserted in an interview that newer, less experienced staff all indicated that the training was useful for them, but more experienced staff, generally thought the training was less valuable. Although this was the case, they stated that more experienced staff reported that it was a good reminder of several areas (as highlighted in the other finding results). The manager also had several suggestions based on the needs of their organization:

Given participant selection is clearly a limitation experienced by HU, the findings from this study indicate that although there are challenges resulting from this, there programs are being reported by participants as being of high quality, well-designed, and resonating positively with a good percentage of them.

"Our organization requires more technical training. These are both very introductory in that way".

"Need better, more in-depth training on how to "do" project management for humanitarian staff, as there are issues that arise that are very unique to a humanitarian setting".

"Would be more useful to target both training programs for entry level staff. USEFULNESS: deeper modules that relates to real life scenario".

"The manager stated that a 'dream training' for their organization would be making the HU types of modules, online, applicable to low bandwidth - reaching cohorts through this. Training for newcomers abroad before they even begin working".

"If there was a way to integrate these training programs into an option offering blended learning curriculum with a higher technical level, it would be really useful, as the learners can then really mix theory and practice".

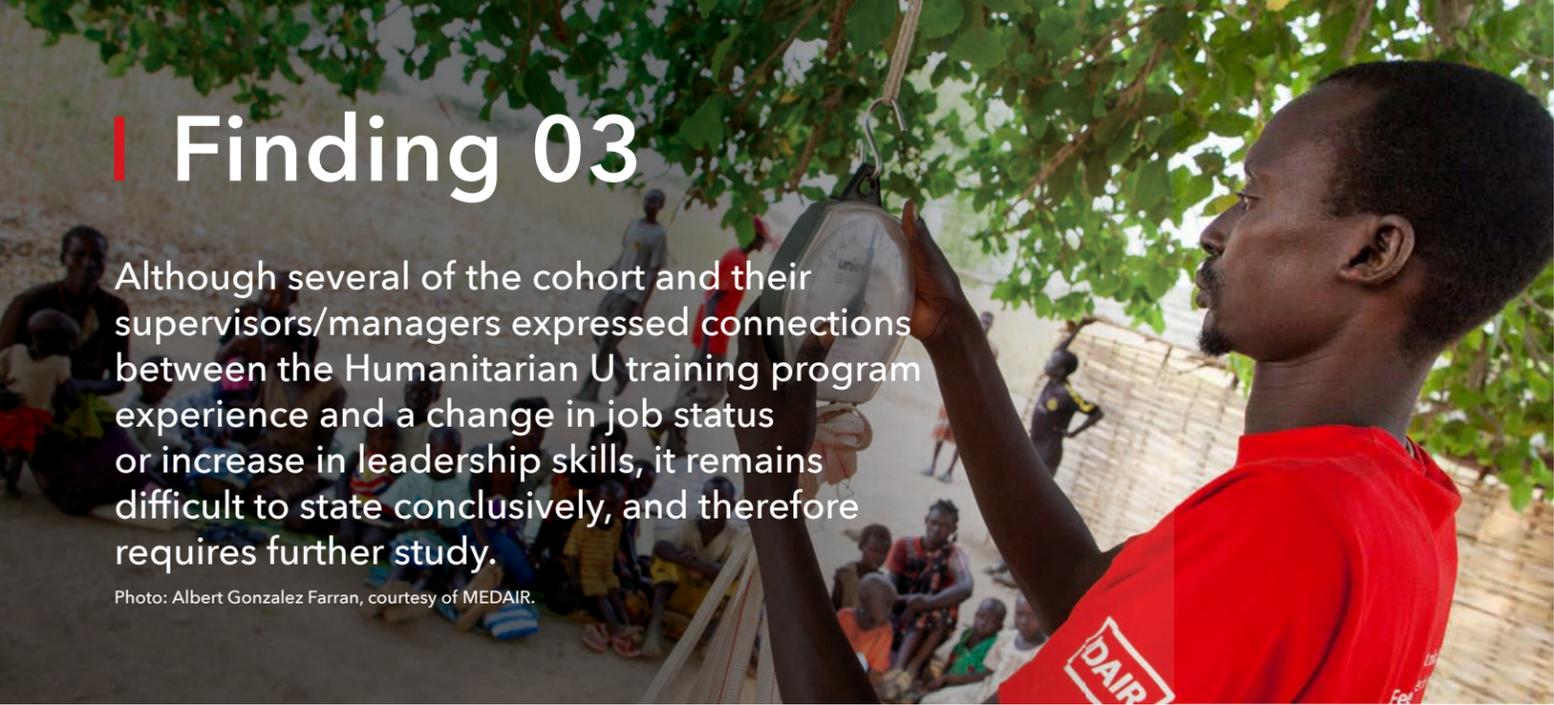
"If it was possible, to have the option to pick modules that related to the level of learning required".



Finding 03

Although several of the cohort and their supervisors/managers expressed connections between the Humanitarian U training program experience and a change in job status or increase in leadership skills, it remains difficult to state conclusively, and therefore requires further study.

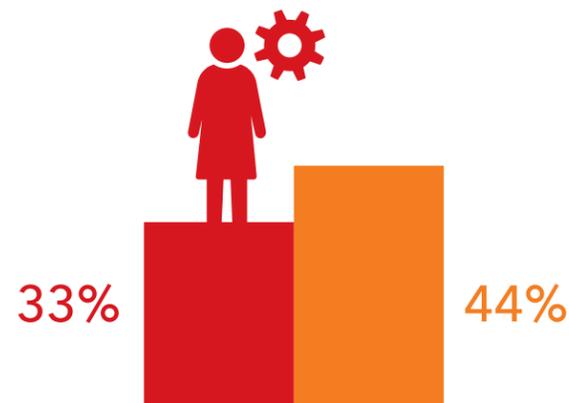
Photo: Albert Gonzalez Farran, courtesy of MEDAIR.



According to the analysis of data collected from cohort and supervisors/managers, during the summative data collection phase (9-months post training), 50% of the cohort were given more job responsibilities, while 25% been promoted³⁹. The cohort had difficulty attributing a change in their level of leadership either within the same position or signified by a promotion within the country office. Although several positive impact elements resulting from participation in the training programs were stated, it does not definitively indicate that because of their participation in the training program they were given more responsibilities, or received a promotion.

Similarly, just less than half of supervisors/line managers identified staffs' participation in the training program as a valuable contribution to better equipping them to handle an increase in job roles, more leadership responsibilities, and stakeholder relations. Supervisors/managers witnessed higher levels of confidence and improvements in leadership skills following their staff's experience with the Humanitarian U training experience. Although this was stated, it was also stated that there is difficulty in attributing this as the only direct causality. With this, none indicated that their staff received a job promotion within their organization as a result of participating in the eLearning training programs.

³⁹ Collected from the 9 months post training survey data



33% 'agree' their staff are better equipped to handle an increase in job roles and responsibilities, while 44% 'strongly agree'/'agree'/'somewhat agree' staff are better equipped to handle stakeholder and beneficiary relations and showing a higher degree of leadership skills and confidence.

Exhibit h. Attribution identified by supervisors/managers regarding the cohort's experience with the training program(s) and an increase in their job responsibilities or contributing to receiving a promotion within the organization.

- Received a job promotion within organization
- Is / are better equipped to handle an increase in job responsibilities.
- Is / are better equipped to handle relations with stakeholders and beneficiaries.
- Is / are showing a higher degree of leadership skills (i.e. involved in more decisions)

Answered: 9 Skipped: 2

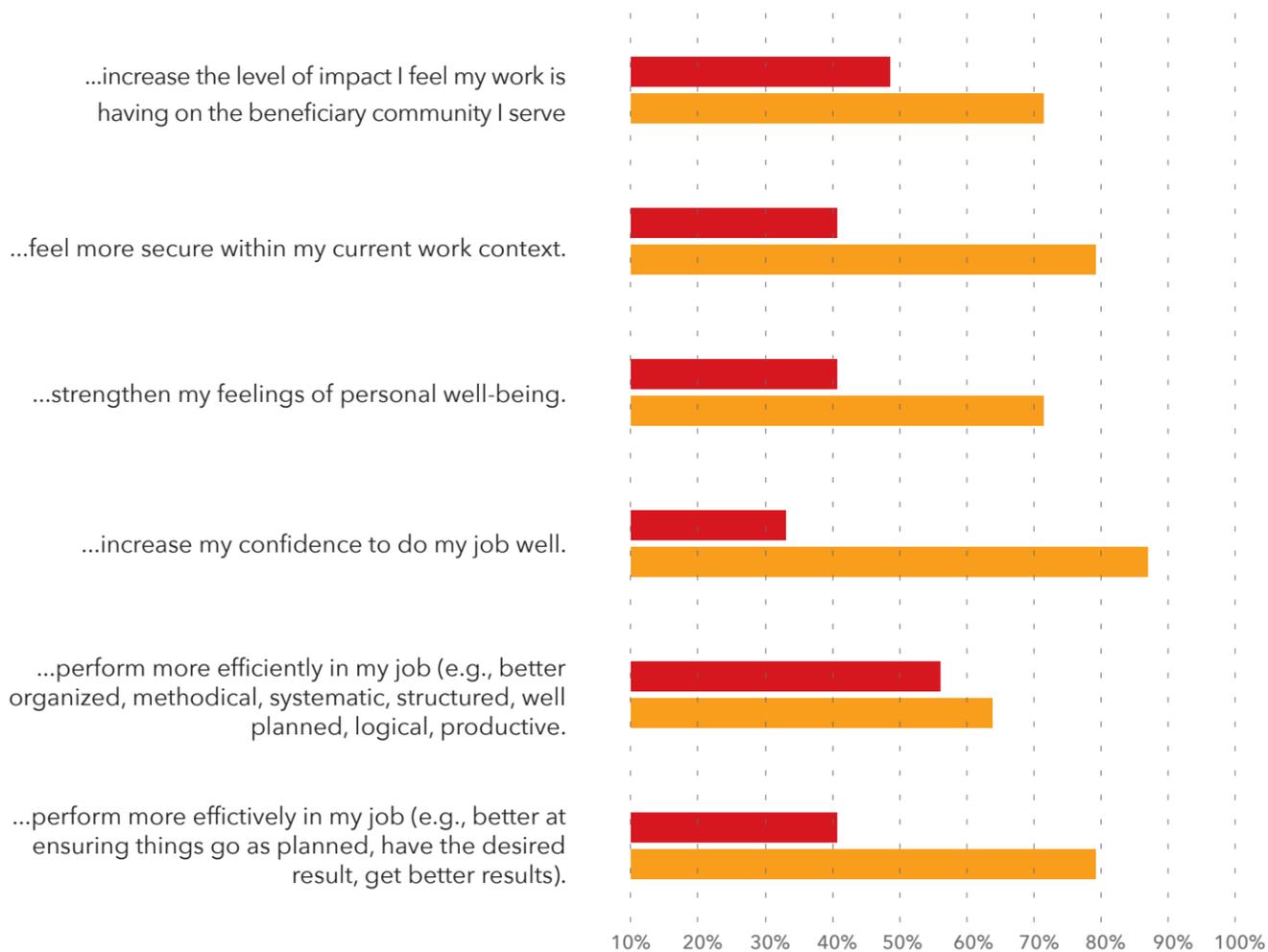
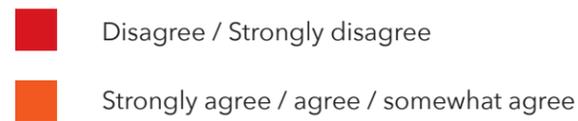


Although questions in the online surveys inquire about the level of attribution training programs have directly had on the cohort members' perception of their own promotions or increases in their roles and responsibilities, it does not adequately reflect the specific changes these training programs have had in more specific areas of job performance.

Other questions in the online surveys address this more specifically. In particular, when cohort members were asked their level of agreement (Question 20 of the Cohort 9-month post-training online survey) about **direct contributions the training programs had on improving their abilities** in the following areas, an average of 65% (see Table 3 below) reported that they 'strongly agreed/agreed/somewhat agreed' with the following statements:

Exhibit i. Direct contributions specific changes in competency-based areas of work

"I believe that my participation in the training program has contributed directly to being able to ..."



Finding 04

Analysis of the 9-month, and 12 to 18-month data suggests that there is lack of systematically implemented transfer of learning opportunities within the organization, as a result challenges exist regarding the coaching, supervision and management-supported opportunities for cohorts to transfer their learning into their work.

