KNOWLEDGE TRANSFERT EXPERIENCE

How can we measure the impact of training through Distance Learning?

EUCEN 2015- Dr. Edith Favoreu

Joint centre, inter-faculties

Partnership with Humanitarian Organisations

Post-graduate: Middle managers

Professionalisation of the Humanitarian sector

9 diplomas: MAS- DAS- CAS

More than 15 Thematic Seminars

Accredited programme (European credits transfer system ECTS)

Modularity- flexibility

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CERAH Teaching at a glance

MAS - HUMANITARIAN ACTION | 60 ECTS CREDITS

DISSERTATION | 10 ECTS

CAS | 10 ECTS People Management in Humanitarian Settings

CAS | 10 ECTS Legal Environment of Humanitarian Action

CAS | 10 ECTS Health in Humanitarian Emergencies

CAS | 10 ECTS Designing Strategies and Projects for Humanitarian Action

CAS | 10 ECTS Communication and Advocacy for Humanitarian Action

CAS | 10 ECTS Disaster Management

DAS | 30 ECTS

(1) History of Humanitarism
Geopolitics of Humanitarian Action in Conflict
Humanitarian Action: Legal Issues
Values, Ethics and Dilemmas in Humanitarian Action
Research Methods: Getting Started

(3) Communication and Negotiation
Emergency and Development
Vulnerabilities: Evolving Concepts and New Challenges
Future Dilemmas and Conclusion

(2) The Political Economy of Humanitarian Crises
The Sociology of Actors in Humanitarian Settings
Health: a Central Issue in Humanitarian Action
Intercultural and Anthropology Aspects of Humanitarian Action

TS | 2 ECTS

Advocacy for Humanitarian Projects in Health
Project Cycle Management
Management, Leadership and Coaching
Team Management
Values, Ethics and Dilemmas in Humanitarian Action
Intercultural and Anthropological Aspects of Humanitarian Action
Communication and Negotiation in Humanitarian Settings

MASTER OF ADVANCED STUDIES (MAS) IN HUMANITARIAN ACTION
3-month core curriculum on the theory and fundamental questions of humanitarian action (September-December)
Research methodology (January)
Two elective courses on a specific subject of the student's choice (CAS, February-May)
Dissertation to hand over in June or August
The MAS can be completed in 1-3 years.

DIPLOMA OF ADVANCED STUDIES (DAS) IN HUMANITARIAN ACTION
4 months-long course taught full-time on humanitarian concepts, contemporary challenges to humanitarian practice including research methodology (September-December) and research work to hand over in January.

CERTIFICATES OF ADVANCED STUDIES (CAS) IN HUMANITARIAN ACTION
7 week residential / 7 months distance learning programme of intensive courses on six specific subjects.

THEMATIC SEMINARS (TS)
One-week intensive courses on a number of relevant topics of humanitarian action. Each seminar uses case studies, while encouraging participants to draw upon own experiences.

Pluri and-or Interdisciplinary

Conceptual, Theoretical and Practical

Descriptive, Analytic, Comparative and Prospective

Interactive and Highly participatory «savoir-être» and content

Transmissive

Reflexive

Collaborative

Constructive
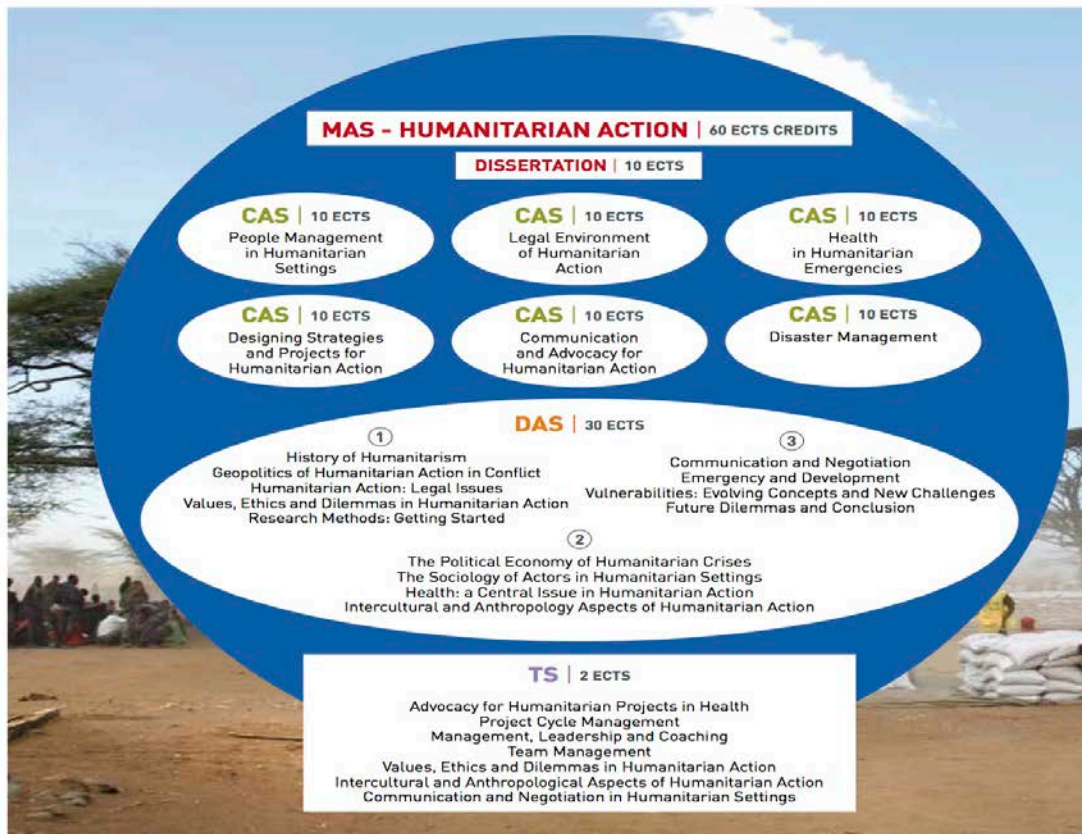
CERAH, a Joint Centre of

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GRADUATE INSTITUTE OF INTERNATIONAL AND DEVELOPMENT STUDIES

UNIVERSITÉ DE GENÈVE

HUMANITARIAN DISTANCE LEARNING (HDL)

