ASIA PACIFIC
TRAINING REVIEW

IFRC · American Red Cross · Australian Red Cross · 香港紅十字會 HONG KONG RED CROSS 中國紅十字會分會 Branch of the Red Cross Society of China · Røde Kors · DANISH RED CROSS

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- Shao Liew Salimzi (IFRC Secretariat, Asia Pacific regional office – Planning, Monitoring, Evaluation, Reporting and Quality Assurance unit)
- Dato' Ganesh Navaratnam (IFRC Secretariat Asia Pacific regional office – Disasters, Climate and Crises unit)
- Karen Ngooi (American Red Cross)
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Their collective input shaped the review framework, guided the assessment of training relevance, quality, and outcomes, and strengthened the practicality of the findings and recommendations.

The review also benefited from the guidance and oversight of the review management team from the IFRC Secretariat, American Red Cross, Danish Red Cross, and German Red Cross. The management team provided oversight, guidance, and critical reflection at key stages of the process, helping to ensure coherence, balance, and alignment with institutional priorities.

Appreciation is further extended to colleagues across the IFRC Network, including Asia Pacific National Societies, who participated in surveys, interviews and discussions, and who shared candid reflections on their training experiences. Their inputs were essential in building an evidence base that reflects not only on training delivery and content, but how learning was experienced and applied.

Together, these contributions have supported a review that provides a solid foundation for strengthening the design, delivery, and follow-up of future training and learning initiatives across the Asia Pacific region.

List of Acronyms and Abbreviations

Acronym	Full term
AP	Asia Pacific
CAP	Coordination, Assessment and Planning Training
DCC	Disasters, Climate and Crises
EWASH	Emergency Water, Sanitation and Hygiene Training
ETL	Emergency Team Leader Training
FGD	Focus Group Discussion
FPC	Finite Population Correction
IFRC	International Federation of Red Cross and Red Crescent Societies
KII	Key Informant Interview
NS	National Society
PMER	Planning, Monitoring, Evaluation and Reporting
QA	Quality Assurance
RT	Review Team
WASH	Water, Sanitation and Hygiene

Contents

Executive Summary

In recent years, the IFRC Secretariat in Asia Pacific, supported by the IFRC membership, has delivered a wide range of trainings without a unified system to assess their quality, relevance, or results. This review consolidates those efforts for the first time, with the purpose of assessing the effectiveness, relevance and outcome/impact of selected trainings organized and provided by the IFRC Secretariat Asia Pacific regional office, including identifying areas for improvement and recommendations to enhance future training efforts.

METHODOLOGY

The review used a mixed-methods approach implemented across two phases covering training activities from 2023 to 2024. Phase 1 involved a mapping and desk review of 38 regional trainings and workshops delivered by IFRC Asia Pacific units in 2024, assessed against a standardized indicator framework. Phase 2 provided a deeper assessment of three emergency preparedness and response trainings, using the Kirkpatrick Model, aligned with the IFRC Framework for Evaluations, to assess reaction, learning, behaviour change, and results.

Data collection combined quantitative and qualitative sources. A structured online survey targeted 74 eligible participants, with 29 valid responses (39% response rate). This sample provided a ±10 percentage-point margin of error at an 85% confidence level. Qualitative data from key informant interviews and focus group discussions were triangulated against quantitative survey data, desk review and a mapping exercise.

KEY FINDINGS: PHASE 1

Phase 1 mapped 38 regional trainings/workshops conducted in 2024. The review found that most trainings were well-planned and documented, with 79% having objectives and session agendas and over 70% providing training materials, facilitator guides and attendance records. However, learning assessment remained weak: less than 34% conducted pre-post assessments, 39% collected participant feedback, 32% had debriefing or reflection, and 0% conducted participant follow-up.

KEY FINDINGS: PHASE 2

Level 1: Reaction (Participant Satisfaction)
Overall satisfaction was strong, with 85% of respondents satisfied or highly satisfied. Participants valued the quality of facilitation, relevant content, and participatory design, especially simulations and group exercises, with ETL and EWASH receiving the highest satisfaction. Challenges included limited time for reflection, compressed schedules, and some uncertainty about participant selection for some trainings.

Level 2: Learning (Knowledge and Skills Acquisition)
Learning outcomes were positive, with 75% reporting gains in new knowledge. Experiential and scenario-based methods strengthened practical skills, mirroring real processes and IFRC procedures. However, reliance on self-assessments and automatic certification made it difficult to objectively verify actual competency.

Level 3: Behaviour (Application of Learning)
Application of learning was moderate to positive, with 64% able to apply learning, supported by relevant content, self-confidence, and managerial backing; 93% felt confident performing tasks linked to the training. The main barrier was lack of post-training support (43% of mentions), including minimal follow-up, limited tools, and organizational constraints. Follow-up was widely viewed as needing improvement with 25% dissatisfied and 29% neutral due to the absence of mentoring, refresher sessions, or peer-learning platforms.

Level 4: Results (Organizational Impact)
All respondents agreed that trainings aligned with IFRC and National Society priorities. Most participants shared learning internally, and 68% agreed they improved team or departmental performance. Yet strengthened competencies did not translate into international deployments: 54% had not applied for surge deployments, while 25% were ultimately deployed. Barriers were mainly institutional rather than capability-related, and gender disparities were evident, with women less likely to apply for deployment or report influencing process and practices in their National Society.

Efficiency

Efficiency varied considerably and value-for-money was difficult to assess and compare due to inconsistent financial and outcomes data. Some training budgets included travel costs, while others did not. CAP was resource intensive with a high facilitator-to-participant ratio. ETL may have been more cost-efficient, but financial data excluded some flight costs. EWASH showed efficiency gains through hybrid delivery.

RECOMMENDATIONS MATRIX

Recommendations	Linked Findings	Responsible	Timeframe
1. Establish Systematic Measurement of Regional Training Outcomes Institutionalize a structured tool (e.g., regional training review survey) to measure outcomes, identify trends, and capture lessons for continuous improvement.	Post-training evaluations were conducted inconsistently, and results were not always systematically analyzed or used for learning.	IFRC secretariat with network support – Lead Global Surge Learning Team	Within 6 months
2. Ensure Follow-Up Support and Institutional Ownership Integrate structured follow-up mechanisms (mentoring, peer exchanges, refresher sessions) and link post-training engagement to HR systems and career pathways.	Post-training follow-up was limited, and linkages between individual learning and institutional staff development were not consistently established.	IFRC Network, including nominating National Societies	Within 1 year
3. Standardize a Competency-Based Participant Selection Process Apply transparent, competency-based selection and nomination procedures with pre-training assessments and manager-endorsed justifications. Ensure that competency-based selection using a scoring system is followed.	Selection criteria and processes existed but were not consistently adhered to or verified across trainings.	IFRC secretariat with Network support	Within 6 months
4. Develop a Regional Training Guideline and Checklist Create a standardized checklist of minimum quality requirements within 1 year, and a comprehensive regional training guideline/framework within 2 years to ensure consistent planning, delivery, documentation, and evaluation.	Training design and documentation practices varied across teams, with no unified framework or minimum quality standards.	IFRC secretariat with Network support	Checklist – within 1 year; Guideline – within 2 years
5. Adopt a Tiered Approach to Capacity Development Align trainings with the Surge Competency Framework using a tiered system to structure progression, assessment, and certification.	Some trainings were structured by competency level, but this approach was not applied consistently across all courses.	IFRC Network	Within 2 years
6. Strengthen Institutional Buy-In for Training Participation Include training ToR, selection criteria, and expected commitments in every call for nominations to ensure informed participation and follow-up.	National Society management participated in nominations but did not always take ownership of staff development and deployment after training.	IFRC Network including nominating National Societies	Within 6 months
7. Enhance and Formalize the Role of Learning Focal Points (LFPs) Define and formalize LFP roles to ensure consistent mentoring, coordination, and post-training support across regional trainings.	Learning Focal Point roles were defined but could be further expanded to improve their effectiveness and overall value to participants.	IFRC Network	Within 6 months

CONCLUSION

The way forward is clear. In the Asia Pacific, the IFRC must shift to a coherent regional learning and development model that sets common standards for training design, facilitation, follow-up, and outcome measurement. Structured learning pathways should be prioritized over one-off events. The Kirkpatrick Model can be used to build a consistent culture of measurement, and findings can be more easily consolidated and shared to strengthen regional training efforts of the IFRC Network.

Introduction

BACKGROUND

One of the key roles of the IFRC Secretariat is to strengthen National Societies' capacity to operationalize their strategic plans and meet international compliance and quality standards. Learning and development initiatives are key inputs to this strengthening, of which training, workshops, and capacity-building activities are an essential element. The IFRC Asia Pacific Regional Office has been actively facilitating various types of training for National Societies across the region. Following the COVID-19 pandemic, these trainings have been delivered in both virtual and in-person formats.

Currently, within the Secretariat system, there is no standardized practice or guidance for organizing training or workshops, nor are there established criteria to measure their outcomes and impact. The approach to training design, objectives, and methodologies is determined by individual organizing teams or colleagues. While some trainings include a learning component, others do not, and diverse methods for measuring feedback are applied.

Critically, there is no consolidated data to evaluate the effectiveness, utility and outcomes of these trainings. important information, such as how trainings are organized, who participates, follow-up actions, and the mid to longer-term outcomes of the sessions, is not systematically captured or analyzed. Before planning the next round of training for the coming year, it would be valuable to conduct a stocktake of training conducted in recent years. This would help assess their effectiveness, relevance, and outcome/impact, providing a foundation for improving the approach to future training initiatives.

In light of this, the IFRC secretariat's Asia Pacific Regional Office (APRO), with the support of Partner National Societies in the region, launched a two-phase review to strengthen its approach to training as a part of learning and development:

- **Phase 1** focused on a structured desk review of all regional trainings conducted in 2024, using a standardized indicator framework to assess whether critical elements have been incorporated in the preparation, implementation and follow-up of trainings and workshops.
- **Phase 2** utilized the Kirkpatrick Model, an internationally recognized framework for evaluating training effectiveness, to assess selected trainings focused on emergency response from 2023–2024 through the lens of participant experience and outcome. This includes assessing reaction, learning, practices, and results, while also examining efficiency and outcomes/impact.

The review aimed to inform the development of more systematic practices and guidance for future training initiatives, ensuring that investments in capacity-building are both evidence-based and outcome-driven. Building on the findings and recommendations from Phases 1 and 2, a potential Phase 3 will explore the development of an IFRC Learning and Development Framework to guide all learning and development initiatives.

REVIEW PURPOSE AND OBJECTIVES

The purpose of this training review was to assess the relevance, effectiveness and outcome/impact of the training organized and provided by the IFRC Secretariat Asia Pacific regional office, including identifying areas for improvement, and recommendations to enhance future training efforts.
In this review:

- **Relevance** refers to whether the training provided meets the needs of NSs and IFRC.
- **Effectiveness** refers to the quality and delivery of training initiatives.
- **Impact** refers to behaviour change and outcomes resulting from the learning events.

The Phase 1 training review findings are included in Annex. This report details findings and recommendations from Phase 2 of the training review.

Review Methodology

The training review used a mixed-methods approach across two phases, covering regional training and learning activities conducted between 2023 and 2024.