Photo: Sue O'Connor, courtesy of MEDAIR.

According to the analysis of the open-ended responses provided in both the Cohort and the Supervisor/ Manager 9-month and 12 to 18-months post-training online surveys, although opportunity was provided for cohort members to transfer their learning, the results indicate that more significance could have been achieved if, at the organizational level learning was implemented with a holistic approach to coaching, management and support. Therefore, it can be deduced that the transfer that took place was likely achieved without full organizational support and/or coaching and supervision. As one manager put it: "I don't think [the organization] is great at pushing the staff to build their capacity when it comes to the Core Humanitarian Principles and Frameworks". According to Cohort members "no support was provided by management in a coordinated, systematic way, and there were several changes to staffing management positions". See **Exhibit j** below.

In the next listed **Exhibit k**, data shows synthesized responses to whether the supervisors/managers provided appropriate coaching and support to the cohort members to transfer and apply their learning from the training program. The data provides insight

into the affecting factors attributed to either a positive or negative experience. It is also worth noting that in some cases, simply being made aware of the staff's participation in the training through this study, made the supervisor/manager more attentive and supportive of the cohort's needs.

Questions asked to both target groups (the cohort and supervisor/managers) about the quality of support by supervisors/managers to training participants to enable them to transfer their learning into their work sheds light on the value this can add to the training experience.

These questions listed below were asked during the summative and confirmative stages of data collection. They are intentionally similar from one data collection phase to the next, so as to provide respondents an opportunity to engage in continuous critical reflection regarding the causality of management support and its connection to levels of learning transfer and application from the training programs.



Photo: Michael Duff, courtesy of MEDAIR.

COHORT



Exhibit j. Factors reported by Cohort members contributing to the supervisors/managers level of effective support to transfer and apply what they learned from the Humanitarian U training program into their work and that of the organization.

9-month post-training online survey questions

Question 21:

Please indicate whether you agree with the following statements regarding the support provided to you by your manager(s) when transferring your learning from the Humanitarian U training program into your work, and the work of the organisation.

- a. My manager(s) enabled me to dedicate work hours to apply what I learned. (other, please specify)
- b. My manager(s) provided me with additional resources to implement what I learned. (other, please specify)
- c. My manager(s) encouraged me to share new knowledge I learned with my colleagues. (other, please specify)
- d. My manager(s) ensured that work projects I was assigned required that I practice and apply new skills that I learned. (other, please specify)
- e. My manager(s) enabled me to reflect on what I learned by providing me with access to additional learning opportunities. (other, please specify)

6 to 9-month follow up:

Question 21: open-ended statements

- Cohort Member Responses: Factors affecting the ability of the Supervisor/ Line Manager to provide support

a. My manager(s) enabled me to dedicate work hours to apply what I learned.

- Provided time needed to complete training.
- No interest from my manager to ensure work hours to apply what learned.
- Direct line manager too busy to talk about the training program.
- Not clear if this was a pre-planned component of course support.
- Line manager does not have appropriate content background, which limits effective discussions on my learning experience.
- Direct line manager was not involved in decision to participate in the training and we did not have any time set aside or opportunity to discuss what I learned.

b. My manager(s) provided me with additional resources to implement what I learned.

- None specifically for this training program context.

c. My manager(s) encouraged me to share new knowledge I learned with my colleagues.

- Being unaware of competing priorities.
- Sharing knowledge was not encouraged, nor was it discouraged.
- Knowledge didn't fully apply to the work hardly be communication with line-manager on this course.

d. My manager(s) ensured that work projects I was assigned required that I practice and apply new skills that I learned.

- Was not encouraged. No space in active interventions to do this.
- Work assignments based on need rather than assignments to apply/practice learning, so not supported by manager in this way.
- Managers unaware of training, as it was not directly mentioned at the time.

e. My manager(s) enabled me to reflect on what I learned by providing me with access to additional learning opportunities.

- Too high a workload.
- Focus on getting work done.
- No discussion with manager, limited opportunity to reflect.



Photo courtesy of MEDAIR.

COHORT



12 to 18-month post-training online survey questions

Question 17:

Since April/May [9-months post-training] I think the support provided to me by my manager(s) to apply my learning from the Humanitarian U Training Program into my work and the work of the organisation has...

- a. Enabled me to continue to dedicate work hours to apply what I learned. (other, please specify)
- b. Provided me with additional resources to implement what I learned. (other, please specify)
- c. Encouraged me to continue to share new knowledge I learned with my colleagues. (other, please specify)
- d. Enabled me to continue to integrate new skills I learned into my role. (other, please specify)
- e. Encourage me to continually reflect on what I learned by providing me with access to additional learning opportunities. (other, please specify)
- f. Changed as a result of their participation in this pilot impact study. (other, please specify)

Exhibit j. Factors reported by Cohort members contributing to the supervisors/managers level of effective support to transfer and apply what they learned from the Humanitarian U training program into their work and that of the organization.

12 -month Confirmative follow up:

Question 17: open-ended statements:

- a. Enabled me to continue to dedicate work hours to apply what I learned.

 - Since the managers/supervisors were made aware of the training and the intention of how the learning was to be transferred into the work of the cohort member they supervised, there was some shift in how managers were able to support the individual cohort members. In some cases, managers' were able to contribute positive support in others, there was negative feedback, which was no different to their previous experience 6-months earlier.
- b. Provided me with additional resources to implement what I learned.

 - Because it helped to have an understanding of the humanitarian principles and charter. Very important to our work.
 - They continue to support decisions after explanation of need was provided.
 - Only if it didn't take away from work responsibilities.
 - Without a background in public health, it was not considered a priority to apply lessons learned in spite of wanting to do so - did find solutions to apply by continually reading the materials and other documentation.
- c. Encouraged me to continue to share new knowledge I learned with my colleagues.

 - Continued to have guidance from humanitarian charter every section.
 - Provided me with other documents, and other trainings when possible.
 - We added new positions to improve quality.
 - Fields of interest were too different and therefore not relevant.
- d. Enabled me to continue to integrate and apply new skills into my role

 - Yes, gained a lot by helping others learning.
 - Led some discussions sessions with my colleagues about topics from training.
 - Not attributable to the course as always encouraged to share learning with colleagues, particularly since my role is one of providing technical advice to others.
- e. Enabled me to continue to reflect on what I learned by providing me with access to additional learning opportunities.

 - Established an integration of skills into all activities in roles and responsibilities.
 - To research more about the concept of humanitarianism.
 - Allowed to attend other training.
 - New job gives me new learning opportunities and reflect on content of training to take what can be applied.
 - The humanitarian U training really provided a strong foundation to engage further with other training opportunities, since it provided the building blocks and vocabulary to understand and engage with the world of humanitarian healthcare.
 - There was no encouragement at all on this. When needed, self-led research for sources for support using skills and experiences.
 - Project managers are not allowed to directly communicate with HQ health leadership on supervisory issues so there is tension.



Photo: Alex Wafula, courtesy of MEDAIR.



9-month post-training online survey questions

Question 21:

Since their participation in the training program, I supported the transfer of what the staff person(s) learned from the training program(s) into their work, and the work of the organisation by:

- a. Enabling them to dedicate work hours to apply what they learned. (other, please specify)
- b. Providing them with additional resources to implement what they learned. (other, please specify)
- c. Encouraging them to share new knowledge they learned with my colleagues. (other, please specify)
- d. Ensuring that work projects they were assigned required that they practice and apply new skills that they learned. (other, please specify)

12 to 18-month post-training online survey questions

Question 12:

Since April/May 2017 after I completed the first online survey and interview for this Pilot study, I have supported the transfer of what the Cohort member staff person(s) learned from the training program(s) into their work, and the work of the organisation by..."

- a. Enabling them to dedicate work hours to apply what they learned. (other, please specify)
- b. Providing them with additional resources to implement what they learned. (other, please specify)
- c. Encouraging them to share new knowledge they learned with my colleagues. (other, please specify)
- d. Ensuring that work projects they were assigned required that they practice and apply new skills that they learned. (other, please specify)
- e. Enabling them to reflect on what they learned by providing them with access to additional learning opportunities and resources. (other, please specify)

6 to 9-month Confirmative Survey data

Question 21: open-ended statements

Supervisor/Line Manager Responses:

a. Enabling them to dedicate work hours to apply what they learned.

- Lack of awareness staff were participating in the training(s).
- Redundant content in the training.
- Number of emergencies and remote field locations without power make it difficult to provide support. It makes extraneous work hard to accomplish.
- Allowed for time to develop capacity building/knowledge.
- Sharing workshops for other staff.
- Did not focus on investing time in this task.

b. Providing them with additional resources to implement what they learned.

- Lack of awareness staff were participating in the training(s).
- Redundant content in the training.
- Have different resources available on our intranet and on our bookshelf about project assessments, implementation, training, cross cutting issues and on humanitarian contexts and principles.
- Enabled them to participate in briefings which has an emphasis on humanitarian context, principles and law.
- Provided different culture and resources from her previous activities she did.

c. Encouraging them to share new knowledge they learned with my colleagues.

- Lack of awareness staff were participating in the training(s).
- Not to do extra activities but to tie learning into existing roles: responsible for sharing new technical content.
- Little time made for communal gatherings let alone knowledge sharing.
- Left to the desire of learner.
- The staff did not believe that the information they were learning in the course was pertinent to their day to day work in the field, so we did not focus on investing time in this task.

d. Ensuring that work projects they were assigned required that they practice and apply new skills that they learned.

- Lack of awareness staff were participating in the training(s).
- Existing roles have to use the skills and content covered in their courses to do their jobs but training comes from multiple sources.
- Each of our projects require on going assessments and project design and implementations. All of these must take into account the context, humanitarian principles, ethics, public health concerns and cross cutting and protective issues. No specific extra support provided.

e. Enabling them to reflect on what they learned by providing them with access to additional learning opportunities and resources

- Lack of awareness staff were participating in the training(s).
- Continued internal Medair exposure to training and resources.
- No specific time spent supporting for this training.
- Time constraints and responsibilities to ensure delivery of services didn't make this possible.

Exhibit k. Respondents to Cohort online 9-month post-training survey Question 21

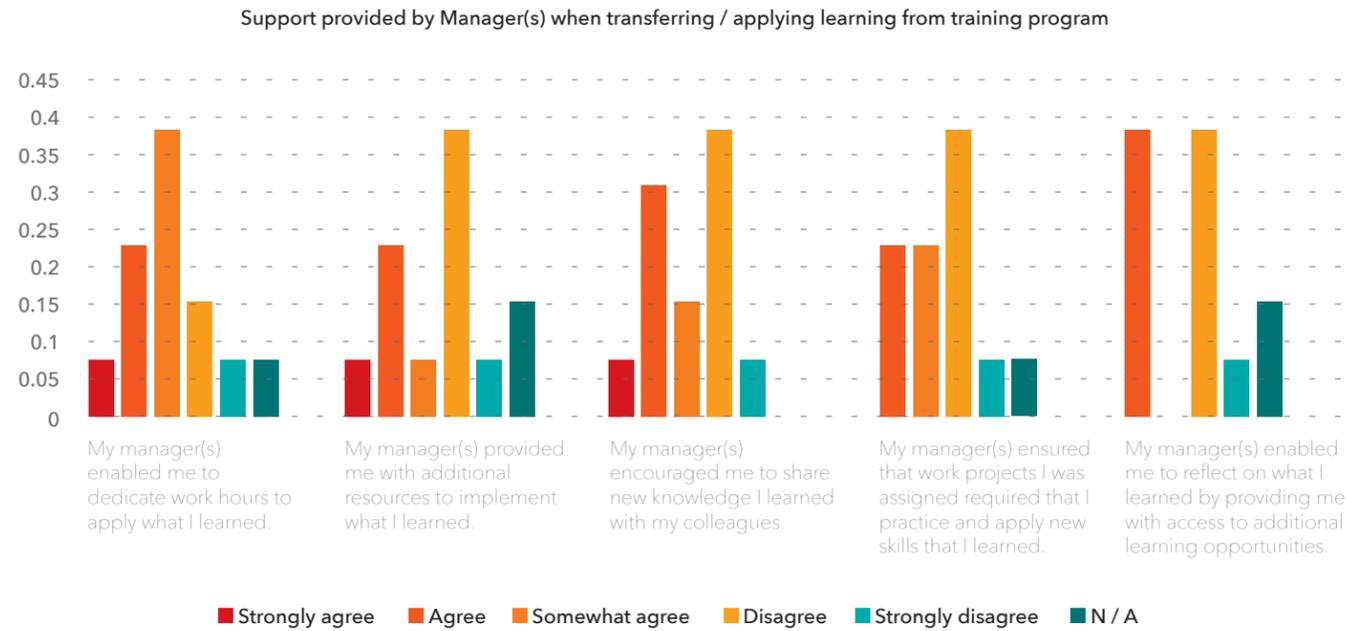


Exhibit n. Respondents to Supervisor/Manager online 9-months post-training survey Question 21