- To increase **access** to training, in particular for national staff

- **To circumvent obstacles for students** to join the Geneva-based training programme (visa problems, high living costs, absence from work)

- To allow students **to learn from their working context**

- To emphasise **learning and knowledge transfer**

- To further increase **flexibility**

- To allow **integration in the human resource strategy** of partner humanitarian organisations

=Trial prototypes developed in partnership

3 prototypes

People Management in Humanitarian Settings	Designing Strategies and Projects for Humanitarian Action	Humanitarian Communication
MEDECINS SANS FRONTIERES / ÄRZTE OHNE GRENZEN	**MEDECINS SANS FRONTIERES / ÄRZTE OHNE GRENZEN** — NGO Management Association Switzerland — u.r.d. urgence réhabilitation développement	**UNIVERSITÉ DE GENÈVE**
Blended learning CAS (Diploma): 10 ECTS	Blended learning CAS (Diploma): 15 ECTS	Distance learning- No credits **MOOC**
7 weeks 3 Distance Learning weeks 4 Residential weeks (Geneva)	8 Months 3 months Distance Learning 2 Residential weeks/Uganda 4 Month elective courses + Design and implementation of a plan of action + coaching	5 weeks 3 transmitive 2 collaborative
MOODLE UNIGE	MOODLE UNIGE Other partners' platform	COURSERA
• Middle managers or HR professionals • With at least 2-3 years of experiences in the sector	• **Humanitarian middle or senior managers** • **With at least 2-3 years of experience as project manager or above functions** • **Currently employed as project manager or above functions**	• Persons working in humanitarian contexts/taking part in humanitarian responses: professionals, volunteers, population affected by crises, journalists
2015: 12 students Max number: 20 Fees: 5,000 CHF	2015: 14 students Max number: 25 Fees: 6,000 CHF	Unlimited number of students Fees: free 2000 learners registered 1084 have visited the course 8,5% certificate of accomplishment
3 Editions	**1 Edition**	**1 Edition**

3 prototypes

Cas People Management in Humanitarian Settings	Cas Designing Strategies and Projects for Humanitarian Action	Humanitarian Communication
		MOOC
• Blended learning • Analysis of the learning context • Reflexive analysis • Interactive forum • Personalised pedagogical support (skype) • Collaborative work • Peer support • Plan of action (design) • Community of practice • Partnership with MSF	• **<u>Elements déveloped in the CAS PM +</u>** • 15 partners: Co-conceptualisation/ co-scenarisation/ co-utilisation • Partnership: Interface change • Individualised training • Personalised learning/training path • Decentralised residential sessions- Uganda • Designing and implementation of a plan of action in the working situation • Pedagogical Coaching • Evaluation of the knowledge transfer into competences	• Interactive forum • Peer assessment • Group facilitation • Re-usable learning materials

# How can we enhance the capacity of humanitarian actors …and have an impact on its working situation?

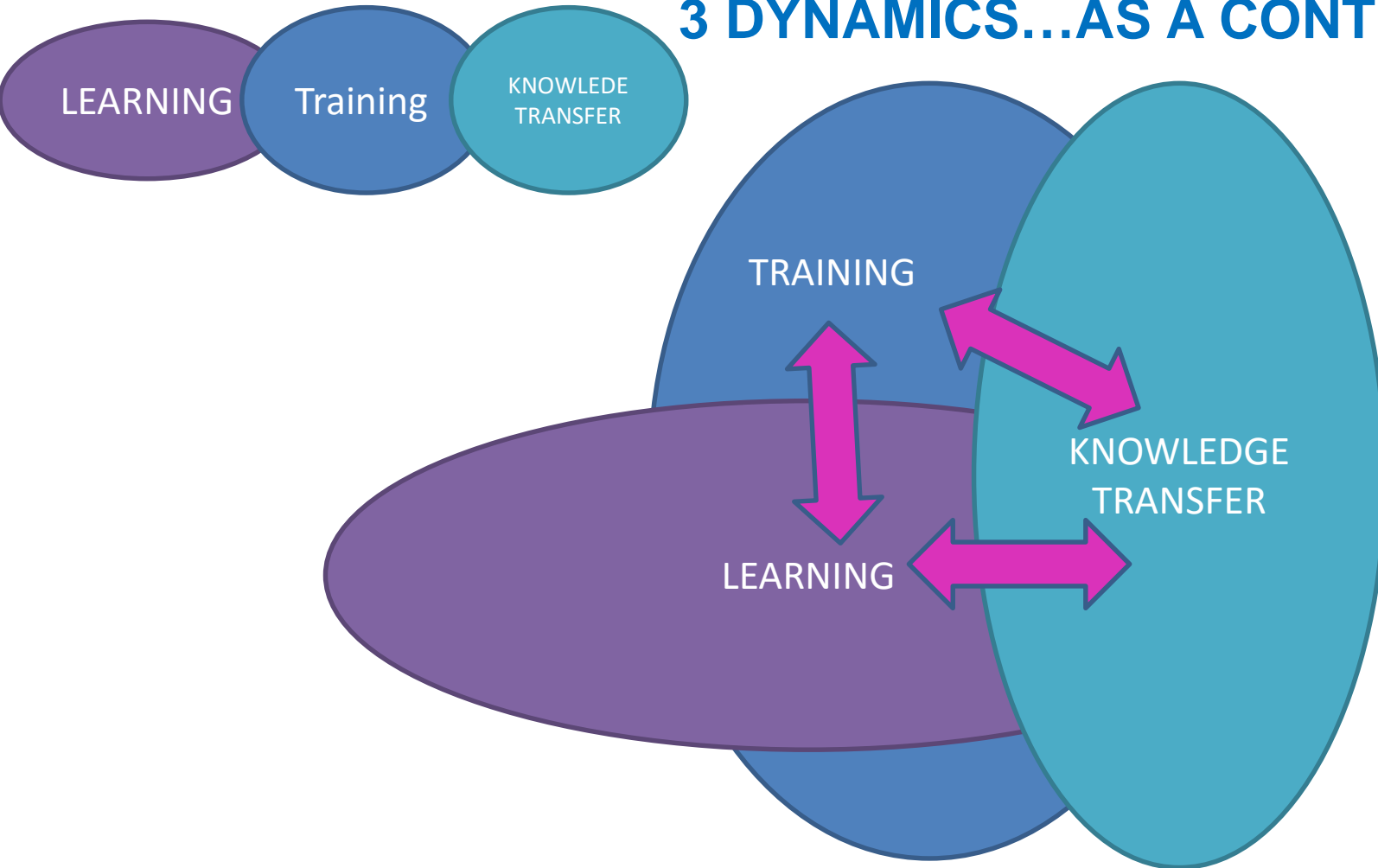## …. Through distance learning?

