

**Evaluating “Improving the effectiveness of the delivery of humanitarian programmes in Sudan” –  
Final Report**

Prepared for RedR UK  
by Bryan Hopkins

70 Southgrove Road, Sheffield, United Kingdom, S10 2NQ

Tel.: +44 7979 100765

[www.bryanhopkins.co.uk](http://www.bryanhopkins.co.uk)

March 10th, 2014

## Contents of this report

---

1. Executive summary.....	4
2. Rationale and purpose of this evaluation .....	6
3. Context of the RedR programme.....	7
3.1. RedR’s operational context.....	7
3.2. The RedR project.....	9
4. The evaluation methodology.....	10
4.1. How was data gathered? .....	10
4.2. Methodology for analysing data .....	10
4.3. Constraints on the evaluation process.....	10
5. Observations about the programme .....	12
5.1. Evaluation against indicators .....	12
5.2. Qualitative findings .....	16
5.3. Synthesis of observations.....	27
5.4. Project performance reviewed against OECD-DAC criteria .....	28
6. Recommendations .....	31
6.1. Recommendations for implementation of the Sudan project.....	31
6.2. Recommendations for RedR’s training policies and practice.....	33
Appendix 1: Specific impact success stories.....	35
Appendix 2: Total course attendances by Quarter.....	36
Appendix 3: Total course attendances by nationality and gender .....	38
Appendix 4: Total course deliveries by location .....	39
Appendix 5: Summary of course evaluation sheets .....	40
Appendix 6: Dynamics of the RedR training system.....	41
Appendix 7: People consulted during this evaluation .....	43
Appendix 8: Suggestions made about new courses .....	46

## Table of abbreviations

---

Abbreviation	Meaning
DDA	Darelsalam Development Agency
DDRC	Darfur Development & Reconstruction Agency
GoS	Government of Sudan
HAC	Humanitarian Aid Commission
HAD	Humanitarian Aid and Development
INGO	International Non-Governmental Organisation
MSF-S	Medicins San Frontiers – Spain
NCA	Norwegian Church Action
NGO	Non-Governmental Organisation
NNGO	National Non-Governmental Organisation
SAG	Sustainable Action Group
Sanad	Sanad Charity Foundation
SCS	Save the Children Sweden
SIMA	Sudanese Islamic Medical Association
SRCS	Sudanese Red Crescent Society

## 1. Executive summary

---

### The evaluation process

During January and February 2014 I conducted an evaluation of the RedR programme in Sudan aimed at improving the effectiveness of delivery of humanitarian programmes.

This was done by a combination of desk and field research, spending two weeks in Khartoum and El Fasher conducting interviews and focus groups.

### Principal findings

By both quantitative and qualitative measures the project looks to have been very successful.

It has reached most of the targets set in the original log frame indicators, even though political changes within Sudan meant that the original project specification had to be changed.

Its qualitative measures of success can be described under the headings of the OECD-DAC criteria.

### Relevance

The project met a strong demand for local needs in soft skills training, and it has raised expectations that these learning opportunities will continue to be available. The training in stress and crisis management provided in Darfur has led to the establishment of the Welfare Network, which links trained staff across a number of different NNGOs.

### Efficiency

While the use of face-to-face workshops for learning delivery has many advantages, it would be useful if, going forward, the delivery methods used for each course were reviewed in order to maximise the cost-benefit for each, in terms of financial and time costs for both RedR and participants. Making more use of new technologies could bring benefits to course delivery.

### Effectiveness

Although it is not possible to identify a clear causal link between RedR’s activities and improved delivery of humanitarian programmes, a number of factors have been identified which makes it highly likely that this has been done. This includes:

- establishment of standardised processes across the NNGO sector which has undergone RedR training
- an increasing sense of professionalism amongst Sudanese humanitarian workers
- the development of an informal network linking Sudanese humanitarian workers
- safer working practices being employed, contributing to a more effective working environment.

### Impact

Evidence was gathered from many different individuals and organisations which indicates that the capacity building initiatives have had an impact on programme delivery, through helping organisations to:

- continue to operate in circumstances where otherwise they would have had to withdraw
- establish new internal capacity for such things as delivering training, writing proposals, etc.

### **Connectedness**

The project has contributed to the sustainability of humanitarian and development activities in Sudan through making it possible for NNGOs to carry out activities they were not previously able to do for themselves.

### **Coherence**

The programme has contributed significantly to the Government of Sudan’s espoused policy of Sudanisation, through increasing local capacity and developing a network of Sudanese Associate Trainers.

### **Recommendations**

For the future, there are a number of recommendations:

- Focus future efforts on developing a network connecting Sudanese NNGOs.
- Strengthen the programme emphasis on building local institutions for carrying forward the delivery of learning opportunities.
- Review the cultural appropriateness of training materials.
- Review the methodologies used to deliver each course.
- Strengthen the monitoring of courses delivered by other organisations on behalf of RedR.
- Strengthen the action planning process course participants.
- Think more laterally about publicising learning opportunities.
- Consider incorporating objective assessments of learning as a standard within the monitoring and evaluation process
- Adopt a broader approach to capacity building, considering organisational development issues as well as training.
- Include gender data in course evaluation processes to enable disaggregation of data.

## 2. Rationale and purpose of this evaluation

---

Between April 2011 and December 2013 RedR UK delivered a DFID-funded programme entitled “Improving the effectiveness of the delivery of humanitarian programmes in Sudan”.

This is an evaluation of this project. It does look at how well the project has fared against the originally defined log frame indicators, but focuses on the impact of the project, and in particular the dynamics it has created and the unintended (or at least not recorded as intended) consequences.

### How will it be used?

The outputs of the evaluation will be used to:

- inform the DFID Annual Review as to the success of the programme
- help RedR improve the design and delivery of any continuation of this programme and of other programmes delivered elsewhere.

### Specific objectives of the evaluation

Quoting from the Terms of Reference for the review, its purpose was to:

- measure the achievement of project outputs (results) in relation to the project indicators and targets
- assess and evaluate the project outcomes and impact in particular the impact on the quality of provisions for staff safety and security, the design and implementation of humanitarian projects and the adherence to humanitarian principles and good practice
- measure achievements on Value for Money
- assess any changes in evidence based on the theory of change
- consider gender / sex disaggregation of results
- assess the sustainability and provide recommendations for future project activities, funding and suggested areas of improvement
- assess the project impact on environment and climate change
- highlight direct feedback from beneficiaries (humanitarian workers or people received after incidents support) on the project performance
- Identify and assess issues and recommend actions to address them
- highlight challenges affecting the effective and efficient implementation of project outputs and achieving proposed outcomes
- offer recommendations to address the identified issues.

### 3. Context of the RedR programme

#### 3.1. RedR’s operational context

Ongoing political instability and the consequent lack of security in the western Sudan and the newly-formed South Sudan have made it very difficult for organisations working in the humanitarian and development sectors. This is characterised by such events as:

- attacks against aid workers
- theft of vehicles and other operational resources

This has made it much harder for NGOs to access displaced people and deliver necessary services. The situation is particularly difficult for international NGOs, as foreign staff are perceived to be at higher risk, so there is an ongoing trend for field activities to be carried out by local organisations (remote management).

These, however, may not be well-equipped for operating in a safe and secure manner, lacking adequate systems or security-related knowledge and skills.

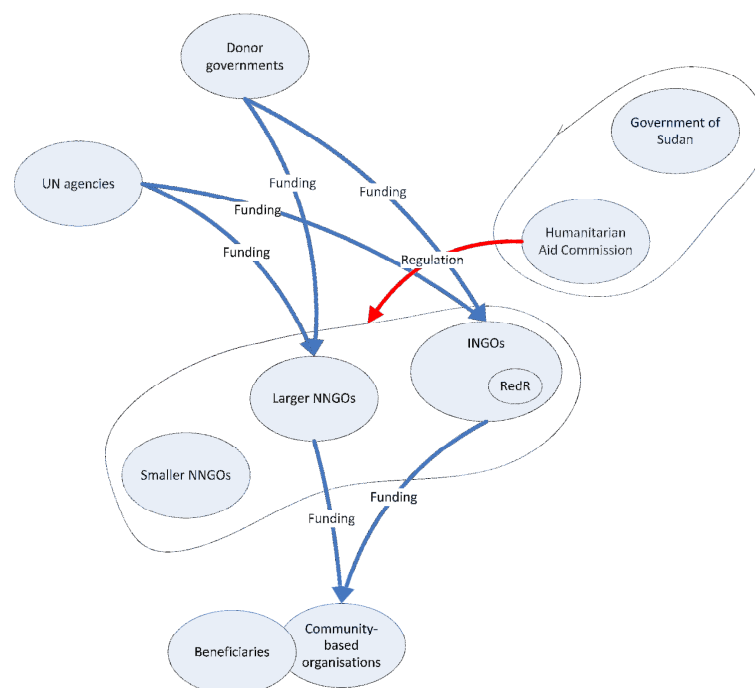
There is also a near complete absence of opportunities for learning about the skills necessary for managing small organisations, including how to work safely. International NGOs provide a certain amount of training for their own staff (focussing on project-specific technical skills), but often earmarking of funds precludes training in operational matters.

RedR’s field operations have been focused in the Darfur region. In the early stages of the project it operated field offices in Nyala and El Geneina, but during the latter stages closed these and operated from El Fasher.

During the period of the project the political situation in the area, both within Sudan and as a result of conflict in South Sudan, has meant that some areas are still very much in the emergency phase. However, the Government of Sudan regards the situation as in transition, and is striving to promote a greater emphasis on early recovery activities such as peace building.

#### Who is involved in humanitarian actions?

This system map is a representation of the main actors involved in RedR’s situation of interest.



Humanitarian and development action is largely carried out by the NGO sector. As a way of trying to regulate this parallel, non-governmental system, the Ministry of Social Welfare hosts the Humanitarian Aid Commission (HAC) which maintains a register of organisations allowed to operate in the country. HAC is very powerful, and it is essential for NGOs to cooperate with it as required. There are currently just over 4,000 NNGOs and 139 INGOs registered in Sudan (of which 111 are currently active).

For various reasons there is a degree of suspicion surrounding the activities of many INGOs, and they can find their activities closely monitored. Related to this and to a longer-term goal of sustainability the Government is pursuing a policy of ‘Sudanisation’, which encourages the use of Sudanese staff wherever possible.

Humanitarian and development funding from both donor governments and UN agencies is largely channelled through the INGOs and the larger NNGOs. It seems to be very difficult for smaller NNGOs to attract funding for a variety of reasons:

- lack of professionalism in preparing attractive proposals
- high levels of competition for increasingly limited funding
- a trend for proposals to be submitted online, militating against organisations with poor technological infrastructure or capability
- inability to demonstrate perceived adequate capacity for managing projects.

This creates a vicious circle, where they do not have enough funding to invest in their own capacity building, and are not able to access support in doing this from other organisations. Nevertheless, such organisations are often close to the communities they serve, and are potentially more aware of both short-term and long-term issues relevant to programming. They can therefore have a very important role to play in both humanitarian and development activity.

### Challenges for capacity building in Sudan

The previous section hinted at how difficult it can be for NGOs in Sudan to carry out capacity building activities. Even within the better-funded INGOs, capacity building is concentrated within the organisation and is generally limited to the ‘hard’, or technical skills needed to implement specific activities, relating to donor’s requirements for the project. As the Overseas Development Institute reported in 2012<sup>1</sup>, “in practical terms, training and workshops (often one-off) still tend to dominate, ... usually combined with technical advice and assistance in project management”.