Preparation and Planning

A review team (RT) was convened to carry out the Asia Pacific Training Review. Members consisted of nine representatives from the IFRC secretariat Asia Pacific regional office planning, monitoring, evaluation, reporting and quality assurance (PMER & QA) unit, disaster, climate and crises (DCC) unit, as well participating National Societies: American, Australian, Danish, Hong Kong Red Cross branch of the Red Cross Society of China, and Norwegian Red Cross. The review team reports to a management team from the IFRC secretariat's regional office PMER & QA unit, Geneva secretariat's Surge learning and development coordinator, and American, Australian, Danish and German Red Cross Societies.

Analytical Framework

The review was guided by a structured analytical framework that linked review questions to the purpose, objectives, and evaluation criteria of the review, as outlined in the IFRC Framework for Evaluations: effectiveness, relevance, impact, and efficiency. These questions were mapped onto the Kirkpatrick four-level framework, which provided a coherent structure for assessing both participant and organizational level outcomes:

- **Level 1 (Reaction)**: Participant satisfaction with training experience.
- **Level 2 (Learning)**: Knowledge and skills acquisition during training.
- **Level 3 (Behaviour)**: Application of learning in workplace contexts.
- **Level 4 (Results)**: Organizational impact and deployment outcomes.

The Kirkpatrick Model is widely recognized as a gold standard for evaluating training outcomes within organizations (Nawaz & Khushnood[1], 2022; Arthur et al.[2], 2003). This framework ensured that all quantitative and qualitative data collected were systematically analyzed against clearly defined questions and performance dimensions.

Phase 1: Mapping of 2024 Regional Trainings

A structured mapping and desk review exercise was conducted on 38 classified regional training and workshop events delivered by the IFRC Secretariat Asia Pacific Regional Office units in 2024. Each event was assessed against a standardized indicator framework of 14 indicators, covering training design, delivery modality, and follow-up mechanisms. Data were analyzed and compared to identify common trends and variations in practice. The outcomes of phase one are annexed to the report.

Phase 2: Comprehensive Review of Selected Regional Trainings

Phase 2 focused on selected emergency preparedness and response trainings, which were based on consultations with the disaster, climate and crises unit:

1. Coordination, Assessment and Planning (CAP) Training – Nepal, June 2023
2. Emergency Team Leader (ETL) Training – Malaysia, October 2023
3. Emergency Water, Sanitation and Hygiene (EWASH) Training – Indonesia, October 2024

[1] Nawaz, Fahad, Wisal Ahmed, and Muhammad Khushnood. "Kirkpatrick Model and Training Effectiveness: A Meta-Analysis 1982 To 2021." Business & Economic Review 14.2 (2022): 35-50. DOI:10.22547/BER/14.2.2

[2] Arthur, Winfred, Jr., Winston Bennett, Jr., Pamela S. Edens, and Suzanne T. Bell. "Effectiveness of Training in Organizations: A Meta-Analysis of Design and Evaluation Features." Personnel Psychology 56.2 (2003): 234-256. DOI: 10.1037/0021-9010.88.2.234

The analysis combined quantitative and qualitative data collection methods, including structured online surveys, Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), and a supplementary desk review of available documentation.

1. Quantitative Data Collection and Sampling

A structured online survey was conducted using Kobo Toolbox to assess participant perceptions of relevance, effectiveness, and quality across the four Kirkpatrick levels. The survey covered CAP (34), ETL (15), and EWASH (25) participants, for a total eligible population of N = 74 after excluding invalid contacts. The sampling approach was implemented in two stages:

1. **Voluntary Sampling**: Participants were initially invited to complete the survey voluntarily through online distribution channels.
2. **Random Sampling**: To strengthen representation and increase response rates, a random sample of non-respondents was later drawn using Excel's RAND () function to ensure unbiased selection.

A total of 29 valid responses were received, yielding a 39% response rate. Assuming a conservative proportion (p = 0.5) and applying finite-population correction[3] (FPC). This sample provides a ±10 percentage-point margin of error at an 85% confidence level, calculated as:

$$e = z \times \sqrt{\frac{p(1-p)}{n} \times \frac{N-n}{N-1}}$$

where $z = 1.44$, $p = 0.5$, $n = 29$, and $N = 74$.

2. Qualitative Data Collection

Qualitative methods were applied to the ETL and CAP trainings; the EWASH training was excluded due to its late inclusion in the review process.

- **Purposive Sampling**: The review team did their best to ensure diversity among respondents.
- **Key Informant Interviews** (KIIs) were carried out online with seven facilitators and Learning Focal Points (LFPs).
- **Focus Group Discussions** (FGDs) were conducted online with nine participants from ETL and CAP trainings.

3. Data Analysis

Quantitative data from the participant survey were analyzed using descriptive statistics (including mean and standard deviation) to identify trends and measure variation in responses across the Kirkpatrick levels. Most of the responses were classified using Likert-scale thresholds. This allowed for clear identification of where participants expressed convergence or divergence in their views across different training dimensions. Qualitative data from key informant interviews (KIIs) and focus group discussions (FGDs) were thematically analyzed to explore experiences, perceptions, and contextual factors underlying the quantitative trends. Findings from the survey, interviews, FGDs, and desk review were triangulated to cross-validate evidence. The collaborative review process, anchored in participation from the multi-stakeholder review team and multi-source triangulation, strengthened the credibility and robustness of the findings.

Limitations of the Review

1. **Framework Limitations**: The Kirkpatrick model is a generic framework that may not fully capture IFRC-specific competencies or humanitarian operational contexts. This may impact construct validity, as the findings reflect general training effectiveness rather than outcomes explicitly aligned with the IFRC's strategic objectives.

[3] Finite population correction (FPC) is a statistical adjustment used when calculating the margin of error or sample size for surveys that draw respondents from a small, fixed population.

2. **Sample Size Constraints**: Data collection faced significant constraints due to personnel turnover, time zone differences across the Asia Pacific, and participant unavailability. Evaluating trainings that were conducted two years ago also contributed to the low participant availability. This resulted in smaller sample sizes than planned, which reduces statistical power.
3. **Timeline Lag**: The evaluation examines 2023 training events through 2025 data collection, creating a substantial time lag that affected recall accuracy and attribution of outcomes to the training. There was also substantial turnover, as after two years, some participants have left their respective National Societies and could not be contacted.
4. **Qualitative data limitations:** The qualitative depth of data is more prevalent for CAP and ETL. EWASH was included in the review at a later stage, which limited the ability to conduct key informant interviews and focus group discussions for this training. Quantitative data was, however, available across all three trainings.
5. **Mitigation Strategies**: The evaluation employed random sampling for quantitative data and purposive sampling for qualitative data to ensure maximum diversity among available participants and triangulated findings across multiple data sources where possible. Document review supplemented the quantitative and qualitative data collected.

Desk Review

Utilization of the Kirkpatrick Model for the Training Review

The Asia Pacific Training Review employed the Kirkpatrick Model because its four-level structure directly aligned with the review's purpose: assessing the relevance, effectiveness, and outcomes/impact of IFRC regional trainings, and identifying areas for improvement. The decision is further supported by strong evidence. Arthur et al. (2003)[4], a meta-analysis of 397 studies, reported medium to large effect sizes across reaction (d = 0.60), learning (d = 0.63), behaviour (d = 0.62), and results (d = 0.62), showing that training can be reliably assessed at each level. Nawaz et al. (2022)[5] confirmed the continued relevance of the model across four decades of research. Because the Kirkpatrick Model provides a clear, evidence-based framework that mirrors the review's analytic needs and IFRC's focus on competency development and behavioural outcomes, it offered the most suitable structure for guiding the Asia Pacific Training Review.

Training Documentation

Detailed desk review of all the selected trainings reviewed in Phase 2 is available in the Annex.

1. Coordination Assessment and Planning (CAP) Training, Nepal, 2023

The CAP Training in Nepal in 2023 was an eight-day capacity-building course delivered as part of IFRC Asia Pacific's post-COVID-19 efforts to strengthen surge capacity. The IFRC secretariat co-organized the training with British Red Cross and Australian Red Cross. It followed the established CAP methodology, using scenario-based and practical coordination and assessment exercises relevant to the regional context. Participants were selected through a rigorous multi-stakeholder process targeting individuals with significant disaster response experience and availability for deployment. The training formed part of a longer learning journey that includes online pre-learning, Learning Focal Point support, and a required four-week coordination mission. The desk review notes that consolidated effectiveness data for CAP courses from 2023 to 2024 is still under systematic review.

[4] Arthur, Winfred, Jr., Winston Bennett, Jr., Pamela S. Edens, and Suzanne T. Bell. "Effectiveness of Training in Organizations: A Meta-Analysis of Design and Evaluation Features." Personnel Psychology 56.2 (2003): 234-256. DOI: 10.1037/0021-9010.88.2.234

[5] Nawaz, Fahad, Wisal Ahmed, and Muhammad Khushnood. "Kirkpatrick Model and Training Effectiveness: A Meta-Analysis 1982 To 2021." Business & Economic Review 14.2 (2022): 35-50. DOI:10.22547/BER/14.2.2

2. Emergency Team Leader (ETL) Training, Malaysia, 2023

The ETL Training held in Kuala Lumpur in October 2023 was the first in the Asia Pacific region and aimed to strengthen operational leadership for disaster response. Jointly organized by IFRC secretariat and the Canadian Red Cross, with additional sponsorship from several National Societies, it brought together 25 participants with strong regional representation and gender balance. The training combined approximately 50 hours of online prerequisites with seven intensive in-person days, utilising facilitated sessions, role-plays, Learning Focal Point support, and daily feedback mechanisms. Participants rated the course highly, although the review highlights issues with Kobo data collection and limitations in venue and breakout spaces that affected delivery.

3. Asia Pacific Surge Training: Emergency WASH, Indonesia, 2024

The 2024 Asia Pacific Surge Training: Emergency WASH was a five-day, face-to-face training in Bandung, Indonesia, attended by 25 participants (8 women, 17 men) from National Societies and IFRC offices. The training was funded by the Japanese Red Cross Society and hosted by Palang Merah Indonesia (PMI) with support from the IFRC secretariat. It combined mandatory online prerequisites that included six webinars with quizzes and required IFRC e-learning, followed by a five-day face-to-face course in Bandung that focused on practical technical stations and a multi-day simulation. All participants were selected based on completion of the online requirements and submission of an Expression of Interest. Evaluation results showed strong satisfaction, with 88 per cent of participants reporting that the training objectives were completely met, indicating that the course was well received and aligned with its intended purpose.

Key Findings Phase 1

Phase 1 mapped 38 regional trainings/workshops conducted in 2024. The review found that most trainings were well-planned and documented, with 79% having clear objectives and session agendas and over 70% providing training materials, facilitator guides and attendance records, indicating structured design and accountability. However, only 26% of trainings met all five key indicators, and learning assessment remained weak: less than 34% conducted pre-post assessments, 39% collected participant feedback, 32% had debriefing or reflection, and 0% conducted participant follow-up. Eight events (21.05%) had no documentation at all. Overall, planning was stronger than evaluation, and mechanisms to validate learning or support real-world application were limited. The full **phase 1 findings are available in the Annex**.