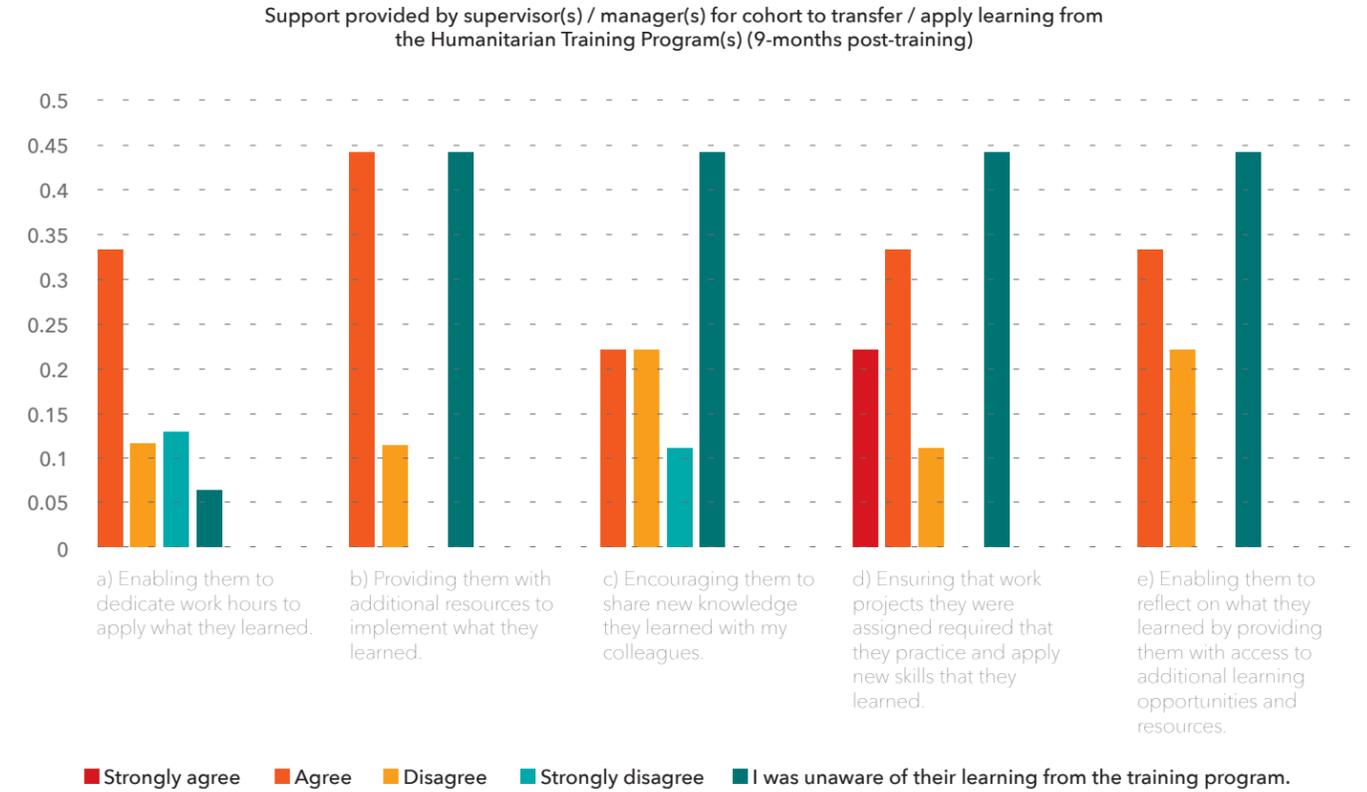


Exhibit l. Respondents to Cohort online 12 to 18-month post-training survey Question 17

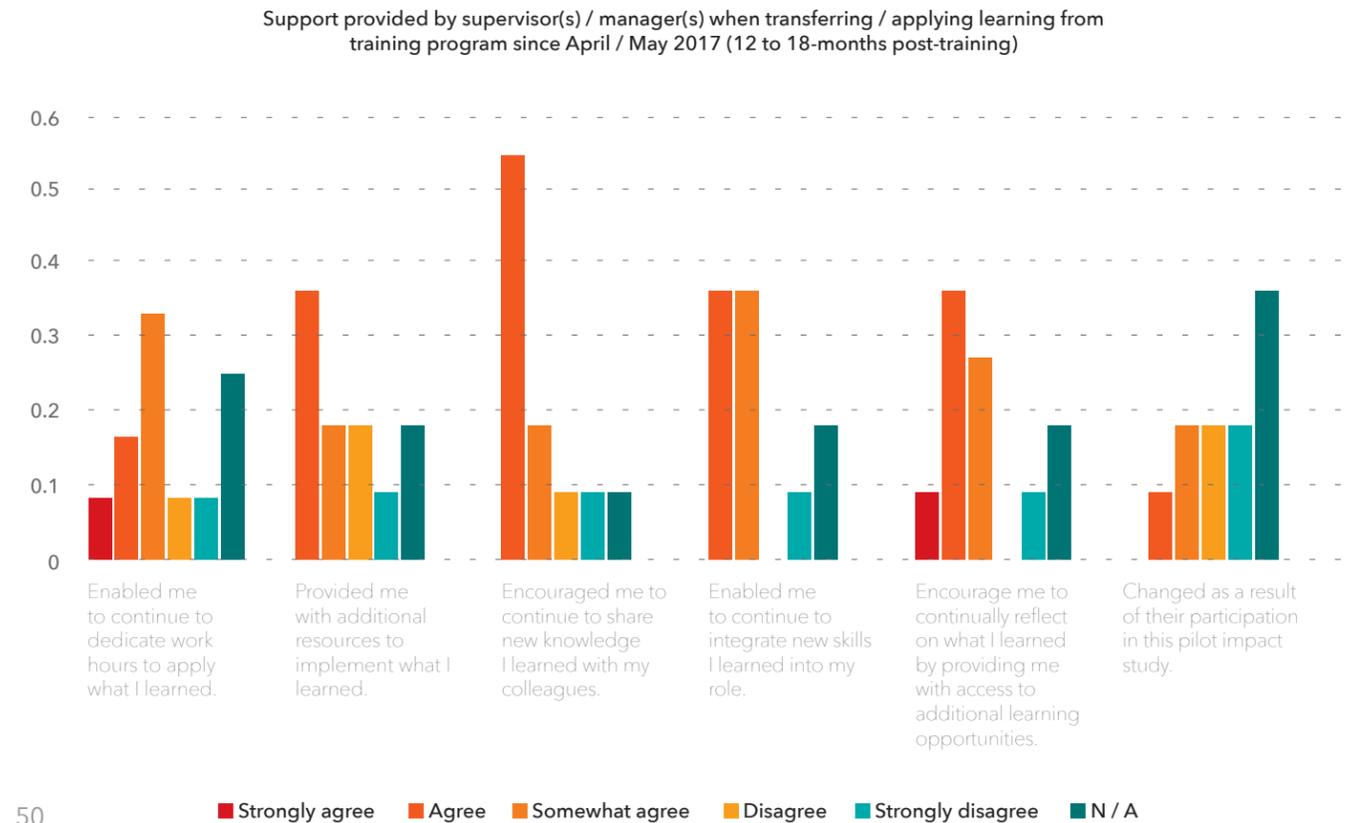
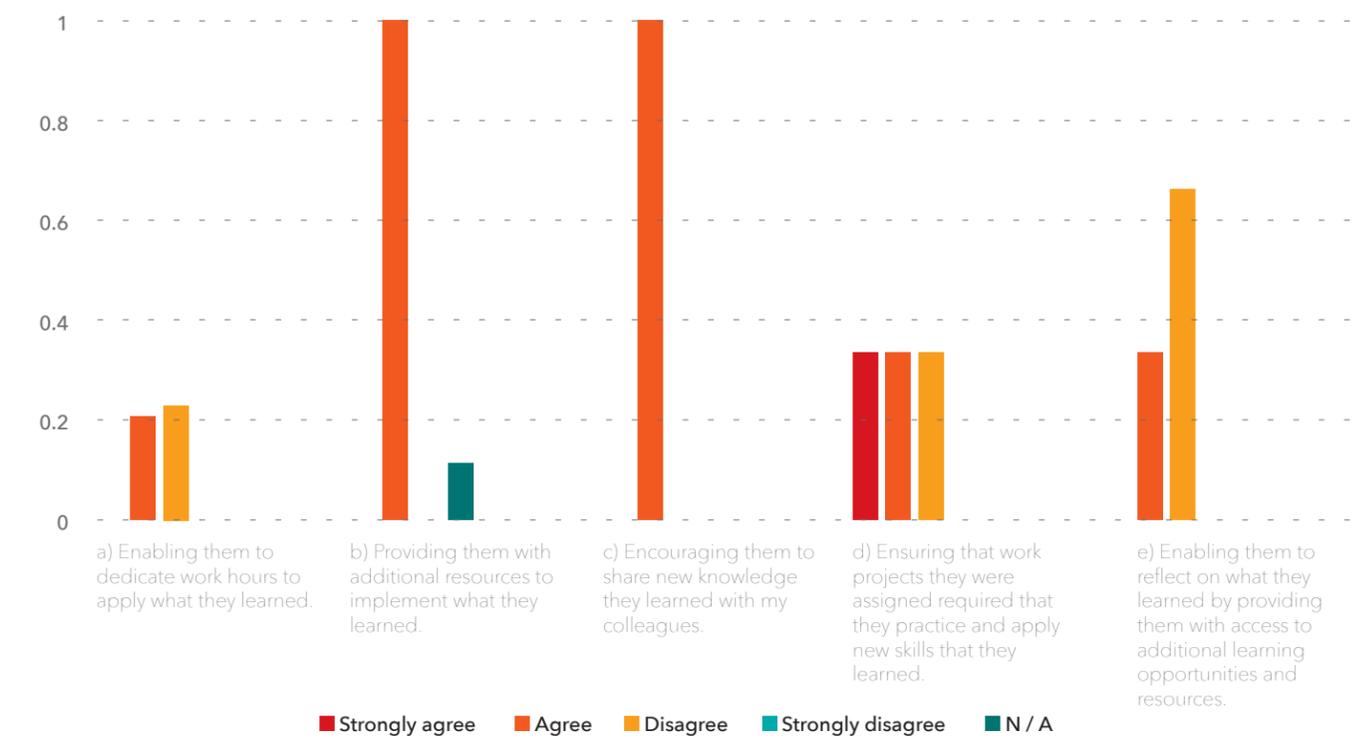


Exhibit o. Respondents to Supervisor/Manager online 12 to 18-months post-training survey Question 12

Note: the data provided here is relatively inconclusive as the response rate for this survey was only 27% vs. 100% response rate at 9-months. This was due to several reasons highlighted in the section just below.



Finding 05

Organizational commitment to the individual learning process is necessary if transfer of learning is to successfully contribute to changes to the individual learner's quality of work, the work of the organization, and the beneficiary experience. Based on the analysis of data it is clear that at the time of the study, there was no systematic approach taken by the organization, to support the cohorts' transfer and application of new knowledge and skills into their work, the work of the organization.

Photo: Tamara Berger, courtesy of MEDAIR.

Two interviews were conducted during the confirmative stage of the evaluation with managers based at the Headquarters of the field partner organization.

The aim of these interviews at this stage was to further understand whether there was organizational commitment to developing or strengthening the internal strategy on developing staff capacity and systematically assessing and supporting their staff's transfer and application of learning from the Humanitarian U training programs. From these, evidence clearly shows that the field partner is attempting to mitigate this challenge with an improved system for capacity development.

Based on responses and discussion, it appears evident in this case, that internal management style, a lack of strategic organizational support for learning and assessment, resource limitations, communication and decision-making contributed to challenges resulting in only 50% of reported transfer of learning by supervisors/managers. These examples were shared:

"Some supervisors/managers have left the organization since April/May survey."

