TRAINING AND CAPACITY BUILDING IN THE HUMANITARIAN AND DEVELOPMENT CONTEXT

A GUIDEBOOK
iMMAP is an international not-for-profit non-governmental organization that provides targeted information management support to partners to respond to complex humanitarian, recovery, transition to development and development challenges. iMMAP’s mission is to harness the power of information to facilitate evidence-based decisions to improve people’s lives.

Our purpose is to take data, turn it into information and create knowledge for decision-makers operating in humanitarian and development contexts, situations of violence, post disaster, and conflict recovery. We envision a world where no one suffers due to lack of access to timely, relevant, and reliable information that has the power to transform lives.
Welcome to the first edition of the iMMAP Training and Capacity Building Guidebook for Humanitarian and Development contexts. Training and capacity building is an important part of iMMAP’s activities. Blending theory with practice, this resource will help you to understand the fundamentals of training and facilitation and develop competencies to help you become a more effective trainer.

This guidebook serves as a manual, providing recommended methodological approaches to planning and delivering a successful training and capacity building program. The content draws experiences and case studies where iMMAP has conducted training and capacity building, especially in humanitarian contexts.

It also draws from best practices that have been learnt about as a result of attendance of training activities in related contexts, from experiences that have been widely shared through different online platforms. It is intended to assist you in your job as an iMMAP trainer or learning facilitator. It is mostly a collection of tips for planning, designing, and delivering an effective training program, taking cognizance of the key stages of the training lifecycle. In this edition, we attempt to share some of the best practices, including our experiences of what works and what does not.

At the end, you will find a list of some of the reference sources we consulted, forms and templates that you can customize to ease make it easier for you to plan, design, deliver and evaluate your training activities. Keep these handy, or request us to give you editable versions. You never know when you might need them.

Help make this guidebook more useful by sharing your experiences and letting us know what’s missing, and how this guidebook could be improved. Please direct comments to Amr Osman (aosman@immap.org) and Richard Sennoga (rsennoga@immap.org).

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PRINCIPLES OF ADULT LEARNING

The following theories and principles are essential, bearing in mind that the participants in iMMAP’s humanitarian and development training and capacity building activities are adults. Adults learners have unique learning needs and traits that should influence the process of designing, delivery and/or facilitation of humanitarian and development capacity building and training activities. In an article on Adult Learning Theory, Pappas (2014) shares essential highlights about adult learning theory that every trainer or capacity building provider needs to know. The article seeks to address the questions of whether adults learn in the same way as their younger counterparts or need their own special approach to absorb the information.

**Adult learning is purpose-driven**

Unlike children, who go to school because they are told to, adults learn because they see the relevance. If they don’t train, it could cost them a non-compliance fine or a promotion. Adults consciously decide to participate in a training. It’s a choice, not a duty. For that reason, their learning needs to be goal-oriented.

Adults need to see measurable learning objectives and have a clear system of gauging their progress. You could incorporate simulations or real-world examples that allow them to see how the skill relates to their work or will help them overcome a challenge that is hindering their work performance.

**Adults have a well-established sense of self**

Adults learners know they are distinct from those around them. This affects their decisions and actions. In a training context, this means adults want a say in their learning, and require a healthy sense of autonomy in learning. Otherwise, they soon lose interest.

**Past experiences plays a key role in learning**

Adults have a world of experience behind them, both academic and social. To teach them effectively, you must feed into what they already know. This is crucial, because if your new data clashes with their existing knowledge base, they're not likely to accept it. As a trainer of learning facilitator, you must skillfully integrate into their lived experience, becoming an active part of their thought process.

**Adults are driven by Internal Motivation**

Adults develop their own methods of motivation. Focus their training on problem-solving. Rote learning doesn't do them much good. There's no stage in their workday when they'll need to recite their lessons. Instead, offer simulations and contextual role play, showing how to translate their training into real life.

**Mistakes are a learning opportunity**

The adult learning theory hinges on experiential learning. This means that adults are encouraged to explore the subject matter firsthand and learn from their mistakes. For example, as a trainer, participate in branching scenarios that show them how their actions or behaviors lead to real consequences. As a result, they are less likely to make those mistakes in the workplace and continually develop their experiential knowledge.

**Adult learners should play an active role in the course design process**

A core principle of the adult learning theory is that learners must be actively involved in the process so that they're empowered and motivated. As a trainer or facilitator, conduct surveys to get their feedback, and invite them to sit through a test course to identify gaps. They should also be able to personalize their learning paths and choose learning activities that are relevant to them and their job duties.
Boshier & Collins (1985) suggested that a six-factor model was the most theoretically and psychometrically defensible in understanding the need for adults to become involved in any adult learning programs. According to them, the adult learners were deemed to enroll or participate because of a need for social contact, social stimulation, professional advancement, community service, external expectations and cognitive interests. These are essential aspects of consideration for trainers and learning facilitators. They are aspects worth bearing in mind during the training design in the humanitarian and development contexts.

**Motives for Adult Learning**

- **Social contact:** Adults want to make and consolidate friendships, to be accepted by others, to gain insight into personal problems, to improve relationships and their social position. They participate because of their need for group activities and congenial friendships.

- **Social stimulation:** Adults want to get relief from boredom, to overcome the frustration of day-to-day living, to escape intellectual narrowness, and to have a few hours away from other responsibilities. The essence of the factor is the use of adult education as an escape from boredom or frustration.

- **Professional advancement:** Adults want to secure professional advancement, achieve higher status in their job, or gain knowledge that will help in other courses. They are primarily job oriented.

- **Community service:** Adult learners want to become more effective citizens, to prepare for community service, to gain insight into human relationships, and to improve their ability to participate in any community work.

- **External expectations:** The adults are complying with instructions laid down by someone else. They have enrolled on the recommendation of some authority such as an employer, a social worker, a friend, a religious leader or a counselor.

- **Cognitive interest:** Adults enjoy learning for its own sake. They merely want to “satisfy an inquiring mind” or “seek knowledge for its own sake”.

John Munro (2003) recognizes three types of motives for learning, and associated outcomes

<table>
<thead>
<tr>
<th>Motives for Learning</th>
<th>Learning Actions Used</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>Surface</td>
<td>Actions that help reproduction of ideas learnt; memorizing, rote learning of ideas, noting details</td>
<td>Ideas retained short-term, not owned or understood by learner, limited application and transfer</td>
</tr>
<tr>
<td>Achieving</td>
<td>Memorize, act to reproduce in an organized way, outcomes valued by others, learn procedurally, not take risks, conform, copy. Actions that help understanding; linking ideas to what is already known</td>
<td>Structuring the learning in the most facilitative ways</td>
</tr>
<tr>
<td>Social contact</td>
<td>Actions that help reproduction of ideas learnt; memorizing, rote learning of ideas, noting details</td>
<td>Ideas retained short-term, not owned or understood by learner, limited application and transfer</td>
</tr>
<tr>
<td>Deep</td>
<td>Actions that help understanding; taking ideas apart, exploring them as widely as possible, relating ideas to what is already known</td>
<td>Better understanding, commitment to the ideas, can teach ideas to others, know that learning is not finished, transfer and use ideas broadly</td>
</tr>
<tr>
<td>Professional advancement</td>
<td>Actions that help reproduction of ideas learnt; memorizing, rote learning of ideas, noting details</td>
<td>Ideas retained short-term, not owned or understood by learner, limited application and transfer</td>
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<td>Cognitive interest</td>
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Ryan & Deci (2000) define motivation as the reason for people's actions, willingness and goals. In an article on adult learning, Hilary Bush suggests that engagement and motivation of adults are two of the greatest barriers to both the delivery of training and education and the implementation of the knowledge gained.

Abdullah (2008) and others present key sources of motivation for adult learning. Although their article focuses more on the motivating factors associated with adult participation in distance learning programs, it presents specifically essential highlights that every trainer or learning facilitator can learn from. These draw from several learning theories, namely, Andragogy Theory, Characteristics of Adult Learners Theory, Margin Theory, and Proficiency Theory. The following are based on Knowles' Theory on the characteristics of adult learners.

### Adults are autonomous and self-directed.
They need to be free to direct themselves. Learning facilitators must get participants' perspectives about what topics to cover and let them work on tasks that reflect their interests. Trainers should allow the participants to assume responsibility for presentations and group leadership. As a trainer, be sure to act as a facilitator, only guiding participants to their own knowledge rather than supplying them with facts.

### Adults have accumulated a foundation of life experiences and knowledge.
These may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base. To help them do so, facilitators should draw out participants' experience and knowledge which is relevant to the topic. They must relate theories and concepts to the participants and recognize the value of experience in learning.