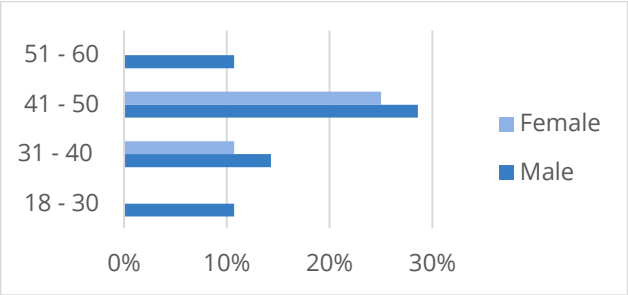
Key Findings Phase 2

The findings for Phase 2 have been heavily summarized in the main report. **For the full nuanced findings and data analysis, please refer to Annex 3: Findings for Phase 2 (detailed)**.

Respondent Profile

The respondent profile analysis is solely based on the data collected from the quantitative survey. The survey was sent out to all participants of the three trainings selected for the review exercise.

Age group and gender analysis: Of all the 29 respondents who voluntarily completed the survey, 64% were male and 36% were female. This was heavily skewed towards the emergency WASH respondents, of which 80% were male and 20% female. This is likely because the EWASH training was completed more recently in 2024 (compared to the other two trainings in 2023), therefore yielding more responses. Most respondents fell into the 41-50 age group (54%), followed by the 31-40 age group (25%), which may be because two of the three trainings selected for Phase 2 were management related, likely taken up by individuals of senior rank.

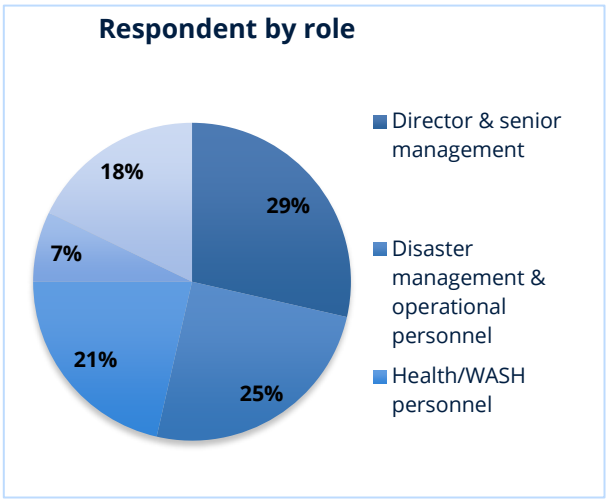


Age Group	Male	Female	Grand Total
18 - 30	11%	0%	11%
31 - 40	14%	11%	25%
41 - 50	29%	25%	54%
51 - 60	11%	0%	11%
Grand Total	**64%**	**36%**	**100%**

Figure 1: Percentage of respondents by age group and gender

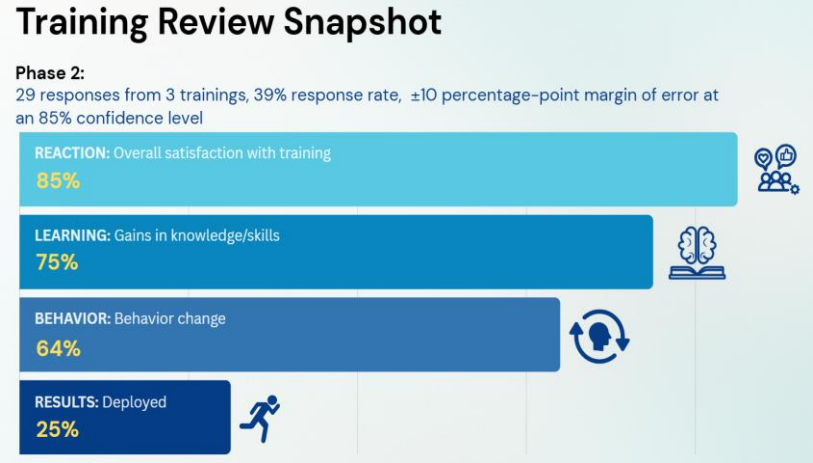
Organization type analysis: The data shows that the majority of the respondents are from National Societies (NS), which account for 75% of the total analyzed group. Respondents from Partner National Societies (PNS) forms 14%, while IFRC staff represent the smallest proportion at 11%. This is positive as it strongly indicates that Asia Pacific National Societies remain the primary audience for these regional training events.

AP subregional representation: Among the respondents from Asia Pacific National Societies, South Asia was most represented (43%), followed by Southeast Asia (33%) and the Pacific (19%). There were no respondents from East Asia National Societies. However, there was also a gender imbalance among the Asia Pacific NS respondents, where less than one-quarter of NS respondents were female (24%), compared to male respondents in the subgroup (76%).



Role analysis: The respondent profile shows a diverse mix of roles among respondents to the training survey. Directors and senior management formed the largest group (29%), followed by disaster management and operational personnel (25%) and Health/WASH personnel (21%). Volunteers accounted for 18%, while a small proportion (7%) were categorized as others. This composition suggests that the training reached a balanced range of operational and leadership roles.

Review Findings



Findings are organized by Kirkpatrick's evaluation level, integrating both quantitative and qualitative data from participant and facilitator perspectives. The findings were revealing: satisfaction and perceived learning were high (85% satisfied; 75% reporting knowledge gains), application was moderate (64%), alignment was unanimous (100%), yet deployment remained limited (25%).

1. Kirkpatrick Model Level 1: Reaction (Participant Satisfaction)

Overall, respondents had strong positive perceptions of the regional trainings, particularly around the quality of content, delivery, and opportunities for interaction. Participants consistently highlighted the value of simulations, group exercises, and peer learning as effective and engaging approaches that enhanced their understanding and practical application of skills. However, there was moderate uncertainty around whether the right people were in the room for some of the trainings, where variations in participant experience occasionally affected group dynamics. Taken together, these results indicate that while IFRC's regional trainings are widely regarded as relevant, high-quality, and effective in promoting applied learning, future iterations can further strengthen satisfaction and impact through clearer participant targeting and stronger post-training engagement mechanisms.

Review question: How satisfied were participants with the overall training experience?
Evaluation criterion: effectiveness

Findings across data sources confirm strong positive participant reactions to the regional trainings, with 86% of respondents reporting they were "satisfied" (54%) or "very satisfied" (32%) with the overall training experience when rated on a 5-point Likert scale. Participants consistently valued the quality of facilitation, relevance of content, and participatory approach, noting that simulations and group exercises made the learning engaging and practical. Satisfaction was highest in ETL and EWASH, where objectives and participant profiles were well aligned, and lower in CAP, where dense content, pacing, and uneven experience levels affected engagement. Common challenges included limited time for reflection, compressed schedules, and insufficient post-training follow-up.

Overall, participants viewed the trainings as highly valuable and relevant, recognising their contribution to strengthening operational capacity. Future trainings could further enhance satisfaction by ensuring clearer participant targeting, balanced pacing and scope, and structured post-training learning pathways to sustain the positive learning experience.

SURVEY RESULTS: PARTICIPANT SATISFACTION

Rating	Grand Total
1	4%
3	11%
4	54%
5	32%
Grand Total	**100%**

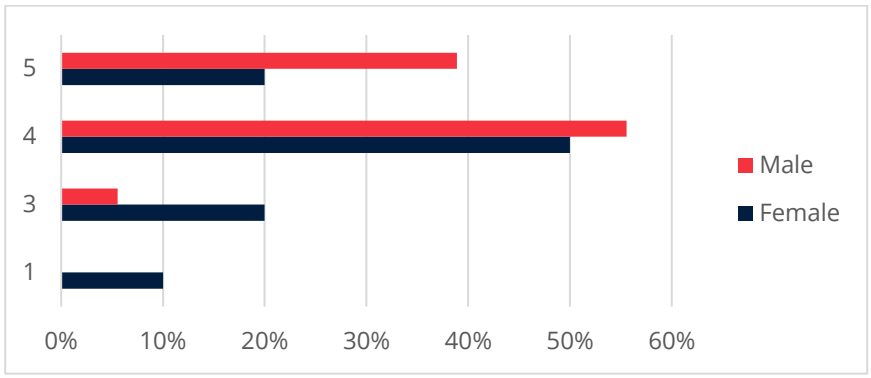


*Figure 2: Disaggregated responses in % to the question: Overall, how **satisfied** were respondents with the training experience? (rated on a 5-point Likert scale, 1 = very dissatisfied – 5 = very satisfied)*

General mean = 4.21, SD = 0.92 indicates strong agreement with relatively consistent views.

Participants across selected trainings expressed high satisfaction with the training design, facilitation, and relevance to their roles. The interactive and simulation-based formats were widely preferred over conventional classroom methods for their ability to sustain engagement and reinforce learning.

On satisfaction: *"This training not only met but also exceeded my expectations in strengthening the technical knowledge and skills required for disaster response." – survey respondent*

On engagement and delivery: *"ETL was the most enjoyable training done to date because it had lots of scenarios and simulations. Really impressed with how it was delivered." – survey respondent*

On interactive and participatory methodologies: *""I enjoyed the soft skills session with real examples and reflections. It feels more like a conversation rather than a classroom setting." – CAP Participant, Training Evaluation Survey*

Review Question: How effective and accessible was the training for the participants (e.g., location, format, language, delivery, methodology, inclusion)?

Evaluation criterion: effectiveness

The regional trainings were widely viewed as effective, engaging, and accessible, with clear strengths in facilitation quality, practical content, and participatory design. The interactive methodologies, particularly simulations and group exercises, were repeatedly cited as highlights that strengthened real-world application. Quantitative survey results indicate consistently high satisfaction across key dimensions: 93% of respondents were satisfied or very satisfied with delivery and facilitation, 93% with content, and 96% with interaction and participation. Satisfaction with methodology (86%) and logistics and accessibility (89%) was slightly lower but remained high overall. Qualitative feedback broadly mirrored these results, with participants highlighting strong facilitation, high levels of interaction, and the practical nature of the content as key strengths.

At the same time, the findings highlight important areas for refinement. Across all trainings, participants expressed a desire for improved pacing, greater inclusivity, clearer learning objectives, and clearer guidance on follow-up opportunities.

Review Question: To what extent was the selection process appropriate in identifying and reaching the intended participants (selection criteria/roles and diversity e.g. gender, National Society)?

Evaluation criterion: relevance

The selection process was partially appropriate. While 82% of the respondents reported the selection criteria were mostly or very clear, only 68% felt the right people were ultimately selected. Approximately 15% felt that

participant selection was not really or not at all appropriate. Most respondents (68%) attended only one IFRC regional training in the past two years, suggesting opportunities are shared widely, at least for the survey respondents. Interview data show that inconsistent application of criteria, fragmented decision-making, and uneven competency levels affected how well participants matched the training requirements. Overall, the selection processes were present in theory but was not applied consistently enough to ensure the intended participants were always reached.

