

**Training Impact Assessment of the  
OCHA Emergency Field Coordination Training  
(EFCT)**

*Stig Kjeldsen*

*March 2006*

*Table of Contents*

1	Executive Summary .....	2
2	Background .....	3
3	Objectives and Scope .....	3
4	Evaluation Criteria .....	4
4.1	Reaction – Level 1 Evaluation .....	4
4.2	Learning - Level 2 Evaluation .....	4
4.3	Behavioural Change – Level 3 Evaluation .....	4
4.4	Results – Level 4 Evaluation .....	4
4.5	Key Issues .....	5
5	Methodology .....	5
5.1	Management.....	5
5.2	Sample Selection.....	5
5.3	Tools at the Different Levels of Evaluation.....	6
5.4	Details on the Survey .....	7
5.4.1	<i>Anonymity</i> .....	7
5.4.2	<i>Qualitative answers</i> .....	7
5.4.3	<i>Survey response rate and testing of bias among non-respondents</i> .....	8
5.4.4	<i>Timing of the survey</i> .....	9
5.4.5	<i>Variations between EFCT courses</i> .....	9
5.4.6	<i>Variations between participants place of employment</i> .....	10
5.5	Aspects Incorporated to Increase Impact.....	10
5.6	Timeline .....	11
6	Findings of the Training Impact Assessment.....	12
6.1	Build upon Knowledge, Skills and Attitudes for Inter-Agency Coordination..	12
6.1.1	<i>New or improved knowledge and skills</i> .....	12
6.2	Identify and Apply Tools, Techniques and Approaches to Coordination. ....	13
6.2.1	<i>Understanding of perspectives on coordination</i> .....	14
6.2.2	<i>Use of sessions on Basic Programmatic Skills</i> .....	14
6.2.3	<i>Use of sessions on Interpersonal Skills and Relationship Management</i> ..	16
6.2.4	<i>Use of sessions on Legal and Ethical Frameworks</i> .....	17
6.2.5	<i>Use of sessions on Coordination Approaches and Emerging Practices</i> ..	19
6.3	Other Impact Related Effects.....	21
6.3.1	<i>Other applications of the EFCT course</i> .....	21
6.3.2	<i>Other benefits from the EFCT course</i> .....	21
6.4	Factors Facilitating or Inhibiting Application.....	22
7	Conclusion: Impact on Participants’ Ability to Facilitate Humanitarian Assistance	23
8	Recommendations.....	25
8.1	Learn from the Design of Sessions on Interpersonal Skills.....	25
8.2	Improve Sessions Addressing the Legal and Ethical Framework .....	25
8.3	Select Participants from the Field or Rosters for Future Deployment.....	26
8.4	Mandatory Training Implementation Action Plan.....	26
8.5	Continued Use of the Training Impact Assessment Tools.....	27
	Annexes.....	27
	Relevant Literature.....	28

# 1 Executive Summary

**Purpose:** The objective of the training impact assessment is to provide tangible information on what kind of impact the OCHA EFCT programme renders. In particular it should assess the level of success of the EFCT in achieving its goal to improve the ability of participants to facilitate effective humanitarian assistance. To the extent possible the information should be acquired in a way which facilitates increased impact.

**Team and Method:** The assessment was conducted by the Evaluation and Studies Unit with support from and in full consultation with the Training Unit in Geneva as well as the EFCT trainers. The EFCT has been adjusted over time and the current version looks significantly different than from the outset. The assessment therefore only surveyed the three latest courses (EFCT XI-XIII), all having a similar content and with a total of 78 participants. The assessment of training impact was divided into different levels: i) reaction; ii) learning; iii) behavioural change; and iv) training results. The main tool of the assessment was an online self-evaluation survey of the participants with a response rate of 71%.

**Overall Findings and Conclusions:** The overall EFCT goal has been operationalised through two EFCT course objectives around which this impact assessment was designed. *The first course objective* was to ‘build upon individual knowledge, skills and attitudes for effective inter-agency humanitarian coordination.’ This study showed that over 85% of the respondents found that the EFCT course had been ‘highly effective’ or ‘somewhat effective’ in providing them with new knowledge or skills.

*The second course objective* was to make participants ‘understand perspectives, identify and apply tools, techniques and approaches to coordination.’ In total, 98% replied that the course had been ‘somewhat effective’ or ‘highly effective’ in developing a common understanding of emergency field coordination. When assessing whether aspects from the four overall themes of the EFCT are applicable to real life events, the survey gave the following result; i) 71% of the respondents said they had applied something in their professional life from the sessions addressing Basic Programmatic Skills; ii) 87% from the sessions addressing Interpersonal Skills & Relationship Management; iii) 52% from the sessions addressing the Legal and Ethical Framework; and iv) 71% from the sessions addressing Coordination Approaches and Emerging Practices. Almost all respondents who claimed to have applied aspects of the training sessions to their professional life backed their answers with concrete examples of application.

Taken together the fulfilment of the course objectives and additional benefits of the EFCT course mentioned by participants provides tangible evidence that the EFCT programme meets its overarching goal to ‘improve the ability of participants to facilitate effective humanitarian assistance’ and in turn contributes to OCHA’s fulfilment of its mandate and mission statement.

Main recommendations: The assessment led to five general recommendations for the Staff Development and Learning unit: i) EFCT organisers and facilitators should review the approaches and methods applied in the sessions addressing Interpersonal Skills & Relationship Management and, where possible, try to export key methods to other aspects of the EFCT; ii) EFCT organisers and facilitators should work to improve the impact of the sessions on the Legal and Ethical Framework; iii) persons selected for EFCT participation should primarily be from the field or alternatively with likely future deployment to the field (signed to relevant roster); iv) EFCT training implementation action plans should be made mandatory; v) the Training Unit should institutionalise the use of an impact assessment survey as a tool for quality monitoring and control (and introducing self-evaluation as mentioned in OIOS report A/60/73 to the General Assembly prepared in response to the GA resolution 58/269 of 23 Dec 2003).

Follow-up Mechanisms: The results of the training impact assessment should be used as a baseline for the annual performance reporting. The recommendations of the assessment were communicated to the Staff Development and Learning unit in Geneva.

## **2 Background**

Training and education are primary means for sharing the lessons learned and encouraging adherence to fundamental principles. Whether funded by financial or in-kind contributions, training programmes can be costly investments for organisations. Senior Management has renewed the focus on capacity building initiatives within the Office for the Coordination of Humanitarian Affairs (OCHA) and has, among other things, requested an impact assessment of selected training interventions. OCHA's Staff Development and Learning (under the Administrative Office), implements the OCHA Emergency Field Coordination Training (EFCT). These courses are part of the training impact assessment initiative.

## **3 Objectives and Scope**

The training impact assessment effort is concerned with the impact training can have on job performance and the influence the assessments can have on strengthening training programmes and services. This distinction reflects the fundamental difference between evaluations for purposes of research and an action research approach to evaluations that are designed to facilitate planned changes.

The objective is to provide tangible information on what kind of impact the OCHA EFCT programme renders.

To the highest possible extent, the information should be acquired in a way which facilitates increased impact while creating a minimum amount of disruption and added workload for those responsible for the implementation of the training programme. Maximum collaboration is, however, desirable.

## **4 Evaluation Criteria**

It is possible to divide evaluations of training impact into different levels. The structure which follows is inspired by D. Kirkpatrick, one of the leading scholars in the field of training evaluation. Each successive level represents a more precise measure of the effectiveness of the training programme, but at the same time requires a more rigorous and time-consuming data-collection and analysis (Winfrey 1999, Kirkpatrick 1979).

### **4.1 REACTION – LEVEL 1 EVALUATION**

Level 1 evaluation focuses on the reaction to the training intervention – in other words it measures how the participants reacted to a training programme. It looks at participants' satisfaction – e.g. did they like the presentations? Were the topics and materials relevant to their work? These types of questions are typically evaluated through a questionnaire handed out at the end of the training. A positive reaction is conducive to increased learning (Level 2) while a negative reaction is a hindrance to learning. The reaction is the least cost intensive impact to measure and at the same time the information can be important as a rough guidance for improving the training.

### **4.2 LEARNING - LEVEL 2 EVALUATION**

Level 2 evaluation attempts to assess the extent to which the trainee has enhanced knowledge or improved skills or attitudes. There are various ways to assess the learning impact of training, including both formal and informal testing as well as self-assessment. If possible, trainees are assessed by comparing pre-test and post-test results. However, to produce reliable results the tests would often need to be detailed, thus raising questions concerning the cost benefit of the exercise. For this reason an evaluation of actual learning is less frequently carried out than an evaluation of reactions.

### **4.3 BEHAVIOURAL CHANGE – LEVEL 3 EVALUATION**

Level 3 evaluation focuses on the extent to which trainee behaviour has in fact changed as a result of the training. It seeks to establish if newly acquired knowledge, skills or attitude are being applied in the working environment of the trainee. Often it will be difficult to predict when and exactly how a change in behaviour will occur. As a result the decisions on when and how to evaluate are highly important. Methods to uncover behavioural changes are also various and include self-assessments, surveys and interviews of trainees and their managers and other interlocutors.

### **4.4 RESULTS – LEVEL 4 EVALUATION**

Level 4 evaluation attempts to assess the organisational results derived from the training – in other words, have there been increased productivity, improved quality, decreased costs and reduced frequency of mistakes? From an organisational perspective, this is the

overall reason for a training programme, yet Level 4 results are rarely assessed. It is almost impossible to determine results in financial terms in a humanitarian setting, and it is moreover difficult to directly link such results to training. A pragmatic and cost-efficient way of seeking to address actual results could be to establish behavioural changes and assess how they align with organisational priorities in regards to relevant competencies, skills and functions.

#### **4.5 KEY ISSUES**

The EFCT courses surveyed were structured around four general themes: i) Basic Programmatic Skills, ii) Interpersonal Skills and Relationship Management, iii) the Legal and Ethical Frameworks, and iv) Coordination Approaches and Emerging Practices.

Together the sessions should support the overall goal of the EFCT course – i.e. to improve the ability of participants to facilitate effective humanitarian assistance.

More specifically the course aims for participants to:

- Build upon individual knowledge, skills and attitudes for effective inter-agency humanitarian coordination.
- Understand perspectives and identify and apply tools, techniques and approaches to coordination.

## **5 Methodology**

### **5.1 MANAGEMENT**

The assessment was conducted by the Evaluation and Studies Unit with support from and in full consultation with the Training Unit in Geneva as well as the EFCT trainers.

### **5.2 SAMPLE SELECTION**

The EFCT has been adjusted over time and the current version is significantly different from the initial type of courses. This Training Impact Assessment looks at three groups of EFCT participants: EFCT XI – November 2004, EFCT XII – April 2005, EFCT XIII – July 2005. This was a manageable group of 78 participants and all had attended similar EFCT versions. Since the selection was made on the basis of similar course formats and their recent implementations, it is not a random sample of all EFCT courses<sup>1</sup>. Hence, the results should not be seen as representative of the entire body of former EFCT participants.

---

<sup>1</sup> Random sampling would likely have produced problems in the data analysis stages due to the changed EFCT course format and the large time span between recent and earlier graduates. In addition, response rates may have been significantly lower based on past training survey experiences.

### 5.3 TOOLS AT THE DIFFERENT LEVELS OF EVALUATION

#### *Level 1 – Reaction*

Training evaluation forms have consistently been collected by the Training Unit and consolidated into Excel sheets. These provide a comprehensive overview of participants' reactions to each of the sessions of which the EFCT is composed.

#### *Level 2 – Learning*

Conducting a comprehensive pre- and post-training evaluation of newly acquired knowledge, skills and attitudes requires a significant amount of resources; Participants arrive with different levels of expertise and it is envisaged that they will gain differently from each session. To measure this comprehensively would require a highly detailed test that manages to capture both basic and more advanced knowledge increases – e.g. a test that detects a wide spectrum of learning.

Due to the lack of baseline data and considering the available resources, it was decided to use the results from the self-assessment survey as indicators for learning (see Annex 15 for details in first section of the survey form).

#### *Level 3 – Behavioural change*

Behavioural changes can be documented in various ways. An effective way to minimise the use of resources is to ask the trainees to perform a self-evaluation of their behavioural changes resulting from the training – questions could for example be “Have you applied anything from the above-mentioned session in your professional life? If yes, please try to provide one (or more) concrete example(s). Please be as specific as possible.” By asking for concrete examples one avoids overtly value based judgments.

A recent article in the American Journal of Evaluation<sup>2</sup> documents the effectiveness of web-based survey tools as opposed to mail surveys. The research showed that response rates were higher (95% compared to 79%), responses to qualitative questions were longer and more substantive, responses to quantitative questions were similar and no evaluative bias was detectable. Based on this, it is suggested that the EFCT participants are surveyed with a web-based tool.

#### *Level 4 - Results*

Ideally, managers and other stakeholders could be interviewed or surveyed in order to collect examples and statistics on whether work processes and performance had improved subsequent to staff participation in EFCT trainings. However, given the diverse group of participants as well as the high turnover of staff, it would be difficult to reach and select a representative sample population of supervisors who were the day-to-day supervisor prior to and after the training of a staff member.

A feasible way of assessing results would be to compare the detected reaction learning and, most importantly, behavioural changes with organisational priorities as stipulated in

---

<sup>2</sup> ‘Is a Web Survey as Effective as a Mail Survey’, *American Journal of Evaluation*, vol. 26 no 2, June 2005, pp.245-253.

the OCHA mission statement and operationalised in the goal and objectives of the EFCT course.

