

Evaluation Report

Mid-term Evaluation of Kaya Platform in Practice:
NRC Jordan Leadership Development
Programme

for

The Humanitarian Leadership Academy

By The Operations Partnership (OP)

December 2017



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I. Executive Summary

The Kaya platform is a global, online learning platform for the humanitarian sector, developed by the Humanitarian Leadership Academy (the Academy).¹ Kaya was adopted in 2016 by the Norwegian Refugee Council in Jordan (NRC Jordan) and the Operations Partnership (OP) as the online system to deliver the Leadership Development Programme (LDP), a capacity building effort that combined face-to-face workshops with distance learning in order to impact, at scale, NRC Jordan's management culture. The LDP was a new approach for NRC Jordan, and was also the first time they had used Kaya to deliver blended learning. Previous leadership development courses had been standard, week-long, face-to-face workshops.

At the time of this publication, the LDP was ongoing, with only two cohorts of participants having completed the course. For this reason, this evaluation will review the learning outcomes of the LDP, but does not attempt a conclusive evaluation of their impact. Despite this limitation, the initial findings collected here suggest that the LDP is achieving its desired learning outcomes, and that benefits are being seen in the workplace. These include strengthening the leadership culture within the country programme, and reducing the number of HR issues escalated to senior management and HR departments.

The evaluation has found significant advantages in using Kaya to support distance learning, as part of a blended-learning approach. Chief among these are:

- Facilitating communication with all users during distance learning, enriching the learning experiences of participants and encouraging further personal development,
- Enabling the sharing of a range of course materials and media, from articles to videos,
- Allowing course facilitators to post assignments, provide feedback in real time and measure participants' progress through the course,
- Offering users/course participants access to a global catalogue of humanitarian learning and development courses in addition to the LDP, which also encourages further personal development,
- Providing all these benefits within a user-friendly interface.

Overall the evaluation indicates that Kaya is a useful platform to improve learning experiences in a blended learning environment. As used by NRC Jordan, it has improved individual participants' learning experiences, while also enhancing course design in terms of both delivery and content.

¹ <http://www.humanitarianleadershipacademy.org/glossary/>



However, there are some important findings that should be considered when using Kaya. To gain maximum benefit, organisations need to make significant investments in administrative and facilitation resources, particularly during the set-up phase, but also throughout programme delivery. There is a risk of Kaya being seen as a cheap tool to provide training to staff without face-to-face interaction. This would be a critical mistake, as the success of Kaya in this context derived specifically from its utility as part of a blended leadership development programme.



II. Introduction

A. Concept and Definitions

Blended learning: A learning approach that combines face-to-face learning with self-guided elements.²

Kaya: The Kaya platform is a global, online learning platform for the humanitarian sector, which hosts the training products from the Humanitarian Leadership Academy.³

Online learning platform: A website through which people can access learning, track their progress, and receive certificates. The learning is searchable and arranged in categories and pathways to help learners find their way through the catalogue.⁴

Action Learning Set (ALS): An ALS is a group of peer learners, typically 4-6 who meet regularly to hold a structured conversation to reflect and learn from real life work issues and develop actions to address them.

B. Context

In 2016, after a period of sustained growth in programming, NRC Jordan decided to invest in Leadership Management development for its work force. Without the internal capacity to design and deliver such a programme, NRC tendered for the work. OP won the bid, and put together the LDP to impact, at scale, the management culture and leadership style of NRC Jordan's middle management. The programme adopted a blended learning approach that combined face-to-face workshops with distance learning, line management support and engagement, and peer-to-peer support through Action Learning Sets, to imbed practical leadership learning in day-to-day management experiences.

The majority of the distance learning element came between the two workshops ('Distance Learning B', in Fig. 1) and consisted of four modules. The first three modules recapped theories and ideas discussed in the first workshop and built on the ideas.

