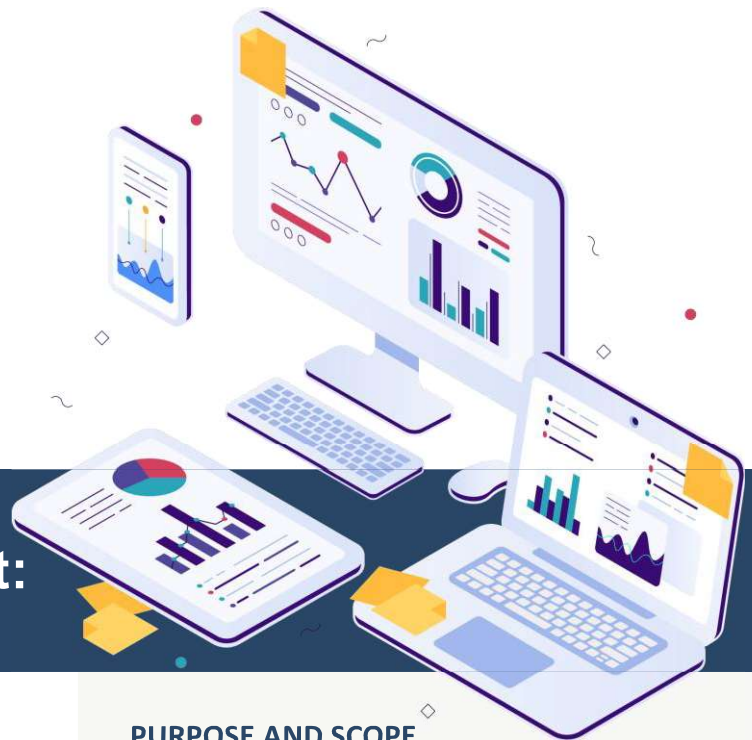


# WoW Annual Report 2025



## 1 2025 Annual Report: Introduction

### BACKGROUND

The Ways of Working (WoW) Learning Center is responsible for designing and implementing team management and DEI-related learning events for multiple MSF sections, including the WoW courses. Programs are delivered in multiple languages (English, French, Spanish) and are either Online Tutored (Virtual) or Onsite Blended (Face-to-Face). Some self-learning materials are also available.

The WoW Learning Center's programs are designed to contribute to the professional development of current and future project-based and HQ MSF staff and prepare them for more senior roles, while also contributing to the overall operational success of MSF projects. The WoW Learning Center's programs support changes in MSF's workplace environments and learning culture, as well as foster the implementation of new ways of working within MSF.

#### WoW Objectives:

- To apply essential management practices to supervise and support their team members
- To assess and build cohesive teams to support the implementation of activities in changing environments
- To apply a discussion-based approach to team management and deliver operational responses adapted to changing environments

The WoW program includes the WoW 1, an introductory course for people managers and supervisors (generally between levels 6 and 11). After graduating from the WoW 1, participants can choose to extend their learning by attending the WoW 2 or other Continuing Professional Development courses. The WoW CC is intended for senior managers including cell members, coordinators and technical referents.

### PURPOSE AND SCOPE

This report summarizes the key findings from the analysis of the WoW's key performance indicators for 2025. The report is the result of the analysis of the program's enrollment and graduation data from 2019 to the end of 2025 and the 2025 end-of-course survey results. The report is organized into four sections related to the WoW's M&E criteria (p.2).

1. Program Reach: Enrollment and Graduation
2. Participant Reaction: preparation, course design, facilitation, accessibility and relevance
3. Skill development and Behavior Change
4. Lessons Learned and Recommendations

### DATA COLLECTION



Analysis of participant enrolment and graduation data from 2019 – 2025 (n=2,905).



The end-of-course surveys are sent to all participants in the last session of each WoW course. This does not include participants that drop out before the end of the course. The 2025 end-of-course surveys achieved a **79%** (n=538) response rate.