"Supervisors/managers was busy and writing proposals this fall and don't have time to provide feedback. Timing is an issue, resources are thin, so the priorities have shifted"

"Workload issues. No one has said it is bothersome."

"Don't recall sending any special request to the managers. Following [Pamela's initial invitation in April 2017], the [supervisors/managers] started asking for more information. Decision for them to participate was made over their heads. Person in charge of all the programs at the organization agreed to participate. Supervisors/managers were not aware necessarily that these individuals will participate. Participants were fully aware though."



Of the 50% that cited they did not see a change, several contributing factors were identified, from insecure work environments and isolation of the cohort member due to work placement, to being unaware of their staff members' participation in the training program, while others simply indicated they have not observed any specific transfer. Here are some of the comments received that highlight the challenges in assessing the level of transfer from the survey completed by supervisors/managers:

"[The cohort member] is part of the emergency response team, due to the number of emergencies we have responded to this year, and the fact that rotations are long and generally in remote locations without power. These issues make extraneous work hard to accomplish."

"My staff person that participated in the training had changes in their ability and attitudes towards their work."

"It was not until Pamela contacted me to inform me about the study, so it is difficult to gauge learning, transfer or changes to [the person's] behaviour in their work."

Based on the data collected from pre-online survey interviews with supervisors/line managers, it is observed that they were not significantly aware of how their staff were participating in the training program (either the Core Professional or the Healthcare Provider). Further a few Supervisors/Managers were new to their positions and therefore either were not aware of their staffs' participation in the training, came in midway through their staffs' participation in the training or afterwards.

In a few cases, Managers reported in the 9-month post-survey data that their cohort staff did not gain new knowledge and skills in the competency areas necessary to make this training relevant or effective. This greatly contradicts the feedback received directly from this cohort members. In the cohort member's online survey responses and post-survey interviews it was clearly indicated that the training, although may not necessarily have providing them with new content information, did in fact contribute directly to how they approached their roles and responsibilities, or supported a transition into a new position with greater ease than expected.



It's not surprising that 50% of Supervisor/Manager respondents report challenges in observing transfer/application of specific learning areas of their cohort member staff.



With this, the other 50% shows evidence that cohort members are transferring and applying new knowledge and skills from their Humanitarian U training program experience into the work, and sharing with other staff, stakeholders, or beneficiaries.

Evidence from the 50% of supervisors/managers expressly shared cohort members' actions and activities showing transfer and application of learning from the Humanitarian U training programs. Below, examples of synthesized responses from the 9-month and the 12 to 18-month post training surveys show a level of transfer of knowledge and skills into their daily work, and the work of the organization.

Cohort members reported transferring/applying those competency areas significant to their work (knowledge and skills), and learned during their participation in either the Core Professional Training Program or the Healthcare Provider Training Program in practice.

After the completion of the 9-month post-training survey, one manager indicated that the cohort member being supervised "understands better that teams need a leader and the team will provide support when conditions allow". The supervisor also indicated that some of the staff person's main skills improvement were in the area of planning and implementing the project cycle.



Photo: Tamara Berger, courtesy of MEDAIR.



Photo: Alida Fernhout, courtesy of MEDAIR.

Knowledge Transfer:

- Presentation to international WHO researchers at an internationally attended training program of the organization outbreak prevention work, transferring what was learned from the completion of Humanitarian U's training⁴⁰.
- Written reflections on interventions that were undertaken where they implemented in a different way to others lessons learned and outcomes achieved as a result of the training. It was expressed that this person displayed a higher level of self-confidence and was able to collaborate more effectively since participating in the training program.
- Conducted a meeting with the Community-Health promoters and some of the Medair staff who are involved in Community health activities and defined the disaster management and public health in emergency context.
- More capable interactions with Health Cluster, MOH, and interactions at the stakeholder and beneficiary levels.
- Was not aware of humanitarian principles prior to taking the training, stated that the person was now actively including this new knowledge of the humanitarian principles through their attitudes and actions in daily work in the field.
- The training programs have improved their work functions and knowledge of humanitarian principles.⁴¹

⁴⁰ According to the supervisor/manager that reported on this cohort member, the person had "attended and presented in internationally attended training programmes where she presented on the outbreak prevention work of the organization."

⁴¹ The cohort member "who was the community health supervisor changed from the way they did their work and now shares with rest staff the knowledge and skills she received from the training, such as the humanitarian principles."



Photo: Lucy Bamforth, courtesy of MEDAIR.

Skills Transfer:

- Not sure it is directly linked, however indication that [Cohort member] has had to analyze more public health emergency responses and implement outbreak preparedness and response and skills have been improving in this area over the past year.
 - [Cohort member] has taken part in rapid public health assessments, line manager observed good knowledge of issues affecting displaced populations and understanding of sphere based basic health care requirements of humanitarian response.
 - Involvement in project implementation and supervision of both direct public health care provisions and emergency response preparedness and response activities such as mass cholera vaccination campaigns.
 - Implementation of projects in areas where cross cutting issues and protection issues must be considered.
 - Conducted a meeting with the community health staff reflecting practices learned in the training, that apply in the field but not including field partner staff and the organization staff themselves.
- Organization of a workshop with other Medair and the partner's staff on rapid assessment and clinical response.

Other factors reported that may have contributed to these areas of knowledge and skills transfer include:

- Continued experience and lessons learned improved staff job functions.
- The organization's H&N 1 week workshop in November 2016, 5 days of 1:1 H&N briefing for advisor role, Weekly HQ field 1:1 meetings discussing work issues and situations and receiving advice.
- Communications and disease surveillance.
- Practical on the job experience, the organization's regional training courses attended in person, and other training courses attended in person.
- Involvement in proposal writing other than for usual funders.



Photo: Wendy Van Amerongen, courtesy of MEDAIR.

Photo: Jonathan Genet, courtesy of MEDAIR.

| Finding 06

71% of cohort respondents reported a level of longer-term change resulting from their experience in the Humanitarian Training Program. 10% stated they were not able to identify any, or there was no change, while another 10% left the organization. 20% of respondents stated several other factors in addition to the training as influencing whether impact was achieved.

Photo: Wendy Van Amerongen, courtesy of MEDAIR.

Cohort members were asked to report on positive changes, in general that have resulted from the training. They were able to identify how it has had an influence over the quality of their work, or that of the organization. Below are some examples of influence. They were asked in the 12 to 18-month post-training survey to: "Please share with us success stories focused on your experience in applying your learning from the training program into your work, and the work of the organisation since April/May 2017."

"Before the training, I wasn't aware of ways to conduct reporting on the security condition; case definitions; humanitarian principles, and how to work with the ICRC. I now better understand types of disaster and the cross cutting issues which was hard for me to understand but now have more knowledge, human rights and the organization work how they work, immigrants and asylum seekers."

"Before the course, I thought I had a good and acceptable leadership. After finishing this training, I started to think about my team and how to collaborate with them more. We decided to promote 3 officers to senior level after training them on tasks and skills that they need in new positions. In this I have more time by managing 3 senior officers who are leading all activities. Quality of work improved, meeting deadlines, coordination with other actors."

"I was not able to finish the course, due to time constraints, but the chapters I studied were interesting and helpful as a reminder to look at the context of our work, to plan carefully and prepare before going to the field and to evaluate and learn from lessons from previous projects. I apply these lessons to my own work and, where possible, discuss it with my national team. Unfortunately, I see more and more short-term missions among the organizations' expat staff, which does not really allow for longterm planning or regular discussions how to improve quality in the work. The training has offered good opportunities to move forward though in new directions that are more outside my current work situation."

"I now very proactively encourage others to undertake online learning in the area of humanitarian healthcare. I am currently helping some of my South Sudanese colleagues to pursue courses with internationally-recognised course providers, inspired by my own positive experience of Humanitarian U and the importance of high quality in online education, as with other learning opportunities."



Photo: Annegreet Ottow, courtesy of MEDAIR.

Finding 07

The pilot study has produced anecdotal evidence of how the cohorts' transfer and application of learning from the Humanitarian U training program has resulted in changes⁴² experienced by the beneficiary communities they serve.

Photo: Wendy Van Amerongen, courtesy of MEDAIR.



Photo: Wendy Van Amerongen, courtesy of MEDAIR.



Photo: Wendy Van Amerongen, courtesy of MEDAIR.

To collect evidence of training impact on the beneficiary communities served by the cohort staff of the organization, the cohort and supervisors/managers were asked to respond to several specific questions while responding to the online surveys as well as during interviews following the completion of the 9-month post training survey. These experiences are self-reported (and reported by their supervisor/managers) and therefore considered anecdotal, not integrated into a strategic capacity development plan of the organization, nor the result of any specific long-term post-training monitoring plan of the learning organization, Humanitarian U.

In analysing the responses, it was clear that individual cohort members consider the training to have positively impacted on how they are conducting their work, engaging with the beneficiary community, and possible ways the training experience can be directly attributed to changes at this level.

As a way to better understand these experiences, interviews were conducted to collect more data about the most significant changes reported to the cohort by members of the beneficiary community. Furthermore, it was an opportunity to highlight some promising practices and lessons learned on how to transfer their learning experience. For the most part, the cohort reported that it was difficult to show attribution between their training program experience and changes to the beneficiary experience. Some of their survey responses are expressed below:

According to the cohort:

- Several participants indicated a neutral or n/a response when asked how the training program experience resulted in changes at the beneficiary level.
- 14% of respondents indicated that the "training provided theoretical knowledge not related to our work" or it was simply too rudimentary for it to have significant impact. This tended to be truer for the cohort of the CORE professional training program.

Others provided insights that indicate a shift in their experience with the community, however not a clear attribution of changes occurred. Further, responses also serve to point out that training is not the only factor that contributes to challenges, and therefore, as well to successes. In future, it is likely that more holistic models are worth exploring, such as collective impact.

"Difficult to know, however I think the training has had a deeper impact in the way I was handling my work, my relationship with the beneficiaries, and so, it is difficult to measure how much it has affected them. Nonetheless I believe this training has helped me grasp a wider image of the humanitarian world, and it can only be positive for the population impacted by my work."

"Improved quality of monitoring"

"A reminder not to forget participation of beneficiaries in our projects. This however is becoming more difficult with short-term projects, or requirements of donors to stay only for a few months in a setting. It requires a different focus to the work, and careful reflection on our approach to work in a new or existing context. E.g. focusing on emergencies rather than chronic crises."

"It equipped me to better understand this field of work, and hence apply these principles in designing interventions - I am sure that it has equipped me to design better responses and hence better serve the beneficiaries we are working for."



⁴² i.e. interactions and relationships with staff, services and programmes provided, increased understanding of the role of humanitarian organizations and roles beneficiaries can play, improved health and well-being, and number of lives saved.

CHANGE STORIES





Photo: Diana Gorter,
courtesy of MEDAIR.

The following two Change Stories are presented here to illuminate how training programs (such as Humanitarian U training programs in this case) are able to impact the experience of the learners, their organizations, and the beneficiaries they serve within the humanitarian sector. Specifically, when the cohort was asked to critically reflect on their experience, the **Change Stories** are an interesting tool to provide evidence of how the training program positively influenced the cohorts' sense of wellbeing; perceptions of their job performance; the work of their organization; the coordination and service delivery structure; and relationships between humanitarian institutions. Further, cohort members spoke of important ways they believe their experience with the training has influenced the beneficiaries' experience. Albeit these are small windows into significantly larger pool of aid workers, however, they are useful in understanding how this evaluation system and reflective process may be applied in future continuous evaluation processes.

Interviews were conducted with a select sample of five cohort members based on their responses to the 6-9-months post-training online survey. Drawing from important models⁴³ and innovative approaches used for evaluating and mapping impact, the interviews aimed at obtaining more robust evidence supporting responses shared in the completed surveys.

⁴³ Kirkpatrick, Brinkerhoff and Most Significant Change Models

Change Story 1



Photo: Albert Gonzalez Farran
courtesy of MEDAIR.

"It just made everything else make sense, I was able to better understand all the bits, brought a lot together for me once I was able to reflect on the learning. Specifically, on the Humanitarian Principles and what we are doing and why we are doing it. Things became more grounded!"