Each module included roughly similar material:

² Definition from The Humanitarian Leadership Academy <http://www.humanitarianleadershipacademy.org/glossary/>

³ Ibid

⁴ Ibid



- About 600 words on the main topic, with embedded links for further reading and associated diagrams and images,
- 3 videos on key theories and ideas (each between 3-20 mins long),
- 3 downloadable articles or papers on key theories and ideas,
- 4 videos of NRC staff discussing aspects of the topic,
- A practical mini-assignment (e.g. give positive feedback to all members of your team) and a written reflections on this assignment (about 100 words), to be posted on a discussion forum.

The fourth module had less content, but participants met with the facilitator for an online group exercise, and the mini-assignment was a group work assignment based on a case study.

For NRC Jordan, the LDP is the first time it has used Kaya to deliver blended learning. Previous leadership development courses had been standard, week-long, face-to-face workshops. NRC is still learning how to use Kaya, and disseminating information to its various country programmes on how to introduce Kaya in their L&D delivery. This is understandable, as the use of Kaya and the partnership with the Academy is in its initial stages.

The LDP focuses on delivering the following core outcomes, which are aimed at improving both the skill sets of individual managers and to develop the organisation culture as a whole:

- Improving managers' skill at giving effective feedback,
- Improving communication, with a focus on managing and resolving interpersonal conflicts,
- Sharing information and involving teams, so staff are able to engage with wider organisational issues,
- Delegating authority and decision making, down to the level of implementation,
- Motivating and developing staff.

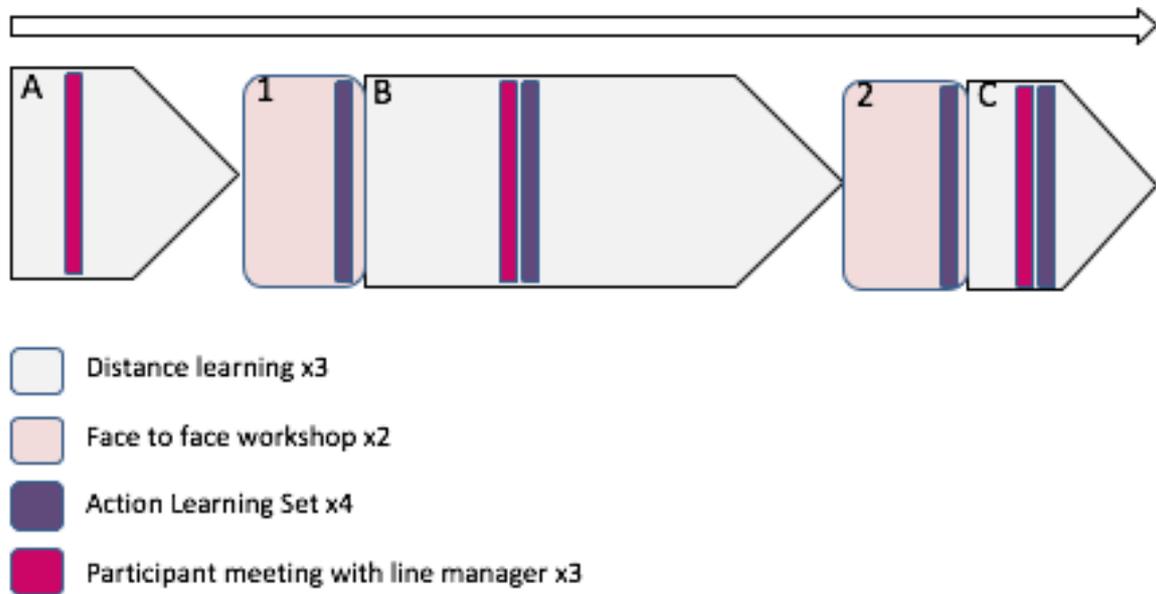
Selection criteria for the programme were set to include staff who had some degree of line management responsibility, and focused on the middle-management levels of the country programme.⁵ As of publication, two cohorts (approximately 40 staff) had completed the LDP, and a third and fourth cohort were currently going through the programme.