Our hypothesis:

- *Integrating the learning process in everyday professional practice*

- *Working on concrete and real solving problem scenario as a pedagogical activity*

- *Developing a program based on the inter-modalities*

= Allow the direct transfer of knowledge and skills acquired into competencies

*= Have impact on other elements (team-organisation-project/program-context)*
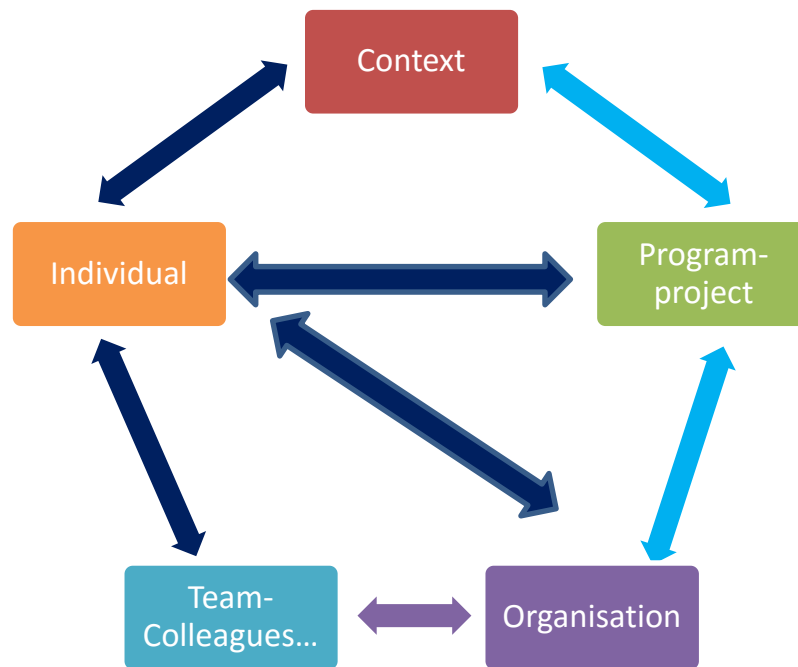
In the pedagogical design
3 DYNAMICS…AS A CONTIGUUM

LEARNING   Training   KNOWLEDE TRANSFER

TRAINING

KNOWLEDGE TRANSFER

LEARNING

- *The learning process itself* is based on courses on the key stakes related to the topic (compulsory and elective)
  - *For each course (62)*
  - ➤ E-learning capsules, readings, videos, exercises
  - ➤ reflexive analysis on the students working reality (context, organisation, projects)
  - ➤ collaborative case studies
  - ➤ sharing of experiences, issues and lessons through the forum
  - *- Courses articulation and integration into working reality*
  - ➤ design of a plan of action
  - ➤ peer review and challenge
  - ➤ PoA implementation in their specific context
  - ➤ final reflexive analysis on the lessons learned from PoA implementation and next steps