## **5.4 DETAILS ON THE SURVEY**

### *5.4.1 Anonymity*

In order to be able to track response rates and send reminders to non-respondents, the survey required that respondents identified themselves by last name. At the same time respondents were assured that their answers would only be reviewed by staff at the Evaluation and Studies Unit.

A training impact survey of over 100 participants in the CMCoord trainings in late 2005 showed that giving the respondent the option to remain anonymous did not produce a significantly different response rate than from the EFCT survey, as long as follow-up actions (primarily email reminders) were implemented.

Results from the training impact survey of CMCoord trainings also showed that those choosing to remain anonymous did not provide significantly more negative or positive answers compared to the other respondents.

As a matter of principle, respondents should therefore be given the option to remain anonymous in the future.

### *5.4.2 Qualitative answers*

The survey sought to extract a maximum number of qualitative answers (concrete examples) to verify and elaborate on the quantitative factors. Using the qualitative data one can measure the effect of the course simply by counting the number of respondents who provide concrete affirmative examples. The judgment of what constitutes a concrete example remains a subjective one and was made by the ESU Project Manager. By having the same person reviewing all the data, consistency in interpretation of the entire dataset was ensured.

There was a gap between the quantitative data and the supporting qualitative answers. For the questions addressing the four overall themes of the EFCT course (see section 6.2.2 – 6.2.5.) the gap ranged from 1 to 14 percentage points between those respondents that said they had applied aspects of the sessions and those who provided concrete supporting examples. The average gap was a very reasonable eight percentage points, and it can therefore be concluded that the quantitative data is consistent with the qualitative answers, though one can expect a slightly more positive assessment if relying only on the quantitative data.

The other qualitative responses received were cleaned and subsequently coded using grounding (i.e. the coding categories are generated from the answers and not pre-chosen).

### 5.4.3 Survey response rate and testing of bias among non-respondents

In total, 32 of those surveyed (41%) responded by the deadline. With the purpose of estimating if ‘non-respondents’ held different views than the responding group, extra efforts were made in order to receive a greater number of replies, and the following measures were thus implemented: i) the deadline was extended and all participants were notified of this; ii) reminders were sent personally to non-respondents days before the expiration of the second deadline. The supplementary procedures yielded 23 additional responses (29%), hence bringing the overall response to 55, which equals a response rate of 71%.

As a comparison, a company like Tercent Inc., specialising in on-line survey tools, has an operational average response rate of 41% (for sample sizes smaller than 1000)<sup>3</sup>. The high response rate in this case can most likely be explained by: i) the direct targeting of small groups of participants (25 to 27 per EFCT course) generating an increased sense of responsibility to answer; and ii) the above-mentioned follow-up efforts after the passing of the first deadline.

An analysis of difference in response patterns between the ‘timely respondents’ and the ‘non-respondents’ as by the original deadline show only minor differences. Non-respondents are equally represented in the different employment categories, except among non-OCHA staff working at headquarters where 80% responded on time.

For most questions the answer rates are almost equal. In a few cases non-respondents answer in a more positive way than timely respondents – e.g. 70% of non-respondents answered that they had established or maintained contact with other EFCT participants after the training had ended, as opposed to 50% of the timely respondents.

**Table 1 – Establishing contact with EFCT participants - by response status**

Respondents at deadline	As a result of the EFCT course, did you establish or maintain contact with other EFCT participants after the training had ended?			
	No	Other	Yes	Grand Total
Non-respondents	22%	9%	70%	100% <sup>4</sup>
Respondents	47%	3%	50%	100%
Grand Total	36%	5%	58%	100%

One question stands out in terms of providing a variation in response between non-respondents and respondents: When asked to rate the EFCT effectiveness in providing strategies to address issues in the work place, some 40% of the non-respondents found the EFCT ‘highly effective’ while around 60% answered ‘somewhat effective.’ These rates are almost reversed for the timely respondents, thus providing a more positive

<sup>3</sup> [http://www.supersurvey.com/papers/supersurvey\\_white\\_paper\\_response\\_rates.htm](http://www.supersurvey.com/papers/supersurvey_white_paper_response_rates.htm) (28 February 2006)

<sup>4</sup> Throughout the report percentages for each sub-category have been rounded to the nearest whole number and, thus, may not always add up to exactly 100%.

response. See Annex 1 for a full breakdown of the survey data by response status. However, overall it can be concluded that there is no consistent bias in the answers provided by non-respondents versus timely respondents.

#### *5.4.4 Timing of the survey*

For practical reasons – i.e. to be able to collect data material within a limited time period – two of the EFCT courses (XII and XIII) were surveyed two to three months after completion, while one course (XI) was surveyed six months after its ending. Though implemented, this method did face the risk of presenting a different pattern of answers between the first and second group of course participants – and it was especially feared that the respondents surveyed six months after completion would demonstrate a weaker memory of the taught subjects, as well as presenting a greater application of aspects from the training to their professional life than the other respondents.

However, following an analysis of the survey responses, there is no evidence of an impact trend between the early (EFCT courses XII and XIII) and the late (EFCT course XI) surveys – for example, the four questions referring to real-life application of the four overall course themes generated both a lowest, a middle and a highest application rate from respondents from course XI.

The analysis of the survey responses suggests that there is no consistent bias in the answers produced six months after completion of the course compared to the responses from the two other courses. However, among the EFCT XI participants the number of timely respondents was slightly lower than for the other courses (53% compared to 63% and 61%). This suggests that the longer the time gap between the course and the survey, the greater the efforts put into reminders and follow-ups must be in order to ensure high response rates. See Annex 2 for a full breakdown of the survey data by EFCT course number.

#### *5.4.5 Variations between EFCT courses*

The overall body of respondents is equally divided between the three courses (between 32% and 34% each).

Each finding was controlled for significant differences in responses in order to assess if the specific EFCT course had any influence on the results.

As in the section above, an analysis of the survey responses does not seem to have produced any evidence that some EFCT courses produced overall better results than others. Looking again at the questions relating to application of course themes the analysis showed that each of the different EFCT courses generated the highest application rate for at least one of the four themes. We can thus conclude that one course does not stand out significantly from the others and as intended the selected sample of course does seem to represent a uniform body of EFCT training experience. However, should there be

a noteworthy correlation between individual answers and EFCT courses number, it will be mentioned in the relevant sections below. See annex 2 for a full breakdown of the survey data by EFCT course number.

#### 5.4.6 Variations between participants place of employment

As the name suggests the Emergency Field Coordination Training is primarily attended by field staff (83%) with headquarter staff filling the remaining seats. OCHA staff makes up 64% of the participants.

**Table 2 – breakdown of respondents by employment**

Since you completed the EFCT, where have you (primarily) been employed?	Total count	Total as percentage
OCHA Field Office, Country Office or Regional Office	31	57%
OCHA Geneva or New York	4	7%
Other organisation at field, country or regional level	14	26%
Other organisation at Headquarters	5	9%
Grand Total	54	100%

Each finding from the survey analysis was controlled for differences by employment category in order to assess if the place of employment had any influence on the results.

It appears that staff from OCHA Field Offices, Country Offices and Regional Offices produced the most positive responses. In nine out of twelve questions this group has the highest positive response rate (looking at the answer options ‘yes’, ‘very much’, ‘highly effective’). For the remaining three questions, the group scored second highest. Another noteworthy category is the non-OCHA staff working at headquarters level. This group has the lowest positive scores in eight of the twelve questions.

All in all, this suggests that the EFCT course caters well for OCHA field staff while non-OCHA staff at headquarters level does not stand to benefit to the same extent. See annex 3 for a full breakdown of the survey data by employment location.

Noteworthy correlations between answers and the place of employment will be mentioned in the relevant sections below.

## 5.5 ASPECTS INCORPORATED TO INCREASE IMPACT

A traditional learning curve demonstrates that maximum learning can be measured immediately after a training event. As time passes participants forget large proportions of newly acquired knowledge. Eventually, new knowledge retained in the long term memory is a small proportion of what was initially acquired during the training. However, if participants are exposed to some kind of refresher after a given time period has elapsed, forgotten knowledge can be regained and eventually an increased knowledge is likely to be retained in the long-term memory.

The question was thus how these findings could be applied to the training impact assessment. While it was clearly not within the scope of this undertaking to provide any refresher course a simplified approach was adopted: it was decided to incorporate a few of the key messages from the EFCT course into the survey with the intention to increase the active memory of past participants and serve as a ‘teaser’ for improving the qualitative answers. In turn, it is the assumption that this approach may increase the likelihood of behavioural changes in the period after participants have been surveyed, although it will not be measured through this impact assessment exercise.

The survey tried to strike a balance in the level of detail used as teasers. More details could have made the survey too cumbersome to complete, thus leading to low response rates. It could also have led to guided answers and hence biased results.

## 5.6 TIMELINE

The table below contains an overview of the timeframe and methods used to gather information for each of the four levels of training impact analysis.

**Table 3 – Overview of the timeframe of the impact assessment**

	<b>Reaction - Level 1</b>	<b>Learning -Level 2</b>	<b>Behavioural changes - Level 3</b>	<b>Results - Level 4</b>
EFCT XI Nov-Dec04	<i>Method:</i> Training Eval form. <i>Timing:</i> Dec. <i>Unit:</i> Training Unit	<i>Method:</i> +6 months survey. <i>Timing:</i> July <i>Unit:</i> ESU	<i>Method:</i> +6 months survey. <i>Timing:</i> July <i>Unit:</i> ESU	Analysis of level 1-3 impact vis a vis the OCHA mission statement as operationalised in the goal and objectives of the EFCT course
EFCT XII April 2005	<i>Method:</i> Training Eval form. <i>Timing:</i> April <i>Unit:</i> Training Unit	<i>Method:</i> +2 months survey. <i>Timing:</i> July <i>Unit:</i> ESU	<i>Method:</i> +2 months survey. <i>Timing:</i> July <i>Unit:</i> ESU	
EFCT XIII July 2005	<i>Method:</i> Training Eval form. <i>Timing:</i> July <i>Unit:</i> Training Unit	<i>Method:</i> +2 months survey. <i>Timing:</i> Sept. <i>Unit:</i> ESU	<i>Method:</i> +2 months survey. <i>Timing:</i> Sept. <i>Unit:</i> ESU	

## 6 Findings of the Training Impact Assessment

### 6.1 BUILD UPON KNOWLEDGE, SKILLS AND ATTITUDES FOR INTER-AGENCY COORDINATION

A part of the course objectives is to “build upon individual knowledge, skills and attitudes for effective inter-agency humanitarian coordination.” While the attitude element is dealt with in the next section, the aspect of new or improved knowledge and skills is addressed here. This measurement of learning (Level 2 evaluation) is conducted through participants’ self-assessments in the distributed survey. Participants were asked to rate the course effectiveness in providing them with new knowledge or skills as well as the effectiveness in updating and refining knowledge and skills already acquired.

#### 6.1.1 New or improved knowledge and skills

Over 95% of the respondents found that the EFCT course had been highly effective or somewhat effective in providing them with new knowledge or skills. OCHA staff working in OCHA field offices, country offices or regional offices have the highest effectiveness rating with 60% answering ‘highly effective’.

**Table 4. Course effectiveness in providing new knowledge and skills - by category of employment.**

Since you completed the EFCT, where have you (primarily) been employed?	How would you rate the effectiveness of the EFCT course in providing you with new knowledge or skills?					
	Highly effective	Somewhat effective	Somewhat ineffective	Highly ineffective	Don't know	Grand Total
OCHA Field Office, Country Office or Regional Office	60%	40%	0%	0%	0%	100%
OCHA Geneva or New York	25%	75%	0%	0%	0%	100%
Other organisation at field, country or regional level	43%	43%	14%	0%	0%	100%
Other organisation at Headquarters	40%	60%	0%	0%	0%	100%
Grand Total	49%	47%	4%	0%	0%	100%

The same results were generated when participants were asked how effective the EFCT course had been in updating or refining the knowledge and skills they already had – in total, 95% found that the EFCT had been either highly effective or somewhat effective at this job.

**Table 5. Course effectiveness in providing updating or refining the knowledge and skills - by category of employment.**

Since you completed the EFCT, where have you (primarily) been employed?	How would you rate the effectiveness of the EFCT course in <b>updating or refining</b> the knowledge and skills you already had?					
	Highly effective	Somewhat effective	Somewhat ineffective	Highly ineffective	Don't know	Grand Total
OCHA Field Office, Country Office or Regional Office	60%	37%	0%	0%	3%	100%
OCHA Geneva or New York	50%	50%	0%	0%	0%	100%
Other organisation at field, country or regional level	50%	36%	7%	7%	0%	100%
Other organisation at Headquarters	40%	60%	0%	0%	0%	100%
Grand total	55%	40%	2%	2%	2%	100%

Following this result we can conclude that the EFCT course is most successful in providing new knowledge and skills for an OCHA audience working in field, country or regional offices.

Is there a connection between the self-assessed learning (Level 2) and behavioural changes (Level 3)? The data does suggest that there is a correlation between how successful the participants find the course in offering them new or refined knowledge and skills and how likely they are to actually apply aspects from the course to their work. An illustrative example is that of those who find the EFCT highly effective in providing new knowledge or skills 81% are likely to have applied aspects from sessions on Basic Programmatic Skill to their work. In comparison the figure is 60% for those that found the EFCT somewhat effective in providing new knowledge or skills. Looking at the application of aspects from the three other overarching themes the difference is between 8 and 13 percentage points.