In addition to this evaluation of the use of the Kaya platform, OP is also carrying out an ongoing programme evaluation as part of the LDP (at Kirkpatrick's level 3) to assess the programme impact on managers' behaviour.

⁵ Additional criteria included: No previous HR issues (e.g., disciplinary actions).



Fig. 1 – Leadership Development Programme Outline



Summary of main components

Distance Learning A: Two weeks before workshop 1 all participants are enrolled on the distance learning site to 'meet' each other and share their learning goals.

Workshop 1 (main topics): Engaging and motivating staff, Managing for High Performance, Delegating effectively, Action Learning Sets.

Distance Learning B: The majority of distance learning was rolled out between the two workshops, formatted as four modules running 2-3 weeks each.

Workshop 2 (main topics): Practising Leadership, Personal effectiveness, Personal and Professional Influence, Action Learning Sets.

Distance Learning C: After the second workshop, during programme conclusion, participants were required to produce a final 'report' on their personal learning during the programme, and to consider their ongoing management and leadership development.

III. Research Framework

A. Purpose and Scope of Work

In October 2017, the Academy commissioned an evaluation of the practical impact of its learning management system, the Kaya Platform, within the context of the LDP.

This evaluation assesses the practical application of the Kaya platform in the following four research areas:

1. Show evidence of the practical application of Kaya as a learning tool in humanitarian settings,
2. Develop learning on the positives and negatives of Kaya to help improve its future performance,
3. Offer examples of how Kaya can be customised and adapted to meet the learning needs of different groups,
4. Provide evidence that can be used by the Academy, NRC & OP to promote the application of Kaya as a key tool for humanitarian leadership learning.

Deliverables of the evaluation were:

- An evaluation report outlining the use of Kaya as a tool to support blended learning, highlighting lessons learned (Research areas 1-3). This report would include technical lessons to support development of the IT infrastructure, as well as lessons on the practical aspects of combining online learning with face-to-face learning.
- A case study highlighting qualitative results, which could be used for communication materials by the stakeholders, the Academy, NRC and OP (Research area 4).

B. Methodology

The evaluation, conducted from Nov-Dec 2017, used key informant (KI) interviews to produce an evaluation report and detailed case study that would meet these targets. It reviewed the use and performance of Kaya within the LDP, concentrating on areas where Kaya played an integral part in programme delivery, including course design, approach, online learning and learning outcomes.

The evaluation was conducted by OP, in three phases:

Phase	Completed by:
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1. Development of analytical framework, methodology and questionnaires	November 2017
2. Evaluation: Desk research, data collection and analysis	December 2017
3. Report writing	December 2017

Data sources for the evaluation included a literature review and key informant interviews.

Literature Review

The evaluation was backgrounded with a review of all the relevant available literature:

- Inception Report of the Leadership Development Programme (LDP), February 2017.
- Notes from focus group discussion with participants who had completed the LDP (cohorts 1 and 2), 20 September 2017.
- Kaya Platform Admin Guide, June 2016 (By Humanitarian Leadership Academy).

Key Informant Interviews

The team aimed to obtain the perspectives of a range of key stakeholders involved in the LDP, including four specific subsets:

- **Participants:** Staff of NRC Jordan who had taken part in the training programme. These participants came from cohorts 3 and 4, which were enrolled in the programme during the evaluation period.
- **Facilitators and Support Staff:** This group included the main facilitators of the training programme, as well as staff from all three agencies (the Academy, NRC and OP) that supported the development and implementation of the programme. This included programme learning and development (OP and NRC) and Kaya platform support/development (the Academy).
- **Managers:** This group included members of the Country Management Team of NRC Jordan.
- **Mentors of the Leadership Development Programme.**

The evaluation was conducted using a qualitative approach. In total, 17 KIs were interviewed, selected from the above groups as follows:

- 9 participants
- 5 facilitators and support staff
- 1 manager

- 2 mentors of the programme, who are members the Country Management Team of NRC.