There is generally an assumption that staff already have the necessary soft skills (i.e., those associated with management and organisational development) and that the other aspects of capacity, such as organisational vision, operational strategy, enabling culture and adequate structures (drawing on Allan Kaplan<sup>2</sup>) are in place. This is not a phenomenon unique to Sudan: a recent critique of aid policies by Ben Ramalingam<sup>3</sup> asserted that this is common across the aid sector, in contrast to private sector organisations where management development is a key part of organisational life.

For NNGOs, especially the smaller ones, the situation is worse. Management skills are limited to what can be learnt on-the-job, by “muddling through”, and there is almost no possibility of accessing support to help with these within the country.

---

<sup>1</sup> Datta, A., Shaxson, L. & Pellini, A. (2012), “Capacity, complexity and consulting: Lessons from managing capacity development projects”, Overseas Development Institute, p.6

<sup>2</sup> Kaplan, A. (2000), “Capacity building: shifting the paradigms of practice”, *Development in Practice*, Volume 10, Numbers 3 & 4, August 2000.

<sup>33</sup> Ramalingam, B. (2013), “Aid on the Edge of Chaos: Rethinking International Cooperation in a Complex World”, Oxford University Press



### 3.2. The RedR project

The RedR project was a response to this perceived gap. The programme, as proposed to DFID<sup>4</sup> identified a number of activities:

- *Facilitate capacity building through training courses and workshops for humanitarians in English, Arabic (in Darfur) and possibly local languages including Dinka (South Sudan) covering themes identified in this proposal and noted below in this section under course titles;*
- *Develop new courses where appropriate, and provide surge capacity responses when different risks are presented (for security) or there are changes in the operating environment.*
- *Provide one-to-one support to organisations wanting to run specialized capacity building programmes, including Security and Safety, Logistics in Emergencies, Humanitarian principles, DRR, Distance Management at no extra cost as long as they operate within the identified geographical areas,. Otherwise, tailored bespoke training will be agreed on with individual NGO.*
- *Conduct one-to-one and group defusing support to agencies in dealing with critical incidents, in either English or Arabic (Darfur), within a maximum of 48 hours after an incident.*
- *Maintain staff welfare networks and implement improvements to the Peer Support programme, as well as develop agreements with agencies to release staff (network members) to provide defusing to others in need.*
- *Provide technical support to NGOs covering the elements noted here in this proposal*
- *Develop capacity building in organisations through use of action plans with course participants, which are then collected and follow up with agencies conducted to assess and evaluate the use of knowledge and skills acquired through RedR trainings in the host organisations.*
- *Develop and collate lessons learnt and case studies from NGOs and UN bodies engaged in capacity building to be used in the sector and to also inform workshops and learning events.*
- *Engage in impact evaluation and review of all services offered to ensure we are meeting the need in sector.*

#### Initial conception of the project

The division of Sudan into two separate countries in 2011 complicated the delivery of the project. Due to the difficulties of establishing new institutional arrangements in South Sudan progress on implementing the programme in this new territory was significantly delayed. The programme that was eventually run in South Sudan was the subject of a separate DFID evaluation in late 2013. This current evaluation does not therefore consider any aspects of that programme.

Project activities were initially listed in a log frame document (although various versions are available, the reference document for this evaluation is the log frame dated 18/07/2012, which was prepared to support the No Cost Extension agreed towards the end of the project). This related project activities to outputs to a purpose (outcome) and hence the ultimate goal (impact).

At this point of the project the description of Output 2 was revised significantly.

The rationale given to DFID in the No Cost Extension proposal for these changes was a recognition that the project would not be able to meet its objectives in the initial timescale.

The content of the logical framework is summarised as follows.

**Project goal (impact):** Improved delivery of aid for humanitarian assistance and protection for populations in Sudan.

**Project purpose (outcome):** Humanitarian organisations are able to operate effectively and safely in the identified programme areas.

---

<sup>4</sup> RedR UK, 2011, Proposal – Improving the effectiveness of the delivery of humanitarian programmes in Sudan

### Outputs

1. Improved knowledge and skills of individuals and humanitarian organisations
2. Humanitarian organisations use knowledge and applied learning gained from RedR to improve their response to humanitarian crises and recovery processes<sup>5</sup>
3. Improved post-incident support services available to humanitarian staff members across Darfur

## 4. The evaluation methodology

---

### 4.1. How was data gathered?

Data to inform this evaluation was gathered in a number of different ways:

- A **desk review** of existing documentary records was carried out, covering materials such as initial project documentation, statistical and summary reports, training evaluation documents, etc.
- **Semi-structured interviews** were held with key informants, such as training participants and senior managers in NGOs within Sudan.
- **Focus group meetings** were held in Khartoum, where several groups of about 10 to 15 previous participants were invited to attend. These used participatory techniques to gather information.

Appendix 3 contains a fairly comprehensive list of the names of all people interviewed during the evaluation.

### 4.2. Methodology for analysing data

Data captured during this evaluation exercise was both quantitative and qualitative. The quantitative data mostly relates to reports about activities, and is primarily associated with log frame requirements.

Qualitative data, such as that gathered from interviews and focus groups, has been assessed using a variety of techniques derived from a systems approach. The technicalities of this analysis are not included in this report except where they are necessary for explaining a line of argument, in which case they are included in appendices.

### 4.3. Constraints on the evaluation process

While every effort has been made to accurately record a statistically significant amount of information, it must be acknowledged that there will be limitations.

#### Evaluator bias

It is common in evaluations for evaluators to declare that they have taken every precaution to minimise bias. This is often done by looking where possible for quantitative measures, which are claimed to be free of bias. However, no observer can be completely independent of a situation they are studying: they bring their own traditions of understanding to the evaluation, and even when recording quantitative data will look for data which is relevant within their own tradition.

I would therefore make it clear that my observations about this project are shaped by my own perspectives, prejudices and preferences, but I have wherever possible sought to identify where this is relevant to an observation. The perspective that shapes my observations is described in Section 5.3.

---

<sup>5</sup> Note that at the inception of this project Output 2 was "Provision of advisory services on technical issues, as well as tailored capacity building interventions", but this was changed in July 2012, as various technical and administrative issues seem to have severely restricted progress.

### **Inconsistencies in recording**

As the project specification evolved somewhat during its lifetime, and DFID itself changed its reporting requirements, some of the spreadsheet tools used for recording data changed. This meant that not all data was recorded consistently, and it has been somewhat time-consuming to ensure complete accuracy of all quantitative data. However, no significant discrepancies were noted, and all numerical data seems to be statistically consistent.

### **Challenges with using log frame indicators**

Certain log frame indicators, particularly for impact, were felt to be somewhat ‘loosely’ worded and ambiguous. This made it difficult to make clear observations about performance.

### **Triangulating data**

Where possible I have tried to triangulate qualitative data by soliciting for the same information from many different people, using a template for interview questions.

A significant number of people took part in interviews (listed in Appendix 7). This represents between 33 to 50 in interviews (7 recorded as female but a number were unrecorded) and 30 in focus groups (12 female).

## 5. Observations about the programme

### 5.1. Evaluation against indicators

This table shows the indicators defined in the final log frame used within the project, agreed for the No Cost Extension to December 2013 (DFID Sudan RedR UK Log Frame NCE to Dec2013.pdf).

[Need to check this against the printouts I have]

Indicator	Description	Baseline data	Target by end 2013	Comments
Impact 1	Increase in number of national organisations in Darfur routinely implementing humanitarian activities		25	This figure is impossible to quantify, as there is no obvious causality between RedR activities and the establishment of new organisations. The figure also fluctuates as organisations cease registration as their purpose ends, and there also political issues related to registration.
Impact 2	Increase in % coverage of humanitarian needs in Sudan	25% (4,049,000 people)		This is impossible to quantify due to the dynamic nature of humanitarian needs in Sudan. However, RedR has supported several NNGOs who are now active in South Kordofan and Blue Nile States, which was not possible at the start of the project.
Outcome 1	% success in improving security, project management or humanitarian practice across trained humanitarian workers		85%	Drawing from data recorded from the follow-up procedures, here is the percentage of organisations reporting specific areas of improvement.  Significant improvement in the understanding of principles, standards, procedures 38%  Improvement in capacity or the introduction of new practices e.g. 78%

			finance, reporting, management
			Improved understanding of security concerns and awareness of their own safety and welfare 83%
Outcome 2	Number of beneficiary orgs responding effectively to serious security or stress-related incidents in programme areas	50	The Welfare Network has a registered membership of 619, with 196 active participants. which represents: NNGOs 16 INGOs 9 UN 5 GoS 4
Output 1.1	% of participants indicating that training and learning events are relevant to their work and learning needs	90	89% respectively rated the relevance of RedR training to their humanitarian work as ‘Excellent’ or ‘Very good’.
Output 1.2	Number of participant training days disaggregated by: i) sex; ii) nationality; iii) organisation type	Total: 6000	Approx. 11,540 (for detail, see Appendices 2 and 3)  The indicators for evaluating the success of the programmes are all activity-based quantitative (as is required by the log frame and results-based management philosophy).  These are not assessments of outcomes, which in this case would be judgements about the quality of the training; of course, a much harder assessment to make.  The problem with this approach is that it can focus the attention of programme managers on simply enrolling as many people as possible for courses, and can therefore distract attention away from managing quality.
		i) 30% female	30% female (1,817 out of 6,517)

			ii) 95% Sudanese	97% Sudanese (6,181 out of 6,516)
			iii) 65% Sudanese	≈53% (see Appendix 3)
Output 1.3	% of participants indicating a significant improvement in skills, knowledge or confidence immediately after the training event		90	90% rated their improvement in knowledge or skills as a result of attending RedR training as ‘Excellent’ or ‘Very good’.
Output 2.1	Numbers of organisations served across all project activities disaggregated by: i) location (deep field including SKS/BNS); ii) organisation type	80	150	Total no of organisations attending: ≈600
			i) 25%> deep field;	14% of training events were conducted in deep field locations (73 out of 514, see Appendix 4). Note: Government restrictions made it difficult to carry out training in deep field locations, and a network of local trainers had to be used to do this, limiting what could be delivered.
			10%< Khartoum	21% Khartoum
			ii) 70% national	No of NNGOs: 500+ No of INGOs: 80+ Government organisations: 5 UN agencies: 8 % NNGOs ≈80 Note that organisation names were not recorded in a consistent manner, so there are problems of acronyms/full names, transliteration inconsistencies, etc. It has therefore been difficult to produce a completely accurate list of unique names, but these figures should be fairly accurate.
Output 2.2	% of organisations indicating a significant improvement in the understanding of principles, standards, systems, procedures etc		85	This is rather similar to Output 1.3, and the comment there applies.