See Annex 5 for tables supporting the analysis.

## **6.2 IDENTIFY AND APPLY TOOLS, TECHNIQUES AND APPROACHES TO COORDINATION.**

As a part of the overall goal, The EFCT course also sets out to implement the objective of making participants “understand perspectives, identify and apply tools, techniques and approaches to coordination.” The subsequent sections look at the development of a common understanding of the issues surrounding emergency field coordination – particular attention will be given to the application of aspects learned in each of the four overall thematic areas to which the EFCT sessions can be grouped.

In order to have a general measure by which to compare the specific application in the four overall thematic areas, the participants were asked how they would rate the overall effectiveness of the EFCT course in providing strategies or approaches to address issues faced in their work. In total 48% found the course highly effective and 46% somewhat effective. See annex 6 for details.

### 6.2.1 Understanding of perspectives on coordination

Participants were asked to rate the “effectiveness of the EFCT course in helping you and other EFCT participants develop a common understanding of the issues surrounding emergency field coordination”. Overall 98% found the course highly or somewhat effective at this. As is evident from table 6, the highest rate of ‘highly effective’ was found among OCHA staff working in field, country or regional offices, while the lowest rate was found among non-OCHA staff in the same locations.

**Table 6 – Course effectiveness in developing common understanding of emergency field coordination – total and by employment category.**

Since you completed the EFCT, where have you (primarily) been employed?	How would you rate the effectiveness of the EFCT course in helping you and other EFCT participants develop a common understanding of the issues surrounding emergency field coordination?					
	Highly effective	Somewhat effective	Somewhat ineffective	Highly ineffective	Don't know	Grand Total
OCHA Field Office, Country Office or Regional Office	65%	35%	0%	0%	0%	100%
OCHA Geneva or New York	50%	25%	25%	0%	0%	100%
Other organisation at field, country or regional level	43%	57%	0%	0%	0%	100%
Other organisation at Headquarters	60%	40%	0%	0%	0%	100%
Grand Total	57%	41%	2%	0%	0%	100%

If one looks at course variation, it appears that EFCT XII did marginally better with 63% of the respondents rating the course as being ‘highly effective’ in this field, while the other two courses scored between 50% and 53%. See Annex 7 for tables supporting the analysis.

One can thus conclude that, while the courses in general have been highly successful in developing a common understanding of emergency field coordination, there still exist some room for improvement, in particular when dealing with non-OCHA staff from the field.

### 6.2.2 Use of sessions on Basic Programmatic Skills

In order to assess the impact of the EFCT course, participants were asked if they had applied anything they learned from each of the four overall themes which the EFCT course addressed.

The sessions covering Basic Programmatic Skills discussed how to conduct and coordinate assessments, the limitations of current practices; and how one can evaluate third party assessments. Participants were presented with six tools for efficient problem analysis and were also trained in how to use a stakeholder map. Information management tools were also dealt with, as were the chain of information management; meta-data, data standards and their importance.

The data shows that a total of 71% of the respondents said they had applied something in their professional life from the sessions addressing Basic Programmatic Skills (table 7). 70% offered examples of what they have applied, although most answers are not very concrete.

**Table 7 – Use of sessions on Basic Programmatic Skills**

Have you been able to apply anything you learned from the EFCT sessions which addressed Basic Programmatic Skills?	No	Other	Yes	Grand Total
	20%	9%	71%	100%

It appears as if OCHA staff working in field, country or regional offices has benefited the most (an application rate of 83%) from this segment of the EFCT course. OCHA staff based at headquarters had the lowest rate of application (50%). See table 8 for details.

**Table 8 – Use of sessions on Basic Programmatic Skills by employment**

Since you completed the EFCT, where have you (primarily) been employed?	Have you been able to apply anything you learned from the EFCT sessions which addressed Basic Programmatic Skills?			
	No	Other	Yes	Grand Total
OCHA Field Office, Country Office or Regional Office	10%	7%	83%	100%
OCHA Geneva or New York	50%	0%	50%	100%
Other organisation at field, country or regional level	29%	14%	57%	100%
Other organisation at Headquarters	40%	0%	60%	100%
Grand Total	21%	8%	72%	100%

When analyzing the data for course variation, it appears that EXCT XI attained the lowest application rate – i.e. 61%, while course XII and XIII achieved 79% and 72% respectively.

To add qualitative data and verify the close ended question on application, participants were asked to produce concrete explanations to support their answers. By using this data one can measure the application of aspects covered in the sessions on Basic Programmatic Skills simply by counting the number of examples of provided. This approach shows that 70% of respondents applied aspects from these given sessions.

**Table 9 – Examples of use (sessions on Basic Programmatic Skills)**

Count of examples provided	Examples of use provided?		
	no	yes	Grand Total
Total	30%	70%	100%

Respondents give different kinds of examples of applications – the most frequently stated examples being the use of various information management tools, increased attention to data standards, coordination and evaluation of needs assessments. Respondents moreover stated that instances of non-application are mainly due to the fact that the respondents consider themselves in job positions to which the session content is non-applicable.

See Annex 8 for tables supporting the analysis.

### 6.2.3 Use of sessions on Interpersonal Skills and Relationship Management

In the EFCT sessions on Interpersonal Skills & Relationship Management participants were introduced to effective presentation techniques, good practice when using visual aids, and standard meeting procedures and tools. The sessions also covered team work processes and output, traits and behaviours of effective and ineffective teams, and ‘teams’ as a process of dynamic development. Three leadership styles in the context of field coordination were presented after which participants determined their own leadership style and qualities, discussed general facilitator roles and essential skills as well as active listening and questioning skills. Finally, good practices for conducting negotiations were presented.

All in all a total of 87% of the respondents stated that they had applied something in their professional life from the sessions addressing Interpersonal Skills & Relationship Management (table 10), which is the highest application score of all the four EFCT overall themes. Some 82% offered examples of issues applied subsequent to the completion of course, although most are not very concrete.

**Table 10 – Use of sessions on Interpersonal Skills & Relationship Management**

Have you been able to apply anything you learned from the EFCT sessions which addressed Interpersonal Skills & Relationship Management?	No	Other	Yes	Grand Total
	9%	4%	87%	100%

As was the case with the two previous overall themes, OCHA staff working at field, country and regional offices seem to have gained most from this segment – an impressive 97% of these respondents indicated that they had been able to apply something from these sessions in their professional life. Once again staff based at headquarters had the lowest rate of application (60% for non-OCHA staff and 75% for OCHA staff). See table 11 for details.

**Table 11 – Use of sessions on Interpersonal Skills & Relationship Management by employment**

Since you completed the EFCT, where have you (primarily) been employed?	Have you been able to apply anything you learned from the EFCT sessions which addressed Interpersonal Skills & Relationship Management?			
	No	Other	Yes	Grand Total
OCHA Field Office, Country Office or Regional Office	3%	0%	97%	100%
OCHA Geneva or New York	25%	0%	75%	100%
Other organisation at field, country or regional level	7%	7%	86%	100%
Other organisation at Headquarters	20%	20%	60%	100%
Grand Total	8%	4%	89%	100%

The qualitative data, generated by asking participants to produce concrete explanations supporting their answers, again reinforces the results of the close-ended survey question. A count of the number of participants providing concrete examples shows that 82% of respondents applied aspects from these given sessions.

**Table 12 – Examples of use (sessions on Interpersonal Skills & Relationship Management)**

Count of examples provided	Examples of use provided?		
	no	yes	Grand Total
Total	18%	82%	100%

Examples most frequently cited by respondents related to meeting, management and presentation skills while also team work, negotiation skills, active listening and leadership skills appeared as recurrent answers. Moreover, whereas most respondents did not explain cases of non-application, some participants stated that instances of non-application were due to previous knowledge of the area or lack of time for implementation.

#### *6.2.4 Use of sessions on Legal and Ethical Frameworks*

In the session on Legal and Ethical Framework participants were briefly introduced to the main international legal instruments that are relevant in conflict and disaster situations. They reviewed humanitarian principles and how they can be applied in order to enhance co-ordination. The participants moreover reviewed issues relating to protection – e.g. how coordination enhances the protection of individuals or groups, and tactics that a coordinator can employ in order to enhance protection. Challenges encountered when dealing with issues relating to protection were also highlighted and illustrated by the screening of a documentary film about Rwanda.

In total 52% of the respondents said they had applied something from the sessions addressing the Legal and Ethical Framework (table 13). Some 41% offered examples of their subsequent application although most stated examples were not very concrete. Both figures are the lowest scores of the four over all EFCT themes.

**Table 13 – Use of sessions on Legal and Ethical Framework**

Have you been able to apply anything you learned from the EFCT sessions which addressed Legal and Ethical Framework issues?	No	Other	Yes	Grand Total
	39%	9%	52%	100%

Like the case of the two previous overall EFCT themes, it appears that OCHA staff working in field, country or regional offices has benefited the most from the sessions (with an application rate of 58%). Non-OCHA staff had the lowest rate of application with, 43% for staff at the field, country and regional level and 40% at the headquarters level. See table 14 for details.

**Table 14 – Use of sessions on Legal and Ethical Framework by employment**

Since you completed the EFCT, where have you (primarily) been employed?	Have you been able to apply anything you learned from the EFCT sessions which addressed Legal and Ethical Framework issues?			
	No	Other	Yes	Grand Total
OCHA Field Office, Country Office or Regional Office	39%	3%	58%	100%
OCHA Geneva or New York	25%	25%	50%	100%
Other organisation at field, country or regional level	43%	14%	43%	100%
Other organisation at Headquarters	40%	20%	40%	100%
Grand Total	39%	9%	52%	100%

The reaction (Level 1 evaluation) recorded immediately after course completion, can serve to cast light on the differences between the sessions within the overall theme of Legal and Ethical Framework. The results show that sessions on ‘Law for Non-Lawyers’ and ‘Ethical Challenges’ were among the five lowest rated sessions of a total of about 20 EFCT sessions. At the same time the session on ‘Protection’ and in particular the video ‘When Good Men Do Nothing’ followed by discussions, were rated high to very high.<sup>5</sup>

<sup>5</sup> Based on data from EFCT XI and XII

**Table 15 – Examples of use (sessions on Legal and Ethical Framework by employment)**

Count of examples provided	Examples of use provided?		
	no	yes	Grand Total
Total	59%	41%	100%

Of the respondents, 41% provided concrete examples of how they had applied aspects from the sessions to their professional life.

While respondents gave different kinds of examples of applications, a common concrete example brought forward was the use of International Humanitarian Law to formulate tactics for local advocacy efforts. Non-application seems to be explained by mainly two reasons, listed in order of frequency: i) respondents had not encountered any situation where they could have applied the acquired knowledge and/or it was not relevant due to their job functions; ii) the topics were covered in too broad a manner and did therefore not lead to improved knowledge or skills.

Non-applicants offer a few direct and indirect suggestions as to how this can be improved: i) incorporating a few real-life examples, and ii) providing more details on selected topics.

When comparing the responses from those that provided concrete examples of application (open-ended question) with those who only provided an affirmative answer (closed-ended question), it becomes evident that staff from OCHA Geneva and New York had a proportionally lower score. With the exception of this staff category, the pattern of answers from the close-ended questions is similar to that of the open-ended questions.

**Table 16 – Examples of use (sessions on Legal and Ethical Framework by employment) by employment**

Count of examples provided	Examples of use provided?		
	no	yes	Grand Total
Employment			
OCHA Field Office, Country Office or Regional Office	52%	48%	100%
OCHA Geneva or New York	75%	25%	100%
Other organisation at field, country or regional level	64%	36%	100%
Other organisation at Headquarters	60%	40%	100%
Grand Total	59%	41%	100%

### 6.2.5 Use of sessions on Coordination Approaches and Emerging Practices

In the EFCT sessions on Coordination Approaches and Emerging Practices participants discussed various perspectives on co-ordination including components of successful

coordination while also sharing examples of how the participants themselves are facilitating co-ordination. Two simulation exercises enabled participants to practice co-ordination.

In total, 71% of the respondents said they had applied something in their professional life from the sessions addressing Coordination Approaches and Emerging Practices (table 17).

**Table 17 – Use of sessions on Coordination Approaches and Emerging Practices**

Have you been able to apply anything you learned from the EFCT sessions which addressed Coordination Approaches and Emerging Practices?	No	Other	Yes	Grand Total
		16%	13%	71%

Looking at the audience which gained the most from this segment of the EFCT course, it appears that OCHA staff working in headquarters comes out on top with 75% stating that they have applied aspect from these sessions. This is the only time OCHA staff working in field, country or regional offices has not benefited the most, though this group trails right behind with an application rate of 73%. Non-OCHA staff based at headquarters had the lowest rate of application (60%). See table 18 for details.

**Table 18 – Use of sessions on Coordination Approaches and Emerging Practices by employment**

Since you completed the EFCT, where have you (primarily) been employed?	Have you been able to apply anything you learned from the EFCT sessions which addressed Coordination Approaches and Emerging Practices?			
	No	Other	Yes	Grand Total
OCHA Field Office, Country Office or Regional Office	13%	13%	73%	100%
OCHA Geneva or New York	25%	0%	75%	100%
Other organisation at field, country or regional level	14%	14%	71%	100%
Other organisation at Headquarters	20%	20%	60%	100%
Grand Total	15%	13%	72%	100%

Some 57% of the respondents offer examples of what they have applied from the sessions, which is noticeably lower than what was stated through the quantitative answers. However, even with this 15 percentage point gap the sessions addressing Coordination Approaches and Emerging Practices still received significantly higher scores than the sessions focusing on the Legal and Ethical Framework.