Main Research Areas and Questions

Each group of KIs had tailored list of questions to guide the interviews, based on the four research areas defined in the scope of work (see pg. 8). The full questionnaires are included in *Annex 2. KI Interview Questions*.

To support the interview questions, a simple rating system was created for certain questions in order to indicate the respondents' attitude to a specific action or element of the development programme. Four-point scales were used to measure either quality or agreement for each specific question:

- Quality Scale: Poor, Fair, Good, Excellent.
- Agreement Scale: Strongly Disagree, Disagree, Agree, Strongly Agree.

The rating system was designed to support the analysis of the qualitative feedback obtained and to support the overall findings of the report. For more details, see *Annex 3. Tabulated Ratings of KI Interview Questions*.

Limitations

- Due to the timing of this review, it was not possible to fully analyse the learning outcomes of the training programme, as not all the participants had completed the course at the time of the evaluation, and there has not been sufficient time for outcomes to be measured effectively in the work place.
- This evaluation is qualitative in nature, and the feedback from key informants is subjective.

IV. Findings

The findings have been divided into four sections, in line with the research areas plus a fourth which provides additional learning:

- A. Findings: Show evidence of the practical application of Kaya as a learning tool in humanitarian settings
- B. Findings: Develop learning on the positives and negatives of Kaya, to help improve its future performance
- C. Findings: Offer examples of how Kaya can be customised and adapted to meet the learning needs of different groups
- D. Findings: Additional Learning

Where a finding was relevant to more than one of these areas, it is included in the most relevant section. Where appropriate a finding was also referenced in others sections, but care was taken to avoid duplication where possible.

A. Findings: Show evidence of the practical application of Kaya as a learning tool in humanitarian settings

Course Design and Approach

One of the main reasons for the collaboration between NRC and OP was to design a comprehensive programme for leadership development. During the inception phase of the Leadership Development Programme, it also became apparent that the programme was not just about developing leadership and management skills, but also supporting a change in culture within the organization to more accurately reflect NRC's ways of working.

Blended Learning

The LDP took a blended-learning approach in order to reinforce learning through a use of mixed methodologies, to allow time for the participants to practice their skills and approaches in the workplace, and imbed new ways of working.

Additional Course Material

Participants generally appreciated the availability and variety of materials online. KIs noted that some course material was not specific to the humanitarian context, and some participants wanted more material relating to the sector. At least one participant felt that the course focused too much on leadership, and did not cover enough material on management. In some cases, KIs also felt the volume of material was overwhelming (see *Extended Learning*).

The bespoke videos produced by NRC Jordan's Leadership Team received particularly positive feedback. Both participants and support staff noted that these videos allowed learners to relate to the course materials more easily and communicated that senior management was invested in participants' personal learning and development. It is assumed that these videos would also help introduce participants to NRC's organisational culture. Small technical issues were noted in the final editing of the videos, due to a confusion of responsibility between NRC and OP, however this is easily resolved.

Extended Learning

The 12-14 week timeframe of the LDP gave the participants more time to familiarize themselves with materials and concepts, and provided space for them to apply these



to their own context, than would have been possible through a standalone workshop. Participants were able to take what they had learned from the workshops and implement it in their workplaces, and receive peer support to reflect on the success and challenges of this, while the programme was ongoing. The content of distance learning was light, with mandatory and optional elements for participants. The self-directed nature of the content, and the fact that it required interaction from the participants, meant that participants had to proactively manage their own time and motivation to complete the distance learning objectives.

Some participants interviewed (from cohorts 3 and 4) indicated there was not enough time to finish the assignments, or to read all the course materials posted on Kaya. Tight deadlines, busy working schedules, and the abundance of online materials increased the pressure on participants, and may have had a negative impact on their ability to learn. Due to feedback given by cohorts 1 and 2, cohorts 3 and 4 were given an extra 4 weeks for the main distance-learning component of course (between the two workshops). The design of the distance learning part of the programme with 4 mini-assignments (instead of one assignment deadline) was to intentionally increase the pressure and accountability for individuals to keep engagement with their own learning. Giving 40% more time to complete the assignments didn't solve the issues participants had with managing their time and workloads. The design of online programmes should be realistic, taking into account the participants' usual, ongoing work commitments, and allocating sufficient time for review of materials and completion of assignments.