Output 2.3	% of organisations demonstrating an improvement in capacity or the introduction of new practices as a result of RedR activities		75	Of the 13 NGOs interviewed, all reported some improvement in capacity as a result of RedR activities. While not quantitative or statistically significant, this is a strong indication that this target has been met
Output 3.1	Number of organisational security management services provided (including support with Security plans, SOPs, info sharing events, simulations, management of relocatable staff etc)	0	12	There are numerous references below to such activities, and it can be taken that this indicator has been met.
Output 3.2	Number of responses to critical incidents (CIs) conducted by trained critical incident responders		60 incidents responded to within 48 hours	65 CIs responded to within 48hrs (from a total of 74 (2011-2013)).
Output 3.3	% of participants indicating improved understanding of security concerns and awareness of their own safety and welfare as a result of the RedR activities		90	93% rated their improved understanding of security concerns as a result of attending RedR training as ‘Excellent’ or ‘Very good’ (filtering 2012 and 2013 data to consider only safety and security courses)

The total DFID project budget was £3,813,940.03. The original definition of Value for Money (VfM) was that this would represent a cost of £833 per person trained. The total number of trainees was about 6,800, giving a final figure of about £561.

It should be noted that project costs were affected by significant fluctuations in the exchange rate for the Sudanese Pound during the course of the project. This was a result of the secession of the southern part of the country to form South Sudan, which led to a cut in oil revenues. This resulted in rapid inflation of all costs, such as local staff salaries, fuel and transportation.

## 5.2. Qualitative findings

### Output 1: Improved knowledge and skills of individuals and humanitarian organisations

In this section I have recorded observations against each of the activities listed in the original project log frame. I have commented against each, as appropriate. These individual comments are synthesised in the following section.

#### Activity 1.1 Conduct assessment of learning needs among humanitarian agencies operational in Sudan, inc. SKS and BNS

Observations	Evaluator comments
<p>The original learning needs assessment (LNA) was carried out by the RedR Sudan office in 2010, using a SurveyMonkey questionnaire (in both Arabic and English) made available to NGOs operating in Sudan. The outputs of this were used to inform the initial overall project design.</p> <p>This led to the development of two programmes:</p> <ul style="list-style-type: none"> <li>• Staff Safety Programme</li> <li>• Staff Welfare Programme</li> </ul> <p>This LNA exercise was repeated in July 2012, and this led to the review of project offerings.</p>	

#### Activity 1.2: Review relevance and quality of existing learning events and approaches, capture lessons learned and make appropriate programme changes

Observations	Evaluator comments
<p>The process for designing a new course seems to be that once the need has been identified, RedR UK in London considers whether it has any existing, appropriate training, but if not an appropriately qualified expert within its network is commissioned to design and possibly deliver the course.</p> <p>The course is initially run as a pilot, during and after which feedback is used to modify the content for subsequent use.</p> <p>Relevance and quality of learning events is monitored in a number of different ways.</p> <p>Within the courses, participants report that extensive use is made of case studies, with participants asked to provide their own opinions which are then compared with what the</p>	<p>RedR staff have worked very hard to make sure that the training provided is of good quality and is relevant to the target groups.</p> <p>As the project has unfolded new courses and programmes have been developed and offered, based on expressed needs. This is illustrated in Appendix 2, which shows how new courses, particularly those related to humanitarian practice, have steadily been incorporated into the RedR offering.</p> <p>Having reviewed a limited number of course handbooks, I would express some concern that content may not pay sufficient attention to cultural aspects of life in Sudan. For example, the “Leadership” course materials make extensive use of material drawn from American leadership</p>



facilitator presents as ‘best practice’. This should enable the facilitator to reflect on the participants’ inputs and incorporate these in future deliveries. A number of participants reported that it was important to be offered training that met “international standards”.

Participants complete evaluation sheets, and the feedback was used to inform ongoing redesign of programmes.

RedR staff are in regular communication with NGOs, which allows them to gather information about new or developing needs, and this leads to course redesign or new development.

concepts, and there is little explicit reference to potential contradictions. Also, examples given in the text often refer to clearly western corporate examples. A comment in one focus group was that the course on humanitarian principles had not adequately acknowledged “humanitarian principles innate within Sudanese society”.

It is possible (and indeed likely) that within the workshop event itself that there may be some discussion about these cultural differences, but because the handbooks become reference documentation for participants, and may be shared with others, it is recommended that the existing content be carefully scrutinised and updated to include more cross-cultural aspects. This would include both Sudanese cultural practices (for example, local attitudes to leadership) and areas of differences between local concepts and those of international members of staff.

This could be addressed by more Sudanese involvement in initial course design: this was expressed as a desire in several focus group meetings.

A very common concern expressed was that the existing courses are not long enough, that they try to cover too much material in just one or two days. In some cases this may be at the expense of practical application. It is very common for course participants to express a desire for more time for training, and also common for HR managers to say that more time is not available, as pressures of work make this very difficult.

RedR should therefore give some consideration to reviewing the way in which courses are offered. The model that is used is that of the workshop, within which the course materials are issued. An alternative model could be a blended approach which incorporates:

- pre-course reading, distributed electronically or as appropriate, which could cover theoretical concepts
- the workshop event, which focuses on practical application of the theory.

This does present various logistical and policy issues (for example, how to deal with participants who have not completed the pre-course reading), but greater flexibility in delivery could make it possible to meet the desire to spend more time on practical application.

It would also be beneficial if course handbooks could be available in Arabic as well as English.

---

**Activity 1.3: In line with LNA results, develop new courses and learning approaches where appropriate**

Observations	Evaluator comments
See Activity 1.2 for a discussion of this.	Many people expressed the wish that courses were longer to allow more time for practice. This may not be possible, but one way for RedR to respond to this observation would be to introduce new learning approaches, such as blended approaches incorporating technology-based learning, pre-course texts or job aids, for example.

**Activity 1.4: Facilitate learning events in collaboration with identified partners in SKS/BNS and other deep field locations**

Observations	Evaluator comments
<p>Security considerations and official restrictions both make it impossible for international staff to be involved in delivering training events in certain parts of the country, including the deep field in Darfur and both South Kordofan and Blue Nile states.</p> <p>To overcome this RedR has signed Memoranda of Understanding with several NNGOs, including HAD and Sanad, and these have enabled these organisations to run training in South Kordofan (six events in 2013) and Blue Nile (three events) States, using RedR’s Sudanese trainers.</p> <p>Both HAD and Sanad report that the partnership with RedR has been most beneficial, allowing them to expand the work that they do and to improve its quality.</p> <p>HAD reported that whereas previously they needed to engage consultants to deliver their own training they were now, as a result of the RedR Training of Trainers workshops, able to do this themselves. They also noted that as a result of the SPHERE in Action training they were now able to work with HAC to develop a Sudan-specific set of humanitarian standards.</p> <p>For the future they were keen for RedR to become involved in their internal strategic planning activities, but would also like to be more closely involved in course design.</p> <p>To support this, during the project RedR have recruited and trained about 20 Sudanese to work as contract trainers. Of these about 10 are currently active.</p> <p>This has enabled the organisation to provide training for NNGOs working in South Kordofan and Blue Nile States, where international organisations are not allowed to operate.</p>	<p>Administrative restrictions are here playing a positive part in encouraging local capacity building; RedR is able to apply its network of local trainers to meet this specific need.</p> <p>RedR has worked hard to embrace the Government of Sudan’s espoused policy of ‘Sudanisation’. This has brought several benefits:</p> <ul style="list-style-type: none"> <li>• An improved relationship with HAC.</li> <li>• The ability to offer capacity building events in otherwise inaccessible areas.</li> <li>• The ability to offer training throughout Sudan, in cases where visas for international trainers have not been granted.</li> </ul>

**Activity 1.5: Facilitate learning events in line with identified needs for senior, middle and junior humanitarian staff**

Observations	Evaluator comments
<p>During the course of the project learning events were held for senior, middle and junior humanitarian staff.</p> <p>42 different courses were offered in four different programmes, and the total attendance for these was 6,972 (note, not individuals). 30% of these women and 97% were national staff. Training was delivered to approximately 500 different NNGOs and 80 INGOs, representing percentages from the total NGO populations of 12% and 60% respectively.</p> <p>It is noted that ‘junior’ includes categories of staff who are often not considered for training, such as security guards and drivers: there were a number of comments regarding the high value of offering such training, as they are sometimes described as “the eyes and ears” of (particularly) INGOs. One guard interviewed at an INGO office in Khartoum said that as a result of the training he now knew how to assess building for security and was following the correct procedures for visitors. There is also a positive impact on staff morale.</p> <p>Facilitation has been carried out by both international and Sudanese trainers, depending on the subject matter and the ability of international staff to enter the country and travel within it. External trainers were used when they were needed for delivering specialist training.</p>	<p>A significant number of operational NGOs have received support. However, many NNGOs have still not, but these are probably ones that are in remoter locations and could be difficult to contact. Making contact with these will be a challenge for the future.</p> <p>There is a near complete absence of alternative training provision in Sudan for most of the learning events that RedR is providing. What there is has been described as “not credible” and is too expensive for NNGOs, particularly the smaller ones, and CBOs.</p> <p>This puts Sudanese staff at a considerable disadvantage in comparison to international staff, particularly those from western countries, who may well come with higher degree qualifications in such areas as humanitarian principles, development management, etc. These people see themselves as ‘humanitarian professionals’, but several people interviewed said that most Sudanese working in the same sector do not see themselves in this way at all.</p> <p>This creates a structural inequality in power, and makes it very difficult for international and local staff to operate in any equitable way.</p> <p>However, it was then said that the high quality of the RedR training and its exposure to international standards and concepts regarding humanitarian action was starting to help people indeed see themselves also as ‘humanitarian professionals’.</p>

**Activity 1.6: In line with RedR standards, conduct evaluations of all learning events**

Observations	Evaluator comments
<p>As defined in the “RedR UK International Programmes: Monitoring and Evaluation Toolkit” of August, 2013, workshop activities are evaluated primarily through:</p> <ul style="list-style-type: none"> <li>• Course or workshop evaluations</li> <li>• Trainer reports</li> <li>• Post training follow-ups.</li> </ul> <p>All of these are being done in the Sudan project.</p>	<p>The workshop evaluations carried out (both by participants and the trainer) are assessments of <b>reactions</b> to the courses, essentially what people liked or did not like. In training evaluation theory, this corresponds to what is normally known as Level 1, reaction training<sup>6</sup>.</p> <p>No objective assessments seem to have been carried out within training events to determine how much people have learnt from the training (although it was apparently tried early on in the</p>

<sup>6</sup> Such classifications are ascribed to the work of Donald Kirkpatrick (1959), who proposed a four-level taxonomy for training evaluation: reaction to the training intervention (Level 1), learning gained (Level 2), change of workplace behaviour (Level 3) and impact on organisational performance (Level 4).

Appendix 4 summarises results of course evaluation sheets for 2012 and 2013. These figures show the total percentages of people rating the criteria as ‘Excellent’ or ‘Good’.	
Improvement in knowledge and skills	90%
Relevance to humanitarian work	89%
Effectiveness of training materials	88%
Effectiveness of facilitation	89%

These are clearly highly satisfactory figures.

Trainer reports seem comprehensive and complete, and post-training follow-ups are being done: the El Fasher office reports that they follow up to two or three people from each group, and that they conduct about two follow-ups each week. This suggests carrying out about 100 follow-ups a year.

The overwhelming agreement from interviews and focus group sessions was that the general quality of RedR facilitation staff was very good, and that they effectively blended presentation with discussion and allowed active participation from the participants.

One NGO staff member expressed dissatisfaction with the first aid training provided by SRC: they said that it was too theoretical and no reference documents were provided to take away, which meant that the value of the training faded quickly. One RedR officer commented that they observed “General First Aid” and “First Aid at Work” and it seemed as if they were more or less the same course.