SURVEY RESULTS: PARTICIPANT SELECTION AND PROFILE

Rating	Grand Total
1	4%
2	11%
3	18%
4	39%
5	29%
Grand Total	**100%**

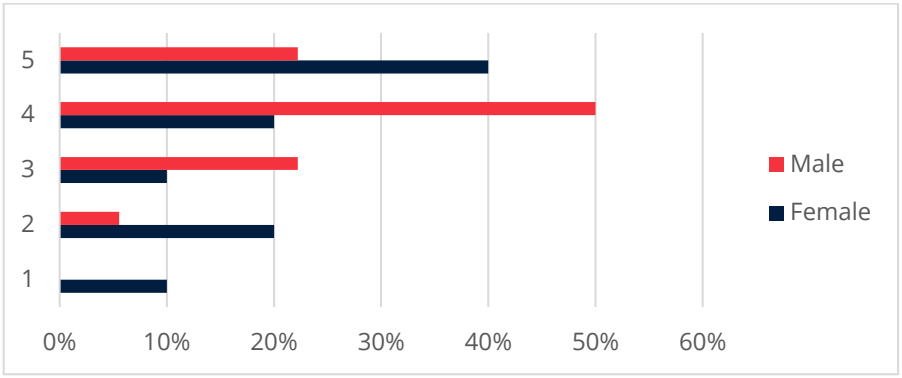


*Figure 3: Disaggregated responses in % to the question: Did respondents think the **right participants** (e.g., relevant experience/role, diversity in gender and National Society) were selected for the training?*

Participant profiles: *"Some participants lacked the necessary background to connect with the training content, particularly in areas like IFRC operations and budget development." – KII respondent*

Diversity of experiences: *"The group was very diverse, from very experienced to less experienced... Dynamics were flat when members lacked experience... Entry requirements should be more rigid and enforced." – KII respondent*

Review Question: How were the training feedback and evaluation collected, reviewed and used to improve future training and delivery?

Evaluation criterion: effectiveness

Findings indicate that both trainings had feedback systems that encouraged learning reflection and course adjustment. However, while some trainings lacked standardized mechanisms and transparency in follow-up, limiting continuity of learning and accountability, others demonstrated stronger structure and documentation, using participant feedback to refine delivery and inform future training cycles. LFPs acted as central channels for receiving and acting on feedback, creating "safe spaces" for participants to seek clarification and guidance. Strengthening LFP preparation and ensuring consistent post-training reporting would improve feedback quality and long-term learning outcomes.

Feedback collection: *"We were encouraged to share our views and feedback. There were individual and group evaluations. Feedback was given a high priority." – FGD respondent*

Learning focal points: *"There were some issues between their group due to cultural differences, and the LFPs didn't intervene... no 'formal selection criteria' or 'standardized training' for LFPs." – key informant*

The findings for Phase 2 have been heavily summarized in the main report. **For the full nuanced findings and data analysis, please refer to Annex 3: Findings for Phase 2 (detailed)**.

2. Kirkpatrick Model Level 2: Learning (Knowledge and Skills Acquisition)

The training effectively built knowledge and skills, with participants reporting substantial gains from simulations, structured practice, and peer learning. However, wide variations in prior experience forced facilitators to adjust content during delivery, affecting how evenly competencies were achieved. Self-assessment methods limited objective verification of learning outcomes. Participants found the content highly relevant to IFRC operations, with Learning Focal Points playing a crucial role in application. Future trainings

would benefit from stronger competency verification and better alignment with participants' experience levels.

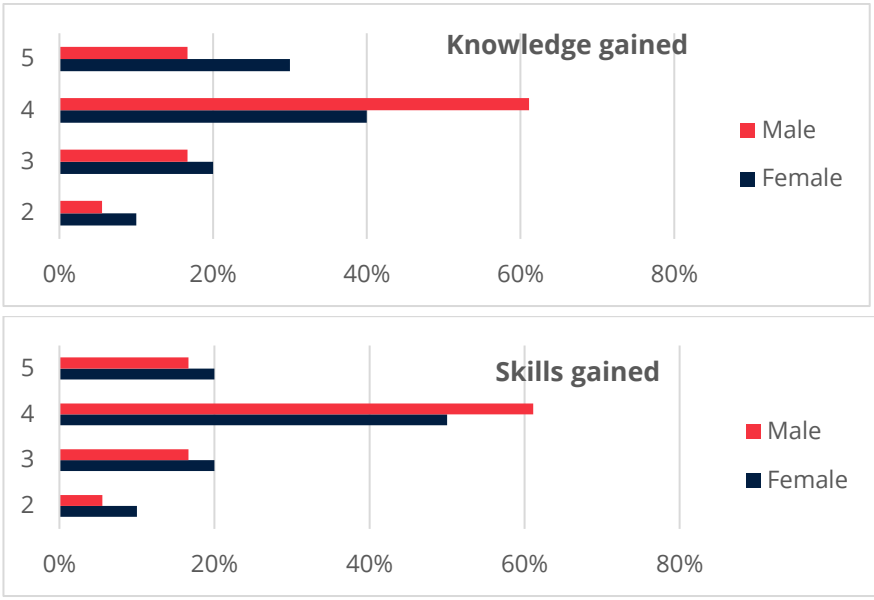
Review Question: To what extent were the skills and knowledge gained through the training useful and applicable to the participants, NS and IFRC?

Evaluation criterion: impact

The training was effective in meeting its learning objectives, with participants reporting substantial gains in both technical and coordination areas, providing them with the practical tools and confidence needed for emergency response roles. Across all sessions, three-quarters of respondents (75%) indicated that they learned "a lot" (54%) or "a great deal" (21%) of new knowledge. Most participants (75%) reported gaining skills, with 57% gaining "a lot" of new skills (57%) and 18% gaining "a great deal".

Qualitative results indicated around two-thirds of participants noted clear learning outcomes. A minority suggested additional topics that could enhance future sessions or ongoing refresher opportunities to sustain learning. Overall, these combined results indicate that the training was quite effective in meeting learning objectives. Each training appears to have equipped participants with practical tools, theoretical understanding, and confidence to operate effectively in emergency response roles.

SURVEY RESULTS: KNOWLEDGE AND SKILLS



Rating	Grand Total
2	7%
3	18%
4	54%
5	21%
Grand Total	**100%**

Rating	Grand Total
2	7%
3	18%
4	57%
5	18%
Grand Total	**100%**

*Figure 4: Disaggregated responses in % to the questions: How much **new knowledge and skills** did participants feel they gained from the training?*

Technical outcomes: *"This training really enhanced my knowledge on WASH… I was able to get so much skills which will be a useful tool in implementing in the local context."*

On refreshers: *"Once the training is done and people get back to their original roles, we lose them… Potential to offer refreshers, e.g., one or two days every year." – survey respondent*

Practical gains: *"The Emergency WASH Surge Training felt truly transformative… I gained a tremendous amount of knowledge, not only in theory but also through direct, hands-on practice. Beyond technical skills, I learned to build strong teamwork and ensure WASH programs are inclusive and responsive to community needs." – survey respondent*

Review Question: To what extent did the training support participants in achieving the intended learning objectives and competencies?

Evaluation criterion: effectiveness

The training supported participants in achieving learning objectives and competencies. The experiential design, simulations, and peer learning were central to positive outcomes, with participants reporting substantial gains in knowledge and skills. Peer interaction was identified as a key driver of learning across both trainings, helping participants test ideas, refine practices, and build confidence. However, reliance on self-assessment and facilitator observations does not always provide a complete picture of competency gains, suggesting a need for stronger verification methods while maintaining reflective and practice-based approaches. Overall, the training was effective, with room to refine competency measurement.

Experiential learning: *"Rotating team leaders every day gave us a chance to see progress. Some were pushed into taking the lead and were uncomfortable the first time, but by the second or third time they improved. They learned how to take the lead and make decisions, and they also learned from others' mistakes."*
– key informant

Self-assessment: *"Some rated themselves at Tier 3 on Day 1, despite lacking basic knowledge, which required LFPs to challenge inflated self-ratings." – Key informant*

Competency verification: *"All participants receive certificates upon completion regardless of demonstrated competency levels." – Key informant*

Review Question: To what extent was the training design based on needs (individual, national, regional), as informed by assessments or consultations?
Evaluation criterion: relevance

The findings indicate that the alignment of training design with individual, national, and regional needs was uneven, often requiring facilitators to make reactive adjustments during delivery. In one training, participants and facilitators reported that no formal needs assessment or consultation was conducted in advance, limiting alignment with participant backgrounds and experience levels. While some trainings retained a global design with well-defined competency frameworks that facilitators considered effective, the review identified a general absence of standardized guidance or minimum requirements for training design across the IFRC Secretariat, contributing to inconsistencies in relevance.

Training design: *"The range of experience levels, from entry-level to highly experienced participants, led to challenges in pacing and content delivery. This necessitates adjustments in discussion to ensure inclusivity for all participants." – Key informant*

Role of learning focal points: *"Having LFP to stand by and observe the group dynamic (was a highlight). The LFP provided input and suggestions for the improvement of individual... having a LFP with operations background helped a lot to enrich the discussions." – FGD respondent*

"As a learning focal point, you are supposed to be an observer and guide for the group, but sometimes you have to step in and share experience, so people don't get lost… I think we should use the LFP better, otherwise you miss out on the experience in the room." – key informant

Review Question: To what extent was the level of training delivery (regional vs. national) appropriate in meeting the needs?
Evaluation criterion: relevance

The ETL Malaysia 2023 Training maintained the global ETL design, which has been delivered in many other places and proven effective in meeting the leadership development objectives. Facilitators did not see a need for fundamental changes to the training design. Given the primary focus on regional participation, as with this training, compared to more global participation, a mixed cohort with national, regional, and international experience was considered the best way to ensure an optimal learning experience for all.

"ETL is meant to be a global training with a multicultural perspective, and when you don't have that you get what I call a bias training. That will influence the learning path, because you are missing cultural diversity in the training." – key informant

Review Question: To what extent were previous training feedback incorporated in the current training design? (If not, what were the barriers hindering its incorporation?)

Evaluation criterion: effectiveness

The review found that the use of participant feedback to inform training design remains inconsistent. Among the 38 regional events examined, only 39.47% (15 events) collected post-training feedback, suggesting that lessons from previous trainings are rarely used to guide future ones. A key constraint is the absence of standardized guidance for training and workshop design within the IFRC Secretariat. Each organizing team determines its own approach to planning, facilitation, and measuring outcomes, resulting in fragmented practices that may limit institutional learning.

"No systematic approach exists for capturing and applying lessons learned from previous iterations, and ownership for training review, feedback analysis, and continuous improvement remains unclear."
- key informant

The findings for Phase 2 have been heavily summarized in the main report. **For the full nuanced findings and data analysis, please refer to Annex 3: Findings for Phase 2 (detailed)**.

3. Kirkpatrick Model Level 3: Behaviour (Application of Learning)

The data shows that most participants were able to apply their learning to some extent, with 64% reporting application and only a small minority indicating very limited use. Examples provided across trainings illustrate practical application in coordination, leadership, planning, and integrating PGI and CEA in technical work. However, application was uneven, shaped less by individual motivation and more by institutional and contextual conditions.

The most common barriers, representing 43% of all mentions, were support-related, including lack of follow-up, insufficient tools, and organisational constraints; role-related limitations and restricted deployment opportunities also hindered use of learning. Gendered patterns show that women faced more constraints linked to roles and responsibilities. Enablers centred on relevant and practical content, increased confidence, supportive managers, peer interaction, and access to deployments. Behaviour change followed a similar pattern: 64% reported likely or very likely changes, but one-third were neutral, reflecting limited reinforcement mechanisms. Together, the findings show that behaviour change occurred and was generally positive, but sustained application depends on structured follow-up, mentoring, and organisational systems that allow participants to use what they learned.

Review Question: How have participants applied what they learned? What enabled or hindered this?