Having this foundation has helped me to learn things more easily. I did the online training sessions in early to mid-2016. In July 2016, I was based in the city where the troubles were really high. Humanitarian principles helped me to see how our work fit into the city experience, regarding security. The timing of the training and the sociopolitical context made it necessary to reflect on why different aspects of challenging situations were particularly against humanitarian principles and what was expected in the situation. We needed to ask ourselves how we were coordinating with other organizations what we're doing and not doing? In terms of security decisions at the time, the training helped in terms of why things became decided as they were. Beforehand (the training) I wouldn't have even considered critically thinking about it. After that, I finished contract literally the next week and then went home. Since then, I became a health advisor and had to learn a lot very quickly. Comparing these two experiences of getting into Medair, I felt the course had a lot to do with the ease at which I was able to do this, spent time trying to understand where the learning fit in my role within healthcare. I assimilated new information more quickly as a result. So, I would say it was a direct influence.

For example: Having an overview of examples about response from the module, allowed me to address the Cholera outbreaks - just having a better starting point, knowing where to start. The training literally just introduced the general concepts, but covered a little bit on outbreak conditions and provided a basis or starting point."

When asked if the training experience led to a change in their level of confidence to do their job, the cohort member shared this:

"True statement! It was a big aspect of the success from the training. I am confident that I wasn't missing pieces as a result of the strong overview from the training."

When asked if the training experience led to a stronger sense of well-being and personal security to do their job more effectively, the cohort member shared this:

"Confidence in the role does influence the sense of well-being that you have what it takes to be in the role, and doing a formal course addressing this competency, I can now enjoy the job more as a result. Section in later module of managing well-being and stress management, reinforced principles I was already aware of. At the same time, it's always helpful to have new takes on it. And so, this was really helpful to revisit it within a new context and new perspective and with mindfulness."

When asked if the training experience led to a better understanding and level of comfort with contextual security to improve how they do their job, the cohort member shared this:

"I don't really have to worry about contextual security in my current role, but it helped me to understand where Humanitarian Agencies sit within the security picture, and that does help you feel safer because you know what your role is supposed to be and how people are supposed to treat you. And to understand what the intention is around this. Maybe my advising may have an influence over project managers, but indirectly as this is not my primary role, but yes, on impact of security in running health services it helps to form a foundation on the structure of how these services are set up. I gained an understanding on the significance of security issues and so this helps project managers determine how this can impact the service delivery and coordination. Also on protection issues and safety and security of staff and beneficiaries, considering protection aspect of any planned intervention. For instance, there were some scenarios in modules that talked about the effect of humanitarian interventions within conflicts, how delivering services to one particular group might support this. And so, we need to consider how our interventions and how they have an impact and then influence the security of staff and beneficiaries. Has informed me better on how to do this (e.g., vaccination campaigns in a particular area - how to mobilize a community without bringing access risk). The training did give me the language and concepts in which to articulate things correctly and then interact with matters properly and helpfully."

When asked about whether the training has impacted the beneficiaries directly, the cohort member shared this:

"The training helped me to assimilate the type of information I needed to do my job better. Indirect path in a way, because I don't directly work with beneficiaries, but advises other project managers. I received positive feedback early in the role. I was told that I was picking it up quickly, I wasn't aware this would happen and so I was confirmed that my learning was effective. I can advise others to design interventions that work, and we have taken several interventions that work based on conversations on what the main issues are to consider in making an effective and appropriate interventions, and achieved several like this."

The Cohort member credits the course for doing this and learning the main issues and overview in the field. Examples of interventions currently in ERT - there has been a new design, and thinks that they are able to do work more effectively and recognized by other agencies as effective, innovative, running a Cholera vaccination campaign alongside a registration process in a day or 2 and in a targeted, difficult-to-reach area, and risk factors, and protection concerns to mobilize them for long and to access risk.

Change Story 2

Beneficiary involvement and relations

Direct transfer of learning impact reported by a cohort member as a result of participation in the competency-based eLearning Core Professional Training Program.

An example of learning impact according to a cohort member demonstrating the value of the Core Professional training experience and the role it has played in strengthening their knowledge, skills, and changing attitudes about their work, the work of the organization, and relations with stakeholders and beneficiaries.



Photo: Hiba Fares, courtesy of MEDAIR.

Direct transfer of learning impact reported by a cohort member as a result of participation in the competency-based eLearning Core Professional Training Program.

An example of learning impact according to a cohort member demonstrating the value of the Core Professional training experience and the role it has played in strengthening their knowledge, skills, and changing attitudes about their work, the work of the organization, and relations with stakeholders and beneficiaries.

“Among the many positive examples mainly about communication for coordination within the team, agencies and beneficiaries, because we always have to consider them first, and make sure we have a balance of power. At one point in the past, they lacked information about our work, now they have more awareness. By being more transparent we are more accountable.”

Their team shared with beneficiaries the responsibilities that the team needs to have to them. They approached this by applying some of the skills and practices learned during the Humanitarian U training program experience.

“We conducted focus groups with the beneficiaries to assess what their primary needs were. Our team now responds to these, and the beneficiaries are now well informed. In return, my team is also better informed, and there is a lot more community involvement and feedback. This is a continuous monitoring process throughout the project cycle. I think that we were able to really strengthen our approach to beneficiary involvement and relations as a result in the training. We have received beneficiary feedback, and it is very positive. They feel that their voices are being heard. It has improved the relationships, communication and ultimately services with the beneficiaries”.

The cohort member also spoke of relations with agencies, and other partners, and stakeholders. As a result of the person’s participation in the training, in particular the aspects focused on Core Humanitarian principles and the framework, they stated that they better understand their role as a humanitarian worker, and the need for coordination among agencies to improve, specifically regarding “issues of ensuring close communication and timely coordination with organizations. The feedback, as implementing partners or donor issues, we are facing the same issues that the community is facing. Consultations among agencies is improving.”

“Advantages include improved communication as there is always an understanding. There’s a thing where generalizations occur when an agency is not doing well. We are trying to ensure that coordination is strengthened as beneficiaries’ involvement helps to eliminate these negative generalizations”.



Photo: Wendy Van Amerongen, courtesy of MEDAIR.



Challenges to Transfer of Learning in the Humanitarian Sector

Photo: Bethany Williams, courtesy of MEDAIR.

Summary of challenges or limitations to being able to transfer learning into their own work, the work of the organization, or to the beneficiaries expressed in the data:

According to the data collected throughout the study, several challenges made it difficult to transfer learning from the training program(s) to their work, or the work of the organization and to beneficiaries. These challenges were presented by both cohort members and supervisors. Several of these challenges have resulted within a sphere of influence surrounding the learners experience. According to the respondents:

Separating learning from the course being evaluated and previous courses taken - Trying to determine where the learning is coming from and what is being transferred is not always obvious. An important approach to mitigating this type of challenge is to design a monitoring system that can follow the learners progress not just during the training program. Learners themselves can have a hard time identifying contributing factors, and supervisors/managers that are not trained properly to coach and provide learning support can also fall short in achieving this task.



Personal well-being and operating securely in a humanitarian response situation is difficult due to country context - often challenges to the personal well-being and security means that learning experiences are de-prioritized. For humanitarian field workers, this is a more common problem.



Work overload - It was expressed by several cohort members and supervisor/managers that they simply "have too much to do and not much time to really think about applying the new learning" or "ways of supporting new learning opportunities". This was a common problem among respondents. Reasons highlighted often had to do with limited budgets, resource cuts, burnout, day-to-day challenges that are typical to working in a crisis or conflict situation, power outages, limited to no internet access from remote working areas. Another example shared focused on not having adequate time to reflect with colleagues on how new knowledge can be used to make changes.



Simultaneously participating in training experiences (whether online or face-to-face) - Participating in several trainings at the same time makes it difficult to be certain where the learning is coming from if course content overlaps, or covers similarly focused material.



Sense of unique context as an influencing factor in ability to adapt learning - If a learner believes the training is meant for a more 'western' audience, or a natural disaster vs. a conflict situation, then they may not think the program resonates with them. For instance, one person's comment stated "Moreover, training was more linked to responding to new emergencies rather than protracted contexts and crises." While another individual stated that "Examples covered in the training was less directly applicable to their own work but not impossible to transfer."



Language limitations is a real barrier - Lack of information in other languages, and issues of limited language, often is a barrier for sharing information or materials with national staff if the learner does not speak the local language.



Lack of knowledge by management and/or support staff - If managers are left unaware of staffs' participation in the course, it makes it quite difficult to monitor the staff person's progress. As one manager puts it: "It would have been nice to have known that they were participating in such a course in order to honestly answer this question and observe the differences."

- Positive: In static locations has more opportunity to do this transfer. After I did the course, the next job required me to use and gain a lot of knowledge. Technical challenge forced her to build on what she learned during the course. A healthy factor. Has the organization to thank to put her in a role that would challenge her and trusted her to do it. Technical back up to then rely on and learn more from others.

- Negative: Internet connection is tough, in the ERT sometimes yes and sometimes no. Smaller group context, less opportunity to share it. Requires imaginations

- The set up of the course with a final exam was very helpful, to revisit the learning and gain more on second visitation (study). Doing these conversations in retrospect and answering surveys does help to reflect on learning.

Reasons stated for not having any intention to complete the training program or duration to completion:

- Too high workload, poor internet connection, committed to another training program, felt the course was covering material I had already covered during my Master's program (NGO Management).

- Lack of time during work, and lack of regular internet after working hours to complete the modules. Also, to do this course properly it requires more than the 12 hours that were mentioned.



Photo: Wendy Van Amerongen, courtesy of MEDAIR.



LIMITATIONS AND RISKS

Photo: Annegreaf Ottow, courtesy of MEDAIR.

It is important to illuminate the participant pool as an overarching limitation, and acknowledge this study as a “case” example for the field. There was no practical way to mitigate this issue while the study was happening; however, the challenge is also in itself a strength, as we were able to collect narrative stories describing the experiences of the individual cohort members. This is not always a possibility, nor necessary in future evaluations of trainings, but worthy to note for this pilot study.

Elements of Limitation / Risk

Training does not function in isolation to other elements within the broader eco system. For example, the level of coaching and support from the organization and direct supervisors plays an important part in the success level of transfer of learning.

Access to beneficiaries is more challenging due to transient nature of humanitarian aid work and contextual difficulties.

The training programs being assessed for the study are only offered in English

The participant pool was primarily limited to external stakeholders (8) during the inception phase, a cohort of participants (22) from the two Humanitarian U training programs from one organization, and their supervisors/line managers, which in the end totaled 11 who provided supervision to the 22 participants at the country office level.

Lack of robust baseline data collected in a systematic way.

Of the cohort being assessed vary in experience levels, half of the cohort are considered “newcomers” to the humanitarian field context while other half is more seasoned practitioners in the field.

Of the total number participants of the training, four did not complete the program. Two from the Core Professional Training Program, and two from the Healthcare Training Program.

Suggested mitigation of Limitation / Risk

This is typical of any training and several important discoveries were acknowledged during the data analysis. The questions and lines of inquiry for the study were also adjusted midway to this into account. Specific questions focused on this particular issue in terms of positive, negative, unintended and intended consequences. One aim of utilizing outcome harvesting/most significant change stories was to also address this point.

Areas of inquiry targeted the individual and organizational levels, by focusing specifically on these change levels, the hope is that a fuller picture of impact can emerge based on participants’ responses stemming from reflective forms of questions that will include gathering evidence on what produced positive results, rather than the point of results itself.

The participants of the cohort were all informed that the training was taking place in English. The Project team included in the assessment, questions focused on training implementation to collect data about how language limitations might be a factor in positive or negative results.

The size of the respondent pool and the risks that this poses in putting forward findings and recommended future considerations needed to be considered at every stage of data collection and analysis.

Findings from this study were reviewed with this knowledge, as well as the knowledge that this greatly limited the opportunity to conduct a robust learning needs assessment.

This was taken into consideration during the data collection and accounted for in the analysis of the data.

The project team successfully contact 2 of the 4 individuals in spite of their inability to complete the training programs to better understand the reasons for the incompletions.

RECOMMENDATIONS

Photo: Tamara Berger, courtesy of MEDAIR.

RECOMMENDATION 01

Training organizations within the humanitarian sector, whether social enterprises or not-for-profit need to ensure that selection criteria and processes for selecting learners for their training programs are appropriate; this will also strengthen and support the learners' experiences as a result of their participation in the training.

Although HU accomplished good level of success with their programs as a result of clearly defined goals, well designed curriculum and online interface, and strong teaching support from experts, as well as clear program and learning objectives for their training programs, the target audience selected for this study and to participate in the training programs was less successful as indicated in Finding 2. There are particular criteria training organizations⁴⁴ need to set before moving forward with a training plan/or conducting a training as well as the training evaluation:

- a. Is the target group interested in the training
- b. Has the commitment to participate been made;
- c. Is the timing and timeline appropriately meeting the needs of the target group and the learning organization;
- d. Is the level of learning appropriate for the target group?