## M&E Criteria

The WoW adapted Kirkpatrick’s four-level model for evaluating training programs to inform its M&E approach. This report summarizes the analysis of the WoW’s progress against indicators related to the first four criteria.

CRITERIA	DEFINITION
<i>COVERAGE AND REACH</i>	The extent to which the WoW program reaches people managers across the movement and provides an accessible registration and enrolment process.
<i>ACCESS TO THE LEARNING ENVIRONMENT</i>	The extent to which participants could access the learning environment and an assessment of the factors that supported or hindered the completion of the course requirements.
<i>REACTION</i>	The appropriateness of the WoW program’s content, design, and approach for its intended audience.
<i>SKILL DEVELOPMENT AND BEHAVIOR CHANGE</i>	The extent to which the management competencies of MSF managers have improved, including the increase in skills, change in attitudes and behavior.
<i>IMPACT</i>	The main impacts and effects resulting from the WoW program, including intended and unintended outcomes, and the extent to which there is organizational support for the program.

## Limitations

The report faced several limitations. The report’s findings on behavior change is limited compared to previous years because it relies on the end-of-course survey data. Participants have not had sufficient opportunities to apply their learning by the end of the course and therefore the report is limited to preliminary findings on behavior change. In addition, the end-of-course survey respondents are limited to only those participants that are still enrolled in the course by the final session and therefore the survey results do not contain feedback from participants who dropped out. Participant diversity and trends analysis relies on comparator data from the MSF workforce. It was not possible to access comparator data for the WoW’s target population (IRFFG levels 6 and above) and therefore comparison is limited.

For more information on the report’s methodology, limitations and survey sample, see the report [Annexes](#).

## Key Trends

Three key trends from the program’s monitoring data are summarized below.

Participant trends continue to shift to an increasing proportion of IMS and staff from African countries, reflecting workforce trends. In addition, 2025 also saw an increase in senior managers reflecting a strategic priority to boost the impact of the program. Alongside this the proportion of women and LHS decreased. These trends are in tension with the logic underpinning the WoW’s Theory of Change which aims to increase access to the leadership pipeline for a diverse pool of staff, including LHS, junior staff and women.

Blended programs show consistently weaker preparation outcomes compared to the virtual program. The lack of standardization in how preparation and enrolment is implemented by country teams limits the extent to which participants can prepare themselves to successfully participate in the course and risks undermining their engagement.

Preliminary results from the surveys suggest that workplace conditions may constrain the transfer of learning, such as workload and competing priorities, lack of buy-in from line managers and senior leadership, and the misalignment of organizational norms and structures with the WoW principles. Similar findings are evident in survey data across all courses each year suggesting that these constraints may be systemic for WoW participants.

## Acronyms

BP	Onsite Blended (Face-to-Face) WoW programs	MSF	Médecins Sans Frontières
CPD	Continuous Professional Development program	OC	Operational Centre
DEI	Diversity, Equity and Inclusion	OCA	Operational Centre Amsterdam
FTE	Full-time Equivalent	OCB	Operational Centre Brussels
HQ	Locally Hired Staff—HQ	OCBA	Operational Centre Barcelona
HR	Human Resources	OCG	Operational Centre Geneva
IMS	Internationally Mobile Staff	TCA	Transformative Conversations Atelier (a CPD workshop)
IRFFG	International Reference Field Function Grid	VP	Online Tutored (Virtual) WoW programs
L&D	Learning and Development		
LHS	Locally Hired Staff—Programmes		

# 2 2025 Annual Report: Program Reach

This section summarizes the key trends in participant enrolment and graduation for the WoW courses from 2019 to 2025. Findings come from the WoW’s registration and attendance data from 2019 to 2025. This section is split into 4 parts:

- i. Overview of the WoW course delivery in 2025,
- ii. trends in participant diversity and representation,
- iii. a discussion on key trends in participant diversity and representation, and
- iv. an analysis of the graduation rate and the reasons for noncompletion.