**Table 19 – Examples of use (sessions on Coordination Approaches and Emerging Practices)**

Count of examples provided	Examples of use provided?		
	no	yes	Grand Total
Total	43%	57%	100%

The simulation exercise was the single most frequently cited example of application and it was seen as instrumental in making participants sensitive towards the positions and interests of other parties before acting. Participants provide a few reasons for not having applied aspects from these sessions. Similarly to previous responses non-application was explained as a result of participants not being in a position which allows for application (ToR, organisational setting, etc). However, most cases of non-application were either not explained or the example of application was too weak to be counted.

### **6.3 OTHER IMPACT RELATED EFFECTS**

#### *6.3.1 Other applications of the EFCT course*

In order to ensure that impact was not only measured in categories dictated from the EFCT design and objectives, the survey included questions on other impact related effects as well. Participants were asked if there was anything they had not mentioned so far in the survey, which they do differently as a result of the EFCT course, to which a total of 39% responded ‘yes.’ A significant difference between OCHA and non-OCHA staff could be detected - 50% to 53% of the affirmative respondents belonged to OCHA staff while only 14% to 20% of the non-OCHA staff gave a positive answer. See annex 12 for details.

The vast majority of examples provided – over 50% - falls within topics covered by the EFCT sessions on Interpersonal Skills and Relationship Management. The other areas from which examples are given fall within the topics covered by the EFCT sessions on Basic Programmatic Skills. Since these responses do not differ notably from the answers outlined in above-mentioned chapters, it can be concluded that the respondents did not add any additional examples of applications. From this one can deduct that the respondents found the answer categories of the previous survey questions sufficient to cover any changes in behaviour.

#### *6.3.2 Other benefits from the EFCT course*

In an attempt to capture the wider positive effects which may be derived from the EFCT course, participants were asked if they had benefited from the course in ways not mentioned previously in the survey. Of all respondents 64% answered that they had benefited ‘very much’ while 37% stated ‘somewhat’. There seem to be no significant differences based on the employment location of the respondents. See annex 13 for details.

Examples of additional cases of application mentioned fall into three overall categories, listed by number of frequency:

- a) Personal interaction and experience sharing: The benefits of improving networks and learn from others' experiences were mentioned repeatedly. Participants mentioned how the informal contacts established during the training had allowed for a more open and frank discussion, also after the course had concluded. This was the case for both non-OCHA and OCHA staff. OCHA field staff specifically mentioned that this was of great value as working in OCHA field offices can often give a feeling of isolation from the rest of the organisation.
- b) Clarification of organisational roles and mandates: The respondents pointed out that the course provided them with an increased understanding of the roles and mandates of both OCHA and other organisations engaged in humanitarian coordination. In turn this generated a greater appreciation of the challenges of inter-agency coordination.
- c) Increased confidence and motivation: respondents explicitly mentioned that the knowledge and tools that they had obtained at the course, had made them more confident in their daily field coordination work. The course (both the content and the delivery) had also inspired and motivated some participants.

The significance of the first category is supported by the response to the question on whether participants established or maintained contact with other EFCT participants after the training had ended: a total of 59% said they did.

It can be concluded that i) the respondents mentioned no other direct application of aspect from the EFCT than the ones dealt with in the previous sections; ii) a strong body of examples emerged when the participants were asked to mention other benefits of the EFCT course. They are a) personal interaction and experience sharing; b) clarification of organisational roles and mandates; and c) increased confidence and motivation. These benefits may not fit directly within the analysis of behavioural changes, but nevertheless constitute a valuable impact of the ECFT course.

#### **6.4 FACTORS FACILITATING OR INHIBITING APPLICATION**

From the time of designing a training programme until the point of actual impact, a multitude of factors will influence the process. Identifying these could allow the organisation to make decisions on which factors one should seek to influence. Moreover, knowing which factors that have facilitated impact offers an opportunity to build on proven strength while the identification of inhibiting factors allows for decisions on how to mitigate risks facing the training programme faces.

Based on the above rationale of identifying strengths and risks, participants were asked to mention main factors that had facilitated as well as inhibited them in applying aspects from the training in their professional life.

Answers relating to facilitating factors fell into two overall categories. Firstly, respondents referred to aspects within the realms of the EFCT course: i) the handouts and the CD-Rom were considered as useful tools to support application later on; ii) the tools provided were seen as being concrete and easily applicable (problem analysis tools, scenario planning, etc. ); iii) skills acquired or refined in the section on interpersonal skills and relations management (notably active listening, getting your point across, leadership styles, meeting and team management) greatly facilitated the application of the other aspects of the training; and iv) the use of simulations and scenarios made the topics seem more relevant and applicable in the daily work.

Secondly, respondents mentioned factors external to the EFCT course: i) trust and support from a supervisor and an enabling office environment; ii) good interpersonal relations built with the stakeholders (NGOs, UN agencies, government); iii) relevant scope of work with appropriate delegation of responsibility.

As for the inhibiting factors, the answers to a large degree mirrored the external factors that facilitate application and a number of factors were mentioned repeatedly: i) personal relations with the supervisor; ii) irrelevant area of responsibility (ToR) or work tasks; iii) organisational bureaucracy, time and budgetary constraints; iv) lack of opportunities because of mission external factors (political landscape, etc.).

The inhibiting factors present an obvious conclusion for the EFCT management: the importance of selecting the right participants, i.e. staff whose actual work portfolio allows them to deal with humanitarian field coordination. If other participants are invited in an attempt to get a more heterogeneous body of participants, considerations should be given to selecting participants who are likely to be deployed to the field at some point. This can for example be done by creating mandatory links to OCHA or agency rosters for relevant deployment.

## **7 Conclusion: Impact on Participants' Ability to Facilitate Humanitarian Assistance**

In line with the OCHA mandate and mission statement, the overall goal of the EFCT programme is to 'improve the ability of participants to facilitate effective humanitarian assistance.' This goal has been operationalised through two EFCT course objectives around which this impact assessment has been designed.

In relation to the first course objective – i.e. to 'build upon individual knowledge, skills and attitudes for effective inter-agency humanitarian coordination' – this study has demonstrated that over 85% of the respondents found that the EFCT course had been highly effective or somewhat effective in providing them with new knowledge or skills. Even better results were generated when participants were asked how effective the EFCT course had been in updating or refining the knowledge and skills they already had. An impressive 95% found that the EFCT had been either highly effective or somewhat

effective at this job. Looking at the small differentiation in the results, it appeared that the EFCT course is most successful in providing new knowledge and skills for an OCHA audience working in field, country or regional offices.

The excellent performance in facilitating new or improved knowledge and skills for the participants is important. Not surprisingly, the data does suggest that there is a correlation between how successful the participants find the course in offering them new or refined knowledge and skills and how likely they are actually to apply aspects from the course.

The second course objective was to make participants ‘understand perspectives, identify and apply tools, techniques and approaches to coordination.’ In line with this objective, this assessment concludes that the courses in general have been highly successful in developing a common understanding of emergency field coordination (98% replied ‘somewhat effective’ or ‘highly effective’). However, some room for improvement seems to exist, in particular among the non-OCHA staff from the field.

On the application of aspects from the four overall themes of the EFCT course, the following impressive results were reached:

- i) In total 71% of the respondents said they had applied something in their professional life from the sessions addressing Basic Programmatic Skills. Moreover, some 70% offered examples of what they had applied.
- ii) In total 87% of the respondents said they had applied something in their professional life from the sessions addressing Interpersonal Skills & Relationship Management. This is remarkable and the highest application score of the four overall themes which the EFCT course addressed. Some 82% of the respondents offered examples of what they had applied;
- iii) In total 52% of the respondents said they had applied something from the sessions addressing the Legal and Ethical Framework. Some 41% offered examples of what they had applied, although most of the provided examples were not very concrete. This is the lowest score of the four EFCT themes;
- iv) In total 71% of the respondents said they had applied something in their professional life from the sessions addressing Coordination Approaches and Emerging Practices. Some 57% offered examples of what they had applied.

These results are fully in line with – and provide a more detailed measure of – the data showing that 94% of the respondents found that the course was highly effective or somewhat effective in providing strategies or approaches to address issues faced in their work.

Hence, this training impact assessment finds that the EFCT courses have been successful in both building upon individual knowledge, skills and attitudes for effective inter-agency humanitarian coordination as well as in making participants understand perspectives and identify and apply tools, techniques and approaches to coordination.

When the participants were asked to mention alternative benefits of the EFCT course, a strong body of examples emerged. They were a) personal interaction and experience sharing; b) clarification of organisational roles and mandates; and c) increased confidence and motivation. These benefits may not fit directly within the analysis of behavioural changes, but nevertheless constitute a valuable impact of the ECFT course.

In combination, the fulfilment of the course objectives and additional benefits of the EFCT course provide a tangibly body of evidence that the EFCT programme meets its overarching goal – i.e. to ‘improve the ability of participants to facilitate effective humanitarian assistance’ and in turn contributes to OCHA’s fulfilment of its mandate and mission statement.

## **8 Recommendations**

### **8.1 LEARN FROM THE DESIGN OF SESSIONS ON INTERPERSONAL SKILLS**

*EFCT organisers and facilitators should review the approaches and methods applied in the sessions on Interpersonal Skills and Relationship Management and where possible try to export key methods to other aspects of the EFCT, notably the sessions on the Legal and Ethical Framework.*

The highest application score was recorded for the sessions addressing Interpersonal Skills & Relationship Management. In total, 87% of the respondents said they had applied something in their professional life from these sessions. This is remarkable and the highest application score of the four overall themes which the EFCT course addressed.

### **8.2 IMPROVE SESSIONS ADDRESSING THE LEGAL AND ETHICAL FRAMEWORK**

*EFCT organisers and facilitators should work to improve the impact of the sessions on the Legal and Ethical Framework.*

The lowest application score of the four overall EFCT themes was given to the sessions addressing the Legal and Ethical Framework. In total 52% of the respondents said they had applied something from these sessions. Some 41% offered examples of what they had applied, although most examples were not very concrete. The low score was supported by the reaction recorded immediately after the course completion, where particularly low ratings were rewarded to the sessions on ‘Law for Non-Lawyers’ and ‘Ethical Challenges’.

A few respondents who did not apply anything from the sessions offer a couple of suggestions as to how these can be improved: i) incorporate real-life examples; and ii) provide more details on selected topics.

### **8.3 SELECT PARTICIPANTS FROM THE FIELD OR ROSTERS FOR FUTURE DEPLOYMENT**

*Persons selected for EFCT participation should primarily be from the field or, alternatively, with likely future deployment to the field (e.g. signed to a relevant roster).*

The assessment suggests that the EFCT course caters well for OCHA field staff while non-OCHA staff at headquarters level does not stand to benefit to the same extent. At the same time the main inhibiting factors relate to staff not being allowed to apply the training due to semi-permanent issues like mission setting and area of responsibility (ToR). The obvious conclusion is to stress the importance of selecting the right participants, i.e. staff whose actual work portfolio allows them to deal with humanitarian field coordination. If other participants are invited in an attempt to get a more heterogeneous body of participants, then considerations could be given to selecting this group based on the potential for future field deployment, e.g. making links to OCHA or agency rosters for relevant deployment mandatory.

### **8.4 MANDATORY TRAINING IMPLEMENTATION ACTION PLAN**

*EFCT training implementation action plans should be made mandatory.*

The transition from learning (and the perceived ability to perform) to learning application in the work setting is one of the critical aspects of assuring greater impact from training. Factors enabling behavioural change are many, among them the roles played by supervisors, managers, trainers and trainees. A first and fundamental step is that trainees take responsibility for developing an action plan of how they foresee to apply their newly acquired knowledge, skills and attitudes. Ideally, the plan and/or implementation should be incorporated in the trainees' performance appraisal system.

The Training Unit has previously attempted to make EFCT participants fill in such detailed plans, but return rates have been low. Currently, this aspect is represented as two questions at the end of the training evaluation form all participants are requested to complete before leaving the training venue. As action planning exercises can be useful to help participants reflect on and commit to specific actions they will take on returning home, it is proposed that this initiative is revitalised. One suggestion is to use a web-survey format similar to those proposed for the follow-up surveys, requesting that the survey be returned within one week of the conclusion of an EFCT course. Supervisors should include the action plan in the discussion with staff under the performance appraisal system.

## **8.5 CONTINUED USE OF THE TRAINING IMPACT ASSESSMENT TOOLS**

*The Training Unit should institutionalise the use of an impact assessment survey as a tool for quality monitoring and control.*

This training impact assessment has provided tangible indications of specific the impact of selected EFCT courses as well as concrete indications that the course objectives and overall goal are being met. The assessment has substantiated that participants have increased their knowledge and skills and that this has indeed led to a degree of behavioural changes. The institutionalisation of a yearly assessment would provide the Training Unit with a tool for quality monitoring and control.

The web based self-assessment survey was useful as the key tool to document behavioural changes. Given the relative ease with which the tool can be administrated, its continued use should be seriously considered. However, in order to reduce the workload associated with a comprehensive data analysis, it is suggested that a few key indicators are chosen from the current study (serving as baseline). By choosing questions directed at behavioural changes (course application) the Training Unit would enhance its results-based reporting.

This could be an important step for the Training Unit towards the institutionalisation of self-evaluation (as mentioned in OIOS report A/60/73 to the General Assembly prepared in response to the GA resolution 58/269 of 23 Dec 2003) anticipated to be implemented throughout OCHA in 2006. Please see Annex 16 for a suggested simplification of the survey format.