Participant Engagement

The evaluation indicates that Kaya has encouraged the continuous involvement of participants during the distance learning phase, and personal ownership of their learning. Feedback from the facilitators indicated that participant involvement through the online platform was high, suggesting that the desired effect has been achieved to a degree (see also *Feedback and Accountability*). Participants noted that Kaya would show them the progress they had made in the online course, which was useful to keep them motivated.

Feedback and Accountability

During the design phase of the programme, it was hoped that the LDP site on Kaya would support ongoing communication between peer learners, facilitators and mentors/managers, in order to make the participants accountable to themselves and to their peers, and to let facilitators provide ongoing support and encouragement to the course participants. In the online fora, participants could draw on their own experiences, and of those of others, to complement their leadership development.

This evaluation suggests that while this approach remains promising, it has not been fully realised within the current learning programme.

Participants identified the ability to post comments on message boards, to submit assignments online and get feedback from facilitators as one of the main benefits of Kaya. However, it was noted that due to resource constraints, the facilitators were not allocated enough time to provide continuous feedback during the distance learning phases. The original design of the course allocated facilitators one day of facilitation during the distance learning phase. This day of facilitation is ring-fenced to provide a 2 hour live meeting (on Skype) between the facilitator and each Action Learning Set (ALS) to run a group exercise and provide learning support. NRC programme mentors only engage with the group during module four, primarily to review and feedback on the final mini-assignment. However, a large number of KIs identified the desire to receive more constructive feedback on the comments/reflections they had posted on Kaya. Some participants appreciated the peer-to-peer commenting, however the majority desired more feedback from the facilitators, mentors and managers, as they were the experienced staff.

A key lesson learned is that it takes dedicated resources to provide continuous feedback to the participants, and that clear expectations for the level of interaction possible should be set at the beginning of the programme.

Online Communication

Kaya's ability to provide the basis to grow peer-to-peer communication also allows Kaya to facilitate building organisational culture, which was one of the programme's initial identified needs. As part of the programme, line managers and mentors were also encouraged to post a mini profile about themselves on the message board. This, along with the bespoke videos, helped create communication across the different staffing levels, and show participants that the organisation supported their learning and development.

User Friendliness

Generally, most users found it easy to use Kaya (further details on this can be found in section B).

Not all the multimedia content for this course was uploaded onto Kaya itself; some additional material was provided as links to open media through external sites. The video media created specifically for the course had to be uploaded to an external video-sharing website and then embedded into Kaya. Having to use external video-sharing websites (e.g. to YouTube) enabled users to view other videos related to the topic of the original designated video, which was positively noted by one user. It could

also be argued that if only uploaded multimedia could be used, it would limit the availability of multimedia material organisations could use in their trainings and decrease the encouragement of self-directed learning.

Language

Kaya provides all the navigation and platform-specific functions in English, French and Arabic. However, this translation capability is unable to translate any course content uploaded. This therefore needs to be determined at the course design stage and materials translated or sourced for relevant languages.

All of the participants interviewed in this evaluation said that they did not have a problem with the language of the course, and most did not use an alternative platform language to English. However, it was noted that there is a potential for this programme to be extended to junior positions of the country programme, who may face more language constraints, considering English is not the national language of their country. This creates some constraints for this course in particular, as the online learning component is reliant on external materials, e.g. articles from Harvard Business Review (only available in English) and TedTalk videos on YouTube (adding Arabic subtitles was possible).

B. Findings: Develop learning on the positives and negatives of Kaya, to help improve its future performance

Blended Learning

The blended learning approach was overall seen as a positive element of the course design, primarily because it provided an enriched learning experience. Participants commented that the distance learning elements available on Kaya allowed them to both recap the information that had been delivered in the workshops, and improve their understanding of it with additional material and examples.