- *The reflection on the learning process* is done by the participant through
  - ➤ self-assessment of competencies
  - ➤ self-analysis of the knowledge acquired, the skills applied, the analysis done, and its impact on the working situation
  - ➤ self-analysis of behaviour changes
  - ➤ self-definition of the training path within the CAS including selection of elective courses
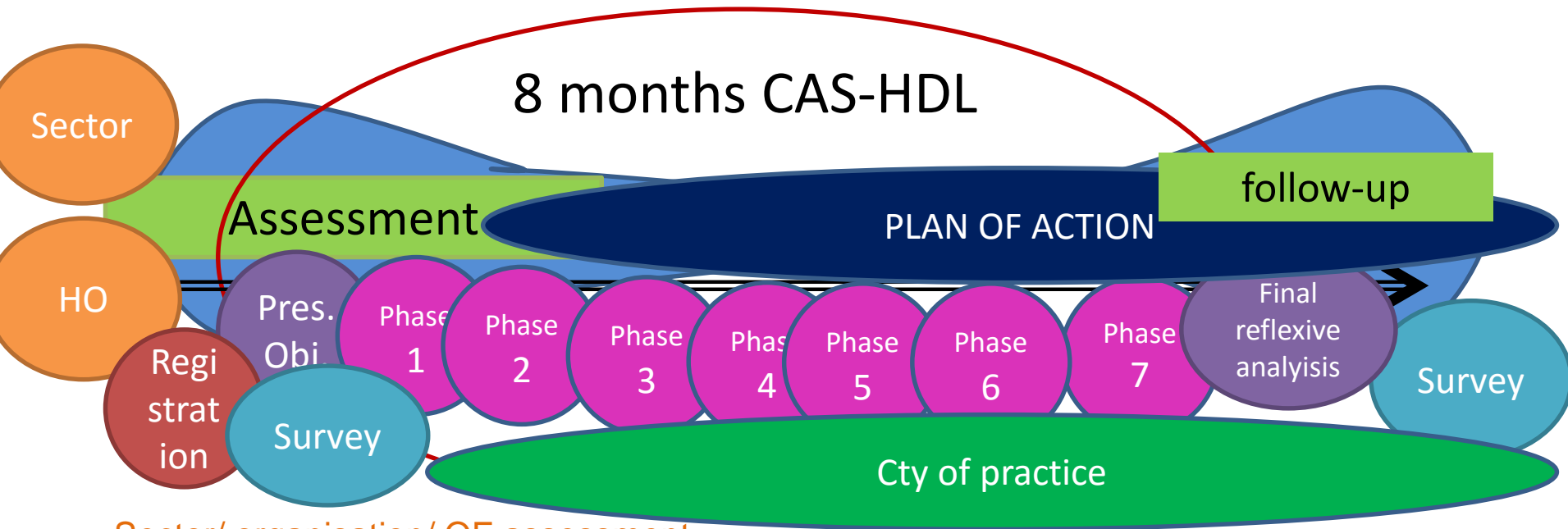 - ➤ and self-reflection on "being a learner".