One step further would be to use a generic format for training impact assessments of other in-house OCHA courses (Annex 17).

END

### **Annexes**

- Annex 1      Survey Analysis: ‘Timely respondents’ versus ‘non-respondents’
- Annex 2      Survey Analysis: Variations between EFCT courses
- Annex 3      Survey Analysis: Variations between employment location
- Annex 4      Survey Analysis: New and refined skills and knowledge
- Annex 5      Survey Analysis: New and refined skills versus application
- Annex 6      Survey Analysis: How would you rate the effectiveness of the EFCT course in providing you with strategies or approaches to address issues you face in your work?

- Annex 7      Survey Analysis: Course effectiveness in developing a common understanding of emergency field coordination
- Annex 8      Survey Analysis: Use of sessions on Basic Programmatic Skills
- Annex 9      Survey Analysis: Use of sessions on Interpersonal Skills and Relationship Management
- Annex 10     Survey Analysis: Use of sessions on Legal and Ethical Frameworks
- Annex 11     Survey Analysis: Use of sessions on Coordination Approaches and Emerging Practices
- Annex 12     Survey Analysis: Is there anything you have not mentioned so far, which you do differently as a result of the EFCT course?
- Annex 13     Survey Analysis: Have you benefited from the EFCT course in ways not mentioned so far?
- Annex 14     Survey Analysis: As a result of the EFCT course, did you establish or maintain contact with other EFCT participants after the training had ended?
- Annex 15     Training Impact Assessment On-line Survey (used)
- Annex 16     Template of a proposed simplified Training Impact Assessment On-line Survey
- Annex 17     Template of a proposed generic Training Impact Assessment On-line Survey
- Annex 18     EFCT Course Goals and Objectives

**Relevant Literature**

Kirkpatrick, Donald L., 1979, ‘Techniques for Evaluating Training Programs’, *Training and Development Journal*, June 1979, pp. 78-92.

*Manual for Evaluating Training’s Impact on Human Settlements*, United Nations Conference on Human Settlements, ISBN 92-1-131336-8, 1997, <http://www.unchs.org/unchs1/llm/word/books/evaluatintie.doc> (May 2005), 71 p.

Swanson, R. A. and E. F. Holton III, 1999, *Results – How to assess performance, learning, and perceptions in organisations*, Berret-Koehler Publishers, 282 p.

Winfrey, E.C., 1999, 'Kirkpatrick's Four Levels of Evaluation' in B. Hoffman (Ed.), *Encyclopedia of Educational Technology*,  
<http://coe.sdsu.edu/eet/Articles/k4levels/start.htm> (May 2005)

Yin, Robert K., 1994, *Case Study Research*, Second Edition, Applied Social Research Methods Series Volume 5, London: SAGE Publications, 171 p.

## Annex 1 Survey Analysis: 'Timely respondents' versus 'non-respondents'

Count of New skills EFCT course	Respondents at deadline		
	Non-respondent	Respondent	Grand Total
EFCT XI	50%	50%	100%
EFCT XII	37%	63%	100%
EFCT XIII	39%	61%	100%
Grand Total	42%	58%	100%

Count of New skills Employment	Respondents at deadline		
	Non-respondent	Respondent	Grand Total
None of the above	50%	50%	100%
OCHA Field Office, C	43%	57%	100%
OCHA Geneva or Ne	50%	50%	100%
Other organization a	43%	57%	100%
Other organization a	20%	80%	100%
Grand Total	42%	58%	100%

Count of New skills Respondents at dead	Signed up?			Grand Total
	No	Other	Yes	
Non-respondent	0%		4%	96%
Respondent	13%		3%	84%
Grand Total	7%		4%	89%

Count of New skills Respondents at dead	New skills			Grand Total
	Highly effective	Somewhat effective	Somewhat ineffective	
Non-respondent	48%	52%	0%	100%
Respondent	50%	44%	6%	100%
Grand Total	49%	47%	4%	100%

Count of New skills Respondents at dead	Refining skills					Grand Total
	Don't know	Highly effective	Highly ineffective	Somewhat effective	Somewhat ineffective	
Non-respondent	0%	61%	0%	39%	0%	100%

Respondent	3%	45%	3%	45%	3%	100%
Grand Total	2%	52%	2%	43%	2%	100%

Count of New skills	Strategies in your work				Grand Total
Respondents at dead	Highly effective	Highly ineffective	Somewhat effective	Somewhat ineffective	Grand Total
Non-respondent	39%	0%	61%	0%	100%
Respondent	56%	3%	34%	6%	100%
Grand Total	49%	2%	45%	4%	100%

Count of New skills	Develop common understanding			Grand Total
Respondents at dead	Highly effective	Somewhat effective	Somewhat ineffective	Grand Total
Non-respondent	57%	35%	9%	100%
Respondent	53%	47%	0%	100%
Grand Total	55%	42%	4%	100%

Count of New skills	Establish/maintain contact			Grand Total
Respondents at dead	No	Other	Yes	Grand Total
Non-respondent	22%	9%	70%	100%
Respondent	47%	3%	50%	100%
Grand Total	36%	5%	58%	100%

Count of New skills	Applied Programmatic Skills			Grand Total
Respondents at dead	No	Other	Yes	Grand Total
Non-respondent	17%	13%	70%	100%
Respondent	23%	6%	71%	100%
Grand Total	20%	9%	70%	100%

Count of New skills	Applied Interpersonal Skills & Relationship Management			Grand Total
Respondents at dead	No	Other	Yes	Grand Total
Non-respondent	9%	0%	91%	100%
Respondent	9%	6%	84%	100%
Grand Total	9%	4%	87%	100%

Count of New skills	Applied Legal and Ethical Framework issues				
Respondents at deadline	No	Other	Yes	Grand Total	
Non-respondent	43%		4%	52%	100%
Respondent	38%		13%	50%	100%
Grand Total	40%		9%	51%	100%

Count of New skills	Applied Coordination Approaches & Emerging Practices				
Respondents at deadline	No	Other	Yes	Grand Total	
Non-respondent	17%		9%	74%	100%
Respondent	16%		16%	68%	100%
Grand Total	17%		13%	70%	100%

Count of New skills	Other EFCT results				
Respondents at deadline	No	Other	Yes	Grand Total	
Non-respondent	55%		5%	41%	100%
Respondent	55%		10%	35%	100%
Grand Total	55%		8%	38%	100%

Count of New skills	Other EFCT benefits						
Respondents at deadline	Don't know	Not at all	Somewhat	Very little	Very much	Grand Total	
Non-respondent	0%		4%	39%	4%	52%	100%
Respondent	13%		3%	37%	7%	40%	100%
Grand Total	8%		4%	38%	6%	45%	100%

Count of New skills	Respondents at deadline		
Total	Non-respondent	Respondent	Grand Total
	42%	58%	100%

Count of New skills	Respondents at deadline		
Total	Non-respondent	Respondent	Grand Total
	23	32	55

**Annex 2**

**Survey Analysis: Variations between EFCT courses**

Count of EFCT course	EFCT course			
	EFCT XI	EFCT XII	EFCT XIII	Grand Total
Total	34%	34%	32%	100%

Count of EFCT course	EFCT course			
	EFCT XI	EFCT XII	EFCT XIII	Grand Total
Employment				
None of the above	50%	50%	0%	100%
OCHA Field Office, Country Office or Regional Office	29%	39%	32%	100%
OCHA Geneva or New York	25%	25%	50%	100%
Other organization at field, country or regional level	43%	14%	43%	100%
Other organization at Headquarters	40%	60%	0%	100%
Grand Total	34%	34%	32%	100%

Count of EFCT course	Signed up?			Grand Total	
	EFCT course	No	Other		Yes
EFCT XI		5%	0%	95%	100%
EFCT XII		5%	0%	95%	100%
EFCT XIII		11%	11%	78%	100%
Grand Total		7%	4%	89%	100%

Count of EFCT course	New skills			Grand Total	
	EFCT course	Highly effective	Somewhat effectiv		Somewhat ineffec
EFCT XI		44%	50%	6%	100%
EFCT XII		42%	58%	0%	100%
EFCT XIII		61%	33%	6%	100%
Grand Total		49%	47%	4%	100%

Count of EFCT course	Refining skills					
EFCT course	Don't know	Highly effective	Highly ineffective	Somewhat effective	Somewhat ineffective	Grand Total
EFCT XI	0%	68%	0%	26%	5%	100%
EFCT XII	0%	56%	0%	44%	0%	100%
EFCT XIII	6%	33%	6%	56%	0%	100%
Grand Total	2%	53%	2%	42%	2%	100%

Count of EFCT course	Strategies in your work				
EFCT course	Highly effective	Highly ineffective	Somewhat effective	Somewhat ineffective	Grand Total
EFCT XI	37%	5%	58%	0%	100%
EFCT XII	68%	0%	26%	5%	100%
EFCT XIII	39%	0%	56%	6%	100%
Grand Total	48%	2%	46%	4%	100%

Count of EFCT course	Develop common understanding			
EFCT course	Highly effective	Somewhat effective	Somewhat ineffective	Grand Total
EFCT XI	53%	42%	5%	100%
EFCT XII	63%	32%	5%	100%
EFCT XIII	50%	50%	0%	100%
Grand Total	55%	41%	4%	100%

Count of EFCT course	Establish/maintain contact			
EFCT course	No	Other	Yes	Grand Total
EFCT XI	42%	5%	53%	100%
EFCT XII	37%	11%	53%	100%
EFCT XIII	28%	0%	72%	100%
Grand Total	36%	5%	59%	100%

Count of EFCT course	Applied Programmatic Skills			
EFCT course	No	Other	Yes	Grand Total
EFCT XI	28%	11%	61%	100%
EFCT XII	11%	11%	79%	100%

EFCT XIII	22%	6%	72%	100%
Grand Total	20%	9%	71%	100%

Count of EFCT course	Applied Interpersonal Skills & Relationship Management			
EFCT course	No	Other	Yes	Grand Total
EFCT XI	11%	0%	89%	100%
EFCT XII	11%	6%	83%	100%
EFCT XIII	6%	6%	89%	100%
Grand Total	9%	4%	87%	100%

Count of EFCT course	Applied Legal and Ethical Framework issues			
EFCT course	No	Other	Yes	Grand Total
EFCT XI	47%	11%	42%	100%
EFCT XII	42%	5%	53%	100%
EFCT XIII	28%	11%	61%	100%
Grand Total	39%	9%	52%	100%

Count of EFCT course	Applied Coordination Approaches & Emerging Practices			
EFCT course	No	Other	Yes	Grand Total
EFCT XI	11%	16%	74%	100%
EFCT XII	21%	16%	63%	100%
EFCT XIII	18%	6%	76%	100%
Grand Total	16%	13%	71%	100%

Count of EFCT course	Other EFCT results			
EFCT course	No	Other	Yes	Grand Total
EFCT XI	56%	11%	33%	100%
EFCT XII	44%	6%	50%	100%
EFCT XIII	61%	6%	33%	100%
Grand Total	54%	7%	39%	100%

Count of EFCT course	Other EFCT benefits
----------------------	---------------------

EFCT course	Don't know	Not at all	Somewhat	Very little	Very much	Grand Total
EFCT XI	11%	6%	22%	6%	56%	100%
EFCT XII	11%	0%	42%	11%	37%	100%
EFCT XIII	0%	6%	47%	0%	47%	100%
Grand Total	7%	4%	37%	6%	46%	100%

Count of EFCT course	Respondents at deadline		Grand Total
EFCT course	Non-respondent	Respondent	Grand Total
EFCT XI	47%	53%	100%
EFCT XII	37%	63%	100%
EFCT XIII	39%	61%	100%
Grand Total	41%	59%	100%

**Annex 3**

**Survey Analysis: Variations between employment location**

Count of Employment	
Employment	Total
OCHA Field Office, Country Office or Regional Office	57%
OCHA Geneva or New York	7%
Other organization at field, country or regional level	26%
Other organization at Headquarters	9%
Grand Total	100%

Count of Employment	
Employment	Total
OCHA Field Office, Country Office or Regional Office	31
OCHA Geneva or New York	4
Other organization at field, country or regional level	14
Other organization at Headquarters	5
Grand Total	54

Count of Employment	Signed up?			Grand Total
	No	Other	Yes	
OCHA Field Office, Country Office or Regional Office	3%	0%	97%	100%
OCHA Geneva or New York	0%	25%	75%	100%
Other organization at field, country or regional level	14%	7%	79%	100%
Other organization at Headquarters	20%	0%	80%	100%
Grand Total	7%	4%	89%	100%

Count of Employment	New skills
---------------------	------------

Employment	Highly effective	Somewhat effective	Somewhat ineffective	Grand Total
OCHA Field Office, Country Office or Regional Office	60%	40%	0%	100%
OCHA Geneva or New York	25%	75%	0%	100%
Other organization at field, country or regional level	43%	43%	14%	100%
Other organization at Headquarters	40%	60%	0%	100%
Grand Total	51%	45%	4%	100%

Count of Employment	Refining skills					Grand Total
Employment	Don't know	Highly effective	Highly ineffective	Somewhat effective	Somewhat ineffective	Grand Total
OCHA Field Office, Country Office or Regional Office	3%	60%	0%	37%	0%	100%
OCHA Geneva or New York	0%	50%	0%	50%	0%	100%
Other organization at field, country or regional level	0%	50%	7%	36%	7%	100%
Other organization at Headquarters	0%	40%	0%	60%	0%	100%
Grand Total	2%	55%	2%	40%	2%	100%