Another key aspect to consider is the ways in which selection criteria are established. As outlined on the web page for Southern Cross University⁴⁵, developing selection criteria "provide [learners] with a list of the key skills, knowledge, experience and attributes required to successfully fulfil the responsibilities and duties of the position. They also provide a measure against which [learners] can be evaluated" throughout and beyond a learning experience. When setting the criteria, frame them to reflect the key competency areas that will be attained through the training experience. "Where possible, write the criteria from an 'outcome perspective' and give consideration to the professional and managerial leadership knowledge, skills and experience required for the role" [of humanitarian workers], also based on competency knowledge, skills and behaviour.

RECOMMENDATION 02

Baseline data design and the integration of benchmark data including learning needs analysis into the learning and assessment work of the sector is essential for strengthening training evaluation to create more rigorous evaluation of impact results and gaining further insight into the direction the sector needs to move.

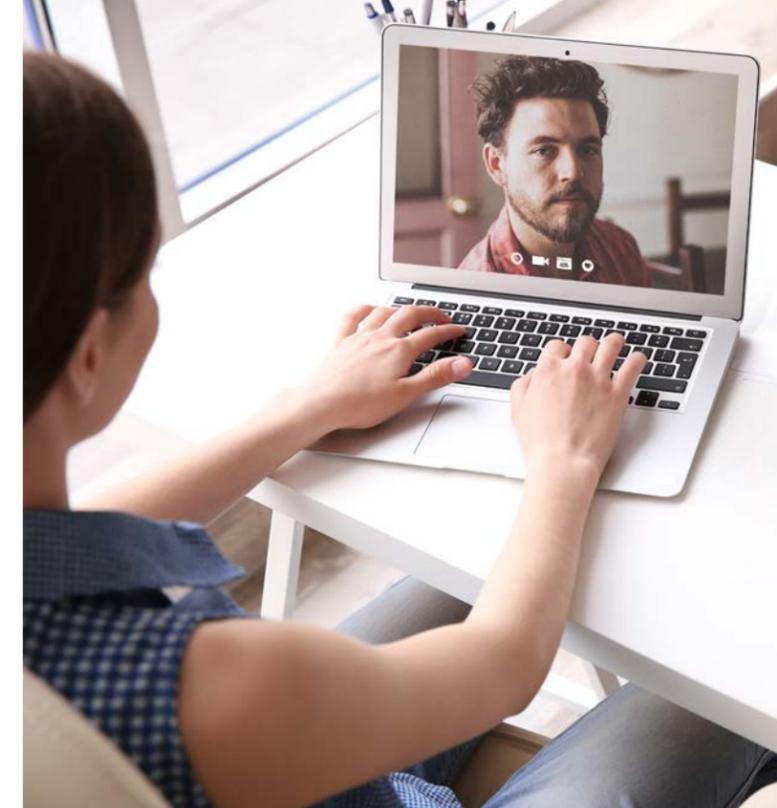
A weakness in this pilot study has proven to be a less robust baseline of data, however having pre-training 'intake data', inception interviews with learners and supervisors/managers (i.e. introduction interviews) proved to be quite useful to retroactively strengthening some of the baseline and filling in some gaps. Baseline data, referred to as "measurements of key conditions (indicators) before the project begins, from which change and progress can be assessed"⁴⁶, in particular for impact evaluations is an essential component to measuring training impact.

As standards for assessment and learning practice become more widely defined, accepted, and applied within the sector, baseline data (research) will prove to be a fundamental key to better understanding the necessity and usefulness of targeted training programs either institutionally, organizationally or individually. Linking this to a sector-wide mapping project/database, or active online community of practice for learning and assessment specific to the humanitarian sector would have the potential to strengthen practices in establishing sector wide standards for learning, assessment, and professionalization policies and practices.

RECOMMENDATION 03

With the aim of strengthening and adopting processes and practices in human resources and training aimed at higher return on investment (ROI), and coherent monitoring and evaluation strategies across organizations, conduct research of existing systematic approaches and standards within the sector to chart and disseminate promising practices and lessons learned regarding coaching, management strategies, and learning and assessment strategies.

From the findings and research during the inception phase of this study, it can be asserted that there is an institutional limitation within the sector regarding the application of systematic approaches to coaching, management, learning and assessment to determine change resulting from training programs. A distinction can be made between adaptive change, relatively minor alterations, and more fundamental change. Caution has to be raised however as change is not necessarily



based on learning, and changed practice is not automatically improved practice. (ODI, 1997: 2)⁴⁷

A general assumption from online research of reported training evaluation and from inception interviews with subject matter experts (SMEs) that organizations tend to be conducting Formative Evaluation of their training programs. When it is said, or indicated on the website that they have completed evaluation and can report impact, often with further questioning or researching it is clear that they are more likely conducting post-training evaluation (summative), immediately after their training programs, or within 6-months post-training. There is usage of impact terminology, but not necessarily the methodology, data and analysis to support it.

⁴⁴ Phillips Jack J., Pulliam Phillips Patricia, Krucky Hodges Toni, Making Training Evaluation Work: Show Value and Communicate Results, Select the Right Model and Find Resources, Get Management Buy-in and Overcome Resistance, (Alexandria: ASTD Press, 2004) p.75

⁴⁵ Southern Cross University, Developing Selection Criteria <<https://www.scu.edu.au/staff/hrservices/recruitment/classification-procedures-for-professional-positions/developing-selection-criteria/>> [accessed 21 December 2017]

⁴⁶ Chaplowe Scott, Baseline Basics (2013) <http://www.betterevaluation.org/sites/default/files/Baseline%20Basics%202013.pdf> [accessed 21 December 2017]

⁴⁷ Brabant Koenraad Van, A Discussion Paper for the Active Learning Network on Accountability and Performance in Humanitarian Assistance (1997), <<https://www.alnap.org/system/files/content/resource/files/main/oct97.pdf>>

RECOMMENDATION 04

Organizations need to better educate funders regarding the essentiality of supporting and strengthening organizational capacity to manage and coach learning processes. This will greatly influence improvements to internal systems, procedures and policies for services, and program delivery and coordination. By strengthening learning and evaluation at the organizational level, training programs such as Humanitarian U's will produce greater positive results.



Photo courtesy of Humanitarian U.

RECOMMENDATION 05

Organizational commitment to the individual learning process is necessary if transfer of learning is to successfully contribute to changes to the individual learner's quality of work. Integrating methodologies, such as critical reflective inquiry, continuous monitoring, and evaluation tools into online training program themselves can contribute to strengthening the work of the organization, and the beneficiary experience.

Critical reflective inquiry is an extremely effective approach to better understanding of individual learning experiences, and the way learning experiences are perceived by secondary individuals working as a team members or supervisor/manager of the learner.

Further study is required to map out and better understand whether organizations are working to create holistic systematic strategies for learning and assessment, something quite difficult to gauge, however may be made easier if individual learners are engaged in the data collection prior to starting the training. Several options exist to support phased data collection, from baseline to impact data, often this requires a cyclical and continuous evaluation methods. Tools that can be utilized both for learning and monitoring signify substantial input during the assessment, post-training follow up process.

By applying and encouraging reflective inquiry/practice and participatory transformative learning models in a training process, individual learners can design a plan to transfer and apply their learning during the year following the training itself. The potential for beneficiaries and the impact on them will be supported with a more in-depth focus on approaches and methods for individual planning and transfer structures implemented.

Another opportunity for reflective practice is through the use of online platform engaging with other colleagues in other countries during a training session. This would create more action-based learning activities to make learning more applicable and more practical with input from colleagues, better understanding of how to share learning by applying it in context or how to apply it and report back to colleagues in the same training course.

RECOMMENDATION 07

Ensuring greater value of donor support not only by increasing investment but also assuring greater influence by donors to strengthen the sector for training & evaluation.

In terms of donor support, the notion is not only to encourage more investment of funding into learning and evaluation within the sector, albeit this type of support is necessary and important. What is also meant by 'greater value' is to influence donors to move away from static methods of capacity building, monitoring an evaluation and provide for allowances within this field to delve deeper into impact assessment that will foster more supportive work place environments and encourage transfer of learning, removing barrier to this transfer (refer back to the list of challenges in the previous section) and further professionalize the field. As iterated in this study, several important contributing factors were identified by the respondents as reasons why transfer of learning from training programs is not happening at a greater rate and resulting in better value for money for organizations investing in training programs.

These issues ranged from insecure work environments and isolation of the cohort member due to work placement, to being unaware of their staff members' participation in the training program or not being told their staff were involved in any training programs.

Increasing the understanding of donors of the value-added resulting from this type of commitment, will strengthen organizational commitment to supporting individual learner experiences more systematically and lead to great organizational results in the long term. It can be said based on findings from this study, that organizations require increased support to plan for, conduct and/or engage in competency-based, knowledge and skills training, and leadership training for locally-based humanitarian workers, organizations, or country office staff of international aid organizations. This increase in donor support can be invested into stronger sector-wide baseline collecting and reporting, strengthen leadership and competency-based learning strategies within organizations; supporting capacity building in areas such as coaching, systems of assessment post-training and re-investing learning, best practices into improving existing training programs and systems of assessment. Further, by supporting individual learning transfer and application more systematically, organizations may increase their level of receptivity and contributions to increasing local, 'native' populations, and support and build government capacity for disaster response.



RECOMMENDATION 06

Data collection from different stakeholders invested in the cohort members' professional development, more than from one organizational partner would greatly improve how we can understand the value of competency-based training programs.

Although an initial investment is required, conducting longer-term assessment using a comparative approach to the analysis process, will help organizations to ascertain the relevance and effectiveness of systemically developing structures and approaches; ensuring commitment levels of organizations and individuals involved in competencybased training programs.

It is evidenced in some of the initial analysis that a lack of awareness, involvement and support from managers impacts on organizational perceptions of the relevance and effectiveness of a training program.

What could be useful is to look outside the sector to see how competency based programmes are rolled out, monitored and assessed to allow for better benchmarking of good practice rather than just comparing similar organizations.



| CONCLUSION

Photo: Bethany Williams, courtesy of MEDAIR.

This pilot study is the first to develop and present tools and metrics that measure 'what ways' the transfer of learning from Humanitarian U's online training program experiences are ultimately contributing to strengthening and improving coordination and service delivery in the system of humanitarian field work.

The mixed methods approach used in this study was chosen as to date, there are no existing tools or frameworks to measure impact of learning in the field - especially indirectly as it pertains to the beneficiaries. It is our hope that this methodology will provide a framework for a larger study that will include data from the learners, managers, organizations and beneficiaries. Future studies would also need to include other online learning programs in addition to Humanitarian U.

The recommendations from this pilot study should be considered by individuals and organizations as they have practical applications for both. Repeatedly we heard that the study participants who had the training believed that they were more efficient and had more positive outcomes in their work. Donors should consider funding programs where the organization promotes competency-based training and where this is being implemented for its staff.

Finally, this report comes at a time when the humanitarian sector is seeing a shift towards professionalization, standardized competency-based training and certification. **A good example is the HPass Initiative (www.HPass.org). With HPass, any humanitarian, whether they be a volunteer or an experienced field worker, will have the opportunity to have their current experience recognized throughout the sector.** HPass is also an opportunity for learning and assessment providers to join a global platform, sign up to the sector-recognized standards and provide digital credentials using Open Badges for both learners completing their courses and people whose competencies are being assessed.

Overall this pilot study has demonstrated the positive outcomes of standardized, competency-based training and certification. It shows a positive impact on performance, credibility and confidence. Programs are delivered more efficiently, teams are managed more effectively and individuals feel better about their work. Finally, beneficiaries feel that their voices are being heard. It has improved the relationships, communication and ultimately services. We hope that this will be a first-step in the direction of measuring impact of training in the humanitarian sector.



Photo: Diana Gorter, courtesy of MEDAIR.

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Photo courtesy of Humanitarian U.



ANNEXES

Annex 1: Pilot Study Methodology

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Annex 3: Who is Humanitarian U?: Competency-based Course Design and Curricula for ELearning within the Humanitarian Sector

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Photo: Diana Gorter, courtesy of MEDAIR.

ANNEX 1: Pilot study methodology

Sources of Data

Key sources of data for this pilot study were people and documents.

People: The table below provides an overview of the key stakeholder groups relevant in the context of this pilot study. Specific representatives of each of these groups were consulted during the evaluation and were identified with input from Humanitarian U, the Academy, and MEDAIR.