Assessment

Training

Follow-up /post-course evaluation

8 months CAS-HDL

Assessment

follow-up
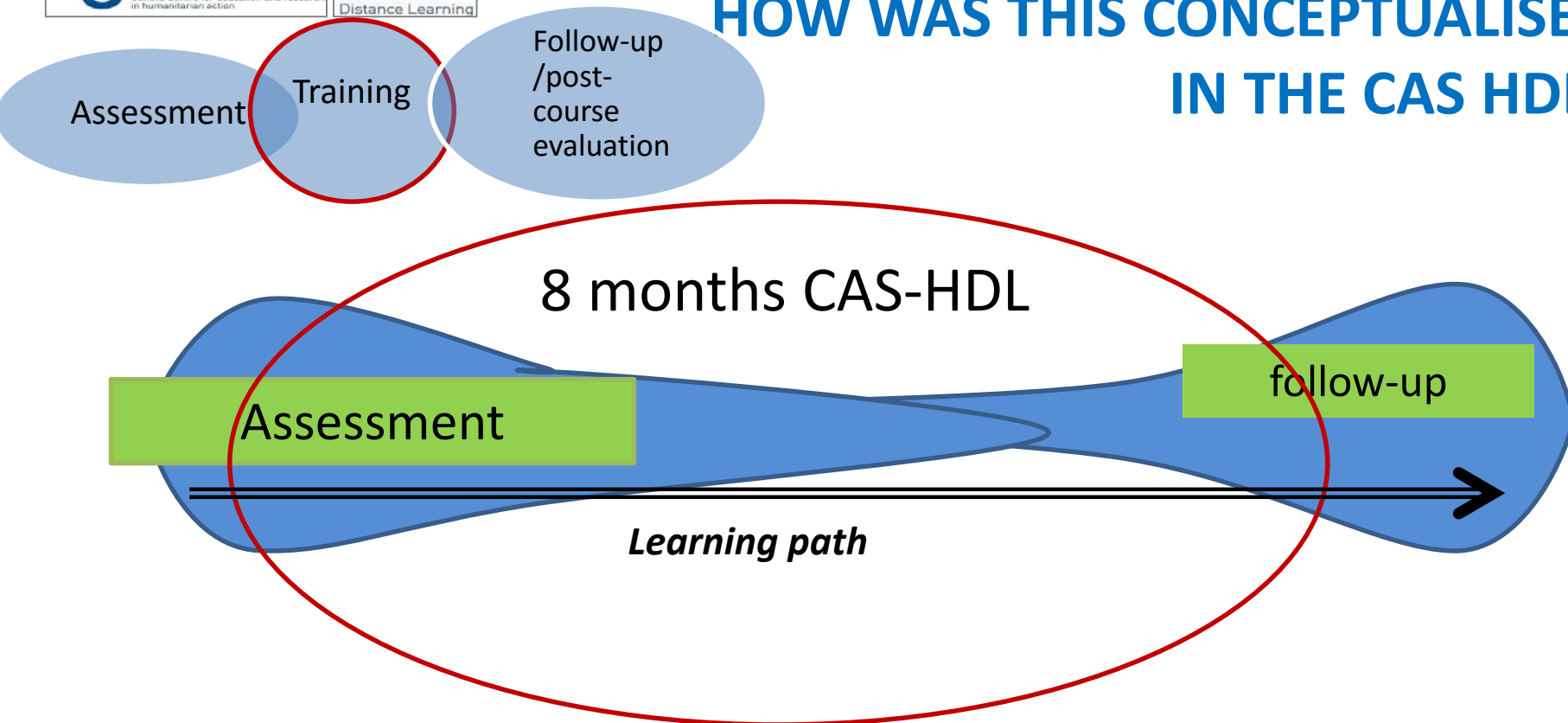
Learning path

Integration of the three dynamics

- Assessment: pre-during-post training
- Follow up: integrated throughout the training
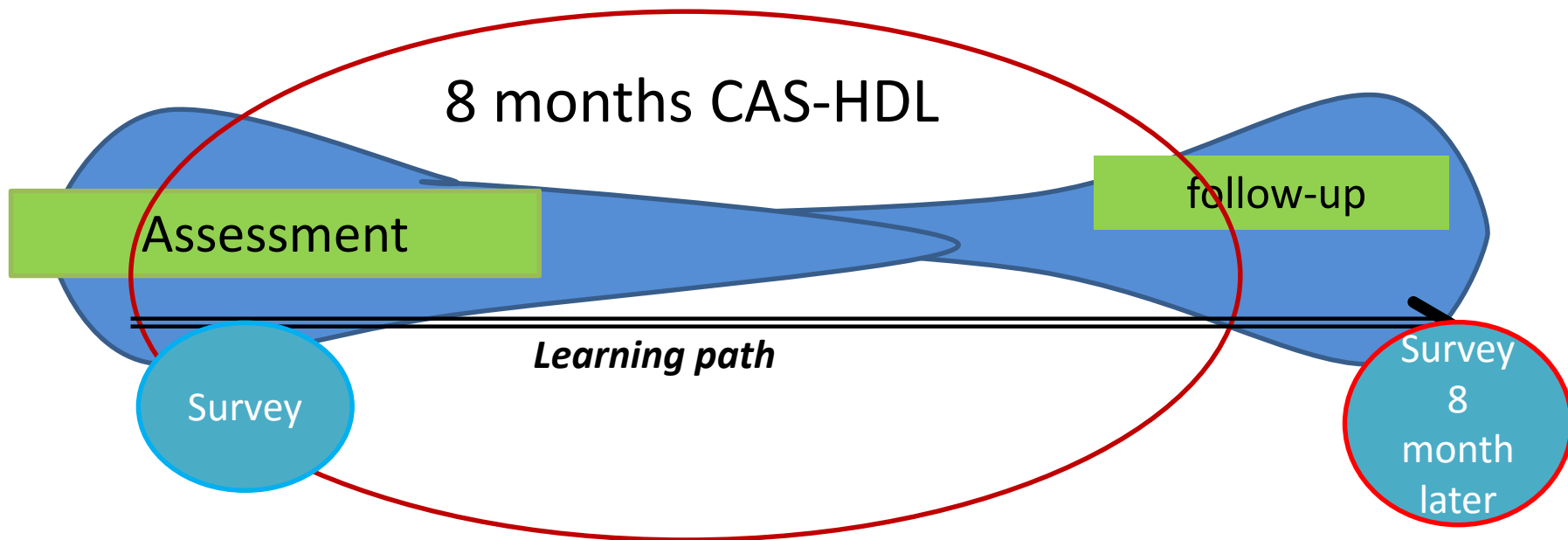- Assessment and follow up articulated during the training

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HDL
Humanitarian
Distance Learning

8 months CAS-HDL

Sector

HO

Assessment

PLAN OF ACTION

follow-up

Regi stration

Pres. Obj.

Phase 1

Phase 2

Phase 3

Phase 4

Phase 5

Phase 6

Phase 7

Final reflexive analyisis

Survey

Survey

Cty of practice

- Sector/ organisation/ QF assessment
- The registration form
- The survey on their learning environment
- The forum (presentation-expectation)
- Their individual training/learning path
- Their individual and collective production
- The individual appointment (skype+ Uganda)

- The design and implementation of plan of action
- The peer to peer challenge
- The collective meeting (Skype)
- The final reflexive analysis
- The community of practice
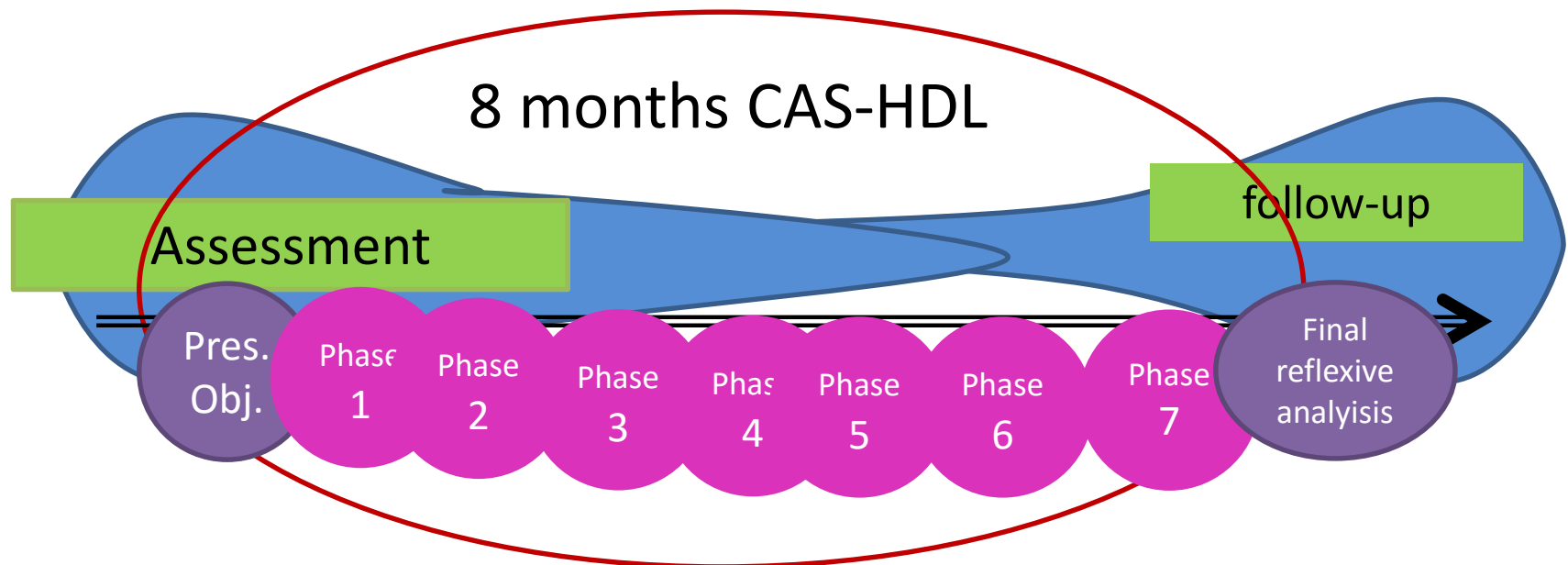- The survey 8 month after