Additional Course Material

Using the Kaya platform, facilitators were easily able to share large amounts of material online, which could be specifically linked to participants' current progress in the programme, and which participants could draw on at their own pace. A private course page was created for each cohort on Kaya, to help curate a range of multimedia, including videos, uploaded articles and links to further reading. This

allowed participants to seek answers and further explore the subject matter, without being overwhelmed by the volume of material.

Participant Engagement

A major goal in using Kaya was the ability to encourage and assess participants' engagement in the distance learning elements. Facilitators would receive email reminders on what contributions had been made online, which allowed them to continuously gauge the participants' interaction. Facilitators could also tell if a participant was not using Kaya enough, which allowed them to offer extra support or adjust learning expectations.

Feedback and Accountability

Participants identified the ability to post comments on message boards, to submit assignments online, and to get feedback from facilitators as the main benefits of Kaya.

Some very specific issues were also noted during KI interviews. Facilitators sometimes struggled to deliver feedback to the participants on their assignments. Sometimes, it was noted, feedback would disappear off the site without the facilitators being notified, causing delays. This is a minor technical issue and has now been resolved after receiving the feedback in the KI Interviews for this evaluation. But this highlights that if minor issues are unresolved they can decrease the user-friendliness of Kaya, and negatively impact users' enthusiasm for the platform.

Online Communication

Key informants indicated that one of the main advantages of using the Kaya platform for the distance learning was the ability to communicate with other users. Participants were encouraged to use the message board to provide feedback to their peers, and to post reflections as part of mini-assignments on an element of management they have practiced. This encouraged a level of communication among the participants, and also connected the distance learning to the Action Learning Sets, cementing the blended approach. The majority of the participants, and all the facilitators, commented on the usefulness of the communication aspect of Kaya. It is a way to encourage continued personal development and increase peer accountability between the face-to-face workshops.

Although the communication and interaction capacity of Kaya is an obvious positive for the platform, there were some issues with the communication. Some users found the message board confusing to navigate, including which threads they should respond to. This comment was also highlighted by the facilitators, who struggled to



monitor the various discussions, due to multiple threads being created on the same conversation. Discussion of how to improve the user capability on the message platforms highlighted that there may be a simple solution, in terms of providing more training at the beginning of the course. It is assumed that other solutions could include providing a 'best practice' or etiquette guide at the beginning of the course and making sure participants are comfortable knowing the 'ground rules' for engagement. From the interviews it is also apparent that some participants were using other social media/communication programmes such as WhatsApp and Skype groups to communicate to fellow participants. However even if other communication platforms are being used by participants, this does not deny the importance Kaya had in creating a culture of peer-to-peer communication during the programme.

User Friendliness

Kaya received good feedback from users in terms of user-friendliness. There were initially some issues with uploading files (*potentially human error*), however with support from colleagues this was resolved. A couple of users had some difficulties in getting used to navigating around Kaya, but most said that after seeking advice from colleagues and getting acquainted with the platform this improved. Interestingly, one user compared it negatively to other e-learning platforms they had used, saying they preferred the navigation of other e-learning platforms. However, they recognised this could be due to them being more familiar with e-learning platforms they have used in the past, rather than a reflection on the usability of Kaya. However, generally users found it easy and immediate to use. Some of the features highlighted positively were the ability to see a participant's progress in completing assignments, and the fact that when navigating off the site (i.e. to watch a video), Kaya would still save the location and automatically revert to the last page open when returning.

From the facilitators' point of view, Kaya made it easy and quick to change the contents on the platform, and had a user friendly administrative interface to make changes like timetable alterations for the workshops. Another feature facilitators liked were the email notifications when assignments were posted. However, initially there were also some technical issues, such as users not receiving notifications (potentially a site design issue), and some posts made by facilitators were not always visible to other users.