This experience may be unusual, but it highlights the need for RedR to monitor the quality of training provided by partners, as this has an impact on RedR’s own reputation.

Several people commented that the high quality of RedR handout materials has helped them to become de facto ‘standard reference’ materials among NNGOs in field situations. This is a tribute to their quality, but also means that RedR need to take great care to make sure that content is accurate and non-contentious in any way.

Providing electronic copies of course materials would also be desirable, and would make materials more portable. It is noted that this is done for some courses, but not all.

The networking opportunities of RedR courses are extremely valuable for Sudanese participants, who can otherwise find it difficult to spend time discussing practice with colleagues in a learning environment.

project but proved unpopular with participants due to fears about testing). It can be argued that the most important outcome of the training is the change in workplace behaviour (Level 3), and this is where evaluation should be focused. As noted below (Activity 1.8), RedR staff systematically carried out post-training follow-ups with participants to gather information about impact. However, it is difficult to establish any definite causal linkages between training and improved performance as well as to actually ‘measure’ changes in workplace performance.

It is therefore always valuable to carry out some form of Level 2 evaluation, in the form of an end-of-course test. This could be linked to a pass or fail decision (but this raises other policy issues and is not discussed here). Nevertheless, results from end-of-course tests would have been useful in helping facilitators to identify topics that proved difficult or easy and where changes to coverage would be beneficial. It is recommended that in future training events that an end-of-course test is standard.

Training evaluations are not currently disaggregated by gender. It is therefore not possible to see if the workshops are perceived differently by men or women. It would potentially be useful to do this, particularly given the very different roles that men and women play in Sudanese society: the assumption that workshops and the methods used are equally acceptable for men and women needs to be examined.

Both of the comments just made would possibly require a change to RedR UK’s evaluation policy.

It would also be useful to assess the opinions of participants on gender issues covered in training materials, and to what extent gender is mainstreamed in the course as a whole. This relates to comments made in Activity 1.2 about cultural appropriateness.

**Activity 1.7: Incorporate individual action planning or practical assignments in learning events as part of an ongoing learning process**

Observations	Evaluator comments
<p>This has been discussed as part of Activity 1.6.</p>	<p>A review of action plans selected at random showed that there was a large percentage that were not completed fully or correctly. For example, people:</p> <ul style="list-style-type: none"> <li>• left sections blank</li> <li>• did not enter meaningful information in the boxes.</li> </ul> <p>This could suggest that people are unfamiliar with this type of activity, and need more guidance on how to create meaningful action plans. Failing to do this could have implications for the overall effectiveness of this activity.</p> <p>It is therefore suggested that trainers be required to spend more time helping participants complete these action plans, and that the trainers should review each one before participants leave the workshop.</p>

**Activity 1.8: Conduct follow up 3 months after learning events with 3% of participants (across all org types)**

Observations	Evaluator comments
<p>As noted in the observations on Activity 1.6, follow up meetings regarding the implementation of learning are taking place.</p> <p>Given that there have been approximately 6,800 participants, 3% implies a need to have followed up about 200, and this has been achieved by the El Fasher office alone.</p>	<p>This is an important part of the overall learning process, and allows RedR to both monitor the effectiveness of the training and to keep in contact with participants.</p> <p>These follow-ups served several useful purposes:</p> <ul style="list-style-type: none"> <li>• Reviewing content of the training to make sure that it stayed relevant.</li> <li>• Providing ongoing support to individual learners.</li> <li>• Gathering information about impact of the training.</li> </ul>

**Activity 1.9: Promote RedR activities in Sudan through events, regular communications, contact lists, social media, publications etc**

Observations	Evaluator comments
<p>RedR uses a number of different methods to market its courses:</p> <ul style="list-style-type: none"> <li>• It uses the HAC database of NGOs to make contact with named contacts.</li> <li>• It publishes a 3 month calendar of courses being run, and makes this available as a poster.</li> </ul>	<p>RedR could probably do more to make their training programme more widely known. There is a focus on using electronic media for advertising, but there are other possibilities which may have benefits with organisations with limited on-line access.</p> <p>Focus group participants suggested various other approaches:</p>

<ul style="list-style-type: none"> <li>• It advertises courses on Sudan Jobnet.</li> <li>• A marketing coordinator sends out flyers to people they know.</li> <li>• Posting information on the RedR and Reliefweb websites.</li> </ul>	<ul style="list-style-type: none"> <li>• newspaper adverts (the old way of doing it!)</li> <li>• advertising at music festivals, which are becoming increasingly popular (one person heard about RedR from a friend they met at such an event)</li> <li>• advertising in restaurants popular with younger people, who are often connected to the NNGO world</li> <li>• art exhibitions, again increasingly popular with younger people.</li> </ul>
--	--

**(CHF): Facilitate learning events to build NNGO project management skills and understanding of humanitarian principles and practice (CHF)**

Observations	Evaluator comments
<p>CHF funding has made it possible to design and deliver a number of courses with a broader humanitarian focus. These include:</p> <ul style="list-style-type: none"> <li>• Crisis Management</li> <li>• Disaster Management</li> <li>• Do No Harm</li> <li>• Humanitarian Accountability Partnership</li> <li>• Humanitarian Principles and Practice</li> <li>• Monitoring and Evaluation</li> <li>• Needs Assessment Techniques</li> <li>• Sphere in Practice</li> </ul>	<p>Many people interviewed said how valuable they found these particular courses. It was observed that they cover more conceptual topics with which international members of staff are familiar, and that local employees find it difficult to access such training.</p> <p>They therefore play an important part in helping Sudanese staff to operate more as equals with international staff, and to discuss and challenge the more subjective aspects of programme design and implementation.</p>

**Output 2: Humanitarian organisations use knowledge and applied learning gained from RedR to improve their response to humanitarian crises and recovery processes**

**Activity 2.1: Train staff of partner orgs or reach agreement to 'host' RedR trainers in order to facilitate learning events in SKS/BNS or deep field locations**

Observations	Evaluator comments
<p>No INGOs or foreigners are allowed to enter South Kordofan or Blue Nile States; as the government says, ‘to avoid another Darfur’.</p> <p>RedR has therefore established MoUs with several NNGOs, including Sanad and HAD. The partners provide venues and accommodation, and RedR does the marketing, provides the trainer and materials.</p> <p>A number of different courses have been run, but notably Train the Trainer courses for employees of these organisations have trained 329 people, and this has significantly enhanced the capacity of these organisations to deliver their own training.</p>	<p>This initiative has enabled training to take place in restricted areas, but has also had significant spin-off consequences:</p> <ul style="list-style-type: none"> <li>• It is developing a cadre of Sudanese trainers who can play a role in other capacity building activities.</li> <li>• It has enabled NNGOs to run their own training, reducing the need for them to spend money on external trainers.</li> </ul>

There is a strong demand for ‘advanced’ Train the Trainer courses.

**Activity 2.2: Recruit and develop a pool of local Associate Trainers to maintain training capacity**

Observations	Evaluator comments
<p>In April and December 2012, RedR recruited 20 contract trainers, of which 10 are now active. They selected likely candidates who had done training before on to a long list, then put them through an internal Train the Trainer course and selected people on the basis of their performance in practical exercises.</p> <p>Sudanese trainers make it possible to deliver training in Arabic, widening hugely the potential target audience for training. Even when training people who can speak and understand English, it was observed that sometimes international trainers speak English too fast.</p>	<p>RedR seem to have adopted a rigorous process for identifying Sudanese Associate Trainers, and, as described in Activity 2.1, this brings great benefits:</p> <ul style="list-style-type: none"> <li>• Widening the access to training to non-English speakers.</li> <li>• Allowing access to restricted areas.</li> <li>• Following official Sudanisation policies.</li> <li>• Strengthening the nation’s capacity in training expertise.</li> </ul>

**Activity 2.3: Establish Agreements for up to four key partners and assess capacity gaps within their staff or their partner orgs (initial discussions with SRCS, Save Sweden, UNICEF, OCHA)**

Observations	Evaluator comments
<p>RedR have agreed long-term partnership agreements for providing open and bespoke training with:</p> <ul style="list-style-type: none"> <li>• Plan International</li> <li>• Sudanese Red Crescent</li> <li>• Save the Children Sweden</li> <li>• Sanad</li> <li>• HAD</li> </ul> <p>They also have service agreements for helping with specific needs with a number of organisations, including:</p> <ul style="list-style-type: none"> <li>• Care International Switzerland</li> <li>• Norwegian Church Action</li> <li>• WHO.</li> </ul> <p>With such arrangements, RedR can meet and discuss capacity gaps , perhaps identifying a need for bespoke courses.</p>	<p>RedR has been successful in developing partnerships with a number of organisations, and these report that the partnership is proving beneficial.</p>

**Activity 2.4: Deliver a programme of ongoing learning with the staff/partners of selected orgs through workshops, structured assignments, mentoring, on-the-job training etc.**

Observations	Evaluator comments
<p>There are a number of ways in which RedR is trying to encourage continuous learning.</p> <p>Trainers tell course participants that they can provide ongoing support, and give them their e-mail addresses so that they can send questions and keep in touch.</p> <p>The post-course action plan activity helps trainers stay in touch with previous participants.</p> <p>RedR have supported NGOs in other ways that are indirectly related to training:</p> <ul style="list-style-type: none"> <li>• developing SoPs (e.g. a safety and security plan for SCS)</li> <li>• doing security assessments (e.g. for NCA in Nyala and Zalingei)</li> <li>• provided bespoke fire safety training (NCA).</li> </ul> <p>It has also worked to strengthen its relationship with the Government of Sudan through supporting HAC, offering two free places in all events.</p> <p>The social welfare trainer in the El Fasher office provides mentoring guidance on psycho-social issues to members of the Welfare Network working in North Darfur.</p>	<p>HAC is the gatekeeper for all humanitarian-related activities in the country, and it is essential to maintain good relations with it (for example, just prior to this evaluation HAC suspended all ICRC activities in the country for ‘technical reasons’).</p> <p>As well as being a sound diplomatic decision, this means that HAC staff also receive quality training and NGO participants on the courses have the opportunity to understand what the role of HAC is and to develop relationships with individuals within it.</p> <p>As mentioned in Activity 1.5, there is very little, other similar training available in Khartoum. A very common concern expressed during the course of this evaluation was that if RedR is no longer able to run its training programmes that there will be no external training provision in the country for humanitarian workers.</p> <p>It will be very difficult for other actors to fill the gap left by RedR if its activities cease, as it is very difficult for organisations to obtain visas for external trainers and consultants to enter the country, and the content of many training courses have to be reviewed by HAC. This will deter many potential providers.</p>

**(CHF): Undertake bespoke learning events to build government project management skills, skills in bridging relief and development programming and understanding of humanitarian principles and practice (CHF).**

Observations	Evaluator comments
<p>RedR have provided training for the Ministry of Health and the Ministry of Social Welfare. Topics covered include Monitoring &amp; Evaluation, Report Writing and Managing People and Projects in Emergencies.</p> <p>As mentioned previously, there are always HAC participants on RedR courses.</p>	<p>Focusing on the parallel system of NGOs is important at the moment, but it is to be hoped that as time goes by the Government of Sudan will become more responsible for institution building. This is a small but useful first step.</p>