Exhibit p. Stakeholder list for data collection

Stakeholders	Specific Units/Sub-Groups	Method of consultation	Approximate N: of participants in the study
Independent advisors	Expert practitioners / academics focusing their work on the humanitarian sector.	Virtual individual consultations via telephone, Skype, and/or email	6
Subject Matter Experts (SMEs)	Representatives of international NGOs engaging in MEAL specifically targeting competency-based training either internally or outsourcing other organizations/companies to conduct training for their staff.	Virtual individual and/or small groups interviews	3
CORE Professional Humanitarian Training participants of MEDAIR cohort from Lebanon, Afghanistan, Jordan, and South Sudan	Positions: monitoring and evaluation, communications, specialized program manager(s) including areas such as: food security, ERT WASH, health, nutrition, fund development.	Online survey Virtual (Telephone, Whatsapp, or Skype) individual interviews	8 in total that completed the training 2 potential incompletes
Healthcare Training Program participants of MEDAIR cohort from DRC, Jordan, Iraq, Lebanon, South Sudan, and Somalia	Positions: supervisors, managers, advisors, officers, specialized program areas include: mobilization, community health, health, ERT health, nutrition	Online survey Virtual individual interviews	10 in total that completed the training 2 potential incompletes
Medair Managers/Supervisors	Positions: line managers, country directors, deputy country directors	Online Survey Virtual Individual interviews	11

Secondary Data Collection: The second data source consisted of relevant literature (academic and grey), blogs and websites, organizational documents, training and evaluation materials relevant to the sector, and databases that informed the desk review part of the pilot study.

The types of documents consulted are shown below. This was further elaborated with the support of the partner organizations, independent advisors, and SMEs as required, or spontaneously.

Exhibit r. Types of documents consulted

Type of Document	Examples
Humanitarian U and Humanitarian Leadership Academy Documents	HLA MEAL framework Dalberg Report CORE Professional training program documents and course materials Healthcare training program documents and course materials Training course frameworks Project related documents CBHA Competency Reports
Training Course Evaluation Tools and Data Collected	Intake forms for training (pre-training forms) Intake interview analysis notes Course tests Course surveys 3-month post evaluation surveys 3-month post evaluation results
Humanitarian organization reports, reviews, studies	ELRHA ALNAP RedrUK People in Aid International Federation of the Red Cross Save the Children UK World Vision International Doctors without Borders
Academic literature	Academic journal articles, conference presentations
Blogs/Websites	Relevant blogs/websites on humanitarian evaluation of training, impact assessment of training programs, training methodology.

Data collection methods

The data collection was undertaken at the individual, organizational and field levels. Different methods were used at each level. The following sections describe the general methods that the study used to collect data. As mentioned in the previous chapter, stages of data collection during 2017 built on existing data already collected and contributed to the data collection of each subsequent phase of the CCIAT.

The study received approval by the ethical review board of McGill University during the Inception Phase of the Project.

All individuals that contributed data either through interviews, group interviews or online survey were asked to sign a consent form. These consent forms were kept on file by the project team for the appropriate duration of time.

Advice from Independent Advisor s (IAs)

The team decided to invite between 4-6 independent advisors to participate in the study by contributing their knowledge and experience with such areas as:

- competency-based training
- E-Learning and blended learning
- the humanitarian sector
- training within the humanitarian sector
- humanitarian competency standards
- educational evaluation methodologies
- focused (particularly dealing with training evaluation)

The individuals selected were asked to contribute their time and expertise to support the implementation of key milestones throughout the stages of the project. Not all IAs were asked to contribute to all components identified in the list below, but called upon based on their availability, individual capacity, and expert knowledge. The IAs were requested to support the project team to:

- Review draft of data collection tools
- Test data collection tools

- Discuss emerging risks and limitations to implementation process
- Review draft of synthesized data
- Suggest resources relevant to this study
- Review draft findings and final report.

Document review and literature review (academic and grey)

An initial review of selected key documents took place during the Inception Phase as documents were made available. A continuous review of documentation took place during the course of the study in order to generate information to address the key evaluation criteria and issues as outlined in the Assessment matrix.

As relevant information was identified, it was coded and then organized according to criteria and sub questions. This facilitated the sorting, analysis and triangulation of data by criteria and key questions (outlined in the assessment matrix) and/or other key foci that emerged during the course of the study to inform report writing. An agreed upon method among the pilot study team to review this documentation was used. Sources of documentation are outlined in the table in the previous section.

Virtual interviews with participants and stakeholders in the study

All individual and group interviews followed agreed-upon interview protocols tailored to categories of participants and aligned with the overall assessment framework. Interviews were semi-structured but flexible, allowing new questions to be brought up during the interview as a result of what the interviewee said. This type of interview does not follow a tightly prescribed protocol, but requires prior preparation of the key interview themes and questions. Initial interview questions were open ended supporting an open dialogue and taking into consideration most relevant information in relation to questions. As the interviews progressed, the interviewer provided prompts in the spirit of creating a participatory, reflective and open dialogue that elicited specific topics addressed in the assessment framework. Interviews were approximately 45-60 minutes per person or small group.

Consistency of interview approach was ensured through a briefing session with all interviewers for this study. They met periodically to provide updates on emerging themes and any challenges arising during the interview process.

Most Significant Change Stories

This pilot impact study included most significant change stories by cohort members to capture evidence of impact from the experience of actual users of the competency based eLearning training programs. Most significant change stories are effective where challenges and difficulties exist in identifying longer term impact. It is a method often used to harvest outcome/ impact data with the aim of establishing some understanding of the value of the training. In this case, it is useful to provide some narrative evidence of impact through the stories they shared about how their experience in the eLearning training program has reached beneficiaries. The Pilot Study was learning-focused and the design was primarily illustrative. This approach was chosen because:

- There is limited evidence of systematic data collection from users of competency-based training programs that follows the learner from the induction into the training process to the implementation of learning in at the job performance, organizational and field levels. These stories will at the very least illuminate at which point in the transfer of learning process, assessment may be required to target and what resources may be required.
- Humanitarian U has only existed for a few years with a focus towards contributing to the professionalization and standardization of competencybased capacity building and practice in the humanitarian sector. It is useful to exemplify this experience, and show exemplary evidence of how their work is linked to changes in knowledge, skills and practices aimed at strengthening individual and organizational performance to address coordination and delivery of services during a humanitarian disaster and/or crises.
- This study is framed as a systematic assessment of training using a cyclical model of evaluation aimed at contributing to learning around evaluation practices for learning in this sector and provide informative recommendations for adjustments in organizational and sector-wide strategies of capacity development.

Approach to most significant change stories – Using Cohort Members from field partner organization.

The purposive selection of Medair as the target group had to do with timing and access. Although only one organization was participating in this study as a field partner, there was a richness and diversity of staff involved in the training.

Units of analysis: Impact of Humanitarian U's eLearning Core Professional Training Program and the Healthcare Training Program.

Purpose: The purpose of collecting most significant change stories from the field was to gather data in an in-depth manner, that focused on the chronology from the participation in the eLearning training program to the application of their experience in the field working with beneficiaries.

Sources of data

The pilot study included a review of documents and other available written information such as Training Course materials online and training test results, formative evaluation results and analysis, pre-training forms and interview notes, Medair job descriptions, and performance appraisals. It also used people as a primary source of data, the participants in the training, and supervising Medair staff.

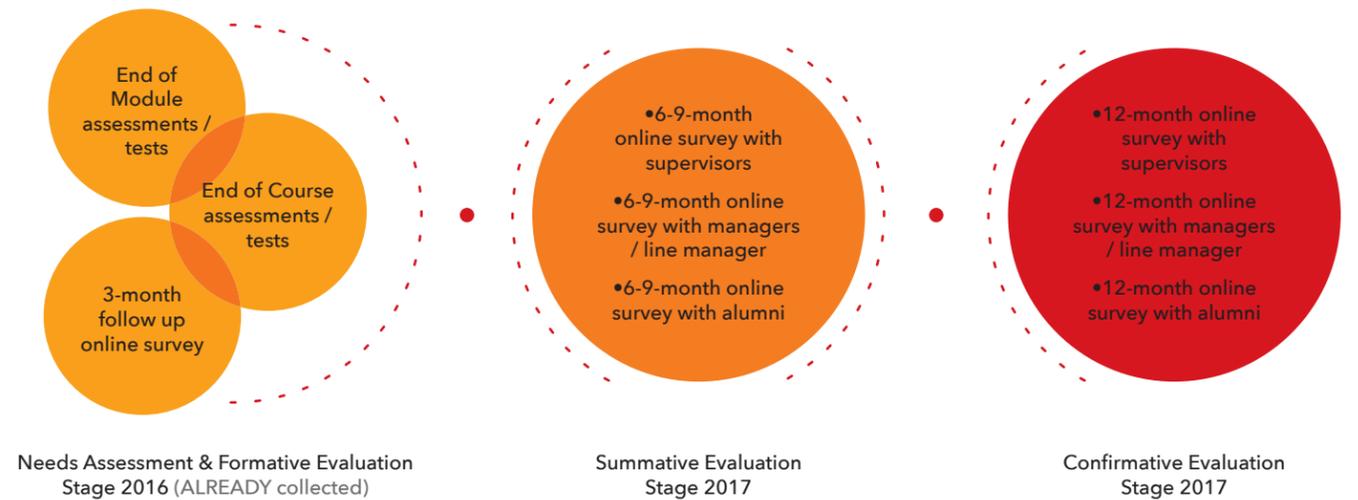
The data collection followed the stages of the study over the course of 2017. Where feasible, a participatory virtual group discussion session was held with a small number of representatives working with Medair. The composition of this group was discussed with Humanitarian U and the Academy prior to conducting the meeting. The session was used not only for debrief and exchange, but also to engage this small group of representatives in analysis of data and discussion of emerging issues from their perspectives.

Online surveys

Survey research enabled more expansive data collection and the ability to query a large number of stakeholders and participants in a way that could be easily quantified.

This study conducted surveys targeting respondents from three relevant categories of stakeholders at each phase of the CCIAT data collection. During 2016, the surveys focused on Formative Evaluation phase were already implemented and data had been collected. Although this data is formidable in the context of the systematic approach to data analysis, we considered it to be secondary data to support the data collection of the study during 2017. See Exhibit f. Online surveys conducted during study.

Exhibit s. Online surveys conducted during study.



Data analysis methods

The following methods of data analysis were employed to make evaluative judgments against the agreed upon basis for assessment, as outlined in the evaluation matrix.

Descriptive analysis was used to understand the different contexts in which the participants of the training programs operated, the different job-based competency requirements of the participants, different stakeholder perspectives with regard to the main issues of this assessment, and to describe Humanitarian U and the Academy's work in this area. Descriptive analysis was used as a first step, before moving on to more interpretative approaches.

Comparative analysis was used to examine the results of the participant experiences to better understand how the positive results were being accomplished and why (Drawing on Brinkerhoff methodology). Comparative analysis helped to identify good practices, lessons learned and innovative approaches. This type of analysis was used throughout the process, to examine information and data from interviews and document and literature review.

Quantitative/Statistical analysis was used to interpret quantitative data. It was used primarily to assess the return on expectations (ROE) and the directions in which the study might go in the future to assess the return on investment (ROI) for organizations/individuals participating in these types of trainings within the humanitarian sector, to quantitatively describe different characteristics of the portfolio as categorized by geographic, policy area, or other criteria, and to analyze survey data.

Content analysis constituted the core of the qualitative analysis. Documents and interview notes were

analyzed to identify common trends, themes, and patterns for each of the key units of analysis. Content analysis was also used to identify varying views and opposite trends. Emerging issues and trends constituted the raw material for crafting preliminary observations that were subsequently refined to feed into the draft and final evaluation reports.

Validation

The methodology was validated with the pilot impact study team members from Humanitarian U and the Humanitarian Leadership Academy. It was also reviewed by independent advisors, and SME of MEAL to the project for feedback about methodological approach.

Ethics

The project team followed the ethical guideline standards that ensured the professional integrity and respect of individuals and organizations involved in the study. It has ensured that all information collected in confidence will remain as such.

The team was sensitive and respected social and cultural differences (such as norms and customs, religious beliefs and practices, personal interaction and perspectives, gender, disability, age and ethnicity).

Informed consent forms were designed for all informants in the data collection process. The design of the consent forms was guided by the standards and guidelines required by the Institutional Review Board (IRB) of McGill University, and as well of the Partner organizations involved.