Evaluation criterion: impact

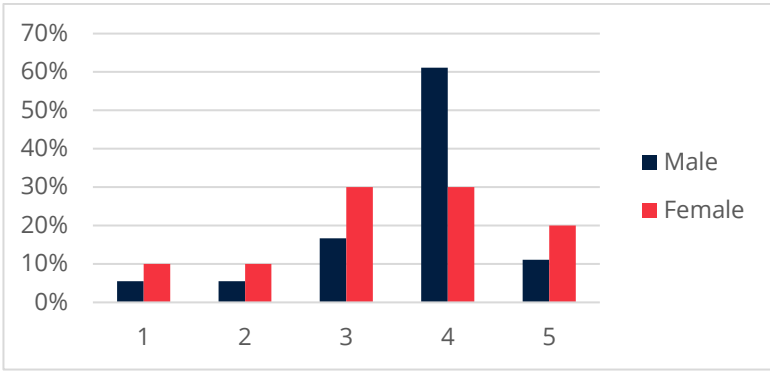
Across the selected trainings, the evidence shows that participants were able to apply their learning to some extent, with many reporting greater confidence, improved leadership and coordination, and more inclusive practice. Application was most evident where: content was highly relevant and practical, participants gained confidence and peer support, and organizations provided tools and opportunities. Overall, 64% of respondents reported being able to apply what they learned "a lot" or "completely", while only 6 to 7% reported very limited application.

At the same time, behaviour change and application were often moderate rather than transformative, and uneven across participants and trainings. Kirkpatrick Level 3 findings indicate that the trainings positively influenced behaviour and confidence, though not consistently across all respondents. On a 5-point Likert scale, 64% of respondents reported that the training led to a change in their behaviour (43% likely, 21% very likely), while 32% were neutral and 4% reported no behavioural change. Gender-disaggregated results show that male respondents were more likely to report higher levels of application (61%), while female respondents were more evenly distributed across "some" (30%), "a lot" (30%), and "completely" (20%), suggesting that women may face greater contextual or institutional constraints .

Confidence in performing regular tasks was high (93%), while confidence in domestic and international deployments was lower but still strong (75% reporting confidence or high confidence). Qualitative feedback indicates that confidence gains often declined over time where opportunities for practice, deployment, or follow-up were limited.

Overall, the findings suggest that the trainings contributed to improved confidence, inclusivity, and operational performance among participants. However, variations in depth of application, especially among women and those with fewer deployment opportunities, highlight the importance of sustained mentoring, leadership pathways, and opportunities for practical engagement.

SURVEY RESULTS: APPLICATION OF LEARNING



Rating	Grand Total
1	7%
2	7%
3	21%
4	50%
5	14%
Grand Total	**100%**

*Figure 5: Disaggregated responses in % to the question: Since the completion of the training, have you been able to **apply the learning in your work**? (rated on a 5-point Likert scale from not at all – completely)*

General mean = 3.57, SD = 1.07 indicates agreement with some variation in opinions.

SURVEY RESULTS: BARRIERS & ENABLERS

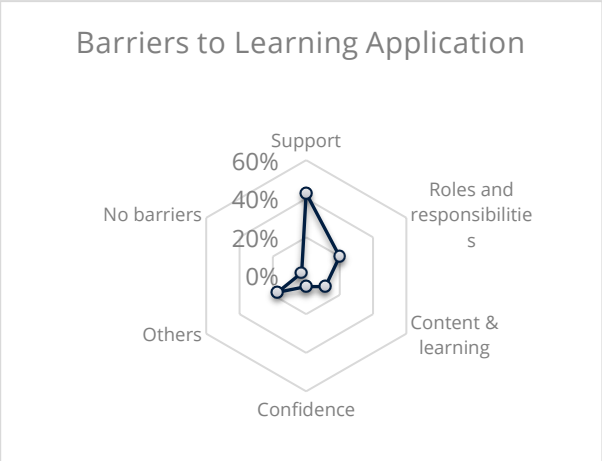


*Figure 7: Responses in % to the question: What factors have made it **difficult for you to apply the learning** from the training (barriers)?*

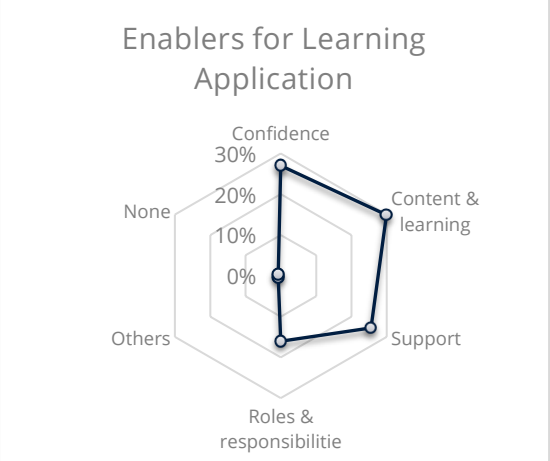


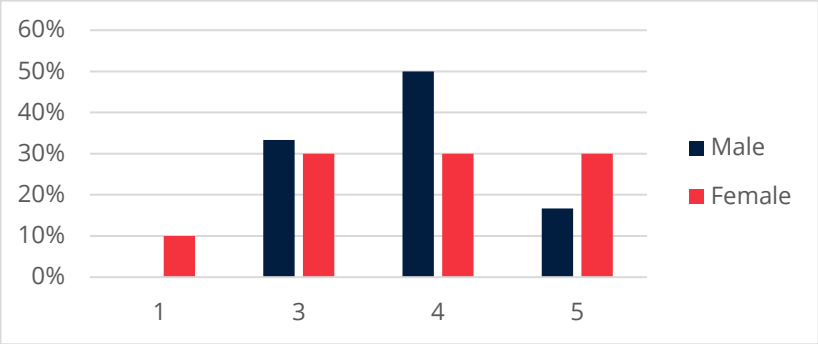
*Figure 6: Responses in % to the question: What factors made it **easy for you to apply the learning** from the training (enablers)?*

Findings indicate that organisational and contextual barriers, rather than individual motivation or ability, were the primary constraints affecting application of learning. Support-related barriers accounted for 43% of all barrier mentions, including lack of post-training follow-up, insufficient tools or resources, and organisational or policy constraints. Barriers related to roles and responsibilities accounted for 20%, reflecting limited opportunities to apply learning, role changes, or deployment constraints. Gender analysis shows that while support barriers were the most common for both men and women, women reported a higher share of challenges related to roles and responsibilities (25%).

Conversely, the data clearly identify several enablers of learning application. Enabling factors were most frequently linked to content and learning quality (30%), including highly relevant content, practical real-world examples, and engaging delivery. Confidence-related factors (27%), such as feeling confident to apply skills and discuss learning with colleagues, also played a significant role. Support-related enablers (26%), including supportive managers, access to tools or resources, and a conducive organisational culture, further facilitated application. Roles and responsibilities (16%), particularly access to relevant duties or deployments, also influenced the extent to which learning could be applied.

SURVEY RESULTS: BEHAVIOR CHANGE

General mean = 3.79, SD = 0.92 indicates agreement with relatively consistent views.



Rating	Grand Total
1	4%
3	32%
4	43%
5	21%
Grand Total	**100%**

*Figure 8: Disaggregated responses in % to the question: Do you think you have **changed your behaviour** as a result of the training? (rated on 5-point Likert scale, not at all likely – very likely)*

Confidence wanes with limited opportunities: *"As there are limited opportunities to practice, the ability to remember and accurately apply the knowledge [has reduced] over time. Although at the time I was confident, the limited application... has meant the confidence has decreased since the training," – survey respondent*

Behaviour change requires follow up: *"It would've been good to have some follow-up afterwards." – survey respondent*

Behaviour and leadership changes: *"I have a better understanding of the motivators for changes to my leadership style, and to the behaviours of teams I work with." – survey respondent*

Institutional barriers: *"As my role is related to disaster response in my home country and I was not approved by line manager to be deployed despite being prepared and showing strong willingness." – FGD respondent*

Application in deployments: *"In our NS, I engage in disasters, emergency operations. I was able to apply some of the scenarios to our local trainings. During response to some of the DREF operations, I was able to employ 20-40% of my learnings… it influenced me significantly." – FGD respondent*

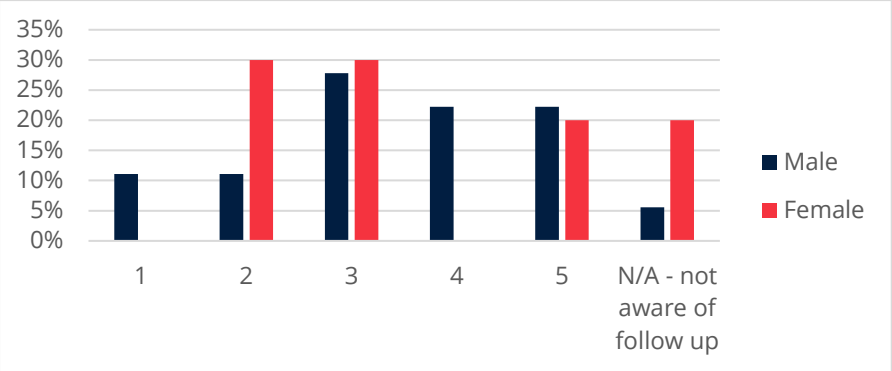
Review Question: To what extent was post-training follow-up (e.g., resources, support mechanisms) provided to reinforce learning, and how can it be improved?

Evaluation criterion: effectiveness

Post-training follow-up was minimal and inconsistently communicated, limiting the reinforcement of learning across all trainings. Quantitative survey results showed lower satisfaction (25% dissatisfied and 29% neutral) and gaps in awareness of follow up activities, while qualitative data confirmed that no structured mechanisms, such as mentoring, regular check-ins, refresher sessions, or peer-learning platforms, were built into the design of many regional trainings. Gender differences were notable. Among men, 44% were satisfied or very satisfied, while among women, only 14% were satisfied, and 20% reported being unaware of any follow-up at all.

Overall, the findings show that follow-up systems were insufficient to sustain learning or strengthen deployment readiness, indicating a need for clearer, institutionalized post-training support.

SURVEY RESULTS: POST-TRAINING FOLLOW UP



Rating	Grand Total
1	7%
2	18%
3	29%
4	14%
5	21%
N/A - not aware of follow up	11%
Grand Total	**100%**

*Figure 9: Disaggregated responses in % to the question: How **satisfied were you with the post-training follow-up** (e.g., resources, support mechanisms) provided to support and reinforce your learning? (rated on a 5-point Likert scale, very dissatisfied – very satisfied)*

General mean = 3.28, SD = 1.28 indicates low to moderate satisfaction with wide variation in views.

Lack of follow up mechanisms: *"There was no post-training follow-up, so anything that is done would be better than what was provided. An option to consider is the use of assessments that test the participants' continued application of the knowledge they have gained." – survey respondent*

"It is not feasible to have post-training follow-up in every training. However, the organizing team can select targeted participants to have post-training and follow-up, such as mentoring program, to push them progress to the next tier and equip with required competencies. However, the number of participants selected for mentoring should be carefully considered, with short-term follow-ups suggested." -KII respondent

The findings for Phase 2 have been heavily summarized in the main report. **For the full nuanced findings and data analysis, please refer to Annex 3: Findings for Phase 2 (detailed)**.