**Output 3: Improved post-incident support services available to humanitarian staff members across Darfur**

**Activity 3.1: Facilitate post critical incident defusing sessions and provide guidance on accessing referral services**

Observations	Evaluator comments
<p>The RedR team in El Fasher have trained over 140</p>	<p>This is a particularly useful initiative, especially as</p>



<p>people in post-critical incident support techniques. These now form a Staff Welfare Network, and they help to counsel colleagues and members of the public who have been exposed to traumatic incidents.</p> <p>The aim of such counselling is to talk to affected within 48 hours of the incident, and if necessary, refer them to specialist medical help.</p> <p>Starting in 2010 with seven training members, the network has grown to 142, of which 78 are women and 64 men. Organisations represented include nine INGOs, 16 NNGOs, five UN agencies and four government ministries.</p>	<p>it is run by and operates with exclusively Sudanese staff.</p> <p>As well as providing a valuable technical service, the Welfare Network is an excellent opportunity for people from different NNGOs to make connections.</p>
---	--

**Activity 3.2: Establish and mentor peer support networks in the three Darfur states to provide support on staff safety and welfare issues**

Observations	Evaluator comments
<p>The Darfur Welfare Network meets once a month. The meeting functions as a chance to debrief about experiences and hence defuse their own tensions as well as to discuss issues and refresh themselves on counselling skills. The meetings are normally attended by 20 or 30 people.</p> <p>Meetings used to take place in Nyala and El Geneina, but since the RedR offices there have been closed the organisation is unable to support the networks.</p> <p>The Welfare Trainer in El Fasher makes himself available to provide mentoring support to members of the network.</p> <p>As well as providing critical incident counselling, the members of the network have also started to provide some social welfare support. For example, they have on several occasions organised collections of clothes that they distributed to the orphaned street children who live in El Fasher.</p> <p>Members of the Network met the evaluator and expressed a number of hopes for the future:</p> <ul style="list-style-type: none"> <li>• There was a strong feeling that the network needed a more formal identity, so that members could appear more credible when approaching more suspicious communities.</li> <li>• They were interested in expanding their activities so that they could provide support</li> </ul>	<p>The Welfare Team is a very good example of a ‘community of practice’. Communities of practice (CoPs) can be very powerful structures for promoting learning and improving effectiveness in a professional domain.</p> <p>However, research into the operation of CoPs<sup>7</sup>, suggests that there are three challenges that they face.</p> <p><b>Sponsorship</b> – the Welfare Network must make sure that it has the practical and emotional support of HAC to give it legitimacy. In order to gain this sponsorship the team must be able to demonstrate the value that it brings to North Darfur State.</p> <p><b>Support</b> – the Network’s processes must be supported, in terms of finding venues to meet, arranging activities, etc. It is of great concern that the uncertainty in RedR’s funding makes it a distinct possibility that this support will not be available later in 2014.</p> <p><b>Conflict management</b> – the Team is committed to providing emotional support to beneficiaries throughout the State, irrespective of their tribal or national allegiance. Such a stance may bring it into conflict with certain groups: for example, in the network meeting observed by the evaluator participants expressed great concern over the difficulties they sometimes faced in proving their legitimacy, and were asking to be able to show some sort of formal identification. This has been</p>

<sup>7</sup> For example, see Snyder, W.M & Wenger, E. (2004), "Our world as a learning system: a communities of practice approach", in Conner, M.L. & Clawson, J.G. (eds), *Creating a Learning Culture: Strategy, Technology and Practice*, Cambridge University Press

<p>to nomadic communities who live outside the urban areas.</p> <ul style="list-style-type: none"> <li>• They would like to be able to support their own networks of volunteers who would work with specific communities.</li> </ul>	<p>raised as an issue with HAC, and it is believed that it is possible that some form of formal registration as an NNGO may be possible. It is very important that this can be done to minimise the chances of future conflict.</p>
--	---

**Activity 3.3: Manage the contacts and communications tree for all relocatable humanitarian staff in Darfur (a collaboration with UNDSS/SLT)**

Observations	Evaluator comments
<p>RedR works closely with the UNDSS Field Security Coordination Officer based in El Fasher to maintain the communications tree for all relocatable staff.</p>	<p>This seems to be working well. The evaluator met with the Field Security Coordination Officer, and he expressed great satisfaction with the cooperation he receives from RedR.</p>

**Activity 3.4: Monitor security information and identify data and trends to enhance training content and incorporate in guidance for other agencies**

Observations	Evaluator comments
<p>As the UNDSS FSCO is only responsible for managing the safety of UN staff, RedR has taken the responsibility for receiving security reports from UNDSS/OCHA meetings, prepares weekly security reports for the NGO community.</p> <p>These reports are also used to update content of safety and security training.</p>	<p>As reported in Activity 3.4, this also provides a useful way for RedR to monitor the security situation in Darfur so that it can keep its safety training offerings fresh and relevant.</p>

**Activity 3.5: Provide guidance to NGOs on the development and use of security policy, procedures and processes**

Observations	Evaluator comments
<p>As well as managing the Darfur communications tree, RedR provide a number of other security-related services to the NGO community.</p> <p>It was also reported that, in the El Fasher office, on most days someone from a local NGO would ‘drop in’ to the office to ask for some sort of advice or information.</p>	<p>Some of these have been described in Activity 2.4 (above), and an additional activity is the provision of training to help members of NCA’s Crisis Management Committee.</p>

**Activity 3.6: Facilitate orientation for new staff and better understanding of mutual roles and links between relief and development among govt and NGO staff**

Observations	Evaluator comments
<p>RedR has described itself as an ‘honest broker’, in providing a trusted connection between the Government of Sudan (primarily represented by HAC) and the NGO community.</p> <p>Operating in Sudan is a highly political and</p>	<p>For a variety of reasons, including the commitment of its staff, its flexibility and the broad nature of what it does, RedR has acquired a considerable amount of respect in the humanitarian sector in Sudan. One contributor suggested that RedR could play more of an</p>

complex activity. The geopolitics of the region mean that the Sudanese government is very suspicious about foreign activities within the country. However, RedR seems to have been successful in developing a relationship of trust with HAC at both the national level in Khartoum and the State level in Darfur.

advocacy role in explaining to donors what NNGOs are doing in the Darfur region.

---

### 5.3. Synthesis of observations

#### A systemic philosophy of evaluation

Earlier in this report I said that evaluator bias means that every evaluator will see things from what might be called a particular tradition of understanding. My tradition is to follow a systems thinking approach. This embraces a number of different concepts, but it is underpinned by a belief that human activity systems are essentially non-linear.

What this means is best explained by describing what ‘linear’ means. This is an assumption that any action produces a proportional output, that the impact of different inputs can be separated and that outputs can be predicted by adding individual inputs together. This is the ‘scientific tradition’, and in the present context is embodied within the logical framework.

However, it is increasingly being recognised that human behaviour is non-linear. This is because elements in a human system are not separate and an action by or on one affects all other connected elements. The final result is unpredictable.

However, by using certain tools we can start to identify patterns of behaviour which are likely to lead to the impacts we desire: so the priority in the evaluation process is to identify these patterns rather than to try and measure activities. My particular concern is therefore that the initial project definition identifies a clear ethical and defensible vision and establishes a set of principles that the project should follow in order to move towards this vision. Along the way the project should be flexible enough to add useful elements and discard those that prove to not contribute to the vision.

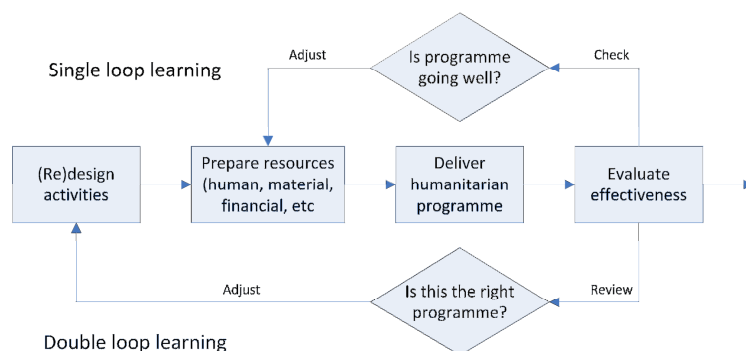
Systems approaches emphasise three particular issues:

- Unclear boundaries to what we are considering; who is involved and who is not involved, what is an environmental ‘given’ and what may be influenced, etc.
- A number of different actors with complex interrelationships, so that what one actor does will have an impact on the whole system, and probably in an unpredictable way.
- An infinite number of perspectives, so that each actor has a different view of what has happened, is happening and should happen, and that all of these perspectives are valid.

The synthesis of the observations tries to take all three of these issues into consideration.

#### What does “effectiveness of delivery of humanitarian programmes” mean?

In order to draw conclusions about the effectiveness of the programme we need to clarify what this term means. To do this it is useful to draw on the idea of organisational learning, as represented in this diagram.



The key idea here is that an evaluation should look not only at the ‘single loop’, was the activity successful, but at the ‘double loop’, if it was the right activity. This idea works recursively:

- How well did the course go, but was it the right course?
- How well was the course delivered, but was it the right mode of delivery?
- How well did the programmes of courses go, but were they the right programmes?
- How well did the project go, but was it the right project?

#### 5.4. Project performance reviewed against OECD-DAC criteria

##### Relevance

There is substantial evidence to show that the RedR project has been very much in line with local needs.

In respect of the training programmes, at course level, the demand for the courses shows that there was a considerable local need for those that have been offered. It is also good to note that RedR’s monitoring of the project led to the development of new courses for which there was an expressed need. In a number of cases, for example those in the Humanitarian Principles Programme, it is likely that people realised the need for these as other training raised their consciousness. It has also been very flexible in providing a range of training-related services, such as helping with developing internal policies, carrying out needs assessments and similar activities.

There is an almost complete absence of alternative local options for capacity building in humanitarian issues and organisational soft skills. All the organisations who were interviewed had lists of requirements for the future, many making the assumption that fundamental courses such as report writing, proposal writing and the safety-related courses, would continue to be available over the next few years. This is also very much the assumption of HAC, as the representative of the Government of Sudan. As noted earlier, failure to develop institutional capacity in low income countries such as Sudan is a main reason why aid programmes often struggle to establish sustainability.

As regards the psycho-social support provided through the Welfare Network and training in crisis management, it should be noted that while there are some indications that Darfur is moving from an emergency phase to early recovery, there are still large areas which are very insecure and many thousands of people are still exposed to violence from various directions. This means that there is a huge need for the type of psychosocial support that the Welfare Network provides. Members of the Network are committed and passionate about the work that they do, but, in the opinion of the evaluator, there is a very real danger that if the RedR programme in Darfur has to close, the Network will find it extremely difficult to continue because of the loss of sponsorship and coordination.

##### Conformity with donor policy

The project would seem to be in line with at least five of DFID’s 22 current policies:

- **Increasing the effectiveness of UK aid** – the funding has helped the operation of many local organisations in a sustainable way, providing skills needed in order to help them grow and be more self-reliant.
- **Making sure children in developing countries get a good education** – many of the NGOs benefitting from the RedR project have had an educational focus, and the support they have received has helped them to continue working even in areas where international organisations are not allowed to operate.
- **Improving the lives of girls and women in the world's poorest countries** – several of the supported NGOs are active in promoting female health issues in the country, in particular activities relating to female genital mutilation, a DFID priority.
- **Reducing the impact of climate change in developing countries** – for example, one of the NNGOs using RedR's training works to promote environmental sustainability in North Darfur, and is supplying new, fuel-efficient woodburning stoves to households throughout the State, including to IDP camps.
- **Helping developing countries deal with humanitarian emergencies** – Sudan is very much in the grip of a humanitarian emergency, and hundreds of thousands of people are being served by the NGOs being supported by the RedR project.