SURVEY " LEARNING CONTEXT"

8 months CAS-HDL

Assessment

follow-up

Learning path

Survey

Survey 8 month later

Technological environment

Computer literacy

Professional environment

Learning environment

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Distance Learning

LEARNING PATH
INDIVIDUAL DOCUMENT

8 months CAS-HDL

Assessment

follow-up

Pres. Obj.

Phase 1

Phase 2

Phase 3

Phase 4

Phase 5

Phase 6

Phase 7

Final reflexive analyisis

Assess your competencies, needs and achievements
Register your personal thoughts, questions, various
 links that come to your mind during the learning
sequences
Reflect on your experience and practice
Review your working reality
Define your training path
Reflect on your learning journey

Final reflexive analysis on Learning Process:

What has happened during the 8 months, from my
first training path to now
Reflect on what I did using content from the course
(what does this refer to? What did I mobilise etc).

PLAN OF ACTION / COACHING SUPPORT

8 months CAS-HDL

Assessment

follow-up
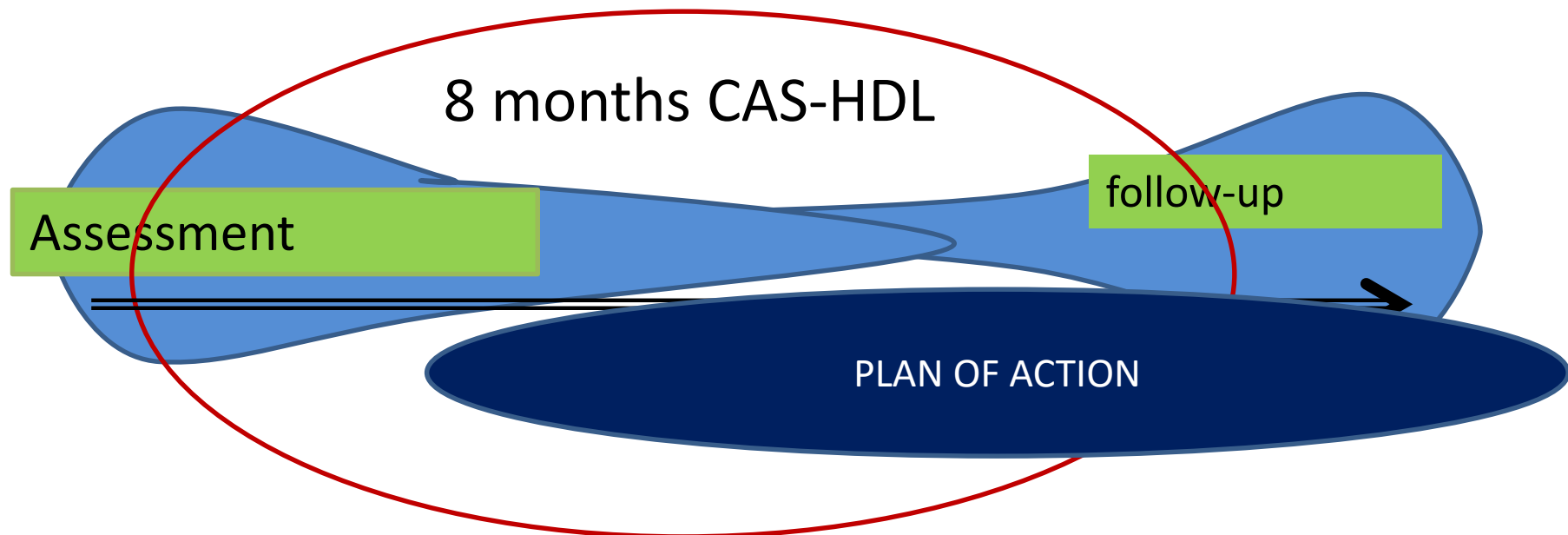
PLAN OF ACTION

- Based on their reality, problems/issues, and then their objective (which does not necessarily end with the CAS), define a plan of action: "What you can do in the frame of the CAS and what will remain to be done after if relevant "

- Challenge their respective PoA with a peer and review it

- Reflect on which learning they put into practice in their day-to-day work during the 4 months (meaning the implementation of your plan of action) of coaching