### Adults are goal-oriented.
Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an educational program that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals. This classification of goals and course objectives must be done early in the course.

### Adults are relevancy-oriented.
Adults must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Instructors must identify objectives for adult participants before the course begins. This means, also, that theories and concepts must be related to a setting familiar to participants.

### Adults are practical, focusing on the aspects of a lesson most useful to them in their work.
They may not be interested in knowledge for its own sake. Instructors must tell participants explicitly how the lesson will be useful to them on the job.

### Adults need to be shown respect.
Facilitators must acknowledge the wealth of experiences that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

### Andragogy vs. Pedagogy
Andragogy is a term that was coined to describe the teaching of adults. It differs from pedagogy—the study of how knowledge and skills are exchanged in an educational context, especially among younger learners. It also considers the interactions that take place during learning. Meghan Hicks presents a precise insight on adult learning. Adult learners vary from child learners in how they are motivated. They have life experiences from which to judge any information presented to them. They are more likely to be self-motivated with a need to know why they are learning what they are, and a desire to apply new knowledge immediately.

### Involve them.
To appeal to a fully grown human with substantial life experience worth contributing to your teachings, he or she should be included in the learning process. When planning lessons, always try to allow input from the partners being trained.

### Create an environment where they can solve an immediate problem.
Since grown-ups like to see immediate use for the knowledge they're learning, lessons that solve a problem at the current time or soon can increase engagement.

### Maximize Autonomy.
In every lesson that you conduct, allow them to participate in as much of the decision-making as possible. Adults need the freedom to choose in order to stay motivated.
Kolb’s Learning Cycle offers insight into how people learn. This tool is useful at the beginning of an intervention process, when engaging people in Managing for Sustainable Development (M4SD), to think about their preferred learning styles and how to make the best use of them.

Insight into the learning styles helps to achieve more effective learning, for example by mixing styles when forming internal and external groups. The experiential learning cycle suggests that learning is a four-stage cyclical process, where knowledge and wisdom are ‘created through the transformation of experience’ (Kolb, 1984:38). The stages include 1) Learning from concrete experiences (feeling); 2) Learning from reflective observation (watching); 3) Learning from abstract conceptualization (thinking); and 4) Learning from active experimentation (doing). Learning takes place in different ways. Peter Honey & Alan Mumford (1986) identify four distinct learning styles, where adult learners tend to follow one or two. They include activist, theorist, pragmatist and reflector. These learning styles are closely associated with the Kolb learning cycle.

An activist might be primarily interested in experiencing new challenges and not in taking the time to critically reflect and draw lessons from experiences. Engaging with other stages makes one a better learner. In the table below are the main characteristics of each of the learning styles:

<table>
<thead>
<tr>
<th>Learning Styles and their Characteristics</th>
<th>Learning Methods</th>
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| **Activists** learn by doing and participating. They like challenges and tend to jump in with both feet first. They are usually open-minded in their approach to learning, and impartial with respect to new experiences. Often you find ‘explorers’ and ‘innovators’ in this category. | - Brainstorming, Role-play  
- Problem solving  
- Group discussion  
- Puzzles, Competitions |
| **Reflectors** learn by observing and thinking about what happened. They prefer to observe from a distance and ponder on experiences from various perspectives. They like to collect data to analyse and reflect upon, as well as consult stakeholders. However, reflectors often delay reaching conclusions. You will | - Models  
- Statistics  
- Stories  
- Quotes  
- Background information |
| **Theorists** like to understand the theory behind actions and think things through. You can engage these people in learning processes by using models, concepts and facts. They are naturally objective, preferring to analyze and synthesize, and put this new information into coherent theory. Managers and other decision-makers are often found in this category. Much of their decision-making style can be described as rational. | - Applying theories to reality  
- Problem solving  
- Discussion |
| **Pragmatists** like to seek and try out new things they have learned and put them into practice. Abstract concepts and plans are not considered important unless they can be put into action. Pragmatists like to try out ideas, theories | - Paired discussions  
- Self-assessments  
- Personality tests  
- Coaching, Interviews |
PREPARING A TRAINING PROGRAM

Training, when done the right way can result in positive outcomes. Internal training, for instance, can result in increased compliance with organizational rules and regulations. In the business sector, training, when rightly done can even lead to a more satisfied and engaged workforce, which could in turn reduce turnover, costs and time in new employee onboarding. In the humanitarian support sector, it can play a major role in saving lives, minimizing suffering, and saving resources for the good of the people affected by a crisis at a given time.

A training activity, when incorrectly done can potentially result in negative consequences. An ineffective training may not only damage the reputation of the entity providing it, but could also call for its blacklisting. The problems associated with ineffective training manifest when training does not address needs and priorities of those attending it. It is advisable not to provide training if it is not clear why, or if it will not address a humanitarian or development challenge in this respect.

WRITING TRAINING AIMS, OBJECTIVES & LEARNING OUTCOMES

Training aims, objectives and learning outcomes provide a clear indication of the goals and purpose of the training. From the trainers’ perspective, they are useful in helping to focus the training and to assess performance in learning and success of participants. Conversely, the participants can use them to evaluate the training from their own perspective.

**Training aims** are overall statements of what one hopes the training will achieve. For example: “The aim of this training is to introduce information management techniques and the humanitarian principles.”

**Training objectives** are a short overview of the value to participants of a training program, course or session. These are commonly used to communicate and market training offerings. Training objectives are also typically presented at the start of training to set expectations. Training objectives tell us what the participants will be able to do by the end of a training session or course. Having training objectives helps us to plan. With these, we know what we must include in the training session and what we can afford to leave out.

Objectives are more specific statements of what one will present to the participants, for example: “To present the four humanitarian principles and illustrate their application in all stages of the humanitarian program cycle.” The objectives must be SMART. We need to be clear about what we need to achieve and also to be able to measure success. SMART objectives help us to achieve this. SMART objectives are: Specific—what, specifically do we want to achieve? Measurable—will we be able to judge whether we have succeeded? Achievable—is it possible, given the time and resources available? Relevant—does it fit within the aims of the training and is it related with other objectives? Timebound—is it within a given timeframe, e.g. by the end of the session, course, training, etc.?

**Learning outcomes** are a set of statements setting out what the participants should be able to achieve by the end of the training event. For example, the following learning outcome directly speaks to the training participants: “By the end of this course you will be able to integrate information management tools, platforms and best practices in the different activities within the humanitarian program cycle.”

**Essential Notes**

When writing SMART objectives, be careful about the words you use. Some words and phrases are vague, difficult to measure or open to interpretation. For instance, the following words are preferred, because they are specific and easy to measure:

<table>
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<tr>
<th>Preferred Words</th>
<th>Words to Avoid</th>
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<tbody>
<tr>
<td>Compare</td>
<td>Appreciate</td>
</tr>
<tr>
<td>Conduct</td>
<td>Be aware of</td>
</tr>
<tr>
<td>Construct</td>
<td>Have a grasp of</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Be interested in</td>
</tr>
<tr>
<td>Describe</td>
<td>Be familiar with</td>
</tr>
<tr>
<td>Design</td>
<td>Have a feeling for</td>
</tr>
<tr>
<td>Differentiate</td>
<td>Know/Really know</td>
</tr>
<tr>
<td>Explain</td>
<td>Understand, enjoy, etc.</td>
</tr>
<tr>
<td>Write</td>
<td></td>
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| Identify       | State          |
| List           | Select         |
| Participate    | Solve          |
|               | Specify        |
THE TYPICAL TRAINING CYCLE

The Training Cycle begins long before the training program is conducted and continues after the program has been completed. The figure is an illustration of the five stages of The Training Cycle. It is critical for all trainers to be well rounded and understand the training process from start to finish. The training cycle starts with assessment and analysis of the training and capacity building needs, setting of learning aims and objectives, designing and development of the training program, implementation of the training design, and evaluation of performance. As a trainer or learning facilitator, to achieve a goal, it is recommended that you start with the end in mind. In this case it means that you start with the evaluation stage. In this regards, the key questions to ask would be—What do you want to accomplish? What do your stakeholders expect? How will what is learned enhance the iMMAp’s goals (or the humanitarian/development agenda) in a specific context? What will success look like? Your evaluation needs to be a part of the thought process as you begin the design at the Analysis stage.