ANNEX 2: Value of the partnership between Humanitarian U and HLA

Partnership Value - Humanitarian U and the Humanitarian Leadership Academy

This pilot study⁴⁸ was part of a larger partnership between Humanitarian U (HU) and the Humanitarian Leadership Academy (the Academy) focused on facilitating the provision of high-quality learning for the humanitarian sector to improve the effectiveness, efficiency and impact of humanitarian practice.

Both Humanitarian U and the Academy share a common vision to support a faster, more effective and efficient humanitarian response by providing high-quality online and face-to-face training programs that are easily accessible and affordable. By partnering on this project, both organizations can share resources towards developing an evaluation approach through the introduction of a new system of metrics which will be piloted to assess the impact and effectiveness of eLearning in improving humanitarian response. This partnership will leverage the expertise and networks of both partners, building on existing assets complementing each other where there are gaps. It will inform Humanitarian U and The Academy about the effectiveness of their eLearning programs and provide data on impact which can be used to inform future programs. It will also develop future opportunities for working together and for the development of new partnerships with humanitarian organizations for distribution of online programs. We are expecting the emerging tested evaluation approach and related metrics will enhance the sector's understanding on how to effectively evaluate the impact of competency-based learning on the humanitarian practice.

Humanitarian U (HU)

As a leader in delivering professional online training and certification to humanitarian workers around the world, Humanitarian U is implementing proven educational programs. The more immediate aim of these

programs is to create career paths and realistically prepare humanitarians for emergency response situations. In the long term, the organization's goal is to equip humanitarian field workers with the skills, knowledge, attitudes and over all capacity needed to affect positive change in communities, provide critical medical services, and offer aid to people displaced by conflict and natural disasters. Either as full certification courses, pre-deployment of students, healthcare professionals, and/or custom-built capacity-building courses, Humanitarian U's programs are "geared toward existing and aspiring humanitarian workers from a wide range of

⁴⁸ Also referred to as an evaluation study, or pilot impact study

⁴⁹ Available from Humanitarian U website:

organizations, including NGOs, governments, institutions, the medical community, and other relief and non-profit groups"⁴⁹. Humanitarian U is producing evidence-based, performance-measured, eLearning courses. These courses are developed by globally respected professionals with extensive practical experience in the humanitarian sector.

Humanitarian Leadership Academy (the Academy)

The mission of the Academy is to "enable people around the world to prepare for and respond to crises in their own countries"⁵⁰. The Academy is a global platform providing learning programs organized with the intention of facilitating partnerships and collaborative communities and opportunities that enable people to prepare for and respond to crises in their own countries. This learning initiative utilizes a blended approach, offering blended learning to individuals and organizations. Using innovative online technologies and through its ten country-based Academy Centres, the Academy will target traditional humanitarian professionals and identifying and addressing the learning needs of non-traditional responders. An important part of what the Academy offers is continued support, learning resources, tools and platforms to draw from, encouraging sustainable, long-term results among individuals and organizations working with them.



⁵⁰ Dalberg Global Development Advisors, Global Learning Landscape for Humanitarian Sector (2016) < <http://humanitarianleadershipacademy.org/wp-content/uploads/2016/12/Humanitarian-Leadership-Academy-Dalberg-Mapping-Exercise-March-2016.pdf>>



Photos (left: LuAnne Cadd & right: Wendy Van Amerongen) courtesy of MEDAIR.

ANNEX 3: Who is Humanitarian U?: Competency based course design and curricula for learning within the humanitarian sector

Competencies at the core of each Humanitarian U course design Humanitarian U is dedicated to providing educational programs that yield results. By focusing on the development of competencies, Humanitarian U's online courses ensure that learners are well prepared to engage in the complex humanitarian emergencies of today's world.

Each course design starts with the elaboration of a set of competencies as defined by Subject Matter Experts (SMEs) in disaster and humanitarian response with the support of expert instructional designers. The learning objectives of each course are carefully crafted in accordance with assessment strategies to test learners' progress and achievement of a competency. In addition, learning activities and various resources support and enhance the learning experience. Each of course also includes evaluations to measure student satisfaction and learning effectiveness.

Why is competency-based learning (CBL) most effective? Competency-based learning is proven to be most effective in adult learners:

- CBL focuses on action, application, and critical reflection, which is of particular importance in the humanitarian sector
- CBL is learner-focused, giving the individuals the power to pace, guide and build a set of competencies in a way that suits their learning needs
- CBL is dynamic, encouraging the use of innovative technology to implement instructional strategies such as storytelling and active learning, resulting in increased motivation and learner engagement

- CBL assessment metrics are thoroughly aligned with a competency framework, allowing learners to have a clear understanding of what is required to achieve a competency and the learning gap to fill

Assessments are aligned to a competency framework

Assessment strategies are designed specifically to assess the proficiency of each competency, and their implementation is adapted to each learning environment. For instance the Core Professional Humanitarian Training program includes assessment methods for cognitive skills to demonstrate retention and comprehension of concepts and information.

The Core Professional program is comprised of four courses, each comprising several modules. The entire program is designed to take approximately 32 hours to complete. Students must successfully complete the final test at the end of each course. The passing grade is 80(%) percent. A certificate of competency is issued upon successful completion of all four courses.

Who is Humanitarian U?

Humanitarian U is an industry leader in delivering professional online training to humanitarian workers around the world. Its goal is to increase the preparedness and effectiveness (and thus, the safety) of humanitarian actions worldwide through comprehensive e-learning accreditation and continuing education programs. Its programs are validated by the UN and The Red Cross, among other leading humanitarian groups, and are geared to existing and aspiring humanitarian aid workers from a wide range of humanitarian aid organizations, including NGOs, governments, institutions, the medical community, and other relief and non-profit groups.

Founded in Canada in 2011, Humanitarian U's programs were designed to promote best practices in, and recognized standards for, performance in humanitarian action.

The company equips humanitarian workers to affect positive change in affected communities, provide critical medical services, and offer aid to people displaced by conflict and natural disasters.

The company's performance-measured, online training courses are based on empirical evidence and extensive experience in humanitarian fieldwork, and were developed by globally respected professionals from the medical, research, academic and humanitarian sectors.

Through comprehensive and validated training programs the company is equipping humanitarian workers to face challenges in the field with professionalism and compassion. In this increasingly complex world of epidemics, conflict and disasters, students are empowered to provide capable and confident support to communities in need - whether to help improve healthcare delivery, respond to disasters, restrict the spread of disease, or assist displaced persons. Through its courses, Humanitarian U is helping develop a global online community to encourage collaboration, sustain initiatives and share field learning and experience. From first responders to highly specialized technicians, we save lives by helping to make humanitarians more prepared, safer and better able to respond to field challenges.

Humanitarian U leverages state-of-the-art technology in its multimedia eLearning programs to enable students to access training and support anytime, anywhere - even in the most challenging situations - using mobile devices.

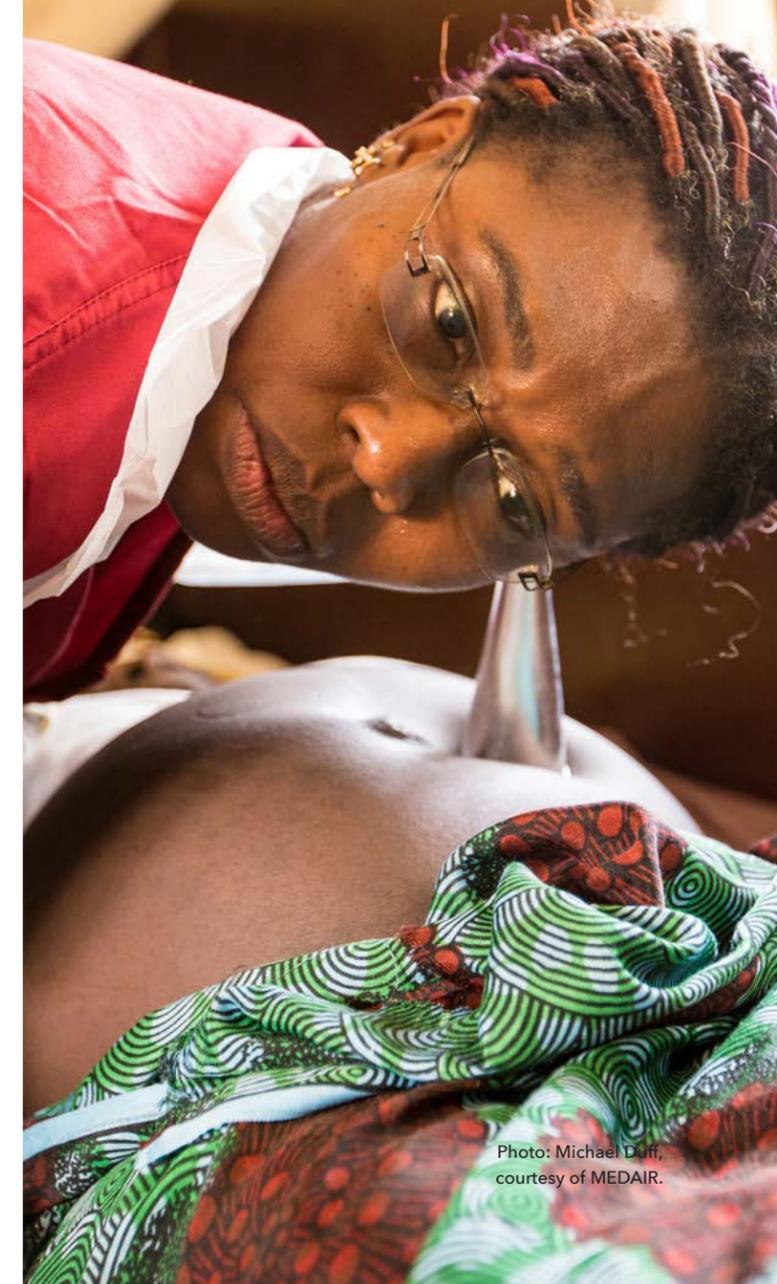


Photo: Michael Duff, courtesy of MEDAIR.



Photo: Albert Gonzalez Farran, courtesy of MEDAIR.

ANNEX 4: General information to support future considerations a for Humanitarian U about the training program(s) based on cohort experience and supervisors / line manager experience

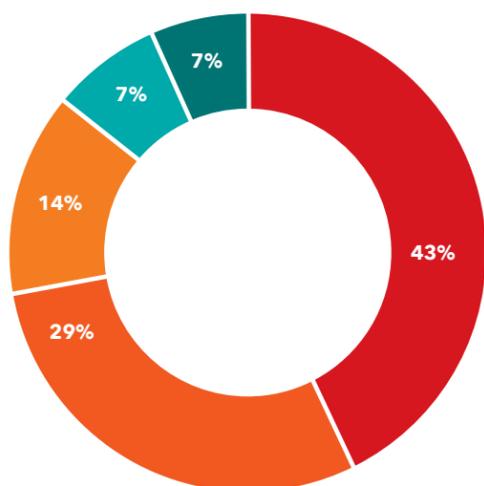


Figure 5. Best audience for online training programs

- Less than 3 months
- At least 3 months but less than 5 months
- At least 5 months but less than 7 months
- At least 7 months but less than 1 year
- Have not yet completed the training program
- Have no intention of completing the training program

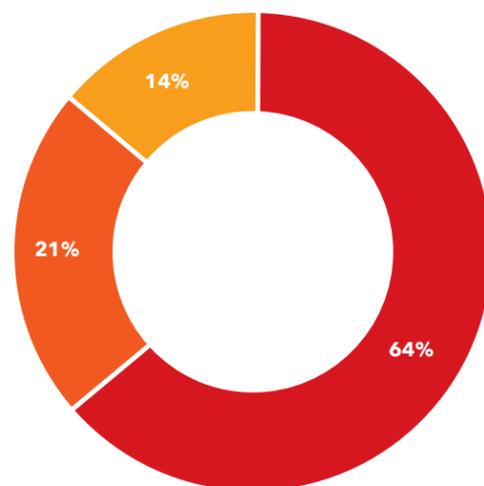


Figure 6. Realistic time to complete the online training programs

- Less than 3 months
- Individuals with 1-2 years of humanitarian work experience
- Individuals with 2-4 years of humanitarian work experience
- Individuals with 4 years or more of humanitarian work experience



Photo: Sue O'Connor, courtesy of MEDAIR.

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