### Efficiency

The training programme has been delivered exclusively through the use of face-to-face workshops. This is a method of instruction that has many benefits, and it is clear that participants in the courses have responded positively, and there have been many testimonials to improved abilities and descriptions about how organisations have been able to develop and carry out new work which they would not have been able to do in the absence of the RedR programme.

However, it would be advisable that, moving forward, RedR looks closely at training methodologies that it employs and looks to include alternatives that could improve the efficiency of learning, make courses more accessible and strengthen the practical component of workshops. This would include strategies such as the following:

- Incorporate **blended learning** approaches where appropriate; for example, giving people pre-course reading materials covering theory and using the face-to-face events to focus on practice.
- Make better use of **technology-based learning**; for example, a number of humanitarian UN agencies have extensive libraries of e-learning and have policies for making these freely available to partner organisations. Attention is particularly drawn to <http://www.disasterready.org/>, a new online portal which aims to operate as a central facility for online courses. Such materials do not have to rely on an Internet connection, and can be delivered on CD-ROM. These materials could be used for both self-study and as an extension or supplement to classroom activities.

### Effectiveness

To a large extent the quantitative outcomes defined in the project log frame have been achieved. For operational reasons it proved necessary to have a No Cost Extension to the project, but this does not seem to have had an adverse effect on the overall delivery of project activities.

As discussed elsewhere in this report, it is not possible to definitively attribute a linear causal link between RedR activities and ‘improved delivery of humanitarian programmes’. However, RedR has worked hard to maintain contact with participants in training courses and their organisations in order to develop a qualitative picture of changes in performance. As the analysis has tried to show, the programmes of training, ongoing support in organisational matters to humanitarian organisations and the establishment of the Welfare Network do all point strongly towards humanitarian actors being better equipped to work within the limited space that they have in Sudan.

This improved delivery is being achieved through a variety of mechanisms, not all of them articulated in project specifications as they have emerged out of the work done. These include:

- the use of training manuals as ‘humanitarian SoPs’ amongst alumni of the RedR programmes
- an emerging sense of identity among Sudanese staff working in the NGO sector that they are ‘humanitarian professionals’, so that they are better able to challenge the perceived power of international staff
- increased levels of networking among local NGO staff, who are now able to share experiences and call on each other for help as required
- greater security awareness among humanitarian organisations so that they are less visible as ‘easy targets’ for militias operating in rural Sudan.

It would seem that this has been of particular benefit to women; 30% of training places were occupied by women which is encouraging in a strongly patriarchal society such as in Sudan. Most of the women interviewed indicated that they had acquired new skills which made them more effective in their organisations. However, it would be useful to collect training evaluation data which enables disaggregation of gender responses.

### Impact

Nearly 600 separate organisations have received RedR training, and during the evaluation 13 were interviewed. Most of these identified positive impact in their performance. These included such things as:

- being able to do things they could not do before, such as deliver internal training, write successful proposals and conducting their own security assessments
- continuing to operate when the security situation worsens, by using Sudanese rather than international staff or by managing at a distance.

The impact on people in humanitarian need is indirect, but it is fair to assume that this strengthening of capacity has had a beneficial effect.

Micro-impacts were noted in that people were very keen to receive certificates for training, and several commented that these had enabled them to get better jobs or to get promotion within their organisation.

Macro-impacts included the establishment of networks between organisations, the establishment of a humanitarian reference source for local staff and a growing sense of professionalism within the local humanitarian worker community.

It should be noted that establishing inter-organisational networks is becoming recognised as a key means of developing sustainability in development and humanitarian interventions, for example, as described in a World Bank Capacity Development Brief<sup>8</sup>.

Appendix 1 summarises some of the reported, direct impacts that people have seen as a result of completing RedR training.

### Connectedness

The focus on training for capacity building has had both short- and long-term effects.

In the short term, enhancing the skills of operational NGOs will hopefully make more activities possible and will lead to greater operational efficiencies.

In the longer term, the project is enabling people and organisations to do their own internal development, raise funds by themselves and to operate more safely. One significant contributor to this is the development of the Associate Trainer network. As well as contributing to a more permanent resource base in Sudan, these trainers are also able to deliver training in other countries (RedR has currently used them for running training in Iraq and Jordan).

---

<sup>8</sup> Bloom, E. et al (2008), *Strengthening networks: Using organizational network analysis to promote network effectiveness, scale, and accountability*, World Bank Institute

The major threat to sustainability aspects of connectedness is that ending of the DFID funding will lead to a major reduction in RedR’s ability to continue to offer the current range of learning opportunities. It is understood that they are currently seeking alternative donor funding, but it seems highly unlikely that the organisation will be able to continue to deliver at the current level.

### **Coherence**

The Government of Sudan is promoting a policy of Sudanisation, and wants to see local people having responsibilities for delivering services wherever possible. Through providing a range of learning opportunities, either free or low-cost, to Sudanese staff working in NGOs, RedR is contributing significantly to this process. At the macro level this is helping NNGOs take on work that might otherwise be done by INGOs, and at the micro level it is giving individuals a new range of organisational skills.

The project is aligned with the needs of NGOs working in Sudan, by providing learning opportunities that are needed in these organisations that which are not available elsewhere. This is shown by the strong demand for training, and for the list of new courses which are thought to be needed.

### **Coverage**

The project has reached over 500 NNGOs and more than 80 INGOs, a very significant achievement during its three years of operation.

However, there remain more than 3,500 NNGOs who have not benefited from any of the capacity building activities, and a major challenge of any continuation of the project would be to engage with these.

## **6. Recommendations**

---

### **6.1. Recommendations for implementation of the Sudan project**

My overall impression is that this project has been extremely successful in achieving what it set out to do. Focusing on one particular aspect of capacity building, it has made learning opportunities available to many organisations, particularly NNGOs, who otherwise would not have had access. Soft skills are often overlooked in development and humanitarian programmes, but the overwhelmingly positive reaction from the organisations that I met shows that there is a very strong need for these. Indeed, I received many requests for new topics of training, and for reference have included these in Appendix 8. At those moments it was uncomfortable to reflect on the fact that it will be difficult for RedR to continue to deliver learning opportunities at this scale future.

From a systems perspective, the greatest achievement of the programme may well turn out to be the establishment of a network of people across different organisations who now know each other, and can share experiences and discuss problems.

Nevertheless, there are some issues that could be addressed.

### Refocus efforts on network building rather than learning

While provision of learning opportunities has been popular and successful, the emphasis seems to have been on providing learning with networking between organisations as an unexpected, emergent property.

What this has generated is a network structure similar to this diagram.

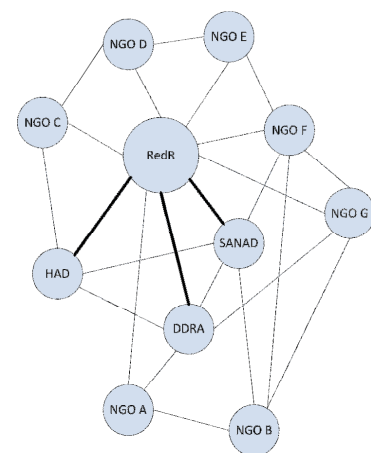
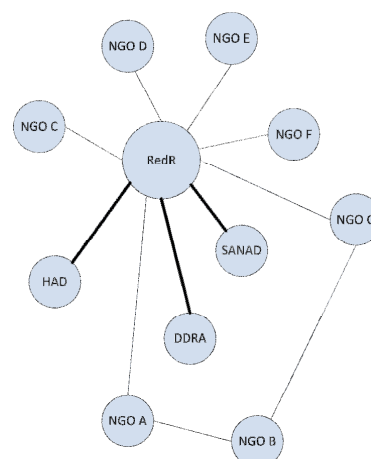
This is known as a ‘hub and spoke’ network, as there is one node in the network which is central to all others. While there are connections between other nodes, they are generally weaker and fewer in number. This is approximately what RedR has created.

The problem with this type of structure is that if the hub is removed, the network is in danger of falling apart. This contrasts with a network without a hub.

In this network there are connections between many different nodes, and it is apparent that if the RedR node is removed then the rest of the network could stay together.

It is therefore recommended that, should there be a continuation of the programme, it be reoriented to try and encourage more networking between organisations, particularly NNGOs. This could be done by such things as:

- organising seminars and inviting larger numbers of participants
- running courses with larger numbers of participants, even at the expense of weakening the direct learning effectiveness
- offering courses specifically looking at how to strengthen inter-organisation networks.



### Strengthen the emphasis on local institution building

The focus of the project has been very much on making learning opportunities available, although out of this has also come the Staff Welfare Network. However, it is unfortunate that as the DFID funding ceases, the programme looks as if it will have to be cut back very considerably.

It arguably could have been better to have invested more resources in trying to establish some form of local institution which would be able to carry the programme forward. The network of Associate Trainers is one way in which this is being done, but it is not clear at this stage whether this will be enough to be able to ensure some degree of sustainability. These individuals will need some form of structure within which they can operate, and sponsorship to help them maintain this.

It is suggested that any continuation of the project would have the development of a local organisation capable of delivering soft skills training, perhaps using RedR materials under licence.

### Review the cultural appropriateness of training materials

All the courses would benefit from a review looking at the degree to which they take into consideration cultural differences. This particularly applies to soft skills training in management topics, where there seems to be a strong bias towards presenting western concepts in management.

These may well be relevant, but it would be useful to make sure that training events allow a honest discussion of these matters.



### **Review training delivery methodologies**

The project has relied heavily on workshop events. This methodology offers a number of benefits, but it does place limitations on access and programme expansion.

It would therefore be useful to review each course and to consider how delivery could be more flexible, through such approaches as:

- blending delivery methodologies, such as making pre-course reading compulsory for theoretical concepts and restricting the workshop to practical activities
- using new technologies to replace or supplement workshop activities
- more use of ‘job aids’, simple reference tools such as checklists, etc, to support ongoing learning
- organising the training calendar so that different courses are run back-to-back, making it easier for people from remote locations to travel and attend.

### **Strengthen the monitoring of courses delivered by other organisations**

RedR has developed a very good reputation for the quality of the learning that it offers, but it is important to make sure that external organisations who run courses under the RedR banner, are also delivering high quality training.

There should therefore be regular monitoring of such events.

### **Review and strengthen the action planning process**

Asking course participants to complete an action plan and to then follow this up is a good way of encouraging the application of learning and to monitor the effectiveness of a learning programme.

Although the follow-up process was being conducted, many of the completed action plans were of poor quality, and the benefit was not being maximised.

It is therefore recommended that trainers spend more time explaining how the action planning process works, and to check each individual’s action plan to make sure that they understand the concept.

### **Think more laterally about publicity**

The emphasis in marketing the RedR programmes was on using electronic means. While successful in this first phase, should the programme continue it would be useful to use other, less technology-reliant methods to advertise the programmes. This could include such things as newspaper articles and advertisements or posters in places where Sudanese people fitting the NGO employee profile meet.