STAGES OF THE TRAINING CYCLE

Identifying the Training Needs

Setting the Training Objectives

Designing the Training

Implementing the Training

Evaluating the Training

Why It’s Called a Training Cycle

It is a cycle because one stage leads to the next, and all of the five stages are necessary. Despite the fact that each stage has its logical place in the process, one must keep them in mind through out the entire cycle. Evaluation is a good example of this. It is important to evaluate the training at the end to establish whether it has had an impact. Evaluation criteria however needs to be established at the outset. Some evaluation activities need to be built into the training design and carried out during the implementation stage. Similarly, one can gather additional information about the training needs from the participants during the implementation stage. Think about the five stages as forwards-and backwards linkages.
THE STRATEGIC TRAINING CYCLE

As illustrated on the previous page, we are used to seeing the training cycle as a five-step model—identifying the needs, setting objectives, designing the training, implementing and evaluating the training. The strategic training cycle provides a model that expands the conventional training cycle to present training as part of a wider strategic process. It also recognizes the importance of getting the right people on the course and following up with them after the training. In the following chart, we specifically demonstrate, in ten steps how iMMAP has strategically approached humanitarian training and capacity building for partners responding to the crisis in north east Nigeria in 2018. Templates used at these stages are available.

iMMAP’S APPROACH IN NIGERIA

1. Strategic Planning
   Business intelligence enables needs identification at the broader, strategic level. It informs proposal development, forms a basis for negotiation with a clear, fundable business case to help address a humanitarian challenge.

2. Needs Assessment
   Involves engagement with the Sector Coordinators, UNOCHA, and conduct of training needs surveys among partners to identify the training gaps.

3. Training Design
   Informed by the gaps and capacity building priorities identified. At this stage, training objectives are set and learning outcomes determined. Training content and training aids are also prepared.

4. Identifying Participants
   The sector coordinators play a pivotal role. Participants are identified through a coherent, competitive nomination process. In some field offices, OCHA supports this process.

5. Pre-training Engagement
   The nominated participants are provided with essential pre-training technical and logistical information. This saves training time, and helps in managing expectations. An FAQ document is distributed with answers to anticipated questions.

6. Training Implementation
   Distribution of notebooks/pens/name badges is done, announcements and introductions are done, and training facilitation is done. End-of-day evaluation is done at every end of the training day to identify areas of weakness for improvement.

7. Post-training Engagement
   Copies of presentations, handouts and links to useful resources for reference are shared. Also shared are links to training photos, contacts of trainers and fellow participants to facilitate networking and post-training peer support.

8. Reporting
   Training reports are prepared at the end of every training, and disseminated to the program donors, sector coordinators, participants and online, on ReliefWeb, with the wider humanitarian community.

9. Monitoring/Evaluation
   At the end of the overall training cycle, monitoring is done. Analysis enables measuring of training success and is essential in assessing the impact of the training.

10. Lessons Learnt Documentation
    This powers learning and adapting. In so doing, it is possible to capitalize on what works, leaving out or paying less attention to what doesn’t.
A training or capacity building needs assessment is the process of identifying the gap between the capacity of prospective training recipients with relation to their needs for capacity building, capacity development. Capacity building needs analysis is the first stage in the training and capacity building process and involves a procedure to determine whether the training will address the gaps identified. In identifying needs, define what success will look like and how you will measure it.

**Step 1: Determine the desired outcome**
Clarify the goal of the training and the expected business, humanitarian or development outcomes. A training goal should correspond to a business, humanitarian or development objective. Examples of training goals:
- To improve team morale through better supervision
- To improve on the speed at which life-saving humanitarian assistance is delivered to affected populations
- To demonstrate the feasibility of specific economic development models to Country X’s context

**Step 2: Link desired outcomes with trainee behavior**
Identify the competencies—behaviors, skills, qualities, and knowledge that are linked to desired outcomes among the training recipients. Collect information from domain experts (e.g. Cluster/Sector Coordinators, UNOCHA in humanitarian contexts, and UNDP, counterpart government ministries, departments and agencies in development contexts), to determine which competencies are critical to achieving the training outcomes.

For example, determine:
- What skills does one need to achieve this goal?
- What content is necessary to meet this objective?

**Step 3: Identify trainable competencies**
Evaluate the critical competencies and determine if they are the minimum:
- Abilities one should possess prior to joining humanitarian or development practice;
- Abilities that can be learnt while in practice

**Step 4: Evaluate the competencies and determine the performance gaps**
Evaluate the current competencies and determine where there are gaps between current ability and desired ability. To evaluate current competency levels, you may use: tests, surveys, self-assessments, and interviews.

**Step 5: Prioritize training needs**
Identify the percentage of prospective training beneficiaries who need training on the competencies. Consider the importance of the competencies to the business, humanitarian or development objective. Together, the need and the gap will enable you to identify the training priorities.

**Step 6: Determine how to conduct the training**
Consider adult learning theory and best practices in training on the particular competencies. Training methods can include on-the-job training, mentoring and coaching, training room/lectures, web-based/e-learning, reading books/handouts, conferences.

**Step 7: Plan for Training Evaluation**
Training is only effective if the information is retained and applied to the performance challenges. The questions to consider should include: How much did the training improve the competencies? How did the training improve performance? How did the training support meeting of the business, humanitarian or development objectives?
SETTING THE OBJECTIVES

After determining that there is a legitimate training need (through the training needs assessment), the next step is to state exactly what you need the training to accomplish. This is done by writing objectives. There are two kinds of objectives from two perspectives used in training. These include the learning or performance objectives (trainer’s perspective), and the training or session objectives (from the participants’ perspective).

Learning objectives are a required step in every good training design. Training objectives help the trainer to focus on designing and delivering a first-class training program by setting targets for the trainer to achieve. Learners are informed about what the learning objectives are at the beginning of a training session—preferably at the same time they are told about the training.

TRAINING/SESSION OBJECTIVES & PERFORMANCE OBJECTIVES

Training/Session objectives:

A training or session objective is a statement of the performance (the knowledge, skills or competencies) that is desired after the training or a specific session has been conducted. Training/session objectives must be SMART.

Learning/session objectives are learner or participant-centered. As a trainer or learning facilitator, you need to have them developed with the learner in mind. In addition, you need to state them in such a way that they speak to what the learners or training participants will be able to do by the end of the training or a specific session.

It does not really matter whether you call them learning or performance objectives, as long as you realize that the purpose is to demonstrate what your participants have learned and can perform as a result of the training and capacity building activities provided. The most important thing is to focus on what behavior changes the learning or performance objectives resulted into.

Performance objectives:

This is a statement of what the instructor intends and hopes to accomplish during the entire training or a specific session. This may be an outcome, or it may be a description of what the instructor plans to do in order to accomplish the learning objectives.

Learning or performance objectives are instructor or learning facilitator-centered. They help to spell out what the trainer or facilitator will accomplish, and help them in measuring success. For example, “This session will create a positive learning climate that encourages participants to get involved and to ask questions.”

Session on Risks, Threats & Vulnerabilities

Aim of Session
To improve participants’ ability to assess threats to humanitarian workers, and to understand which threats an individual is likely to face, and thereby provide insight into how to minimize risk.

Session Objectives
By the end of the session, participants will be able to:
- Explain the relationship between threat, vulnerability and risk;
- List general approaches to conducting threat assessments;
- List factors affecting the vulnerability of humanitarian workers.

Key Learning Points
These are the main aspects of training, or of a specific session (the take-aways, or take-homes) that your participants must take note of:
- A threat is an event that may result in harm or injury to staff, or loss or damage to agency or organizational property and reputation.
- Risk is the likelihood and impact of encountering a threat.
- Vulnerability is the extent to which an organization or agency is exposed to a threat.
- Vulnerability is influenced by factors controlled by the agency and its staff.
- Some threats pose greater risk than others.
- Risk assessment is a combination of threat and vulnerability assessment and is key to managing your security—as an individual and as an agency.
DESIGNING THE TRAINING

The design stage is the stage at which you decide exactly what you’re going to do to accomplish the objectives you set. It is also at this stage that you will decide on the type of delivery methods or approach that you will use to achieve the best results. The training could be instructor-led, in an appropriate location enabling direct or physical interfacing between the instructor and the participants, simulating classroom environment. Training could also be delivered using a virtual classroom environment, through self-paced e-learning, by use of performance support tools, through self-study, or a combination of these and more. The following planning checklist can help to answer a number of questions:

## TRAINING DESIGN—A PLANNING CHECKLIST

<table>
<thead>
<tr>
<th>Key Questions</th>
<th>Key Points</th>
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| **WHO?**      | You should have identified the participants through your LNA. You also need to ask yourself:  
• How many are they? Is it a big group, small group, or one-on-one?  
• What is the age, gender, seniority level, etc.?  
• Do they know each other already, or not? Do they know the language of instruction?  
• What is their educational background? Are they all literate?  
• What are their expectations of a learning or training experience?  
All these factors will affect your planning and design. So will the answers to the questions that follow. Think about the implications of Group vs. One-on-one for instance, or a mix of the two. What activities would be suitable or unsuitable for these different situations? Think about the gender mix too—this could help to establish if it is suitable for the specific topics. |
| **WHAT?**     | The answers given in the TNA should inform the content of your training. The outcome of the TNA could be broken down into any three of the following:  
• Essential to know—the mandatory, must-be-known/shared knowledge;  
• Good to know—good-to-have/share, with a performance enhancement potential;  
• Nice to know—bonus/additional knowledge that could enhance performance. |
| **WHY?**      | Why do they need this training? In order to do what? The ‘Why’ will inform your session objectives. Also, consider whose decision it was to do this piece of training. Demotivation or hostility may result from imposed training if the participants themselves do not perceive there is need—causing you to think very carefully about how you go about it and making the need to motivate a high priority. Take, for example, SAFE/HEAT training. |
| **WHEN?**     | Consider, for instance: How often? What time of the year (seasons can affect training—for instance Ramadhan, a month of fasting could affect participation)? What time of the day (consider prayer times)? Is the training in work time or free time? For how long will it be? Timing can affect levels of alertness and motivation to learn. |
| **WHERE?**    | Consider the following in planning the location of the training:  
• What is the venue (on-site? Off-site?)  
• What resources are available? What resources are not available?  
• What are the constraints? (Tiny room? Lots of noise? Lack of privacy?)  
• Electricity (Is it stable/fluctuating? Does it affect air conditioning and/or projection?) |
| **HOW?**      | • What methods will you use to implement your training?  
• What methods will you use to evaluate their learning?  
• Has your session got a beginning, middle and an end? |
SECOND LANGUAGE CONSIDERATIONS

In some emergency and development contexts, trainers may often work with people learning in a language that is not their first language. This can be especially true for a subject or topic for which the trainer is an expert who is not fluent in the official language or the language in common use. Take for example an expert French-speaking trainer who is a non-fluent English speaker. Under such circumstances, there are several measures a trainer can take to improve the learning experience for such participants. See the table:

### APPROACHING LANGUAGE CHALLENGES

<table>
<thead>
<tr>
<th>Key Aspects</th>
<th>Suggested Approaches/Best Practices</th>
</tr>
</thead>
</table>
| **Verbal Behavior** | - Use clear, slow speech. Pronounce each word. Do not use colloquial expressions  
- Repetition. Say out important idea using different words to explain the same concept  
- Use simple sentences. Avoid compound, long sentences.  
- Use active verbs. Avoid passive verbs. For example, say: “List down an example of a vulnerability,” in place of “An example of a vulnerability is required of each of you…” |
| **Non-Verbal Behavior** | - Use visual restatements. Use as many visual restatements as possible, such as pictures, graphs, tables, and slides.  
- Use gestures. Use facial and hand gestures to emphasize the meaning of words.  
- Use demonstrations. Act out as many themes relevant to the topic as possible  
- Pauses. Pause more frequently.  
- Summaries. Hand out written summaries of your verbal presentation. |
| **Attribution** | - Silence. When there is a silence, wait. Do not jump in to fill the silence. The participant is probably just thinking more slowly in the non-native/unfamiliar language or translating  
- Intelligence. Do not equate poor grammar and mispronunciation with lack of intelligence. It is usually a sign of second language use  
- Differences. If unsure, assume difference, not similarity |
| **Comprehension** | - Understanding. Do not just assume that they understand  
- Checking comprehension. Have the participants give their understanding of the material back to you. Do not simply ask if they understand or not. If you do, it’s likely they will reply in the affirmative, even when they do not.  
- Let the participants explain what they understand to you. |
| **Design** | - Breaks. Take frequent breaks. Second language comprehension is exhausting  
- Small modules. Divide the material into smaller modules  
- Longer time-frame. Allocate more time for each module than usual in a multilingual training environment. |
| **Motivation** | - Encouragement. Verbally and non-verbally encourage and reinforce speaking by non-native language participants;  
- Drawing out. Exclusively draw out marginal and passive participants  
- Reinforcement. Do not embarrass novice speakers |
IMPLEMENTING THE TRAINING

This is the stage of the Training Cycle where you conduct and deliver the training. As a trainer, instructor or learning facilitator, you will be expected to have completed a huge amount of preparation before the delivery of the training starts. It is good to note that even after an excellent job of preparing, there is no guarantee that the training will go off without any issues. To mitigate the effects, some trainers pilot the training with a group of pseudo-participants who provide feedback before the session is ready for prime time. It is at this point that you need to use both presentation and facilitation skills in both a traditional and/or a virtual classroom environment. Also note that as a trainer, you’re a presenter and a facilitator.

FACILITATION AND PRESENTATION

The role of a facilitator

The term facilitator comes from the word ‘facilitate’. The definition of facilitate is “to make easy” or “ease a process.” What a facilitator does is plan, guide and manage a group event to ensure that the group’s objectives are met effectively, with clear thinking, good participation and full buy-in from everyone who is involved.

To facilitate effectively, you must be objective. This does not necessarily mean that you have to domain or subject matter expert. It simply means that, for the purposes of the training activity, you will take a neutral leadership position to facilitate the generation and sharing of knowledge and ideas from amongst the participants in a conclusive and effective manner.

- To facilitate a training activity or session, you must first understand the outcome, the background and context of the training or a specific training session.

- As a facilitator, you will play more of a catalyst role in ensuring learners’ participation. A good trainer is often synonymous with the term “facilitator.”

- The best of your delivery skills will be required. While you’re conducting the training, you’ll need to constantly read your learners to see whether you’re meeting their needs.

- During the course of the training, if you realize that an approach is not working, stop and try another. Don’t be afraid to stray from the agenda if that seems to be the audience’s need.

To emphasize: This is the stage of the Training Cycle where the quality of prior preparation could make or break. Preparation nourishes confidence. Platform experience and good facilitation skills only enhance delivery.

Facilitation can take a lot of mental effort. This means, it can be difficult to think about and contribute content while facilitating. Neutrality is also important. So if you have an interest in the outcome, or have skills, experience, information or authority which is important for a successful outcome, then consider bringing in an external facilitator.

Regardless of the learning delivery approach or approaches you are using, it’s important to always keep in mind the training or learning outcome – and how you are helping the participants to reach it.

Where the training spans multiple sessions and topics, make sure that you are clear about both the desired outcome and process for each of these. And make sure that you know how the outcome of each training session or topic contributes to the overall aim of the training.

If you’ve been asked to provide support or backup (for instance as a co-facilitator) at a training by someone lead trainer, make sure that you consult him or her carefully about how the final outcome of the training should look like. Even if he or she hasn’t been explicit about what is expected of the training, he or she will have an idea of what the desired outcome, or training or session success should look like.
EVALUATING THE TRAINING

Evaluation is an important process of a training program because it enables the trainer to reflect, analyze and improve its effectiveness and efficiency. Ellington & Dierdorff (2014) define evaluation as the collection, analysis and interpretation of information about any aspect of a program of education or training as part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have.

Neglecting to make any attempts into evaluation of a training program, session or activity reflects disinterest and could point to a lack of professionalism. Evaluation is therefore an integral part of effective training. Indeed, as Philip Crompton (1999) emphasizes, the effort that is put into the design of any evaluation will pay rich dividends, but defining the right questions is always the key starting point.

CONDUCTING THE TRAINING EVALUATION

Purpose of training evaluation
Training should always incorporate an evaluation process in order to analyze and to learn which elements have successfully achieved their objectives and which have failed their purpose. The main purpose of evaluating a training program is to gain knowledge about whether it has achieved or failed its objectives. Analyzing the training event by using appropriate evaluation tools can improve the outcome of future trainings to a considerable extent.

A common adage is that if you want to achieve a goal, start with the end in mind. In this case, the implication is that you start with the Evaluation stage. The evaluation stage is specifically important for three main reasons:

- The evaluation tells you whether or not the objectives were accomplished.
- Information from the evaluation stage should be fed into the assess-and-analyze stage. It is used to improve the program, should it be conducted again.
- Evaluation information serves as the basis for determining needs for future programs or other changes that could better serve a specific organization, humanitarian or development context.

Levels of evaluation
Thomas, et al (1999) suggest that the following key questions should be covered within the evaluation process:

- Have the participants or learners achieved the training objectives?
- Have the participants learned what they were supposed to learn?
- What unexpected positive outcomes have occurred that can be incorporated in future courses?
- What are the courses strengths and weaknesses?
- Has the job performance improved after training?


Be selective. Do not give the learner a huge list of questions. Work out what you really want to know and the best way of finding this out.

Be realistic. Form-filling is never fun. Do not expect people to conscientiously work their way through a long, complex evaluation form.