4. Kirkpatrick Model Level 4: Results (Organizational Impact)

The trainings were strongly aligned with IFRC and National Society priorities, but the expected outcome of strengthening the regional surge pool was not fully realised. Although participants gained relevant competencies, 54% never applied for deployment and 25% of all respondents were ultimately deployed. This shows that alignment at the training level may not have translate into operational use, largely due to institutional/contextual barriers or lack of opportunity rather than capability. Without a baseline figure, it is difficult to determine if this is an acceptable outcome for the training investments. Within this pattern nevertheless, gender disparities were pronounced. Seventy percent of women did not apply for deployments compared with 44% of men. This may reflect a constrained decision-making space, restricted deployment opportunities and competing responsibilities. Overall, the findings point to a disconnect between training relevance and operational use, where systemic and institutional barriers, rather than the quality of the training, limited the intended contribution to the regional surge pool.

Review Question: How well did the training align with IFRC and National Society priorities in disaster preparedness and response?
Evaluation criterion: relevance

Overall, the trainings were viewed as strongly aligned with IFRC and National Society priorities in disaster preparedness and response, reflecting clear coherence between the training content, institutional objectives, and participants' roles. 100% of respondents agreed that the training was fully aligned with their organization's priorities, with 46% strongly agreeing and 43% agreeing. The consistently high agreement across respondents indicates that the trainings addressed organizational needs effectively, though a small share of participants,

more often women, found certain aspects less directly tied to their specific responsibilities. Specifically, among male respondents, 94% rated the training as relevant or extremely relevant, compared with 70% among females. All respondents found the training relevant to their roles in disaster preparedness and response. Overall, 86% rated the training as relevant or extremely relevant.

Review Question: To what extent did the training improve the participants competency level for relevant deployment? (To what extent did the training lead to effective deployment?)

Evaluation criterion: impact

The trainings significantly improved participants' competency and readiness for deployment, but this did not consistently translate into actual deployment outcomes. Evidence indicates that participants gained measurable skills in leadership, coordination, and assessment, enhancing their confidence and ability to perform in emergency settings. However, more than half of respondents had not applied for deployment, and among those who did, only a small proportion were ultimately deployed. The limited deployment rate was attributed to institutional and operational barriers such as timing conflicts, competing domestic responsibilities, and lack of systematic deployment tracking, rather than inadequate capability or motivation. Gender disparities were evident, with 70% of women not applying for deployment (compared to 44% men) despite participating in the relevant trainings. Among those successfully deployed, 57% were neutral and 43% agreed that the training improved their competencies and performance, though the small number of deployed individuals limited the strength of this finding. More research should be done among deployed Surge candidates. Reported improvements included better teamwork, communication, and use of performance management tools.

SURVEY RESULTS: COMPETENCIES AND PERFORMANCE IN INTERNATIONAL DEPLOYMENTS

Rating	Grand Total
No - did not apply	54%
Yes - applied but was not selected or could not deploy	21%
Yes - applied, selected and deployed	25%
Grand Total	100%

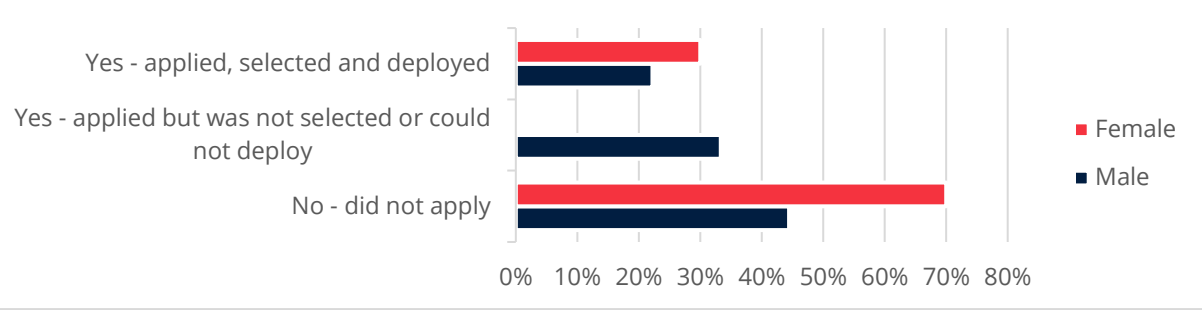


*Figure 10: Disaggregated responses in % to the question: Since the training, I have applied for **international deployments** through IFRC Surge.*

Improved competencies: *"I have more consistently used performance management and development tools with teams, as well as practical examples from training to illustrate the importance of teamwork." – survey respondent*

Measurement gaps: *"Despite deployment success, no structured mechanism exists to collect feedback on training effectiveness from deployed participants." – KII respondent*

Review Question: What changes or practices have the participants contributed to at the organizational level, including replicating or adapting training at national level? (How did the training contribute to job performance at National Society or IFRC?)

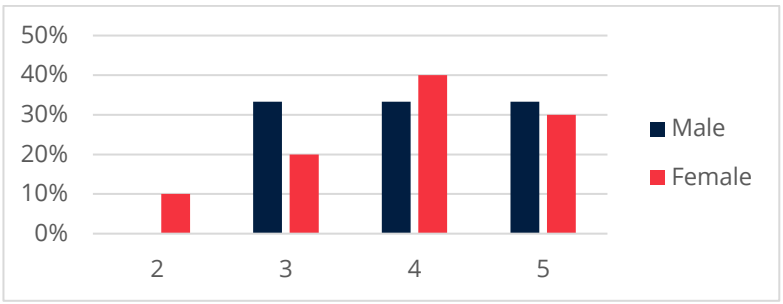
Evaluation criterion: impact

Findings show that participants applied their training to improve coordination, assessment, teamwork, and technical practices in their organizations (68% agreement), and most shared learning with colleagues through meetings and orientations (79% agreement). Qualitative responses reflected these positive perceptions,

showing that the training contributed not only to individual learning but also to team and organizational performance. When asked how they shared knowledge from the training, most respondents said they did so through meetings, orientations, and informal discussions. A few noted that some content was not directly relevant to their current work. These contributions strengthened day-to-day work in several cases, but the extent of change varied depending on role relevance and opportunities to apply skills. The absence of systems to track organizational outcomes limits visibility of these improvements. Overall, the training supported practical contributions at the organizational level, but impact remains uneven and under-documented.

SURVEY RESULTS: IMPROVEMENT TO TEAM/UNIT/DEPARTMENT PERFORMANCE

General mean = 3.96, SD = 0.88 indicates agreement with relatively consistent views.



Rating	Grand Total
2	4%
3	29%
4	36%
5	32%
Grand Total	**100%**

*Figure 9: Disaggregated responses in % to the question: Through the knowledge and skills gained in this training, I was able to **improve my team/unit/department's performance** in my organization (rated on a 5-point Likert scale, strongly disagree -strongly agree). None of the respondents selected strongly disagree (1).*

SURVEY RESULTS: SHARING OF LEARNING

Rating	Grand Total
3	21%
4	54%
5	25%
Grand Total	**100%**

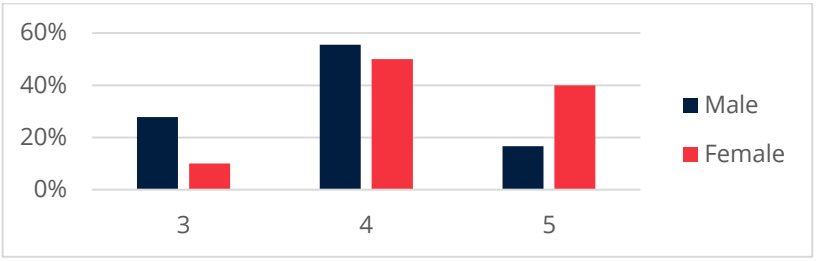


*Figure 11: Disaggregated responses in % to the question: I have **shared what I learned with colleagues** and encouraged them to adopt new practices learned (rated on a 5-point Likert scale, strongly disagree - strongly agree). None of the respondents selected strongly disagree (1) or disagree (2).*

General mean = 4.04, SD = 0.69 indicates strong agreement with consistent views.

Team performance: *"I was able to lead a rapid damage and needs assessment during flooding in our area due to heavy rainfall. The practical skills and assessment tools I learned enabled a faster and more effective response from our team." – survey respondent*

Organizational Outcomes: 'This is one of the weak points of global trainings. We don't have a quantitative after-action review. We should come back two or three years later and ask people how much they used it." – Key informant

Review Question: How can the learning and capacities gained through the training be sustained over time at the individual and institutional levels?

(Evaluation criterion: impact)

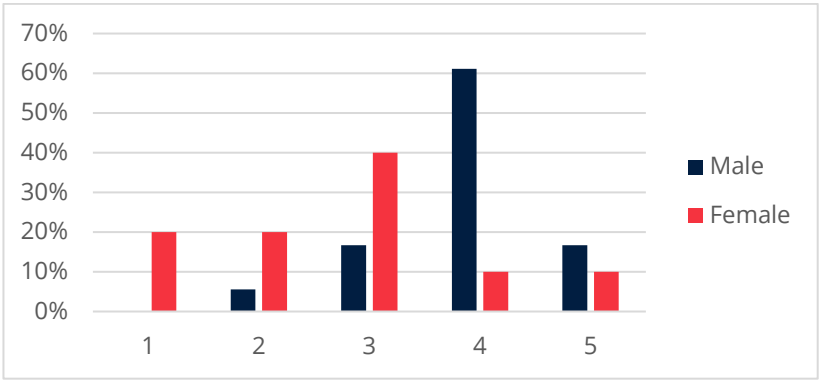
Findings show that sustaining learning over time depends on whether participants have the authority, opportunity, and institutional backing to apply what they learned. A little more than half of the respondents (57%) said they have helped introduce, set up or improve practices, processes or tools in their National Society

or IFRC secretariat, but application was uneven, with many neutral responses and clear gender-based differences in decision-making spaces. The responses show a clear gender difference. Among men, 78% agreed or strongly agreed that they had applied their learning to improve practices or tools, while among women only 20% reported the same, indicating that fewer women were able to influence organizational processes or that they may have encountered institutional or cultural barriers. These findings suggest that while the training generated moderate organizational outcomes beyond individual learning, the ability to translate new knowledge into institutional change may depend on participants' roles and decision-making space.

Most of those who implemented changes believed these improvements would endure, with 84% believed the positive changes will sustain over the coming years (20% strongly agree, 32% agree and 32% neutral). However, the moderate level of confidence suggests that continued reinforcement, clearer institutional mandates, and stronger organizational follow-up are needed to secure long-term sustainability.

SURVEY RESULTS: PRACTICES, PROCESSES OR TOOLS IN ORGANIZATION

General mean = 3.46, SD = 1.10 indicates neutral or mixed views with moderate variation in views.

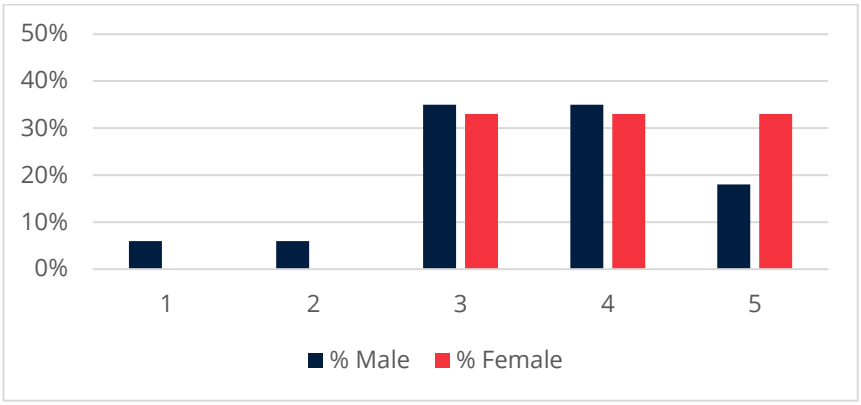


Rating	Grand Total
1	7%
2	11%
3	25%
4	43%
5	14%
Grand Total	**100%**

*Figure 12: Disaggregated responses in % to the question: I have helped to **introduce, set up or improve practices, processes or tools in my organization** (National Society or IFRC) based on what I learned in the training (rated on a 5-point Likert scale, strongly disagree – strongly agree).*

SURVEY RESULTS: SUSTAINABILITY OF CHANGES IMPLEMENTED

General mean = 3.65, SD = 1.03 indicates agreement with moderate variation in views.