Count of Employment	Strategies in your work				Grand Total
Employment	Highly effective	Highly ineffective	Somewhat effective	Somewhat ineffective	Grand Total
OCHA Field Office, Country Office or Regional Office	58%	0%	42%	0%	100%
OCHA Geneva or New York	75%	0%	25%	0%	100%
Other organization at field, country or regional level	36%	7%	50%	7%	100%
Other organization at Headquarters	20%	0%	60%	20%	100%
Grand Total	50%	2%	44%	4%	100%

Count of Employment	Develop common understanding			
Employment	Highly effective	Somewhat effective	Somewhat ineffective	Grand Total
OCHA Field Office, Country Office or Regional Office	65%	35%	0%	100%
OCHA Geneva or New York	50%	25%	25%	100%
Other organization at field, country or regional level	43%	57%	0%	100%
Other organization at Headquarters	60%	40%	0%	100%
Grand Total	57%	41%	2%	100%

Count of Employment	Establish/maintain contact				
Employment	No	Other	Yes	Grand Total	
OCHA Field Office, Country Office or Regional Office	39%		3%	58%	100%
OCHA Geneva or New York	25%		0%	75%	100%
Other organization at field, country or regional level	43%		0%	57%	100%
Other organization at Headquarters	20%		40%	40%	100%
Grand Total	37%		6%	57%	100%

Count of Employment	Applied Programmatic Skills				
Employment	No	Other	Yes	Grand Total	
OCHA Field Office, Country Office or Regional Office	10%		7%	83%	100%
OCHA Geneva or New York	50%		0%	50%	100%
Other organization at field, country or regional level	29%		14%	57%	100%
Other organization at Headquarters	40%		0%	60%	100%
Grand Total	21%		8%	72%	100%

Count of Employment	Applied Interpersonal Skills & Relationship Management				
Employment	No	Other	Yes	Grand Total	
OCHA Field Office, Country Office or Regional Office		3%	0%	97%	100%
OCHA Geneva or New York		25%	0%	75%	100%
Other organization at field, country or regional level		7%	7%	86%	100%
Other organization at Headquarters		20%	20%	60%	100%
Grand Total		8%	4%	89%	100%

Count of Employment	Applied Legal and Ethical Framework issues				
Employment	No	Other	Yes	Grand Total	
OCHA Field Office, Country Office or Regional Office		39%	3%	58%	100%
OCHA Geneva or New York		25%	25%	50%	100%
Other organization at field, country or regional level		43%	14%	43%	100%
Other organization at Headquarters		40%	20%	40%	100%
Grand Total		39%	9%	52%	100%

Count of Employment	Applied Coordination Approaches & Emerging Practices			
Employment	No	Other	Yes	Grand Total

OCHA Field Office, Country Office or Regional Office	13%	13%	73%	100%
OCHA Geneva or New York	25%	0%	75%	100%
Other organization at field, country or regional level	14%	14%	71%	100%
Other organization at Headquarters	20%	20%	60%	100%
Grand Total	15%	13%	72%	100%

Count of Employment	Other EFCT results			
Employment	No	Other	Yes	Grand Total
OCHA Field Office, Country Office or Regional Office	40%		7%	53%
OCHA Geneva or New York	50%		0%	50%
Other organization at field, country or regional level	86%		0%	14%
Other organization at Headquarters	40%		40%	20%
Grand Total	53%		8%	40%

Count of Employment	Other EFCT benefits					
Employment	Don't know	Not at all	Somewhat	Very little	Very much	Grand Total
OCHA Field Office, Country Office or Regional Office	10%	0%	40%	0%	50%	100%
OCHA Geneva or New York	0%	0%	50%	0%	50%	100%
Other organization at field, country or regional level	7%	14%	29%	7%	43%	100%
Other organization at Headquarters	0%	0%	40%	20%	40%	100%
Grand Total	8%	4%	38%	4%	47%	100%

Count of Employment	Respondents at deadline		
Employment	Non-respondent	Respondent	Grand Total

OCHA Field Office, Country Office or Regional Office	42%	58%	100%
OCHA Geneva or New York	50%	50%	100%
Other organization at field, country or regional level	43%	57%	100%
Other organization at Headquarters	20%	80%	100%
Grand Total	41%	59%	100%

**Annex 4**

**Survey Analysis: New and refined skills and knowledge**

Count of New skills	New skills				
	Highly effective	Somewhat effective	Somewhat ineffective	(blank)	Grand Total
Total	49%	47%	4%	0%	100%

Count of New skills	Refining skills					
	Don't know	Highly effective	Highly ineffective	Somewhat effective	Somewhat ineffective	Grand Total
Total	2%	52%	2%	43%	2%	100%

Count of New skills	New skills			
	Highly effective	Somewhat effective	Somewhat ineffective	Grand Total
Employment				
None of the above	0%	100%	0%	100%
OCHA Field Office, Cour	60%	40%	0%	100%
OCHA Geneva or New Y	25%	75%	0%	100%
Other organization at fiel	43%	43%	14%	100%
Other organization at He	40%	60%	0%	100%
Grand Total	49%	47%	4%	100%

Count of New skills	New skills			
	Highly effective	Somewhat effective	Somewhat ineffective	Grand Total
Employment				
None of the above		2		2
OCHA Field Office, Cour	18	12		30
OCHA Geneva or New Y	1	3		4
Other organization at fiel	6	6	2	14
Other organization at He	2	3		5
Grand Total	27	26	2	55

Count of Refining skills	Refining skills					
	Don't know	Highly effective	Highly ineffective	Somewhat effective	Somewhat ineffective	Grand Total
Employment						
OCHA Field Office, Cour	3%	60%	0%	37%	0%	100%
OCHA Geneva or New Y	0%	50%	0%	50%	0%	100%
Other organization at fiel	0%	50%	7%	36%	7%	100%

Other organization at He	0%	40%	0%	60%	0%	100%
Grand Total	2%	55%	2%	40%	2%	100%

Count of New skills	New skills			
Respondents at deadline	Highly effective	Somewhat effective	Somewhat ineffective	Grand Total
Non-respondent	48%	52%	0%	100%
Respondent	50%	44%	6%	100%
Grand Total	49%	47%	4%	100%

Count of New skills	New skills			
EFCT course	Highly effective	Somewhat effective	Somewhat ineffective	Grand Total
EFCT XI	44%	50%	6%	100%
EFCT XII	42%	58%	0%	100%
EFCT XIII	61%	33%	6%	100%
Grand Total	49%	47%	4%	100%

Count of Refining skills	Refining skills					
Respondents at deadline	Don't know	Highly effective	Highly ineffective	Somewhat effective	Somewhat ineffective	Grand Total
Non-respondent	0%	61%	0%	39%	0%	100%
Respondent	3%	47%	3%	44%	3%	100%
Grand Total	2%	53%	2%	42%	2%	100%

Count of Refining skills	Refining skills					
EFCT course	Don't know	Highly effective	Highly ineffective	Somewhat effective	Somewhat ineffective	Grand Total
EFCT XI	0%	68%	0%	26%	5%	100%
EFCT XII	0%	56%	0%	44%	0%	100%
EFCT XIII	6%	33%	6%	56%	0%	100%
Grand Total	2%	53%	2%	42%	2%	100%

**Annex 5**

**Survey Analysis: New and refined skills versus applica**

Count of New skills	Applied Programmatic Skills				
New skills	No	Other	Yes	Grand Total	
Highly effective		15%	4%	81%	100%
Somewhat effective		24%	16%	60%	100%
Grand Total		19%	10%	71%	100%

Count of New skills	Applied Interpersonal Skills & Relationship Management				
New skills	No	Other	Yes	Grand Total	
Highly effective		4%	0%	96%	100%
Somewhat effective		12%	4%	85%	100%
Grand Total		8%	2%	90%	100%

Count of New skills	Applied Legal and Ethical Framework issues				
New skills	No	Other	Yes	Grand Total	
Highly effective		33%	7%	59%	100%
Somewhat effective		42%	12%	46%	100%
Grand Total		38%	9%	53%	100%

Count of New skills	Applied Coordination Approaches & Emerging Practices				
New skills	No	Other	Yes	Grand Total	
Highly effective		12%	12%	77%	100%
Somewhat effective		19%	12%	69%	100%
Grand Total		15%	12%	73%	100%

Refined skills:

Count of Refining skills	Applied Programmatic Skills				
Refining skills	No	Other	Yes	Grand Total	
Highly effective		14%	10%	76%	100%
Somewhat effective		27%	9%	64%	100%
Grand Total		20%	10%	71%	100%

Count of Refining skills	Applied Interpersonal Skills & Relationship Management			
Refining skills	No	Other	Yes	Grand Total
Highly effective	3%	0%	97%	100%
Somewhat effective	14%	5%	82%	100%
Grand Total	8%	2%	90%	100%

Count of Refining skills	Applied Legal and Ethical Framework issues			
Refining skills	No	Other	Yes	Grand Total
Highly effective	38%	10%	52%	100%
Somewhat effective	35%	9%	57%	100%
Grand Total	37%	10%	54%	100%

Count of Refining skills	Applied Coordination Approaches & Emerging Practices			
Refining skills	No	Other	Yes	Grand Total
Highly effective	3%	10%	86%	100%
Somewhat effective	27%	14%	59%	100%
Grand Total	14%	12%	75%	100%

**Annex 6**

**Survey Analysis: How would you rate the effectiveness of the EFCT course in providing you with strategies or approaches to address issues you face in your work**

Count of Strategies in your work	Strategies in your work				
	Highly effective	Highly ineffective	Somewhat effective	Somewhat ineffective	Grand Total
Total	48%	2%	46%	4%	100%

Count of Strategies in your work	Strategies in your work				
	Highly effective	Highly ineffective	Somewhat effective	Somewhat ineffective	Grand Total
Employment					
OCHA Field Office, Country Office	58%	0%	42%	0%	100%
OCHA Geneva or New York	75%	0%	25%	0%	100%
Other organization at field, country	36%	7%	50%	7%	100%
Other organization at Headquarter	20%	0%	60%	20%	100%
Grand Total	50%	2%	44%	4%	100%

Count of Strategies in your work	Strategies in your work				
	Highly effective	Highly ineffective	Somewhat effective	Somewhat ineffective	Grand Total
Respondents at deadline					
Non-respondent	39%	0%	61%	0%	100%
Respondent	55%	3%	36%	6%	100%
Grand Total	48%	2%	46%	4%	100%

Count of Strategies in your work	Strategies in your work				
	Highly effective	Highly ineffective	Somewhat effective	Somewhat ineffective	Grand Total
EFCT course					
EFCT XI	37%	5%	58%	0%	100%
EFCT XII	68%	0%	26%	5%	100%
EFCT XIII	39%	0%	56%	6%	100%
Grand Total	48%	2%	46%	4%	100%

**Annex 7**

**Survey Analysis: Course effectiveness in developing a common understanding of emergency field coordinations**

Count of Develop common understanding	Develop common understanding			
	Highly effective	Somewhat effective	Somewhat ineffective	Grand Total
Total	55%	41%	4%	100%

Count of Develop common understanding	Develop common understanding			
	Highly effective	Somewhat effective	Somewhat ineffective	Grand Total
Employment				
OCHA Field Office, Country Office or Regional Office	65%	35%	0%	100%
OCHA Geneva or New York	50%	25%	25%	100%
Other organization at field, country or regional level	43%	57%	0%	100%
Other organization at Headquarters	60%	40%	0%	100%
Grand Total	57%	41%	2%	100%

Count of Develop common understanding	Develop common understanding			
	Highly effective	Somewhat effective	Somewhat ineffective	Grand Total
EFCT course				
EFCT XI	53%	42%	5%	100%
EFCT XII	63%	32%	5%	100%
EFCT XIII	50%	50%	0%	100%
Grand Total	55%	41%	4%	100%

Count of Develop common understanding	Develop common understanding			
	Highly effective	Somewhat effective	Somewhat ineffective	Grand Total
Respondents at deadline				
Non-respondent	57%	35%	9%	100%
Respondent	55%	45%	0%	100%
Grand Total	55%	41%	4%	100%

**Annex 8**

**Survey Analysis: Use of sessions on Basic Programmatic Skills**

Count of Applied Programmatic Skills	Applied Programmatic Skills			Grand Total
	No	Other	Yes	
Total	20%	9%	71%	100%

Count of Applied Programmatic Skills	Applied Programmatic Skills			Grand Total
	No	Other	Yes	
Employment				
OCHA Field Office, Country Office or Regional Office	10%	7%	83%	100%
OCHA Geneva or New York	50%	0%	50%	100%
Other organization at field, country or regional level	29%	14%	57%	100%
Other organization at Headquarters	40%	0%	60%	100%
Grand Total	21%	8%	72%	100%

Count of Applied Programmatic Skills	Applied Programmatic Skills			Grand Total
	No	Other	Yes	
Respondents at deadline				
Non-respondent	17%	13%	70%	100%
Respondent	22%	6%	72%	100%
Grand Total	20%	9%	71%	100%

Count of Applied Programmatic Skills	Applied Programmatic Skills			Grand Total
	No	Other	Yes	
EFCT course				
EFCT XI	28%	11%	61%	100%
EFCT XII	11%	11%	79%	100%
EFCT XIII	22%	6%	72%	100%
Grand Total	20%	9%	71%	100%