Be creative! Evaluate with an activity that is itself engaging and enjoyable. Create evaluative processes that engage participants and at the same time provide you with valid feedback.

Be balanced. You may develop a standardized evaluation process in order to monitor results over time. However, by asking the same questions, you are always looking at courses from the same perspective. Try to combine a standardized element that allows you to make comparisons over time, with a random/changing element which shows you a new perspective.

Be holistic. After a course in which people have gained a whole range of experiences, it is not realistic to expect anyone to express their true evaluation of a course on a piece of paper. Paper exercises can be very useful but it should be seen as part of a much wider evaluation process that includes dimensions of learning that are less easy to capture on paper.
### Key Aspects | Comments
--- | ---
**Why evaluation?** | - To examine the objectives, the ease with which they can be measured and the possibility of their being achieved  
- To learn from the participants about the content and process of training  
- To avoid repeating mistakes  
- To assess how effective or successful the training is and what progress it is making towards achieving its objectives  
- To identify further training needs  
- To find out what impact the training is having  
- To show donors and others that the activities of training had an impact  
- To provide a framework for discussion between people affected by the training

**Who is an evaluation for?** | - Learners (present and future)  
- Trainers (present and future)  
- Beneficiaries (e.g. people affected by a humanitarian crisis)  
- Partners, Donors, Government, Community  
- The employers, Management

**What tools are used for evaluating training?** | - Questionnaires  
- ASKP (Attitudes, Skills, Knowledge and Practices) study  
- Pre- and post-testing on standardized instruments  
- Actual demonstration or simulation of a procedure  
- Role-plays, Written assignments, Case studies  
- Continuums (a range line on which participants can place themselves)  
- Ranking, Observation in the workplace or in the field  
- Semi-structured Interviews, Focus Group Discussions

**What is process evaluation?** | Process evaluation occurs during the training  
- It is concerned with assessing the process of implementing the training  
- It is a practical way of finding out which parts of a training plan are working during implementation, and which ones are not  
- It can help identify areas of the training plan which need to be changed during the training itself  
- It can address participants’ perceptions and reactions to the training, and identifies the factors which are supporting or hindering these activities

**What is outcome evaluation?** | Outcome evaluation occurs immediately after the training is delivered. During this process, trainers are evaluating the participants and their own performance as trainers. To complete the outcome evaluation plan, decide on the evaluation tool, which will be used for gathering the data and who is responsible for monitoring it.  
- Outcome evaluation (for the participants) measures desired changes in knowledge, attitude, skills and practices of your learners, which have been identified as needs in your training needs analysis, and written as specific objectives for your training.  
- Outcome evaluation (for the trainers). Is where the trainer can ask themselves such questions as: What was supposed to happen? What actually happened? What was the gap? What was positive? What have I learned? What would I do differently next time?

**What is impact evaluation** | Involves an assessment of the impact of the training in the workplace/field  
- It can be defined by a long-term goal.  
- It can be conducted through field visits, interviews and observation, to obtain information of whether the knowledge transferred is being put in practice.


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<tr>
<th></th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
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<tbody>
<tr>
<td>1.</td>
<td>I can remember best by listening to a lecture that includes information, explanations and discussions.</td>
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<td>2.</td>
<td>I prefer to see information written on the board and supplemented by visual aids and assigned readings</td>
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<td>3.</td>
<td>I like to write things down or take notes for visual review.</td>
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<td>4.</td>
<td>I prefer to use posters, models, or actual practice and other activities in class.</td>
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<td>5.</td>
<td>I require explanations of diagrams, graphs, or visual directions</td>
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<td>6.</td>
<td>I enjoy working with my hands or making things.</td>
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<td>7.</td>
<td>I am skillful with and enjoy developing making graphs and charts</td>
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<td>I can tell if sounds match when presented with pairs of sounds.</td>
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<td>9.</td>
<td>I can remember best by writing things down several times.</td>
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<td>10.</td>
<td>I can easily understand and follow directions on a map.</td>
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<td>11.</td>
<td>I do best in academic subjects by listening to lectures and tapes.</td>
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<td>12.</td>
<td>I play with coins or keys in my pocket.</td>
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<td>13.</td>
<td>I learn to spell better by repeating words out loud than by writing the words on paper.</td>
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<td>14.</td>
<td>I can understand a news article better by reading about it in the newspaper or online rather than by listening to a report about it on the radio or internet.</td>
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<td>15.</td>
<td>I chew gum, smoke or snack while studying.</td>
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<td>I think the best way to remember something is to picture it in my mind</td>
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<td>I learn the spelling of words by “finger spelling” them.</td>
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<td>18.</td>
<td>I would rather listen to a good lecture or speech than read about the same material.</td>
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<td>I am good at working and solving jigsaw puzzles and mazes.</td>
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<td>I grip objects in my hands during learning periods.</td>
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<td>21.</td>
<td>I prefer listening to the news on the radio or online rather than reading about it in a newspaper or on the internet.</td>
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<td>I prefer obtaining information about an interesting subject by reading about it.</td>
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<td>I feel very comfortable touching others hugging, handshaking, etc.</td>
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<td>24.</td>
<td>I follow oral directions better than written ones.</td>
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Scoring:

Complete the table below by assigning the following point values for each question:

Often = 5 points  Sometimes = 3 points  Seldom = 1 point

Then, add the points in each column to obtain your learning preference score under each heading.

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Tactile</th>
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Visual Preference Score:  Auditory Preference Score:  Tactile Preference Score:

If you are a VISUAL learner: Make use of all available study materials such as charts, maps, filmstrips, notes, and videos. Write out everything for frequent and efficient review. Practice visualizing or pictures words and concepts in your mind. Adding meaningful symbols, colors, and graphics to notes also provide visual cues. Try to visualize how information appears on a page. In study groups or discussions, focus on how people look when they speak.

If you are an AUDITORY learner: Try using tapes to supplement other study materials. For example, tape lectures to help fill in gaps in your notes or covert lecture notes to auditory tapes—but do listen and take notes, and review your notes frequently. Sit in the lecture hall or classroom where you can hear well (most often this is near the front). After you have read something, summarize it and recite it aloud. Talk to other students about class material. You may also benefit from group study sessions where members review class material.

If you are a TACTILE learner: Try tracing words as you say them. Facts that must be learned should be written several times. Keep a supply of scratch paper on hand for this purpose. Taking and keeping lecture notes is very important. It may also help you to make study sheets, and to associate class material with real-world applications and occurrences. For some classes, practice role-playing. Highlighting, underlining, labeling information, and writing add movement to learning. Participation in study groups or tutoring others provide additional ways to become an active learner. Science courses also offer manipulative aids to demonstrate chemical reactions. The more you do, the more you learn.

A note about learning preferences: Although it is important to know your learning strengths as a foundation for the development of personal study habits, realize that not all college courses and instruction will lend themselves to your strengths. Attempt to adapt learning tasks using the suggestions above. You may also take this as an opportunity to improve and educate yourself to learn in different ways. Indeed, some of the most successful professionals approach problem solving and decision making from many different perspectives!

Learning Questionnaire adapted from University of Texas Learning Center, 2006
Kolb’s Learning Style Questionnaire

This questionnaire is designed to find out your preferred learning styles(s) as an adult. Over the years, you have probably developed learning habits that help you benefit more from some experiences than from others. You may be unaware of this, and this questionnaire will help you pinpoint your learning preferences and share them with the other Community Facilitators.

This questionnaire will probably take you about 10 minutes to complete. The accuracy of your results depends on how honest you are. There are no right or wrong answers. **If you agree more than you disagree with a statement, place a tick (✔) in the box to the left of the question.** If you disagree more than you agree, leave the box blank. If you find yourself wondering which situation to think of when answering a question, just think about how you are when you are working with people. Go with your first gut reaction instead of over-thinking your response.

**QUESTIONS**

1. I have strong beliefs about what is right and wrong, good and bad.

2. I often act without considering the possible consequences.


4. I believe that formal procedures and policies restrict people.

5. I have a reputation for saying what I think, simply and directly.

6. I often find that actions based on feelings are as sound as those based on careful thought and analysis.

7. I like the sort of work where I have time for thorough preparation and implementation.

8. I regularly question people about their basic assumptions.

9. What matters most is whether something works in practice.

10. I actively seek out new experiences.

11. When I hear about a new idea or approach, I immediately start working out how to apply it in practice.

12. I am keen on self discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.

13. I take pride in doing a thorough job.

15. I take care over how I interpret data and avoid jumping to conclusions.

16. I like to reach a decision carefully after weighing up many alternatives.

17. I am attracted more to novel, unusual ideas than to practical ones.

18. I don’t like disorganised things and prefer to fit things into a coherent pattern.

19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.