Rating	% of Total
1	4%
2	4%
3	32%
4	32%
5	20%
Total	**100%**

*Figure 13: Disaggregated responses in % to the question: I believe the positive changes (practices/processes/tools) I have helped to implement in my organization (National Society or IFRC) will **sustain over the coming years** (rated on a 5-point Likert scale, strongly disagree – strongly agree).*

5. Efficiency

Review Question: To what extent could the training be conducted in a more cost and resource efficient manner?

The three trainings reviewed differed in scope, objectives, duration, and delivery modalities, and were not directly comparable in terms of cost and resource efficiency. Therefore, efficiency was reviewed for each training individually. Across all trainings, cost documentation was inconsistent and there was no systematic tracking of deployment or learning outcomes. This limited the ability to assess whether investment levels were proportionate to training outcomes and to draw conclusions on the value for money.

The CAP Training in Nepal (2023) was resource-intensive with reported costs ranged between CHF 107,000–134,000 for 36 participants, and 19–20 facilitators and support staff (about CHF 3,000–3,700 per participant). This included estimation of flights and accommodation costs for all participants and facilitators regardless of funding sources. The training was delivered over eight days (ten days including travel), and included a two-day outdoor simulation exercise. Eight participants (22%) were confirmed to have deployed after the training. The report notes that "*without deployment and outcome data, it is impossible to determine cost-effectiveness or value for money*." High staffing ratios, long-haul travel, and uncounted National Society staff time may have further reduced efficiency (Nepal CAP Evaluation Report, 2023).

The ETL Training in Malaysia (2023) reported a total cost of CHF 45,345 for 25 participants and 9 facilitators (about CHF 1,800 per participant). This figure reported did not include flights and per diem for all participants and facilitators, only those funded through IFRC APRO/Canadian Red Cross. The training was delivered over seven days including travel, and it was conducted entirely indoor with small group role-play exercises. In addition, several learning focal points were already based in the training location, contributing to the overall cost efficiency. Satisfaction with delivery and facilitation was 93% positive, and participants reported applying skills in national responses and post-training surge deployments. However, no systematic post-training tracking or return on investment assessment was conducted.

The EWASH Training in Indonesia (2024) reported a total cost of CHF 42,591 for 25 participants and 9 facilitators (approximately CHF 1,700 per participant). Similarly, the budget only included flights and perdiems of 14 participants covered by the regional budget. The five day face-to-face training was supported by pre-course online modules and quizzes, reducing time and travel costs. This hybrid training modality may have improved cost-efficiency, but without learning outcome data, value for money cannot be verified.

Across all trainings, the lack of standardized financial reporting and post-training tracking limited a full assessment of cost-effectiveness. Future trainings should include consistent cost documentation and return-on-investment tracking to establish clear evidence of value for money. For CAP and ETL, a review that includes comparative analyses of these global trainings delivered across different regions would further inform refinement of the training structure, duration, and modality.

The findings for Phase 2 have been heavily summarized in the main report. **For the full nuanced findings and data analysis, please refer to Annex 3: Findings for Phase 2 (detailed)**.

Learning

1. Standardized Training Design and Minimum Requirements

(Related findings under: Level 1 – Reaction)

The review revealed a lack of standardized guidance or minimum requirements for training design and documentation across IFRC-supported initiatives. In practice, this has led to inconsistencies in the quality, structure, and reporting of trainings delivered under different projects and teams. While some trainings were well-developed and effectively delivered, others may have lacked clear objectives, methodological coherence, or post-training documentation.

Developing standardized guidance and templates would help ensure that all trainings meet a consistent level of quality in terms of design, content and delivery. Templates should include pre-training needs assessments, detailed session plans, and post-training reports. These would support organizing teams in meeting minimum standards and ensure that all workshops are properly prepared, evaluated, and systematically recorded.

2. Shared Repository and Regional Training Calendar

(Related findings under: Level 1 – Reaction)

The review noted variation in how trainings are documented, assessed, and evaluated across regional teams, which affects consistency and institutional learning. Training records are currently managed separately across teams, limiting visibility of planned activities and participants.

Developing a common SharePoint repository and a shared regional training calendar would enable organizing teams to upload documentation, track schedules, and review participant lists. This would help prevent overlapping trainings, reduce repeated invitations, and improve coordination and transparency across regional capacity-building initiatives.

3. Effectiveness of Experiential Training Methods

(Related findings under: Level 1 – Reaction)

Training design that incorporated experiential elements, such as role plays, simulations, and practicals using real examples, was highly effective in promoting engagement and learning. Participants expressed strong satisfaction with these sessions, noting that the practical components were particularly useful in helping them understand and apply the content.

The positive feedback highlights that experiential learning methods not only make trainings more engaging but also strengthen comprehension and retention. Expanding these approaches across regional trainings would help participants better translate knowledge into practical application.

4. Feedback as a Missed Source of Learning in Training Design

(Related findings under: Level 1 – Reaction)

Feedback mechanisms are functioning but underutilized as a source of organizational learning. Participant feedback may be regularly gathered through workshop evaluations or discussions, yet there is little evidence that these inputs are systematically reviewed or used to shape future trainings.

When feedback remains undocumented or disconnected from future planning, its potential to improve training quality and relevance is reduced. Establishing a simple process for reviewing and applying feedback findings would strengthen learning across all capacity-building initiatives.

5. Transparency and Accountability in the Participant Selection and Nomination Process

(Related findings under: Level 1 – Reaction; Level 4 – Results)

The review found variations in participant experience and skills, which in several cases influenced the depth of discussion and the extent to which learning could be applied after the training. Selecting participants with the appropriate competencies, experience, and motivation to use the knowledge gained is essential to achieving intended outcomes.

Joint selection by organizing teams and, where possible, facilitators, using clearly defined and agreed criteria, would help ensure that nominees are well-suited to the course objectives. This approach would promote more balanced group interaction, improve peer learning, and increase the likelihood that new knowledge and skills are effectively transferred to practice.

At the nomination stage, stronger accountability and clarity are also needed. When proposing candidates, organizations should explain the rationale for their nomination and outline intended follow-up actions once the participant returns. This could be done through a short questionnaire completed by line managers as part

of the nomination process. Such a step would ensure that nominations are purposeful, linked to identified capacity needs, and supported by management commitment for post-training follow-up.

6. Preparatory and Pre-Workshop Learning

(Related findings under: Level 1 – Reaction)

The review highlighted the potential of using pre-training online courses, pre-training assessments, and pre-workshop learning activities as part of the participant selection and preparation process. Requiring nominees to complete an online course, short self-paced module, or pre-reading resource package before confirmation of selection helps verify their readiness and ensures that participants possess the minimum level of knowledge required for the training.

Such preparatory steps ensure that all participants start from a similar baseline and can engage more meaningfully during in-person sessions. They also support a fair and transparent selection process by using evidence of preparedness rather than relying solely on nominations. Applying this approach consistently across regional trainings would help maintain participant quality, enhance engagement, and improve overall training effectiveness.

7. Post-Training Follow-Up to Reinforce Application

(Related findings under: Level 2 – Learning; Level 3 – Behaviour)

Across the board, there was strong evidence that there was very limited or no post-training follow-up, which reduced opportunities to reinforce learning and assess the extent participants applied new skills in their work.

Two complementary forms of follow-up are essential to strengthen impact. For the organizing entity, mentoring, targeted follow-up with selected participants, refresher sessions, or technical coaching can help reinforce learning and maintain engagement. For the nominating organization, follow-up by line managers and supervisors is essential to link individual learning to institutional priorities, such as National Society development plans or response rosters.

Peer-to-peer exchanges and community-of-practice groups can further sustain learning momentum. They provide safe spaces for participants to share experiences, discuss challenges, and seek guidance while building professional confidence. When consistently implemented, these mechanisms extend learning beyond the event, ensuring that skills are applied, refined, and retained over time.

8. Strengthening the Fairness and Utilization of Pre- and Post-Training Assessments

(Related findings under: Level 2 – Learning)

While pre- and post-training assessments were conducted, they were often limited to the workshop itself, and the results were not consistently shared with participants. This reduced opportunities for reflection and improvement.

A more transparent and systematic approach, supported by clear criteria or a consistent scoring system, would help ensure fair and credible assessments. Combining written tests, practical exercises, self-assessments, and observer assessments can provide a balanced view of both knowledge and skills gained.

Sharing detailed results with participants would enable them to understand their progress, while organizers and nominating organizations could use these results to tailor post-training follow-up, mentoring, or refresher support to specific learning needs.

9. Role of Learning Focal Points in Strengthening Training Effectiveness and Continuity

(Related findings under: Level 2 – Learning)

Findings confirmed Learning Focal Points (LFPs) remain a valuable resource for strengthening training effectiveness and continuity. However, their roles are not always clearly defined or consistently applied across the training cycle.

LFPs can play a critical role before, during, and after trainings by supporting participant preparation, facilitating group mentoring, and reinforcing post-training learning and follow-up. Ensuring that those assigned as LFPs are well-suited to the role and understand their responsibilities would help them provide more targeted guidance and continuity of support. Clearer use of LFPs would enhance participant engagement, improve knowledge transfer, and strengthen capacity beyond the training.

10. Adopting a Tiered Approach to Capacity Enhancement

(Related findings under: Level 2 – Learning; Level 3 – Behaviour)

There is value in a tiered approach to capacity strengthening, where trainings are structured at different levels such as basic, intermediate, and advanced. This approach helps ensure that participants receive content aligned with their existing knowledge and skills, avoiding repetition of concepts they are already familiar with.

Tiered training also allows for a clearer learning progression and can be linked to existing competency frameworks, where participants can build competencies step by step and advance to higher levels once they demonstrate readiness. Such differentiation enhances learning efficiency, maintains participant engagement, and ensures that training resources are used more effectively.

11. Applying Structured Evaluation Frameworks to Measure Training Effectiveness

(Related findings under: Level 3 – Behaviour; Level 4 – Results)

The review emphasized the importance of adopting a structured framework to assess training effectiveness beyond immediate feedback. The Kirkpatrick Model provides a comprehensive approach, covering four levels of learning outcomes: reaction, learning, behaviour, and results. It is widely recognized as a gold standard for evaluating training outcomes within organizations (Nawaz & Khushnood, 2022[6]; Arthur et al., 2003[7]).

Using this model enables both short-term and longer-term measurement of training effectiveness. Level 1 and Level 2 assessments, focusing on participant satisfaction and knowledge gained, can be conducted immediately after the training. Level 3 and Level 4 assessments, which examine behavioural change and organizational or workplace results and impact, are best administered between six to twelve months later to allow sufficient time for participants to apply their learning.