## 2.1 Overview of the WoW course delivery in 2025

In 2025, the WoW Program increased the delivery of WoW courses for a sixth consecutive year. The program delivered 39 cohorts to a total of 690 MSF staff members. Three new CPD courses were introduced in 2025, including Facilitating Discussion Spaces, Coaching Skills Workshops, and the Anti-Racism Learning Cafe. The WoW 1 remains the course with the highest participation.

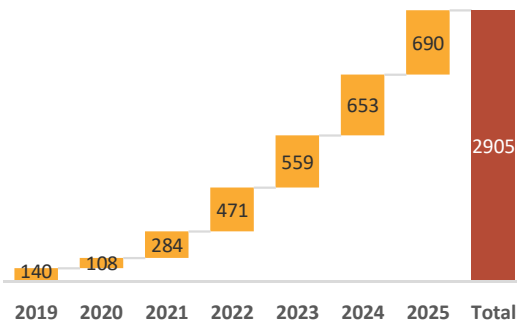


Chart 1: Number of enrollments in WoW courses 2019-2025

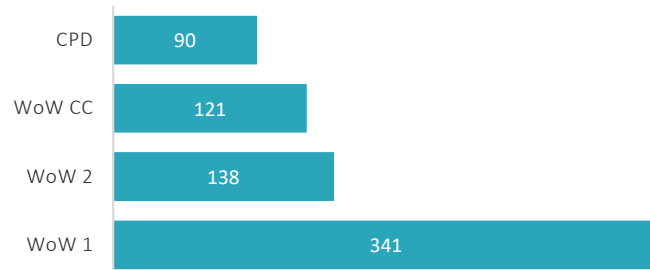


Chart 2: Enrollments by WoW course 2025

Of the 690 staff members that enrolled in a WoW course, 90%, or 621, graduated and 69 participants dropped out or withdrew from a course.

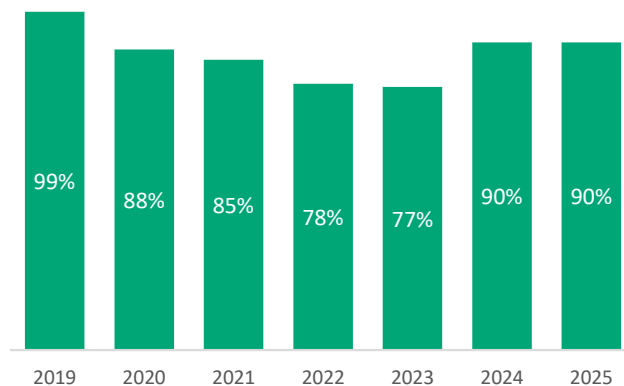
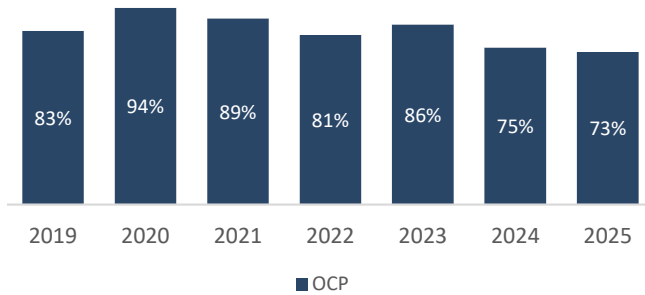


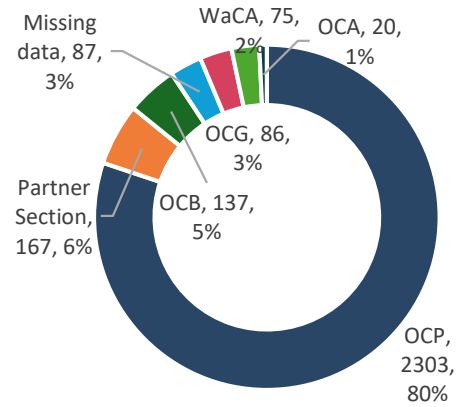
Chart 3: Graduation Rate for all WoW courses 2019-2025

The WoW program received participants from almost all OCs in 2025 including OCP, WaCA, OCB, OCG, and OCA. OCP remains the OC with the largest share of WoW participants. The proportion of OCP participants enrolling in WoW courses declined since 2023 with the share of participants from other OCs and Partner Sections increasing. In 2025, 73% of participants worked with OCP at the time of enrolling in the WoW program.