20. I like to relate my actions to a general principle, standard or belief.

21. In discussions, I like to get straight to the point.

22. I tend to have distant, rather formal relationships with people at work.

23. I thrive on the challenge of tackling something new and different.


25. I pay careful attention to detail before coming to a conclusion.

26. I find it difficult to produce ideas on impulse.

27. I believe in coming to the point immediately.

28. I am careful not to jump to conclusions too quickly.

29. I prefer to have as many sources of information as possible – the more information to think over the better.

30. Flippant, superficial people who don’t take things seriously enough usually irritate me.

31. I listen to other people’s points of view before putting my own view forward.

32. I tend to be open about how I’m feeling.

33. In discussions, I enjoy watching the plotting and scheming of the other participants.

34. I prefer to respond to events in a spontaneous, flexible way rather than plan things out in advance.

35. I tend to be attracted to techniques such as flow charts, contingency plans etc.

36. It worries me if I have to rush work to meet a tight deadline.
37. I tend to judge people’s ideas on their practical merits.
38. Quiet, thoughtful people tend to make me feel uneasy.
39. I often get irritated by people who want to rush things.
40. It is more important to enjoy the present moment than to think about the past or future.
41. I think that decisions based on a careful analysis of all the information are better than those based on intuition.
42. I tend to be a perfectionist.
43. In discussions, I usually produce lots of spontaneous ideas.
44. In meetings, I put forward practical, realistic ideas.
45. More often than not, rules are there to be broken.
46. I prefer to stand back from a situation and consider all the perspectives.
47. I can often see inconsistencies and weaknesses in other people’s arguments.
48. On balance, I talk more than I listen.
49. I can often see better, more practical ways to get things done.
50. I think written reports should be short and to the point.
51. I believe that rational, logical thinking should win the day.
52. I tend to discuss specific things with people rather than engaging in social discussion.
53. I like people who approach things realistically rather than theoretically.
54. In discussions, I get impatient with irrelevant issues and digressions.
55. If I have a report to write, I tend to produce lots of drafts before settling on the final version.
56. I am keen to try things out to see if they work in practice.
57. I am keen to reach answers via a logical approach.
58. I enjoy being the one that talks a lot.
59. In discussions, I often find I am a realist, keeping people to the point and avoiding wild speculations.
60. I like to ponder many alternatives before making up my mind.
61. In discussions with people I often find I am the most dispassionate and objective.
62. In discussions I’m more likely to adopt a ‘low profile’ than to take the lead and do most of the talking.
63. I like to be able to relate current actions to the longer-term bigger picture.
64. When things go wrong, I am happy to shrug it off and ‘put it down to experience’.
65. I tend to reject wild, spontaneous ideas as being impractical.
66. It’s best to think carefully before taking action.
67. On balance, I do the listening rather than the talking.
68. I tend to be tough on people who find it difficult to adopt a logical approach.
69. Most times I believe the end justifies the means.
70. I don’t mind hurting people’s feelings so long as the job gets done.
71. I find the formality of having specific objectives and plans stifling.
72. I’m usually one of the people who puts life into a party.
73. I do whatever is practical to get the job done.
74. I quickly get bored with methodical, detailed work.
75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events.
76. I’m always interested to find out what people think.
77. I like meetings to be run on methodical lines, sticking to laid down agenda.

78. I steer clear of subjective (biased) or ambiguous (unclear) topics.

79. I enjoy the drama and excitement of a crisis situation.

80. People often find me insensitive to their feelings.

**Scoring**

You score one point for each item you **ticked**. There are no points for items you crossed. Go back over your responses and simply circle the question number in the table below for each question you **ticked**. Then add up the number of circled responses in the Totals row.

<table>
<thead>
<tr>
<th>QUESTION NUMBER</th>
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**Totals:**

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<tr>
<th>Activist</th>
<th>Reflector</th>
<th>Theorist</th>
<th>Pragmatist</th>
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</table>

Kolb’s Learning Style Questionnaire
Your preferred learning styles

Now circle your total scores for each learning style on the table below to determine the strength of your preference.

<table>
<thead>
<tr>
<th>ACTIVIST</th>
<th>REFLECTOR</th>
<th>THEORIST</th>
<th>PRAGMATIST</th>
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</tbody>
</table>

Please cut/tear off this section and hand it to your team leader

Name: ____________________________________________________________

I have very strong preference for _________________________________

I have a strong preference for _________________________________

I have a moderate preference for _______________________________

I have a low preference for _________________________________

I have a very low preference for ________________________________
**ACTIVISTS** want practical tasks and very little theory. They learn best from activities where:

- New experiences are emphasised;
- The focus is on the present and on doing such activities as games, problem solving, simulations;
- There is a lot of action and excitement;
- They can lead and be in the limelight;
- Ideas are generated without any concern about practical constraints;
- They have to respond to a challenge and take risks;
- The central focus is on team problem-solving.

**THEORISTS** want handouts, something to take away and study. They learn best from activities where:

- The learning forms a part of a conceptual whole, such as a model for a theory;
- There is time to explore the interrelationship amongst elements;
- They can explore the theory and methodology underlying the subject under investigation;
- They are intellectually stretched;
- There is a clear and obvious purpose to the activities;
- There is a reliance on rationality and logic;
- They can analyse situations and then generalise their findings;
- They are asked to understand complex situations.

**REFLECTORS** want lots of breaks to go off and read and discuss. They learn best from activities where:

- There are opportunities to observe and consider;
- There is a strong element of passive involvement such as listening to a speaker or watching a video;
- There is time to think before having to act or contribute;
- There is opportunity for research and problems can be probed in some depth;
- They can review what was happening;
- They are asked to produce reports that carefully analyse a situation or issue;
- There is interaction with others without any risks of strong feelings coming to the fore;
- They can finalise a view without being put under pressure.

**PRAGMATISTS** want shortcuts and tips. They learn best from activities where:

- There is a clear link back to some job-related problem;
- Material is directed towards techniques that make their work easier;
- They are able to practice what they have learned;
- They can relate to a successful role model;
- There are many opportunities to implement what has been learned;
- The relevance is obvious and the learning is easily transferred to their jobs;
- What is done is practical such as drawing up action plans or trialing techniques or procedures.
DIVERGERS (Concrete experiencer/Reflective observer) take experiences and think deeply about them. They diverge from a single experience to multiple possibilities. When they learn they will ask ‘why’, and will start from detail to logically work up to the big picture. They like working with others but like things to remain calm – they will be distressed by conflicts in the group. They like to receive constructive feedback.

CONVERGERS (Abstract conceptualization/Active experimenter) think about things and then try out their ideas to see if they work in practice. When they learn they will ask 'how', and will want to learn by understanding how things work in practice. They like facts and will seek to make things efficient by making small and careful changes. They prefer to work alone or independently.

ACCOMODATORS (Concrete experiencer/Active experimenter) have the most hands-on approach, with a strong preference for doing rather than thinking. When they learn they will ask ‘what if?’ and ‘why not?’ to support their action-first approach. They do not like routine and will take creative risks to see what happens. They learn better by themselves than with others.

ASSIMILATORS (Abstract conceptualiser/Reflective observer) have the most cognitive approach, preferring to think than to act. When they learn they will ask 'What is there I can know?’ and like organised and structured understanding. Lectures are their preference, with demonstrations where possible, and will respect the knowledge of experts. People with this style will have a strong control need. They learn best with lectures that start from high-level concepts and work down to the detail.

Extra detail sourced from http://www.businessballs.com/kolblearningstyles.htm
IM Capacity Building Needs Assessment - Nigeria

THE PURPOSE OF THIS SURVEY IS TO ASSESS THE INFORMATION MANAGEMENT CAPACITY GAPS AMONG HUMANITARIAN PARTNERS RESPONDING TO THE CRISIS IN NORTH EAST NIGERIA. YOUR FEEDBACK IS ESSENTIAL AS IT WILL FACILITATE THE DEVELOPMENT OF A CAPACITY BUILDING FRAMEWORK FOR HUMANITARIAN PARTNERS TO LEVERAGE AND OPTIMIZE THE INFORMATION MANAGEMENT POSSIBILITIES TO BETTER RESPOND TO THE CRISIS. IT Focuses ON EXPLORATION OF TOOLS, PLATFORMS, TECHNOLOGIES AND BEST PRACTICES FOR A BETTER RESPONSE.

GENDER

- Male
- Female

STATE(S) OF OPERATION

*In case your operations span more than one state, please select all that apply.