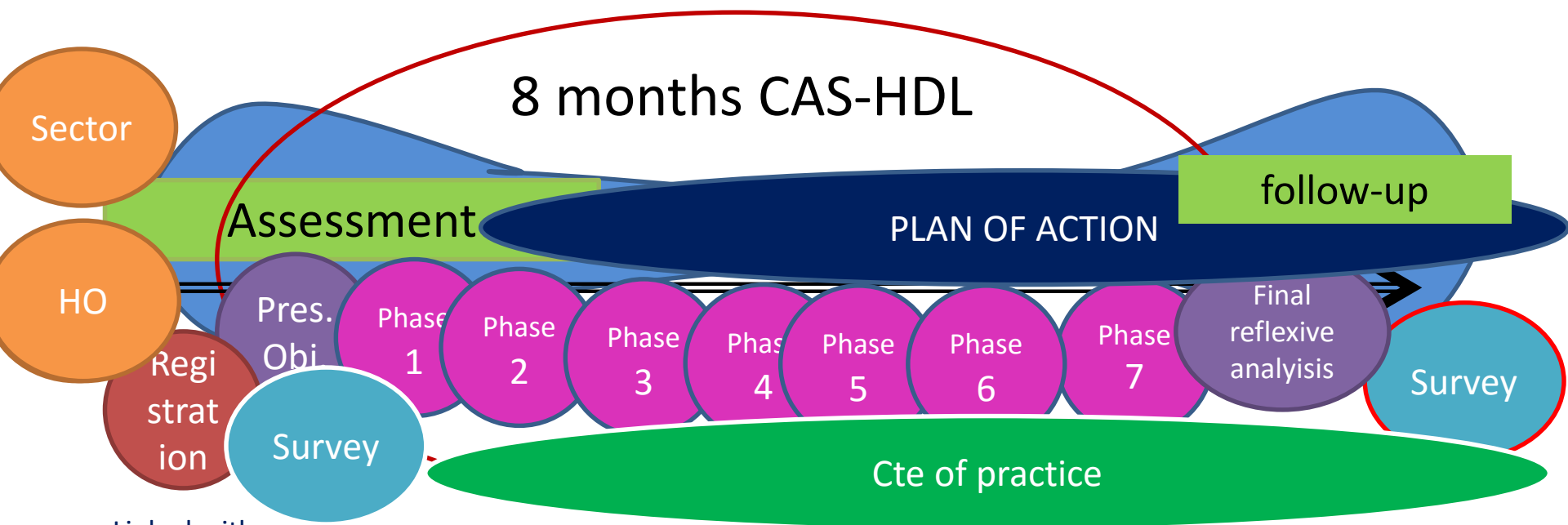- Final reflexive analysis on the implementation of the plan of action