## **6.2. Recommendations for RedR’s training policies and practice**

While a number of the recommendations in the previous section may be also relevant globally, there are some issues which relate to RedR’s training policies as defined in documents such as the Monitoring & Evaluation Toolkit.

### **Encouraging the use of objective assessments of learning**

Standard workshop evaluation methods focus on assessment of reaction. This seems to be no requirement to carry out an objective assessment of learning as a result of attending a course.

Doing this offers a number of advantages:

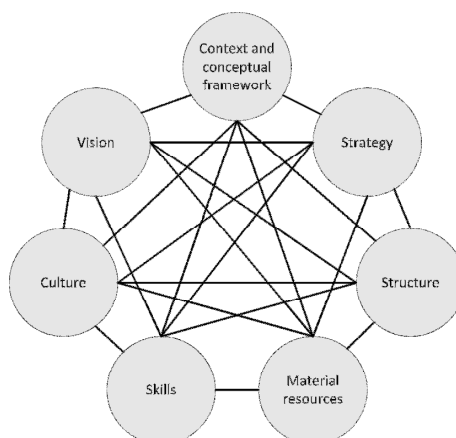
- The results of the assessment can be used to identify problematic areas within the course.
- Learners can see how much they have learnt as a result of the training (especially if combined with a pre-course test).

- It is easier to see if the theory of change linking training with improved performance is working at this stage in the chain of causality.

There are potential problems, such as the skill requirements for writing quality assessment tests and negative reactions from participants. It also raises the issue as to whether a certificate of completion should be given to someone who has apparently learnt very little. Nevertheless, this is a policy matter and it would be useful to have some internal discussion as to whether to make this a more regular requirement.

### Adopt a broader approach to capacity building

Based on observations in this evaluation it would seem that the emphasis within RedR capacity building is on providing relevant training, and supported by some degree of organisational support. However, capacity building should be more than improving management skills: it should take a broader organisational development approach.



Allan Kaplan<sup>9</sup> proposes that an organisation’s capacity relies on a number of different aspects, as shown in this diagram. They are all interlinked, but those aspects to the top of the circle are more significant. So the organisation’s operational context shapes its vision and strategy, and so on down. Skills and material resources are aspects that help the organisation implement the strategy to achieve the vision. Structure and culture will have an impact on how well these can be deployed.

It is therefore recommended that RedR reflects on its capacity building initiatives and make sure that its interventions are holistic, and address the multiple aspects of organisational capacity.

### Include gender data on course evaluation sheets

Not asking people completing course evaluation sheets to indicate their gender may be seen as an assumption that both men and women will react in the same way to training events. In a country such as Sudan with a strongly defined social structure as far as gender is concerned, this should be questioned.

Course evaluation sheets can remain anonymous, but a simple female/male tick box would make it possible to see if people react to course activities in the same way or if there are any issues with course content that are not being addressed adequately from a gender perspective.

---

<sup>9</sup> Kaplan, A, (2000), "Capacity building: shifting the paradigms of practice", Development in Practice, Volume 10, Numbers 3 & 4, August 2000.

## Appendix 1: Specific impact success stories

Organisation (alphabetical order)	Impact
DDA	Reported a strengthening of internal management systems
DDRA	<p>After completing the “Training of Trainers” course, the organisation is now able to run its own training events in the IDP camps, whereas previously it had to engage external trainers at some expense.</p> <p>After completing the “Monitoring &amp; Evaluation” course, one member of staff explained that she was now able to carry out these activities herself, whereas previously she had to ask others. She was also now carrying out M&amp;E in other organisations on behalf of DDRA.</p> <p>Since completing the “SPHERE in Practice” course, one member of staff explained that she was now able to identify issues in the IDP camp where she worked, and was much better able to manage protection issues.</p>
Goal International	When the organisation stopped being able to use international staff to manage projects in deep field locations, the “Distance Management” course gave it the ability to run projects at a distance, and so made it possible to keep the overall programme going.
RedR Welfare Network	As well as providing ongoing support to people with psychological trauma, the Network has conducted several exercises to collect clothes for orphaned street children in El Fasher
SAG	Having had staff complete the “Proposal Writing” course, they are now able to submit proposals for funding to the CHF, which in the past was impossible due to strong competition from UN agencies and INGOs, who have access to specialists.
SCS	<p>Have seen an improvement in:</p> <ul style="list-style-type: none"> <li>guards’ behaviour (more consistently following procedures for admitting visitors)</li> <li>and drivers (maintaining vehicles better, checking safety equipment, better speed)</li> </ul>
SIMA	After a staff member completed the “Proposal Writing” course, she wrote a proposal to UNICEF which received the required funding.

## Appendix 2: Total course attendances by Quarter

Programme	Course	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Totals
SWP	Basic Stress Management	54	71	30	10	26	39	6	35	48	55	8	<b>382</b>
	Certificate in Essentials of Humanitarian Practice		15				16						<b>31</b>
MTP	Crisis Management						17	57	14			9	<b>97</b>
SSP	Dealing with Kidnapping & Abduction	14	14	6	0								<b>34</b>
MTP	Disaster Management							106	31				<b>137</b>
	Disaster Risk Reduction											38	<b>38</b>
MTP	Distance Management	9	31	20	0	17	20		7	26		10	<b>140</b>
HPP	Do No Harm						25		15	26			<b>66</b>
	Environmental Health and Safety	33	14	0									<b>47</b>
MTP	Field Logistics in Emergencies						48	12					<b>60</b>
SSP	Field Travel Safety	76	72	24	0	14	8	9					<b>203</b>
SSP	First Aid at Work				9	21	19			32	15	10	<b>106</b>
SSP	First Aid for Drivers				0	12							<b>12</b>
SSP	Foundation Staff Safety	16	66	7	22		11						<b>122</b>
SWP	Foundation Staff Welfare and Critical Incident	56	22	34	13	7	7	21	31	15	7		<b>213</b>
	General First Aid				15	8	6	11	35	37			<b>112</b>
HPP	Humanitarian Accountability Partnership					11	15		31				<b>57</b>
HPP	Humanitarian Principles and Practice					17	42			30	12		<b>101</b>
HPP	Leading Humanitarian Programmes						29		9		11		<b>49</b>
SSP	Management of Staff Safety	9	48	18	0		8		28	19			<b>130</b>
SWP	Management of Staff Welfare and Critical Incident	40	14	27	0	14		8					<b>103</b>
SWP	Managing and Mitigating Stress					15	11						<b>26</b>
MTP	Managing People and Projects in Emergency										13		<b>13</b>
MTP	Managing People in Emergency	69	18	10	0	10		14	14	20			<b>155</b>
MTP	Managing Projects in Emergency	26	46	13	0	43	7	37	13	10			<b>195</b>

MTP	Monitoring & Evaluation	22	22			25	8	71	20	90	104	56	<b>418</b>
MTP	Needs Assessment Techniques								31	64	22	10	<b>127</b>
SSP	Personal Safety							10			8	33	<b>51</b>
	Project and Programme Planning									20			<b>20</b>
	Project Planning and Proposal Writing								30				<b>30</b>
MTP	Proposal Writing					35	43	31	115	81	133	106	<b>544</b>
MTP	Report Writing	71	50	98	26	35	77	40	221	97	217	84	<b>1,016</b>
	Report Writing and Communication									12			<b>12</b>
SSP	Safe and Secure Driving	44	51	5	0	28	17	8	12	31		7	<b>203</b>
SSP	Security Guard Training level I	94	164	34	64	46	34	8	29	50	19	55	<b>597</b>
SSP	Security Guard Training level II	89	151	101	55	30	27	27	22	30	19	43	<b>594</b>
HPP	Sphere in Practice					30			31	43			<b>104</b>
	Sudanisation and National Capacity Building							62					<b>62</b>
SSP	Telecommunications and safety	66	28	45	16	7			11	10	9		<b>192</b>
	TOT (Psychosocial Support and GBV)							30					<b>30</b>
MTP	Training of Trainers		15	22	39	64	14	44	84	35		12	<b>329</b>
	WASH in Emergencies											14	<b>14</b>
	<b>Totals</b>	<b>788</b>	<b>912</b>	<b>494</b>	<b>269</b>	<b>515</b>	<b>548</b>	<b>612</b>	<b>869</b>	<b>826</b>	<b>644</b>	<b>495</b>	<b>6,972</b>

### Appendix 3: Total course attendances by nationality and gender

Year	Men	Women	National staff	International staff	Participant training days	INGO training days	NNGO training days
2011	1,328	309	1557	69	2,447	618	282
2012	1,386	461	1794	53	3,810	1,731	1,431
2013	1,849	1,047	2830	66	5,283	1,701	2,810
<b>Totals</b>	<b>4,563</b>	<b>1,817</b>	<b>6,181</b>	<b>188</b>	11,540	4,050	4,523
	<b>Total part's</b>	<b>6517</b>	<b>Total part's</b>	<b>6516</b>			
Percentages	70	30	97	3		47	53

Note that there is an approximate 4% discrepancy between total numbers quoted here and in total attendances by course (Appendix 2).

This may be due to clerical error, but it should also be noted that the structure of the reporting spreadsheets has changed during the course of the project, making close correlations difficult. However, it is not thought that this discrepancy is significant.

## Appendix 4: Total course deliveries by location

---

Year	Location			Totals
	Khartoum	Other offices	Deep field	
2011	14	105	27	146
2012	36	116	11	163
2013	60	110	35	205
			<b>Grand total</b>	<b>514</b>
%	21	64	14	

Definitions:

- Other offices includes El Fasher, El Geneina and Nyala
- Deep field covers all other locations

## Appendix 5: Summary of course evaluation sheets

Improvement in knowledge, skills etc by number					
	Excellent	Good	Adequate	Limited	None
2012	1049	579	88	6	0
2013	1209	1174	310	29	4
<b>Total</b>	<b>2258</b>	<b>1753</b>	<b>398</b>	<b>35</b>	<b>4</b>
<b>%</b>	<b>51</b>	<b>39</b>	<b>9</b>	<b>1</b>	<b>0</b>

Relevance to humanitarian work by number					
	Excellent	Very good	Good	Adequate	Poor
2012	1074	503	129	21	2
2013	1552	847	273	32	5
<b>Total</b>	<b>2626</b>	<b>1350</b>	<b>402</b>	<b>53</b>	<b>7</b>
<b>%</b>	<b>59</b>	<b>30</b>	<b>9</b>	<b>1</b>	<b>0</b>

Effectiveness of training materials by number					
	Excellent	Very good	Good	Adequate	Poor
2012	933	590	170	26	6
2013	1401	949	316	42	2
<b>Total</b>	<b>2334</b>	<b>1539</b>	<b>486</b>	<b>68</b>	<b>8</b>
<b>%</b>	<b>53</b>	<b>35</b>	<b>11</b>	<b>2</b>	<b>0</b>

Effectiveness of facilitation					
	Excellent	Very good	Good	Adequate	Poor
2012	897	598	185	27	3
2013	1588	862	205	30	5
<b>Total</b>	<b>2485</b>	<b>1460</b>	<b>390</b>	<b>57</b>	<b>8</b>
<b>%</b>	<b>56</b>	<b>33</b>	<b>9</b>	<b>1</b>	<b>0</b>