Count of examples provided Programmatic?	examples provided Programmatic?			Grand Total
	No	Yes	(blank)	
Total	30%	70%	0%	100%

**Annex 9**

**Survey Analysis: Use of sessions on Interpersonal Skills and Relationship Management**

Count of Applied Interpersonal Skills & Relationship Management	Applied Interpersonal Skills & Relationship Management				
	No	Other	Yes	Grand Total	
Total		9%	4%	87%	100%

Count of Applied Interpersonal Skills & Relationship Management	Applied Interpersonal Skills & Relationship Management				
	No	Other	Yes	Grand Total	
Employment					
OCHA Field Office, Country Office or Regional Office		3%	0%	97%	100%
OCHA Geneva or New York		25%	0%	75%	100%
Other organization at field, country or regional level		7%	7%	86%	100%
Other organization at Headquarters		20%	20%	60%	100%
Grand Total		8%	4%	89%	100%

Count of Applied Interpersonal Skills & Relationship Management	Applied Interpersonal Skills & Relationship Management				
	No	Other	Yes	Grand Total	
Respondents at deadline					
Non-respondent		9%	0%	91%	100%
Respondent		9%	6%	85%	100%
Grand Total		9%	4%	87%	100%

Count of Applied Interpersonal Skills & Relationship Management	Applied Interpersonal Skills & Relationship Management				
	No	Other	Yes	Grand Total	
EFCT course					
EFCT XI		11%	0%	89%	100%
EFCT XII		11%	6%	83%	100%
EFCT XIII		6%	6%	89%	100%
Grand Total		9%	4%	87%	100%

**Annex 10**

**Survey Analysis: Use of sessions on Legal and Ethical Framework**

Count of Applied Legal and Ethical Framework issues	Applied Legal and Ethical Framework issues				
	No	Other	Yes	Grand Total	
Total	39%		9%	52%	100%

Count of Applied Legal and Ethical Framework issues	Applied Legal and Ethical Framework issues				
	No	Other	Yes	Grand Total	
Employment					
OCHA Field Office, Country Office or Regional Office	39%		3%	58%	100%
OCHA Geneva or New York	25%		25%	50%	100%
Other organization at field, country or regional level	43%		14%	43%	100%
Other organization at Headquarters	40%		20%	40%	100%
Grand Total	39%		9%	52%	100%

Count of Applied Legal and Ethical Framework issues	Applied Legal and Ethical Framework issues				
	No	Other	Yes	Grand Total	
Respondents at deadline					
Non-respondent	43%		4%	52%	100%
Respondent	36%		12%	52%	100%
Grand Total	39%		9%	52%	100%

Count of Applied Legal and Ethical Framework issues	Applied Legal and Ethical Framework issues				
	No	Other	Yes	Grand Total	
EFCT course					
EFCT XI	47%		11%	42%	100%
EFCT XII	42%		5%	53%	100%
EFCT XIII	28%		11%	61%	100%
Grand Total	39%		9%	52%	100%

Count of examples provided?	examples provided?		
	no	yes	Grand Total
Total	59%	41%	100%

Count of examples provided?	examples provided?		
	no	yes	Grand Total
Employment			
None of the above	100%	0%	100%
OCHA Field Office, Country Office or Regional Office	52%	48%	100%
OCHA Geneva or New York	75%	25%	100%
Other organization at field, country or regional level	64%	36%	100%
Other organization at Headquarters	60%	40%	100%
Grand Total	59%	41%	100%

**Annex 11**

**Survey Analysis: Use of sessions on Coordination Approaches and Emerging Practices**

Count of Applied Coordination Approaches	Applied Coordination Approaches & Emerging Practices				
	No	Other	Yes	Grand Total	
Total		16%	13%	71%	100%

Count of Applied Coordination Approaches	Applied Coordination Approaches & Emerging Practices				
	No	Other	Yes	Grand Total	
Employment					
OCHA Field Office, Country Office or Regional Office		13%	13%	73%	100%
OCHA Geneva or New York		25%	0%	75%	100%
Other organization at field, country or regional office		14%	14%	71%	100%
Other organization at Headquarters		20%	20%	60%	100%
Grand Total		15%	13%	72%	100%

Count of Applied Coordination Approaches	Applied Coordination Approaches & Emerging Practices				
	No	Other	Yes	Grand Total	
Respondents at deadline					
Non-respondent		17%	9%	74%	100%
Respondent		16%	16%	69%	100%
Grand Total		16%	13%	71%	100%

Count of Applied Coordination Approaches	Applied Coordination Approaches & Emerging Practices				
	No	Other	Yes	Grand Total	
EFCT course					
EFCT XI		11%	16%	74%	100%
EFCT XII		21%	16%	63%	100%
EFCT XIII		18%	6%	76%	100%
Grand Total		16%	13%	71%	100%

**Annex 12**

**Survey Analysis: Is there anything you have not mentioned so far, which you do differently as a result of the EFCT course?**

Count of Other EFCT results	Other EFCT results			
	No	Other	Yes	Grand Total
Total	54%	7%	39%	100%

Count of Other EFCT results	Other EFCT results			
	No	Other	Yes	Grand Total
Total	29	4	21	54

Count of Other EFCT results	Other EFCT results			
	No	Other	Yes	Grand Total
Employment				
OCHA Field Office, Country Office or Regional Office	40%	7%	53%	100%
OCHA Geneva or New York	50%	0%	50%	100%
Other organization at field, country or regional level	86%	0%	14%	100%
Other organization at Headquarters	40%	40%	20%	100%
Grand Total	53%	8%	40%	100%

Count of Other EFCT results	Other EFCT results			
	No	Other	Yes	Grand Total
Respondents at deadline				
Non-respondent	55%	5%	41%	100%
Respondent	53%	9%	38%	100%
Grand Total	54%	7%	39%	100%

Count of Other EFCT results	Other EFCT results			
	No	Other	Yes	Grand Total
EFCT course				
EFCT XI	56%	11%	33%	100%
EFCT XII	44%	6%	50%	100%
EFCT XIII	61%	6%	33%	100%
Grand Total	54%	7%	39%	100%

**Annex 13**

**Survey Analysis: Have you benefited from the EFCT course  
in ways not mentioned so far?**

Count of Other EFCT benefits	Other EFCT benefits					
	Don't know	Not at all	Somewhat	Very little	Very much	Grand Total
Total	7%	4%	37%	6%	46%	100%

Count of Other EFCT benefits	Other EFCT benefits					
	Don't know	Not at all	Somewhat	Very little	Very much	Grand Total
Total	4	2	20	3	25	54

Count of Other EFCT benefits	Other EFCT benefits					
	Don't know	Not at all	Somewhat	Very little	Very much	Grand Total
Employment						
OCHA Field Office, Country Office or Regional Office	10%	0%	40%	0%	50%	100%
OCHA Geneva or New York	0%	0%	50%	0%	50%	100%
Other organization at field, country or regional level	7%	14%	29%	7%	43%	100%
Other organization at Headquarters	0%	0%	40%	20%	40%	100%
Grand Total	8%	4%	38%	4%	47%	100%

Count of Other EFCT benefits	Other EFCT benefits					
	Don't know	Not at all	Somewhat	Very little	Very much	Grand Total
Respondents at deadline						
Non-respondent	0%	4%	39%	4%	52%	100%
Respondent	13%	3%	35%	6%	42%	100%
Grand Total	7%	4%	37%	6%	46%	100%

Count of Other EFCT benefits	Other EFCT benefits					
	Don't know	Not at all	Somewhat	Very little	Very much	Grand Total
EFCT course						
EFCT XI	11%	6%	22%	6%	56%	100%
EFCT XII	11%	0%	42%	11%	37%	100%
EFCT XIII	0%	6%	47%	0%	47%	100%
Grand Total	7%	4%	37%	6%	46%	100%

**Annex 14**

**Survey Analysis: As a result of the EFCT course, did you establish or maintain contact with other EFCT participants after the training had ended?**

Count of Establish/maintain contact	Establish/maintain contact			Grand Total	
	No	Other	Yes		
Total	36%		5%	59%	100%

Count of Establish/maintain contact	Establish/maintain contact			Grand Total	
	No	Other	Yes		
Total	20		3	33	56

Count of Establish/maintain contact	Establish/maintain contact			Grand Total	
	No	Other	Yes		
Employment					
OCHA Field Office, Country Office or Regional Office	39%		3%	58%	100%
OCHA Geneva or New York	25%		0%	75%	100%
Other organization at field, country or regional level	43%		0%	57%	100%
Other organization at Headquarters	20%		40%	40%	100%
Grand Total	37%		6%	57%	100%

Count of Establish/maintain contact	Establish/maintain contact			Grand Total	
	No	Other	Yes		
Respondents at deadline					
Non-respondent	22%		9%	70%	100%
Respondent	45%		3%	52%	100%
Grand Total	36%		5%	59%	100%

Count of Establish/maintain contact	Establish/maintain contact			Grand Total	
	No	Other	Yes		
EFCT course					
EFCT XI	42%		5%	53%	100%
EFCT XII	37%		11%	53%	100%
EFCT XIII	28%		0%	72%	100%
Grand Total	36%		5%	59%	100%

## EFCT [course number] Impact Survey

Dear Colleague, EFCT [course number] participant,

We are seeking your response to this survey in order to assess the impact of the EFCT. In short, the survey will ask you different questions on how you have benefited from participating in the EFCT and if you have applied anything in your professional life since completing the EFCT course. For the sake of clarity 'applied anything' should be taken in its broadest definition, including use of acquired information, skills, changed attitudes, etc.

We kindly ask that you provide at least one concrete example or reason supporting each of your answers. This will be essential for us to understand which aspects of the training have been most useful and how we may improve it.

If you have any questions on the survey, please do not hesitate to contact Stig Kjeldsen at Kjeldsen@un.org or by phone +1-212-917-367-3508. Thank you for your time.

---

### 1) General

Your name will be treated confidentially by the Evaluation Unit. However, the unit may need your name to be able to follow-up with non-respondents or to ask for clarifications.

**Please enter your name \***

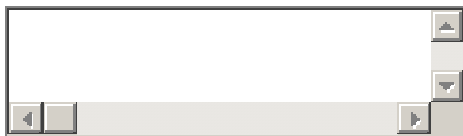
**Since you completed the EFCT, where have you (primarily) been employed?**

- OCHA Field Office, Country Office or Regional Office
- OCHA Geneva or New York
- Other organization at Headquarters
- Other organization at field, country or regional level
- None of the above

**Would you have signed up for the EFCT course if you had known what you got out of it?**

- Yes
- No
- Other

**Please briefly explain your answer**



**How would you rate the effectiveness of the EFCT course in providing you with new knowledge or skills?**

- Highly effective
- Somewhat effective
- Somewhat ineffective
- Highly ineffective
- Don't know

**How would you rate the effectiveness of the EFCT course in updating or refining the knowledge and skills you already had?**

- Highly effective
- Somewhat effective
- Somewhat ineffective
- Highly ineffective
- Don't know

**How would you rate the effectiveness of the EFCT course in providing you with strategies or approaches to address issues you face in your work?**

- Highly effective
- Somewhat effective
- Somewhat ineffective
- Highly ineffective
- Don't know

**How would you rate the effectiveness of the EFCT course in helping you and other EFCT participants develop a common understanding of the issues surrounding emergency field coordination?**

- Highly effective
- Somewhat effective
- Somewhat ineffective
- Highly ineffective
- Don't know

**As a result of the EFCT course, did you establish or maintain contact with other EFCT participants after the training had ended?**

- Yes
- No
- Other

**If 'YES' please provide an example of the kind of issues you have discussed**

---

## **2) EFCT sessions on Basic Programmatic Skills:**

In these sessions participants covered how to conduct and coordinate assessments, the limitations of current practices; and how one can evaluate third party assessments. They were presented with six problem analysis tools as well as how to use a stakeholder map. Information management tools were also dealt with, as were the chain of information management; meta-data, data standards and their importance.

**In your professional life, since you came back from the course have you been able to apply anything that you learned from the EFCT sessions which addressed Basic Programmatic Skills?**

- Yes
- No
- Other

**If 'YES' please provide at least one concrete example. If 'OTHER' or 'NO' please explain why not**



---

## **3) EFCT sessions on Interpersonal Skills & Relationship Management:**

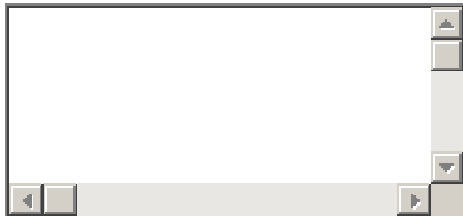
In these sessions participants were introduced to effective presentation techniques; good practice when using visual aids; standard meeting procedures and tools. Also covered were team work processes and output; traits and behaviors of effective and ineffective teams; and 'teams' as a process of dynamic development. Three leadership styles in the context of field coordination were presented. Participants determined their own leadership style and qualities; and

discussed general facilitator roles and essential skills; active listening and questioning skills. Finally, good practices for conducting negotiations were presented.