The training review survey developed through this Asia Pacific Training Review can be adapted for this purpose, ensuring consistent, systematic, and evidence-based tracking of training outcomes across all four levels.

12. Structured Learning Pathways and Institutional Ownership of Learning and Development

(Related findings under: Level 3 – Behaviour; Level 4 – Results)

The review found that the application of learning depends not only on individual readiness but also on the presence of an enabling system within each National Society. Participants emphasized the need for clearer learning and development pathways at the institutional level to help trained staff and volunteers continue building their competencies beyond a single training.

Developing structured pathways within each National Society, rather than relying only on regional surge opportunities, would allow individuals to apply and advance their skills in a more sustained and coordinated manner. Both National Societies and IFRC should integrate training outcomes into their human resource systems to track learning achievements and link them to staff development, performance, and deployment opportunities.

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[6] Nawaz, Fahad, Wisal Ahmed, and Muhammad Khushnood. "Kirkpatrick Model and Training Effectiveness: A Meta-Analysis 1982 To 2021." Business & Economic Review 14.2 (2022): 35-50. doi:10.22547/BER/14.2.2

[7] Arthur, Winfred, Jr., Winston Bennett, Jr., Pamela S. Edens, and Suzanne T. Bell. "Effectiveness of Training in Organizations: A Meta-Analysis of Design and Evaluation Features." Personnel Psychology 56.2 (2003): 234-256. doi:10.1111/j.1744-6570.2003.tb00213.x

For many National Societies, trainings are highly valuable even when they do not lead to surge deployments, as the skills gained can be applied to strengthen national-level capacity and disaster response. Embedding learning within institutional systems ensures that training contributes to broader workforce development and supports sustained improvement in operational readiness and response quality.

13. Translating Training into Deployment

(Related findings under: Level 3 – Behaviour; Level 4 – Results)

There was strong evidence that many trained participants did not deploy as regional or international surge personnel, often due to limited experience, lack of available funding, or absence of structured pathways for progression. Aligning deployments with the competencies developed through trainings is essential to realizing their value.

Candidates who have completed relevant technical trainings should be prioritized for deployment to ensure that their skills are effectively utilized. The RRMS system should record all past regional and international trainings completed by candidates, allowing deployment decisions to be based on verified learning history and demonstrated competencies. The Surge Competency Framework, with its Tier 1 to 3 levels, provides a useful structure for matching individuals to suitable roles.

Senior management commitment is equally critical. Many trained staff are not released for missions because they are considered indispensable within their National Societies. Leadership should recognize that deployments strengthen both individuals and institutions, serving as practical extensions of learning. Supporting deployments as part of staff development strategies would enhance organizational capacity, improve morale, and contribute to a more effective Movement-wide surge system.

Recommendations

Based on the findings and lessons from the Asia Pacific Training Review, the following recommendations have been formulated and prioritized. The top four represent the highest strategic priority for action, offering the greatest potential to strengthen the quality, consistency, and impact of regional trainings across the Asia Pacific. A **summary matrix of recommendations** is available in the **Executive Summary.**

1. Systematic Measurement of Regional Training Outcomes

Establish a structured mechanism to systematically measure and analyze the outcomes and effectiveness of all regional trainings. The regional training review survey that was developed based on the Kirkpatrick Model, or a similar standardized tool, should be institutionalized and applied consistently across all trainings to capture results, identify trends, and document best practices. The findings should feed into a regional knowledge management system to ensure lessons and innovations are captured, shared, and used to inform continuous improvement. Strengthening this mechanism will enhance accountability, improve cost-effectiveness, support predictive capacity planning, and enable regional customization of future trainings.

2. Ensure Follow-Up Support and Institutional Ownership

Establish structured short-term and long-term follow-up mechanisms for all trainings, designed and defined as part of the training process itself. Follow-up should be directly linked to individual learning pathways and may range from simple tracking and short-term engagement to more integrated approaches, depending on the training's objectives. Follow-up mechanisms can include mentoring, peer-to-peer exchanges, communities of practice, regular check-ins, shadow missions, or participation in tiered surge deployments aligned with the Surge Competency Framework.

At the institutional level, National Societies and IFRC should take ownership of ongoing staff development by integrating follow-up into human resource systems and career development pathways. Line managers should be engaged in post-training support, ensuring that learning outcomes are applied and recognized within the organization. Opportunities should be actively provided for trained personnel to deploy or utilize their new skills within country or regional operations.

Follow-up can operate across three complementary levels:

- **Individual:** Action plans, reflection surveys, and certification or progression systems to track how participants apply learning and support advancement to higher levels of competency.
- **Organizational:** Integration of training outcomes into staff objectives or work plans, post-training debriefs with supervisors, and ongoing managerial coaching.
- **Regional IFRC Network:** Communities of practice, periodic refresher sessions, and documentation of lessons learned to sustain knowledge exchange and collective improvement.

3. Standardize a Competency-based Participant Selection Process

Strengthen and standardize participant selection processes to ensure clarity, transparency, and consistency across all regional trainings. Selection should be competency-based and conducted jointly by all organizing teams, with facilitators involved where appropriate, to ensure that participants meet the required skill and experience levels.

A clear guideline should define the minimum requirements for participation, including completion of relevant prerequisites such as online modules or preparatory courses. Pre-training assessments should be conducted as part of the nomination and selection process to verify readiness and ensure that participants possess the baseline competencies needed for the training.

As part of the nomination process, line managers should complete a short, structured questionnaire outlining the justification for nomination and proposed follow-up actions. Consistent application of these procedures will help ensure that the right participants are selected, improve the quality and impact of learning, and strengthen accountability in the use of training opportunities.

4. Develop A Regional Training Guide/Framework

Develop a regional training guideline for the Asia Pacific that provides clear direction on both the operational and strategic aspects of training management. The guideline should cover areas such as planning, scheduling, delivery, documentation, coordination, and suggestions for alignment with existing IFRC competency frameworks and National Society programme priorities. A working group with representation from the IFRC Network in Asia Pacific should be formed to lead the guideline development, and a dissemination and roll-out strategy should be part of the process.

Alongside the guideline, create a standardized checklist of minimum requirements to ensure that all trainings meet basic standards of quality and consistency. The checklist should be embedded in the training approval process and include key elements such as pre-training needs assessments, design standards, evaluation methods, documentation procedures, and use of common tools like the regional training calendar and repository. Some components of the checklist, such as an advanced training calendar, a training application and approval process, and shared repository of training information and participant lists can be implemented in the short term to streamline the quantity and frequency of regional trainings. The checklist and guidance can draw from existing standards and guides, such as the Humanitarian Learning Standards and Standards of Assessment of Humanitarian Competencies (HPass) and the IFRC Global Road Safety Programme training guide and framework. Together, the guideline and checklist will strengthen accountability, coherence, and institutional learning across regional training initiatives.

5. Adopt a Tiered Approach to Capacity Development

Recommend the adoption of a structured, tiered approach to capacity enhancement aligned with the Surge Competency Framework (Tier 1 to Tier 3). Each tier should represent a progressive level of technical knowledge, operational competency, and leadership responsibility, ensuring that trainings are tailored to participants' experience and roles.

A competency-based selection and progression system should be established, supported by pre-training and post-training assessments to verify readiness, measure learning outcomes, and identify areas for improvement. These should be complemented by periodic reviews, mentoring, performance appraisals, and

regular check-ins to track progress and provide targeted support to facilitate their graduation from one tier to another.

Certification of competency at each tier should formally acknowledge participant achievement and deployment readiness. Embedding this structured tiered approach within regional capacity-building efforts will improve learning continuity, strengthen operational capability, and ensure that training investments deliver sustained impact.

6. Strengthen institutional buy-In

Promote stronger institutional buy-in by requiring that every call for training nominations include the training Terms of Reference, participant selection criteria, nomination process, and any expected deployment commitments. Providing this information upfront ensures that National Society management clearly understands the objectives, expected outcomes, and responsibilities associated with the training. This enables them to nominate the most relevant and qualified candidates and to plan follow-up actions to apply the participant's new skillsets within their organization.

The nomination process should also include a feedback channel for National Societies to share recent challenges and priorities with the training organizers. This exchange strengthens mutual accountability and ensures that training design and participant selection are informed by real operational contexts and institutional needs.

7. Enhance the role of the learning focal point

Enhance the role of the Learning Focal Points (LFP) to ensure consistency, accountability, and effective participant support across relevant trainings that mobilize them. Clear role definitions, selection criteria, and responsibilities should be established so that those serving as LFPs have the necessary experience and capacity to perform effectively.

To ensure that the time and resources invested in LFPs generate meaningful impact, their role should be positioned as a key enabler of sustained learning beyond the training cycle. LFPs should actively support participants before, during, and after trainings through mentoring, coordination, and follow-up, helping to translate learning into practical outcomes.

By formalizing and strengthening this role, the contribution of LFPs becomes more visible and measurable in terms of enhanced participant performance, stronger institutional learning, and greater overall return on investment in human resource development and capacity development.

Conclusions

The review confirms that regional trainings in Asia Pacific are technically strong and remain a sound investment. Evidence from selected trainings prove they consistently deliver quality learning experiences and build individual competencies. However, their collective impact is weakened by systemic inconsistency. There is no unified framework guiding how trainings are designed, delivered, followed up, or updated. Each thematic or organizing team operates independently, leading to wide variation in standards, limited continuity, and missed opportunities to translate learning into readiness and strong operational outcomes.

The problem is not the commitment or skill of those involved; it is the absence of a model to guide them. Organizing teams, facilitators, and designers work in parallel. Training packages are revised unevenly, without structured mechanisms to ensure improvements are carried forward across the board. Post-training and institutional follow-up are minimal or inconsistent, and results are rarely measured beyond participant satisfaction. As a result, even high-quality trainings have had challenges in demonstrating measurable gains in surge readiness or a deployable, strong pool of regional experts.

The way forward is clear. IFRC must shift to a coherent regional learning and development model that sets common standards for training design, facilitation, follow-up, and outcome measurement. One-off events should be replaced with a structured learning pathway that begins with online modules, progresses through

competency-based milestones, and culminates in contextualized in-person practice and deployments. The Kirkpatrick Model can be used to build a consistent culture of measurement across the region. Training organizers should assess participant satisfaction and learning immediately after each training through Levels 1 and 2, and then measure behaviour change and organizational results six to twelve months later through Levels 3 and 4. These findings should be consolidated and shared regionally to strengthen accountability, comparability, and continuous improvement across all training efforts.

With consistent standards, shared ownership, and measurable outcomes, regional trainings can evolve from well-executed events into a sustained, evidence-driven system that strengthens surge readiness, builds regional expertise, and delivers demonstrable value.

Annexes

The Annexes to the report are separate to the main report and available within the same .zip file:

- Annex 1: Review terms of reference (TOR)
- Annex 2: Phase 1 findings
- Annex 3: Phase 2 full detailed findings and data analysis
- Annex 4: Data collection instruments
    - 4.1. Training Review Survey Questionnaire
    - 4.2. Focus Group Discussion Guide - Participant
    - 4.3. Key Informant Interview Guide – Line manager
    - 4.4. Key Informant Interview Guide – Organizers, facilitators & LFP
    - 4.5. Qualitative survey – Line Managers
- Annex 5: Full desk review