### Notes

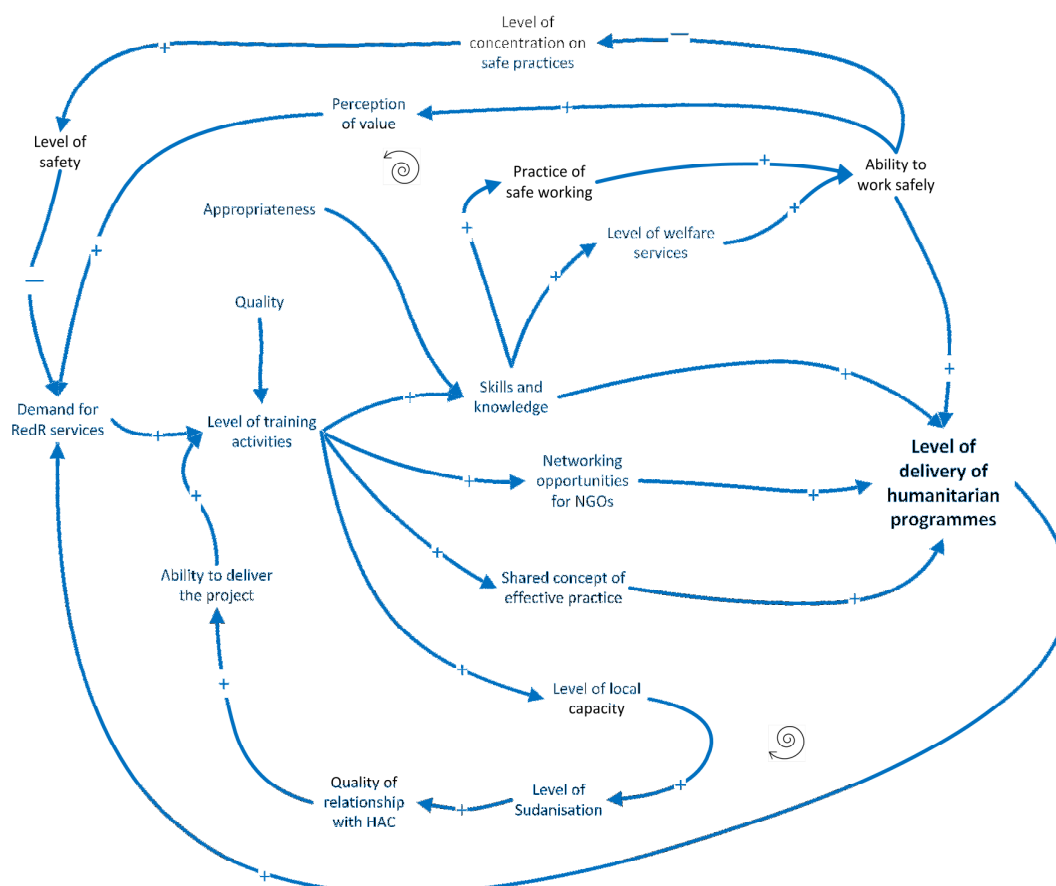
Figures for 2011 are not included here, as this data was recorded in a different format and comparison is difficult.

Because the standard RedR course evaluation sheet is anonymous it is not possible to disaggregate gender data. Given the strongly defined gender structure within Sudanese society it would have been useful to see if there were any differences in perception of workshops between women and men.



## Appendix 6: Dynamics of the RedR training system

An evaluation exercise such as this generates a large amount of qualitative data, and it can be difficult to manage this in order to generate a coherent picture. One technique that can help with this is to draw on the discipline of **system dynamics** and prepare a causal flow diagram, such as the one below. This synthesises interview data in order to generate a picture that helps us to understand the interrelationship of activities and outputs within the project.



The diagram shows a number of variables that have been identified by the research process. These are connected by lines with arrows showing influences:

- Arrows with a '+' indicate a direct relationship, i.e. if a factor increases (or decreases), the factor it influences also increases (or decreases)
- Arrows with a '-' indicate an inverse relationship, so if the factor increases (or decreases), the factor it influences decreases (or increases).

To follow the logic, consider the variable “Level of training activities”. As this increases, there is a corresponding increase in:

- skills and knowledge
- networking opportunities for NGOs
- shared concept of effective practice (through the ongoing use of the RedR training handbooks)
- level of local capacity.

These lines are marked with a '+' to denote a direct relationship. The first three of these arguably have a direct impact on the “Level of humanitarian effectiveness”, as is reported from the research.

However, “Skills and knowledge” also has a direct impact on “Practice of safe working” and “Level of welfare services” (through specific aspects of training), and both of these have a direct impact on “Ability to work safely”. This has a direct impact on humanitarian effectiveness, but note that it also positively affects “Perception of value” and hence “Demand for RedR services”. This then helps to increase the “Level of training activities”, and a virtuous circle is completed.

We can follow a similar process for examining the feedback loop linking “Level of local capacity”, “Level of Sudanisation”, “Quality of relationship with HAC” and “Ability to deliver the project”.

Interesting observations from this diagram is the appearance of what are described as ‘emergent properties’: while the aim of the project was to improve delivery of humanitarian programmes, it has also strengthened networking amongst NGOs, developed a set of humanitarian reference documents and promoted Sudanisation, significant benefits that are not part of the logical framework.

Apart from these factors, there are two other points to note:

- “Quality” and “Appropriateness” are inputs to the virtuous circle. Note that if these were low, the feedback loop would turn into a vicious circle. Monitoring quality and appropriateness is therefore essential.
- An undesired output from “Ability to work safely” is likely to be complacency and a reduction in “Level of concentration on safety practices”. This therefore identifies the need for refresher training in staff safety.

Such an analysis helps us to see the dynamics of the system; what is getting bigger or smaller, better or worse. Conventional reliance on the log frame encourages us to see the outcomes and impact of an intervention in a rather static way, but by using this alternative approach we can develop a better idea as to whether we are moving towards achieving our vision and if we are following the principles we want to follow.

## Appendix 7: People consulted during this evaluation

### Interviews held

Name	Organisation (alphabetical order)	Gender (M/F)	Type of organisation
Ibrahim el Tyeb	Care International	M	INGO
Federico	COOPI, Head of Mission	M	INGO
Khalid Ali	COOPI, Logistics Coordinator	M	INGO
Yahya Ibrahim	Darelsalam Development Association	M	NNGO
Abubakr Abdou Shafi	Darelsalam Development Association	M	NNGO
Amal	Darfur Development & Reconstruction Agency	F	NNGO
Samia Ibrahim	Darfur Development & Reconstruction Agency	F	NNGO
Mahdiya Omar	Darfur Development & Reconstruction Agency	F	NNGO
Hawai Abdullah Mohamed	Darfur Development & Reconstruction Agency	M	NNGO
Abdel Majid	Darfur Development & Reconstruction Agency	M	NNGO
Salah Mansour	Darfur Development & Reconstruction Agency	M	NNGO
Fadel Abdullah	Darfur Development & Reconstruction Agency	M	NNGO
Mohamed Zakariah	Darfur Development & Reconstruction Agency, General Manager	M	NNGO
Ahmed Mustafa	Friends of Peace Development Organisation	M	NNGO
Hussein Jiddoo	Friends of Peace Development Organisation	M	NNGO
Ahmed Tijani	Goal International	M	INGO
Abdelhalim Deifalla Mohamed	Humanitarian Aid and Development, General Manager	M	NNGO
Ibrahim Mohamed Hamid	Humanitarian Aid Commission for North Darfur, Commissioner	M	GoS
Hamad Abdel Wahab Gamar	Humanitarian Aid Commission, INGOs Director	M	GoS
Yassin Mohammed Yassin	Norwegian Church Action	M	INGO
Mizanur Rahman Bhuiyan	RedR	M	INGO
Adil Almahi	RedR, Country Director	M	INGO
Bhukani Masinga	RedR, Head of El Fasher Office	F	INGO
Gill Price	RedR, International Programmes Director	F	INGO
Al Fadel Sulieman	RedR, Technical Trainer	M	INGO
Duminda Cooray	RedR, Training Team Leader	M	INGO
Adam Bukhary	RedR, Welfare Trainer	M	INGO
Mudather Mohamed Beshara	Relief International	M	INGO
Samia Mohamed Osman	Sanad Charity Foundation, General Manager	F	NNGO

Elamin Ahmed Elamin	Save the Children Sweden, Safety & Security Advisor	M	INGO
Intisar Mamoun Youssif	Sudanese Islamic Medical Association	F	NNGO
Al Haj Adam	Sustainable Action Group	M	NNGO
Murat Nasipkulov	UNDSS, Field security Coordination Officer	M	UN

Note that because of the often somewhat dynamic nature of meetings with individuals, where extra people were present but were not introduced contributed, or where people came into a meeting for a few minutes, made a contribution and left again, the total number of people who expressed opinions face-to-face was probably at least twice as long as this.

#### Focus group participants

Name	Organisation (alphabetical order)	Gender (M/F)	Type of organisation
Muawia Hussein Mohammed	Almuntada	F	NNGO
Nada Khalid Elsadig	Alsalam	F	NNGO
Salwa Marhoum	CAFOD	F	INGO
Khalid Musa Alshaib	CALL	M	NNGO
Mahmoud Abdalla	ENVI	M	NNGO
Hussam Eldien Zoanoun	GPBC	M	NNGO
Shafie Mohamed Daldoum	HAD	F	NNGO
Rabea Gabreal	HAD	F	NNGO
Abdelazeem Arbab	HAD	M	NNGO
Abdalla Alsiddig Ahmed Omer	JASMAR	M	NNGO
Mohammed Almujtaba	JASMAR	M	NNGO
Enas Gaffer Sirelkhatim	JSMAR	M	NNGO
Zuhir Ahmed Suliman	MATHABA	M	NNGO
Rami Tag Alsir	MoH	F	GoS
Mustafa Mohammed Ali	MSF-B	M	INGO
Kawther Mohammed Ahmed	MSF-CH	M	INGO
Yassin Mohammed Yassin	NCA	M	NNGO
Ismail Elgozali	OXFAM AMREICA	M	INGO
Elrazi Abbas Samson	SIMA	M	NNGO
Intisar mamoun Yousif	SIMA	F	NNGO
Hatim Mohammed Ali	SOAP	M	NNGO
Eman Hassan Elhidy	SOBAT	M	NNGO
Howaida Ali Mohammed	SOLO	F	NNGO
Murtada Mahadi Ahmed	SOS Sahel	F	INGO
Fahmi Ezaldin Awad	Stop TB	F	INGO
Sulafa Yousif Mahmoud	Tadabeer	F	NNGO
Hussien Hakim Shareef	Tearfund	M	INGO
Magda Ahmed	Tearfund	F	INGO
Salah Koko Hassan	UNOCHA	M	UN

**And also ...**

I would also like to thank members of the Darfur Staff Welfare Network for their contributions to this evaluation:

## **Appendix 8: Suggestions made about new courses**

---

During the course of the evaluation people made various suggestions about new courses that RedR should offer. In the spirit that the evaluation process should look forward as well as look back, these are summarised here:

- Time management
- Report writing (to be held more frequently)
- Advanced Training of Trainers
- Computer skills, in particular those for Microsoft Office products
- Peacebuilding
- Health
- Gender issues, such as how to mainstream gender into programmes and gender-based violence
- Typing
- Procurement
- Emergency response
- Subjects related to development rather than emergency situations
- Basic English for guards and drivers