- Abuja FCT
- Adamawa
- Bauchi
- Borno
- Gombe
- Taraba
- Yobe

ORGANIZATION NAME

*Please select the type that best describes your organization

- Government
- UN Agency
- Red Cross/Red Crescent
- International NGO
- National NGO
- Academia
- Civil Society
- Private Sector
- Research Organization

DESIGNATION OR JOB TITLE

This is optional.
HOW LONG HAVE YOU WORKED WITH THIS ORGANIZATION?

- Less than 1 year
- At least 1-3 years
- At least 3-5 years
- More than 5 years

UNDER WHICH SECTOR(S) OR SUB-SECTOR(S) ARE YOU RESPONDING?
Select all the sectors/sub-sectors that apply to you.

- CCCM, Shelter/NFI
- Child Protection
- Education
- Food Security
- Gender-Based Violence
- Health
- Logistics
- Nutrition
- Water, Sanitation and Hygiene

DOES A PROCESS FOR IDENTIFYING TRAINING AND CAPACITY DEVELOPMENT NEEDS EXIST WITHIN YOUR SECTOR OR ORGANIZATION?

- Yes
- No
- I don't know

WHICH OF THE FOLLOWING STATEMENTS BEST DESCRIBES HOW YOUR CAPACITY DEVELOPMENT NEEDS ARE ASSESSED?
If the process involves a combination of the options given below, then please tick all that apply.

- Individually - by myself
- Facilitated by my Line Manager
- Through the HR Department of my Organization
- Through the Sector, overseen by my Sector Coordinator

HOW OFTEN ARE YOUR IDENTIFIED TRAINING NEEDS REVIEWED?

- Never
- Monthly
- Every six months
- Annually
TO WHAT EXTENT DOES INFORMATION MANAGEMENT PLAY A ROLE IN THE PERFORMANCE OF YOUR RESPONSE ACTIVITIES?

- To a small extent
- To a large extent
- To a very large extent
- It's the core for the performance of my duties

FOR THE FOLLOWING QUESTION, PLEASE RATE THE RELATIVE IMPORTANCE OF THE PROPOSED AREAS OF CAPACITY DEVELOPMENT:

<table>
<thead>
<tr>
<th>HOW IMPORTANT ARE THE FOLLOWING PROPOSED AREAS OF CAPACITY DEVELOPMENT TO YOU?</th>
<th>Not important</th>
<th>Fairly Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
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</thead>
<tbody>
<tr>
<td>PRINCIPLES OF INFORMATION MANAGEMENT IN EMERGENCY CONTEXTS</td>
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<tr>
<td>FUNCTIONAL MICROSOFT EXCEL -- FORMULAS, FUNCTIONS, PIVOT TABLES, CHARTS, 5WS</td>
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<tr>
<td>IM IN NEEDS ASSESSMENTS -- TOOLS DESIGN, DATA COLLECTION AND DATA ANALYSIS</td>
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<tr>
<td>MONITORING, ANALYSIS AND REPORTING OF HUMANITARIAN NEEDS, RESPONSE, AND GAPS</td>
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<tr>
<td>GEOGRAPHICAL INFORMATION SYSTEMS IN HUMANITARIAN RESPONSE</td>
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<tr>
<td>HUMANITARIAN PROFILING -- SPATIAL, DEMOGRAPHIC AND VULNERABILITY CHARACTERIZATION</td>
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<tr>
<td>RESOURCE SURVEILLANCE -- AVAILABILITY AND ACCESSIBILITY MAPPING</td>
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<tr>
<td>HOW IS COMPETENCE IN THE FOLLOWING AREAS RELEVANT TO YOUR RESPONSE ACTIVITIES?</td>
<td>Not Relevant</td>
<td>Fairly Relevant</td>
<td>Relevant</td>
<td>Essential</td>
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<td>WRITING AND DEVELOPMENT OF FUNDING PROPOSALS</td>
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<td>FUNDAMENTALS OF EFFECTIVE REPORT WRITING</td>
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<td>SPHERE CORE STANDARDS AND MINIMUM STANDARDS IN HUMANITARIAN ASSISTANCE</td>
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<tr>
<td>PLATFORMS FOR HUMANITARIAN FUNDING AND FINANCE (POOLED FUNDING, NHF, CERF, FTS, AND MORE)</td>
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<tr>
<td>INFORMATION MANAGEMENT IN LOCALIZATION OF HUMANITARIAN RESPONSE</td>
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<tr>
<td>INFORMATION MANAGEMENT ISSUES IN INTEGRATION OF CASH INTERVENTIONS IN HUMANITARIAN RESPONSE</td>
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PLEASE LIST ANY OTHER CAPACITY AREAS THAT YOU BELIEVE WOULD BE BENEFICIAL TO YOU IN YOUR HUMANITARIAN RESPONSE ACTIVITIES.

*Additional Areas of Capacity Strengthening*

---

ARE THERE ANY UNIQUE OR DISTINCTIVE TRAINING COURSES YOU TOOK THAT YOU FEEL WERE OF VALUE AND WOULD BENEFIT OTHER HUMANITARIAN PARTNERS.

- Yes
- No

IF YOU ANSWERED YES, PLEASE DESCRIBE THE COURSE, INCLUDING THE TRAINING PROVIDER

---

DO ANY OF THE FOLLOWING FACTORS PREVENT YOU FROM RECEIVING INFORMATION MANAGEMENT TRAINING TO SUPPORT YOUR RESPONSE ACTIVITIES?

*If there are several factors limiting your participation, please select them all.*

- Awareness - I am never informed about the availability of such training opportunities
- Cost - I/my organization can't afford the cost of training, travel and my upkeep
- Location - most training takes place in locations difficult for me to reach
- Support - I lack management backing and support to attend information management training
- I never attend such trainings due to personal reasons
- The organizers limit the number of participants to a minimum

---
Training Round 4, 9-13 July 2018, Damaturu—Yobe State, Nigeria

INFORMATION MANAGEMENT TRAINING AND CAPACITY BUILDING FOR HUMANITARIAN PARTNERS

The information management training and capacity aims to capacitate and empower responding partners to leverage and optimize information management tools, technologies, platforms and best practices to effectively respond to the humanitarian crisis in north east.

FREQUENTLY ASKED QUESTIONS (FAQs)—ROUND IV

**When is the training, and where?**
This fourth round of the training will take place from 9 to 13 July 2018. The training sessions start at 8.30am and end at 4.30 pm Monday to Thursday, and **8.30am to 1.00pm on Friday 13 July 2018** in Damaturu, at the National Open University of Nigeria—Damaturu. Full participation is mandatory.

**What are the capacity building objectives?**
The main objective is to provide capacity building and deliver relevant training packages that respond to training needs of the partners responding to the north-eastern Nigeria crisis at all levels—most specifically in the humanitarian, early recovery and recovery phases, in partnership with the key stakeholders. The training and capacity building activities will be evaluated to ensure that they translate into improved response and better lives of the affected populations.

**Who is eligible for enrollment?**
This training is designed and suitable for partners working on humanitarian, early recovery and recovery in north-eastern Nigeria. Priority will be given to partners stationed in Adamawa. Partners who attended Round I, Round II and Round III need not participate. The focus is on actors working on crisis response from government agencies at the state level in the north east, UN Agencies, International NGOs, National NGOs, Civil Society Organizations, Red Cross and Red Cresent, and Academia. It will mainly benefit individuals programmatically and operationally involved in the response. iMMAP will work with the UNOCHA Yobe Sub Office and the sector coordinators to identify participants for this round of training.

**How is the training of benefit to me?**
It’s of benefit because it will improve your capacity to access and use information for analysis and decision-making through strengthened data collection, processing, interpretation, presentation and dissemination. The training will be tailored in such a way to ensure you are working with complementary datasets, baselines and data that is fit for purpose. It will also help you to appreciate that data collected during emergencies also benefits early recovery, recovery, and preparedness. This is particularly essential, given that you might be get engaged in activities that span these phases.

**How will the training be delivered?**
Through a mix of approaches—including lectures and presentations, group discussions and group presentations. Coaching and mentorship, one-on-one hands-on support will be central. Session handouts will be shared too. Practical skills will be imparted through simulations and roleplays. Participants will have the opportunity to seek clarity on specific aspects of the training through Q&A sessions throughout the training.

**Do I have to attend all the modules?**
You don’t have to attend the modules that you believe you have already mastered. You’re however encouraged to communicate this preference early enough.

**What will be provided at the training?**
iMMAP will meet the cost of meals and refreshments throughout the training. iMMAP will provide essential stationery, including pens, notebooks, a folder and handouts. iMMAP will also ensure that a reliable wireless internet connection is available at the training venue.

**What is expected of me, as a participant?**
You are required come with a laptop computer each, a charged smartphone or tablet. You’re also expected to meet the cost of travel to and from the training venue.

