

IMPACT REPORT

2012 -2014

To better understand and document evidence of the **effectiveness, relevance, outcomes and impact** of our capacity building work, we reviewed data from 2012-14 including:

- **16,072 evaluations of 1544 training events**
- **458 follow up surveys**
- **25 reflective journals from credit-rated courses**
- **6 in-depth project case studies**

Findings are organised in line with Kirkpatrick's four levels of evaluation.



REACTION

- Overall satisfaction rates consistent across topics
- Inclusion of a simulation had little impact on overall satisfaction levels

LEARNING

- Increase in knowledge and skills consistently rated well: **89% of all events rated good or excellent**
- Little variation in effectiveness rating when compared across thematic areas
- Slightly lower relevance ratings for technical and project management courses, compared to security or humanitarian principles
- Course duration or use of simulation seemed to have little impact on effectiveness or relevance ratings
- National and international staff give similar overall ratings for effectiveness and relevance, however appears national staff much more likely to give the highest rating than internationals

BEHAVIOUR

Many examples of behaviour change were identified, including:

- Increased individual confidence, ability and accountability in undertaking their work
- The creation or updating of processes and systems, such as Monitoring and Evaluation frameworks or security procedures
- Improved adherence to existing procedures and systems
- Provision of further capacity building, most commonly the training of others by a RedR participant

RESULTS

Insufficient data for effective assessment of results (impact), however review indicated that there is increased potential to assess impact if activities:

- Involved working with organisations rather than just individuals
- Involved issues directly linked to activities at a community level
- Involved a longer term learning process

Methodologies/factors found to support the application of learning and behaviour change include:

- **The use of skills rather than knowledge-based training**
- **Mentoring and follow up visits**
- **Communities of practice or peer support networks**
- **Organisational and senior management understanding and ownership for the learning process**

CONCLUSIONS

- **High level of satisfaction** with RedR's services among participants but we need to better assess the extent of individual learning, which currently relies on post-course self-assessment.
- **Reasonable evidence of improved performance/behaviour** as a result of RedR's services. To build on this, we need to shift focus from addressing learning needs to achieving desired changes.
- Demonstrating evidence of the impact of training and capacity building with humanitarian staff and agencies on the lives of those affected by disaster is beyond the control and influence of RedR, when operating as a stand-alone service provider.