OP hired extra technical support to upload and maintain the contents of the course on Kaya. This was considered necessary as this was a new platform for both OP and NRC to use for delivery. An advantage found with Kaya was that there was very little administration or maintenance needed during the course: once the initial upload of contents was completed, it ran itself. Kaya's ability to ease administrative burden of running a course means it can allow organisations to run multiple courses with large numbers of participants more easily. For humanitarian organisations that



predominantly work with dispersed teams, remote access to learning materials and to communities of learning is an invaluable asset. However, it is important that the partnership between NRC and the Academy continues to invest in and develop NRCs ability to create unique content for courses on Kaya, so it can be used in further L&D courses or other country programmes.

C. Findings: Offer examples of how Kaya can be customised and adapted to meet the learning needs of different groups

Additional Course Material

Participants noted the availability and variety of supplementary materials as enriching their learning experience. Interviews show no consensus on which media were most preferred by the participants, again suggesting that the variety of media had value, allowing each participant to find something relevant to their preferred mode of learning.

Online Communication

Additional support and guidance to the users of Kaya can help improve their interactions on the platform. The initial cohort involved in the programme were given a webinar to explain how to use Kaya. For the later cohorts, the webinar was replaced by a less time-consuming initial briefing, and follow-up support from the HR department. Feedback from the later cohorts generally suggests that the briefing was adequate, however at least one participant requesting further support be given to participants, whilst others identified minor issues in getting used to using Kaya. One participant also noted that online learning is still relatively new to a lot of people and therefore they need further time to be able to use Kaya to its full potential. Investing in further support, outlining the values of using Kaya at the beginning of the programme, and continuing to emphasise this throughout the programme will likely increase the number of participants using Kaya for more than just completion of assignments.

Technical Support

One aspect that needs to be enhanced is the technical support given at all levels of NRC, to help teach staff to use and manage Kaya. Currently the Academy has provided initial training on how to set up Kaya for NRC, and is also providing ongoing troubleshooting as part of the partnership. However, there is evidence that there needs to be more investment in the orientation of users (at course level) and training of supporting staff (country level) to allow NRC to further develop its practical use of

Kaya. KI interviews suggest a need to build further technical expertise within NRC on Learning Management Systems (LMS), as they are still a relatively new way of delivering Learning and Development material for the organisation.

Other NRC country directors are taking an interest in the current implementation of LDP, and there appears to be interest in using Kaya to implement learning programmes, in other countries/contexts. Kaya has the ability to allow NRC to deliver more courses to different country programmes, but further support will be needed to achieve this, as NRC is still in the initial stages of implementing bespoke L&D programmes through Kaya.

Language

Kaya has the ability to provide alternative languages for the navigation and platform-specific functions. These include English, French and Arabic.

Currently there are courses available in multiple languages through the global options on Kaya.

Access to Kaya

Feedback in terms of access to Kaya throughout this programme has been good. Jordan has reasonable internet architecture, allowing users to access freely. Kaya's availability on different devices, including laptops and smartphones, helped participants and facilitators to access it with greater ease, and to be flexible in when and how they log in to continue their online learning. For example, some users indicated that they were able to continue to use Kaya when on the move, through their smartphones. One advantage identified by some users was that since Kaya was a unique platform, personalised for NRC, they could use the same log-in service (OKTA) as for other NRC platforms. This made Kaya easier to access for staff, and contributed to a sense of organisational belonging.

Other Kaya Platform Courses

One of the major advantages for course participants, and the organisation as a whole, in using Kaya for the online learning is the diverse global learning material users can access through the platform. Many users commented on the variety of external courses they could access through Kaya in order to continue their personal development, for example Nutrition and WASH courses. This is a major advantage to individual users and to organisations, as it allows them to easily access L&D material that is specific to the humanitarian sector. This also complements the organisation's own L&D material.



D. Findings: Additional Learning

Course Learning Outcomes

The ability to evaluate the learning outcomes of the LDP is limited, both because only a portion of the intended participants have completed the programme, and because too little time has elapsed to fully evaluate their progress. However, some preliminary findings can be drawn from the KI interviews and the focus group discussions held with the two cohorts that completed the programme. These indicate that the LDP has made progress in achieving its learning outcomes across all areas.