**In your professional life, since you came back from the course have you been able to apply anything you learned from the EFCT sessions which addressed Interpersonal Skills & Relationship Management?**

- Yes
- No
- Other

**If 'YES' please provide at least one concrete example. If 'OTHER' or 'NO' please explain why not**



---

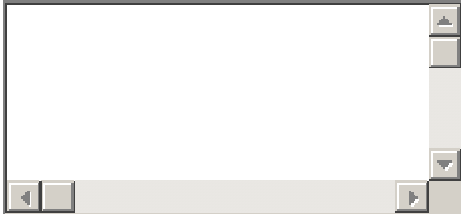
#### ***4) EFCT sessions on Legal & Ethical Frameworks:***

In these sessions participants were briefly introduced to the main international legal instruments that are relevant in conflict and disasters. They reviewed humanitarian principles, and how they can be used to enhance co-ordination. Then they reviewed protection, discussed how coordination enhances the protection of individuals or groups, and discussed tactics that a coordinator can employ to enhance protection. Finally challenges in protection were illustrated in a documentary film about Rwanda.

**In your professional life, since you came back from the course have you been able to apply anything you learned from the EFCT sessions which addressed Legal and Ethical Framework issues?**

- Yes
- No
- Other

If 'YES' please provide at least one concrete example. If 'OTHER' or 'NO' please explain why not



---

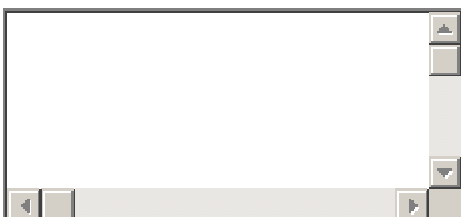
### ***5) EFCT sessions on Coordination Approaches & Emerging Practices:***

In these sessions participants shared examples of how they were facilitating co-ordination, and discussed perspectives on co-ordination and ingredients of successful coordination. Two simulation exercises enabled participants to practice co-ordination.

**In your professional life, since you came back from the course have you been able to apply anything you learned from the EFCT sessions which addressed issues of Coordination Approaches & Emerging Practices?**

- Yes
- No
- Other

If 'YES' please provide at least one concrete example. If 'OTHER' or 'NO' please explain why not



---

## 6) *Other impact related issues*

Is there anything you have not mentioned so far, which you do differently as a result of the EFCT Course?

- Yes
- No
- Other

If 'YES' please provide at least one example

Have you benefited from the EFCT course in ways not mentioned so far?

- Very much
- Somewhat
- Very little
- Not at all
- Don't know

Please provide at least one example or reason supporting/explaining your answer

Please list factors which facilitated (helped) you applying aspects from the training in your professional life

An empty text input field with a light gray border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

**Please list factors which made it difficult or prevented you from applying aspects from the training in your professional life**

An empty text input field with a light gray border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

**If you have any recommendations or other comments on the EFCT, please provide them below**

An empty text input field with a light gray border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

---

***7) The survey has been completed. Thank you for taking the time to answer.***

## EFCT [course number] Impact Survey

Dear Colleague, EFCT [course number] participant,

We are seeking your response to this survey in order to assess the impact of the EFCT. In short, the survey will ask you different questions on how you have benefited from participating in the EFCT and if you have applied anything in your professional life since completing the EFCT course. For the sake of clarity 'applied anything' should be taken in its broadest definition, including use of acquired information, skills, changed attitudes, etc.

We kindly ask that you provide at least one concrete example or reason supporting each of your answers. This will be essential for us to understand which aspects of the training have been most useful and how we may improve it.

Your response will be anonymous.

If you have any questions on the survey, please do not hesitate to contact [name] at [email address] or by phone [number]. Thank you for your time.

---

### 1) *General*

**Since you completed the EFCT, where have you (primarily) been employed?**

- OCHA Field Office, Country Office or Regional Office
- OCHA Geneva or New York
- Other organization at Headquarters
- Other organization at field, country or regional level
- None of the above

**How would you rate the effectiveness of the EFCT course in providing you with new knowledge or skills?**

- Highly effective
- Somewhat effective

- Somewhat ineffective
- Highly ineffective
- Don't know

**How would you rate the effectiveness of the EFCT course in updating or refining the knowledge and skills you already had?**

- Highly effective
- Somewhat effective
- Somewhat ineffective
- Highly ineffective
- Don't know

---

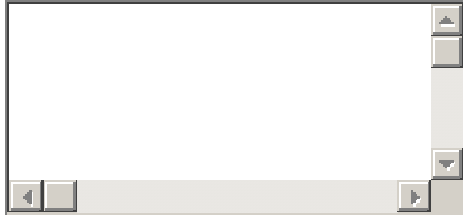
## ***2) EFCT sessions on Basic Programmatic Skills:***

In these sessions participants covered how to conduct and coordinate assessments, the limitations of current practices; and how one can evaluate third party assessments. They were presented with six problem analysis tools as well as how to use a stakeholder map. Information management tools were also dealt with, as were the chain of information management; meta-data, data standards and their importance.

**In your professional life, since you came back from the course have you been able to apply anything that you learned from the EFCT sessions which addressed Basic Programmatic Skills?**

- Yes
- No
- Other

**If 'YES' please provide at least one concrete example. If 'OTHER' or 'NO' please explain why not**



---

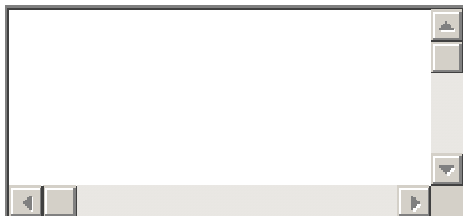
### ***3) EFCT sessions on Interpersonal Skills & Relationship Management:***

In these sessions participants were introduced to effective presentation techniques; good practice when using visual aids; standard meeting procedures and tools. Also covered were team work processes and output; traits and behaviors of effective and ineffective teams; and 'teams' as a process of dynamic development. Three leadership styles in the context of field coordination were presented. Participants determined their own leadership style and qualities; and discussed general facilitator roles and essential skills; active listening and questioning skills. Finally, good practices for conducting negotiations were presented.

**In your professional life, since you came back from the course have you been able to apply anything you learned from the EFCT sessions which addressed Interpersonal Skills & Relationship Management?**

- Yes
- No
- Other

**If 'YES' please provide at least one concrete example. If 'OTHER' or 'NO' please explain why not**



---

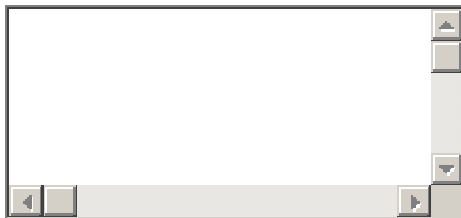
#### **4) EFCT sessions on Legal & Ethical Frameworks:**

In these sessions participants were briefly introduced to the main international legal instruments that are relevant in conflict and disasters. They reviewed humanitarian principles, and how they can be used to enhance co-ordination. Then they reviewed protection, discussed how coordination enhances the protection of individuals or groups, and discussed tactics that a coordinator can employ to enhance protection. Finally challenges in protection were illustrated in a documentary film about Rwanda.

**In your professional life, since you came back from the course have you been able to apply anything you learned from the EFCT sessions which addressed Legal and Ethical Framework issues?**

- Yes
- No
- Other

**If 'YES' please provide at least one concrete example. If 'OTHER' or 'NO' please explain why not**



---

#### **5) EFCT sessions on Coordination Approaches & Emerging Practices:**


In these sessions participants shared examples of how they were facilitating co-ordination, and discussed perspectives on co-ordination and ingredients of successful coordination. Two simulation exercises enabled participants to practice co-ordination.

**In your professional life, since you came back from the course have you**

**been able to apply anything you learned from the EFCT sessions which addressed issues of Coordination Approaches & Emerging Practices?**

- Yes
- No
- Other

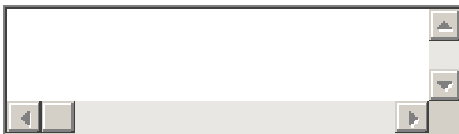
**If 'YES' please provide at least one concrete example. If 'OTHER' or 'NO' please explain why not**



---

## ***6) Other impact related issues***

**If you have any recommendations or other comments on the EFCT, please provide them below**



---

***7) The survey has been completed. Thank you for taking the time to answer.***

## **[Course name/number] Impact Survey**

Dear Colleague, [course name/number] participant,

We are seeking your response to this survey in order to assess the impact of the [course]. In short, the survey will to ask you different questions on how you have benefited from participating in the [course] and if you have applied anything in your professional life since completing the course. For the sake of clarity 'applied anything' should be taken in its broadest definition, including use of acquired information, skills, changed attitudes, etc.

We kindly ask that you provide at least one concrete example or reason supporting each of your answers. This will be essential for us to understand which aspects of the training have been most useful and how we may improve it.

Your response will be anonymous.

If you have any questions on the survey, please do not hesitate to contact [name] at [email address] or by phone [number]. Thank you for your time.

---

### **1) General**

[This section should contain questions which will allow for the reported impact results to be analyzed by relevant categories, e.g. gender, organizational affiliation, professional positions, age, etc. One example is listed below.]

**Since you completed the [COURSE NAME], where have you (primarily) been employed?**

- OCHA Field Office, Country Office or Regional Office
- OCHA Geneva or New York
- Other organization at Headquarters
- Other organization at field, country or regional level
- None of the above

## 2) *General*

[This section is optional but can be included to gauge the degree of the learning generated by the course. Examples are below]

**How would you rate the effectiveness of the [COURSE NAME] course in providing you with new knowledge or skills?**

- Highly effective
- Somewhat effective
- Somewhat ineffective
- Highly ineffective
- Don't know

**How would you rate the effectiveness of the [COURSE NAME] course in updating or refining the knowledge and skills you already had?**

- Highly effective
- Somewhat effective
- Somewhat ineffective
- Highly ineffective
- Don't know

---

## 3) *[COURSE NAME] sessions on [overall theme]:*

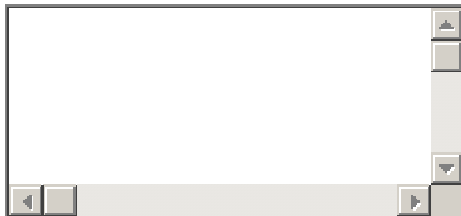
[This question is the core of the survey. An overall theme for the training should be established. If the training runs for more than two-three day, several themes can be identified and a separate question formulated for each.]

[The question(s) should be introduced by a few salient points summarizing the material covered during the given course theme. This may serve as an enabling factor, increasing the active memory of past participants and serve as a teaser improving the qualitative answers. In turn it may increase the likelihood of behavioral changes in the ensuing period.]

**In your professional life, since you came back from the course have you been able to apply anything that you learned from the [COURSE NAME] sessions which addressed [relevant theme]?**

- Yes
- No
- Other

**If 'YES' please provide at least one concrete example. If 'OTHER' or 'NO' please explain why not**



---

#### ***4) [COURSE NAME] sessions on [overall theme II]***

[If relevant, questions on additional themes can be added. See question 3]

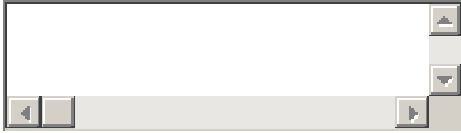
---

#### ***5) Other impact related issues***

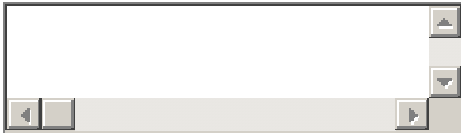
**Have you benefited from the course in ways not mentioned so far?**

- Very much
- Somewhat
- Very little
- Not at all
- Don't know

**Please provide at least one example or reason supporting/explaining your answer**

An empty text input box with a light gray border and a scrollable area. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom.

**If you have any recommendations or other comments on the [COURSE NAME], please provide them below**

An empty text input box with a light gray border and a scrollable area. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom.

---

***6) The survey has been completed. Thank you for taking the time to answer.***

## GOALS AND OBJECTIVES

### Course Goal:

*Improve the ability of participants to facilitate effective humanitarian assistance.*

### Objectives:

1. *Build upon individual knowledge, skills and attitudes for effective inter-agency humanitarian coordination.*
2. *Understand perspectives, identify and apply tools, techniques and approaches to coordination.*

### Curriculum

The word “coordination” is a complex word for the humanitarian community. As far back as 1971, profound debate existed about the intent of the first General Assembly Resolution 2816 on the coordination of humanitarian assistance and, in fact, debate about the very meaning of the word. This course takes a pragmatic approach. At an individual level, coordination can be almost anything required to facilitate the protection of, and the assistance to, those people affected by disasters. As a result, this course is a wide-ranging entry-level survey of the knowledge, skills and attitudes required of people entrusted with that complex responsibility.

The EFCT course addresses basic individual skills such as making presentations, managing meetings and facilitation. Building upon these individual skills, the course also provides an opportunity to review basic programmatic skills in assessments, analysis and planning. Also, the use of information management in coordination is explored, as is the Consolidated Appeals Process. Conceptual and principled frameworks are suggested as an important knowledge basis, and the international legal framework that is applicable to humanitarian affairs is reviewed, along with the principles that humanitarian agencies can apply to their work. Building on the legal and principled, protection is addressed. Finally, the crucial interpersonal aspect of coordination is addressed through teamwork, leadership, and negotiation.

### Methodology

The course consists mostly of classroom-based sessions using a wide variety of participatory methods to address the above-described curriculum. A major simulation is used to introduce the workshop, and is repeated for an entire day to synthesise the content toward the end of the workshop. This simulation has 30 separate organisational and individual roles, and is effective in simulating the dynamics facing coordinators. After-action reviews are introduced in the course as a method for drawing learning from the simulation. Several additional participant-led methodologies ensure that each EFCT course is different, and relevant to the needs and experience of the participants. These methods include focus groups, experience-sharing sessions, and discussion boards to enable temporary communities of practice to form as needed.