**Will a certificate be awarded at the end?**
iMMAP and the UN OCHA Information Management Unit will award certificates of attendance to participants who do not only attend, but participate in individual and group activities.

**Any further reading about this training?**
- IM Capacity Building Needs Assessment, February 2018
- IM Capacity Building Priority Topics, Phase I, 2018
- Report on Round I, IM Training and Capacity Building activities, 26-30 March 2018, Maiduguri, Borno State
- Report on Round II, IM Training and Capacity Building activities, 16-20 April 2018, Maiduguri, Borno State
- Report on Round III, IM Training and Capacity Building activities, 14-18 May 2018, Yola, Adamawa State

In case you have further questions about the training, please contact Richard Sennoga by email: rsennoga@immap.org
<table>
<thead>
<tr>
<th>Full Name</th>
<th>Gender</th>
<th>Organization</th>
<th>Designation</th>
<th>Tel. No.</th>
<th>Email</th>
</tr>
</thead>
</table>

This page is from the Humanitarian Information Management Training program by the National Open University of Nigeria, Damaturu Study Center, Damaturu—Yobe State, Nigeria.
Photograph and Publicity Consent and Release Form

I, ________________________, give iMMAP permission to use my name, likeness, image, voice, and/or appearance as such may be embodied in any pictures, photos, video recordings, audiotapes, digital images, and the like, taken or made during the training activities. I agree that iMMAP have complete ownership of such pictures, etc., including the entire copyright, and may use them for any purpose consistent with iMMAP’s humanitarian response support mission. These uses include, but are not limited to illustrations, bulletins, exhibitions, videotapes, reprints, reproductions, publications, advertisements, and any promotional or educational materials in any medium now known or later developed, including the Internet. I acknowledge that I will not receive any compensation, etc. for the use of such pictures, etc., and hereby release iMMAP and its agents and assigns from any (and all) claims which arise out of or are in any way connected with such use.

I have read and understood this consent and release.

I give my consent to iMMAP to use my name and likeness to promote iMMAP’s humanitarian response support activities, its fiscal agent, and/or their activities.

___________________________________________  __________________
signature        date

___________________________________________  __________________
parent / legal guardian (if age less than 18)     date

I do not give my consent to iMMAP to use my name and likeness to promote its humanitarian response support activities, its fiscal agent, and/or their activities.

___________________________________________  __________________
signature        date

___________________________________________  __________________
parent / legal guardian (if age 17)              date
Daily Evaluation—Humanitarian Information Management Training  
Damaturu—Yobe State, Nigeria, 13 July 2018  
DAY V—Query Builder and Map Formatting with the QGIS Composer

The purpose of this evaluation is to collect your opinions about this training. The feedback will help to improve future training. Thanks for your participation. Please select the rating for based on the following criteria: [4 = Excellent  3 = Good  2 = Average  1 = Poor]

A. Please rate the facilitator(s) on the following:
1. Knowledge of the subject matter.   □4 □3 □2 □1
2. Ability to explain and illustrate concepts.   □4 □3 □2 □1
3. Ability to answer questions completely.   □4 □3 □2 □1

B: Please rate the content and structure of the training:
4. Usefulness of the training materials   □4 □3 □2 □1
5. Structure of the training sessions   □4 □3 □2 □1
6. Pace of the training sessions.   □4 □3 □2 □1
7. Appropriateness of the training venue   □4 □3 □2 □1

Request for Consent: iMMAP may be interested in quoting your response in meetings, information materials, progress/advocacy reports, or in publications on humanitarian response. We'll not quote your response without your consent. Kindly provide your name and signature if you grant iMMAP permission to quote any one of your responses below:

Name:…………………………………. Date: ……………... Signature: ………………

8. What did the trainers do well?
……………………………………………………………………………………………………………….
……………………………………………………………………………………………………………….
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9. What did you like most about the training?
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10. What would you like to see improved upon?
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Impact Monitoring Survey - Humanitarian Information Management Training and Capacity Building, Nigeria

The purpose of this short, eleven-question survey is to assess the impact of the skills and knowledge that you, our past training participant have gained as a result of the training and capacity building activities iMMAP and UNOCHA extended to you. We would also like to know what skills you have been able to utilize in your work. As iMMAP plans for the next phases of training, your input is particularly important. This survey should not take more than ten minutes of your time. The feedback will inform the training activities planned for the near future.

Gender

- Male
- Female

State(s) of operation

*In case your operations span more than one state, please select all that apply.*

- Abuja FCT
- Adamawa
- Bauchi
- Borno
- Gombe
- Taraba
- Yobe

Organization type

*Please select the type that best describes your organization*

- Government
- UN Agency
- Red Cross/Red Crescent
- International NGO
- National NGO
- Academia
- Civil Society
- Private Sector
- Research Organization
Under which sector(s) or sub-sector(s) are you responding?

*Select all the sectors/sub-sectors that apply to you.

- [ ] CCCM, Shelter/NFI
- [ ] Protection
- [ ] Child Protection
- [ ] Gender-Based Violence
- [ ] Education
- [ ] Food Security
- [ ] Health
- [ ] Logistics
- [ ] Nutrition
- [ ] Water, Sanitation and Hygiene
- [ ] Multi Sector

Which training round did you attend?

- [ ] Round I, March 2018, Maiduguri, Borno State
- [ ] Round II, April 2018, Maiduguri, Borno State
- [ ] Round III, May 2018, Yola, Adamawa State
- [ ] Round IV, July 2018, Damaturu, Yobe State

1. Please rate your level of satisfaction with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The nomination process was done satisfactorily</td>
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<td></td>
</tr>
<tr>
<td>The pre-training communications were satisfactory</td>
<td></td>
<td></td>
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<tr>
<td>The training expectations were captured and addressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-training feedback was captured/acted upon though out the training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The training presentations/reference materials were shared satisfactory</td>
<td></td>
<td></td>
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<tr>
<td>The post-training engagement was satisfactory-photos and the report</td>
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<tr>
<td>------------------------------------------------------------------</td>
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<tr>
<td>The trainers provided the necessary assistance during the training</td>
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<td></td>
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<tr>
<td>I was supported to effectively utilize technology during the training</td>
<td></td>
<td></td>
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<tr>
<td>1b) Is there a way this process could be improved in future?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, maintain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1c) Please share your opinion on how to handle this process even better:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Please rate your level of agreement with the following statements:</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The training gave me motivation to research further into information management on my own</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The training increased my knowledge of humanitarian information management activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I now understand the humanitarian principles better - as applicable to the work I do</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The training was an eye-opener and gave me motivation to research further in the field</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The training gave me the confidence to pursue other information management methods, tools and techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

https://kobo.humanitarianresponse.info/#/forms/aSxQeD2JCf0XgXS2WPNSHejc/edit
3. Please rate your level of agreement with the following aspects after the training:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Maybe later</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was able to apply the knowledge/skills from the training to my work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I continue to use the knowledge/skills learnt from the training in my current work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I increased my ability to continue to research and to the knowledge I learnt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learned new, improved ways to communicate with networks within my field of expertise</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3a) Have you produced IM products (maps, info-graphics or assessment reports) using the skills learnt?  
- Yes
- No

3b) What kind of products? Please describe them in brief below

4. Please rate your level of agreement with the following aspects after the training:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Maybe later</th>
</tr>
</thead>
<tbody>
<tr>
<td>I work more effectively and efficiently as a result of the training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I increased my competency and confidence in my work as a result of the training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The training has since enabled me to perform better at work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The networks made during the training have enabled me to improve my knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have trained others in my organisation using some of the knowledge/skills I learnt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>My supervisor assigned me tasks which require the new skills I acquired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is an improved flow of information within the organisation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Please rate your level of agreement with the following aspects after the training:</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>The training had no impact on my work situation at all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The skills I learnt enabled me to move to another organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The training motivated me to participate in other training activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My new level of skill/knowledge has been recognized by my employer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Are there specific training topics you would like repeated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>6a) Please list down any two aspects you would like repeated in future trainings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Are there new areas of capacity building you'd like addressed in the near future?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>7a) Please list down the areas of capacity building that you would like addressed in future.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Have you been able to receive information management products through the OCHA Nigeria mailing list?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>8a) Now that you've not been receiving them, please type your name and email address below:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Overall, how would you rate the usefulness of this training?

- Very useful
- Useful
- Fairly useful
- Not useful

10. Given the opportunity, are there aspects for which you would need one-on-one support?

- Yes
- No

10a) Given your choice above, please provide your name, and email address below:

11. Are there colleagues in your organization that you believe would benefit from this kind of training?

- Yes
- No

11a) Given your choice above, please provide their names, titles and email addresses