All the participants interviewed said they had made progress in one of the core learning outcomes stated at the beginning of the course. Some of the outcomes specifically highlighted by participants were related to having 'courageous conversations', providing constructive feedback, and motivating their teams.

Facilitators and managers also commented that they had seen improvements in the participants, and that learning outcomes had been met. Country programme managers reported visible progress from the participants who had already completed the course. For example, one line manager/mentor described how the line management skills of one of the course participants had improved: when the members of this participant's team changed, the participant successfully managed the induction of a new staff member while maintaining team stability, showing notable improvement compared with performance prior to the programme.

The Country Management Team also noted that fewer disciplinary actions had been raised with senior management or HR since the programme began. Many of those line managers who had participated in the course demonstrated improved management of staff performance, particularly related to the expected outcome '*improving communication with a focus on managing and resolving interpersonal conflict*'.

Additionally, an unintended benefit was also noted during the evaluation. Due to the mixture of high- and mid-level managers in the programme, and the focus on improving communication and information sharing, inter-hierarchical relationships were developed between the participants. This had a positive impact on how managers worked with each other, and strengthened the organisations leadership culture.

V. Conclusions

The feedback from this short evaluation of the use of Kaya platform in NRC Jordan's Leadership Development Programme has showed that Kaya supported the blended learning approach of the programme, and contributed to positive learning outcomes. The main platform features used to support the learning programme were:

- the ability to facilitate communication and peer to peer support,
- the ability to share various course materials, especially multimedia material,
- the opportunity Kaya allows for participants to further their overall personal development through a variety of online courses.

Although there were issues and constraints highlighted in this evaluation, overall Kaya facilitated a longer learning period, and enabled participants to practice their new skills in a supportive environment. This has been valuable given that behaviour change takes time to develop. However, positive changes are already being observed by NRC Jordan's leadership team. From stronger team management, to fewer disciplinarys being raised. It has also linked the face-to-face and distance learning elements together.

From this evaluation it appears that the strength of Kaya lies in two different areas. First, for the organisation that uses Kaya, there are numerous advantages to be gained, primarily the ability to support blended learning approaches in L&D courses in a bespoke way. The second advantage is Kaya's ability to encourage and enable the individual user to pursue their own personal development, both by providing a platform for the essential learning resources needed for a comprehensive course, and by providing access to a global database of external online courses designed for the humanitarian sector.

From this evaluation it is easy to see that the practical use of Kaya to deliver a blended learning designed course has significant advantages. Its ability to build a community amongst users through its communication tools, the user friendliness of its interface, and the ownership an organisation can have of their uploaded courses, help create a better learning experience for the end user. However, resources need to be allocated by the organisation to develop the use of Kaya, and continued support from the Academy will be needed until the organisation is capable of complete implementation of the platform. NRC has shown significant effort at all levels (HQ, country and individual user) to invest in using Kaya to support its L&D delivery options. Along with providing resources to increase the understanding of Kaya at the organisational level, it is important to highlight the need for allocation of resources for each course delivered through Kaya. Although e-learning can be a low cost way of providing L&D options, it still needs resources to utilise. Online courses, depending on their design, have to be administered and also facilitated, which requires a balanced

provision of resources. If a blended approach is used, it is important that the resources associated to the running of the online aspects of a course are not overlooked.

The result is that the LDP is a strong example of how Kaya can be practically used. It demonstrates that through a partnership with the Academy, organisations can access a sector specific e-learning platform, to deliver their own bespoke programmes and also enable their staff to access other courses, and therefore have a positive impact on the delivery of L&D in the humanitarian setting.

Annex List

1. Case Study
2. KI Interview Questions
3. Tabulated Ratings of KI Interview Question Responses
4. List of Key Informants
5. Bid Document for Evaluation tender by the Academy: "Evaluation of Kaya Platform in Practice: NRC Jordan Leadership Development Programme" By The Operations Partnership