= Pedagogical coaching

COMMUNITY OF PRACTICE

8 months CAS-HDL

Assessment

follow-up
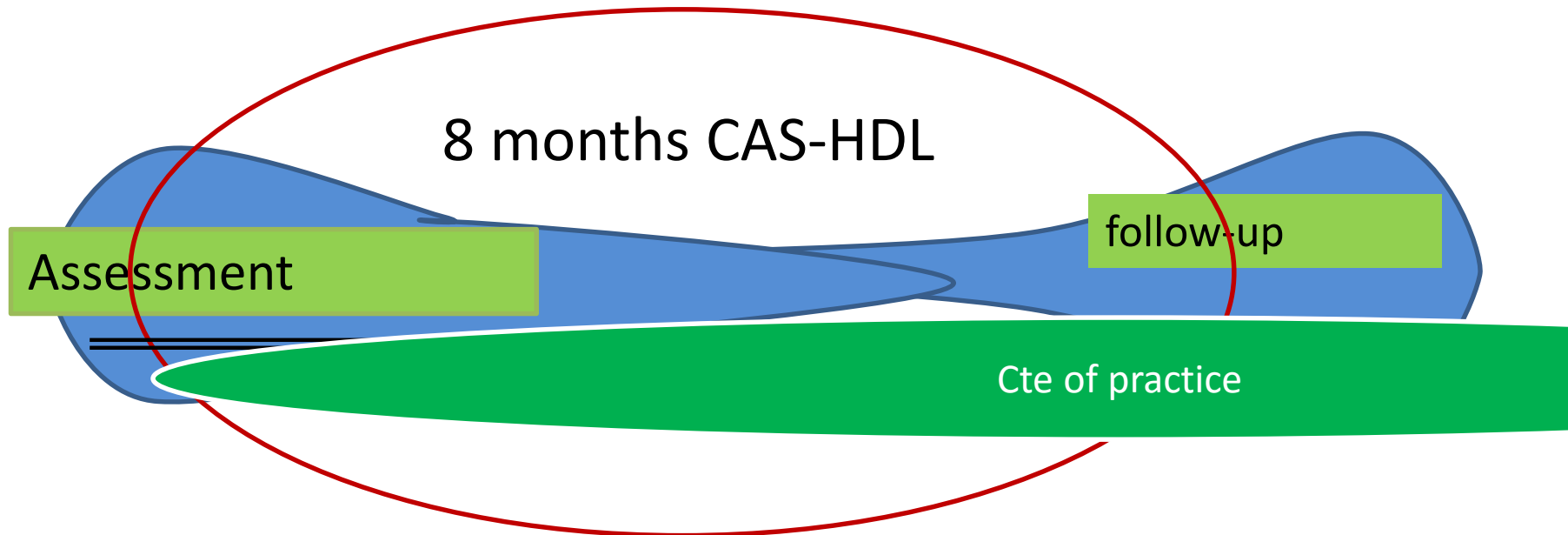
Cte of practice

- The idea of a community of practice "post-course" was proposed at the beginning of the course
- Was formed during the training process
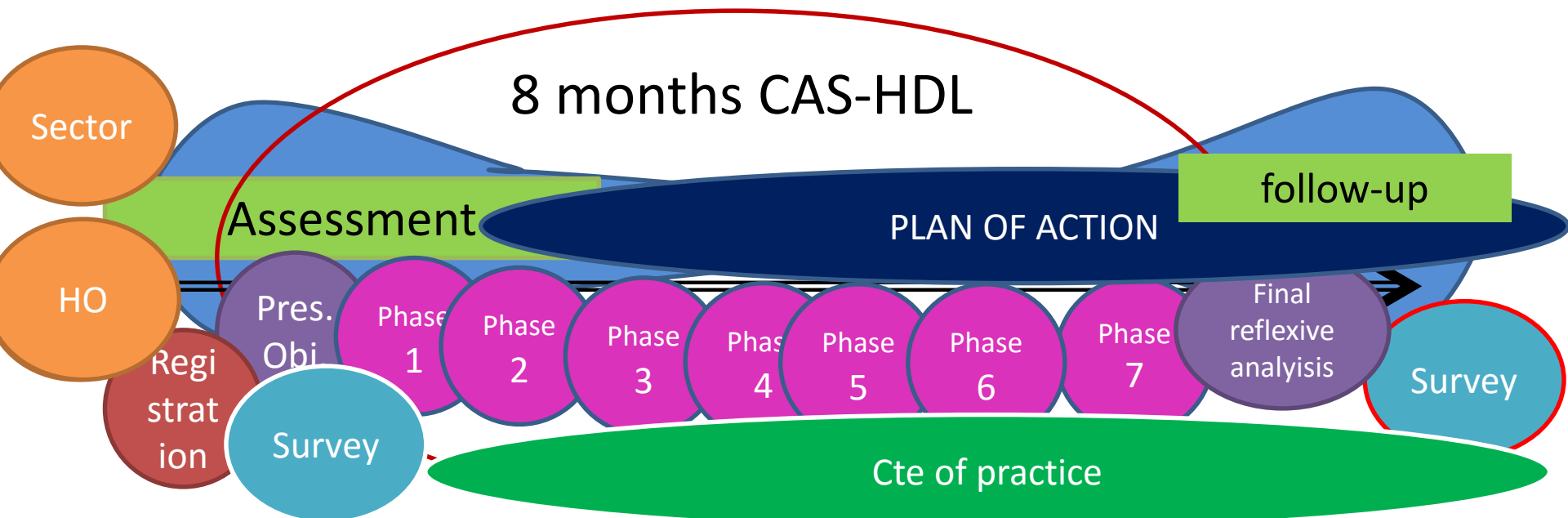- It is active since the end of the course (April 2015)

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HDL
Humanitarian
Distance Learning

8 months CAS-HDL

Sector

HO

Assessment

PLAN OF ACTION

follow-up

Regi strat ion

Pres. Obi

Survey

Phase 1

Phase 2

Phase 3

Phas 4

Phase 5

Phase 6

Phase 7

Final reflexive analyisis

Survey

Cte of practice

Linked with
- needs of the sector/organisation
- + Expectations
- + Survey
- +Learning objectives
- + Learning path
- + community of practice
- + Professional situation and its evolution
- + results from the plan of action 8 months after end of course
- +…

SURVEY " 8 MONTH AFTER" + individual+ interview " 8+8"

8 months CAS-HDL

Sector
HO
Registration
Survey
Pres. Obj
Assessment
Phase 1
Phase 2
Phase 3
Phase 4
Phase 5
Phase 6
Phase 7
PLAN OF ACTION
Final reflexive analyisis
follow-up
Survey
Cte of practice

Review my learning process and the knowledge transfer 8 month after the end of the CAS, 16 month after the beginning of the CAS

➢ What did I apply from what I learned?
➢ What did I continue to use from when I started implementing during the course?
➢ What do I do differently, better or not anymore?
➢ What do I not apply and why? (e.g. working environment does not allow using this competency)
➢ What are my new learning needs?
➢ How did I learn better during and after the CAS?
➢ Which element of the CAS helped me better to learn what I have learned?

- Based on hypothesis
- Both **qualitative** (interviews, document analysis, and direct observations) and **quantitative** (pre-survey, end-of-session survey and follow-up questionnaires)
- 3 years research action project

Research first "results"

- **Participants perceived** that, because of the training, they were strengthened their ability to design and adapt humanitarian strategies and projects in line with the specificities of their context.

- **Favourable conditions for knowledge transfer**:
  - *Individual conditions*
  - *Organisational:*
    - Implication of the management
    - Team sharing
    - Space to apply the learning
  - *Cumulative Inter- modality in the training design*
    - **Pedagogical approaches:** Transmissive- Reflexive- Collaborative- Constructive/Prospective
    - **Pedagogical techniques:** self learning, collective learning, classical course, case studies….
    - **Pedagogical technical support: videos, e-learning capsule, serious game…**
    - **Pedagogical tutoring:** facilitator, expert, coach…

OUR QUESTIONS

- WHAT IS REALLY MEASURABLE?

- WHAT COULD BE THE ADDED VALUE OF THE THEORY OF CHANGE...FOR THE PEDAGOGICAL ASSESSMENT?

- HOW COULD WE ENGAGE THE MANAGEMENT ?

- HOW DO WE TO HAVE INTERPRET THE CHANGES?
  – FROM INDIVIDUALS PERSPECTIVE?
  – FROM TRAINERS PERSPECTIVE?
  – FROM ORGANISATION PERSPECTIVE?
  – FROM AFFECTED POPULATION PERSPECTIVE?

Thank you!

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