## 2.1 Overview of the WoW course delivery in 2025

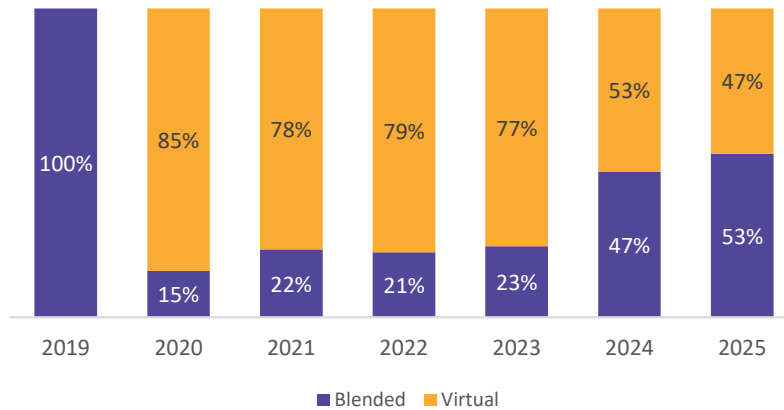


**Chart 4: Proportion of participants contracted by OCP at the time of enrolment 2019–2025**



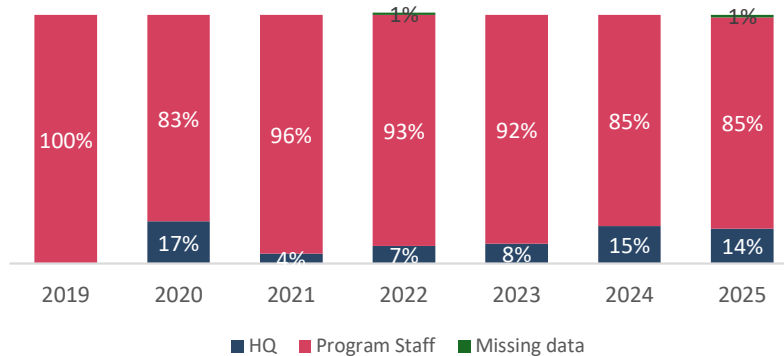
**Chart 5: Distribution of enrollments by section for all WoW courses 2019–2025**

The WoW maintained its geographic reach in 2025. The WoW Learning Center delivered 23 blended cohorts to 8 MSF workplaces including MSF UK, MSF Japan, WaCA, Niger, Nigeria, Jordan, Senegal and the DRC. The WoW virtual courses were delivered to participants located in 91 different countries. The proportion of blended courses delivered has been steadily increasing since 2022. For the first time since 2019 over half of the WoW courses delivered in 2025 were via the blended format.



**Chart 6: Distribution of enrollments by delivery format for all WoW courses 2019–2025**

The WoW continues to deliver the majority of courses to staff in operational contexts but has seen an increase in HQ participants in recent years, largely due to the demand from partner sections to receive in-person management training.



**Chart 7: Distribution of enrollments by HQ and program staff for all WoW courses 2019–2025**

## 2.2 Trends in participant diversity and representation

The WoW M&E program collects data on eight key participant characteristics to monitor the reach of the courses and the diversity of WoW participants. The charts below present participation trends across these eight characteristics.

To assess representation, participant data is compared with MSF workforce data. This also allows us to examine whether certain groups of staff are over or under-represented among WoW participants, while also considering the program’s strategic priorities regarding access and inclusion. <sup>1</sup>

See the 2.2.1 for a more detailed analysis of key trends in participant diversity and representation.

### Gender

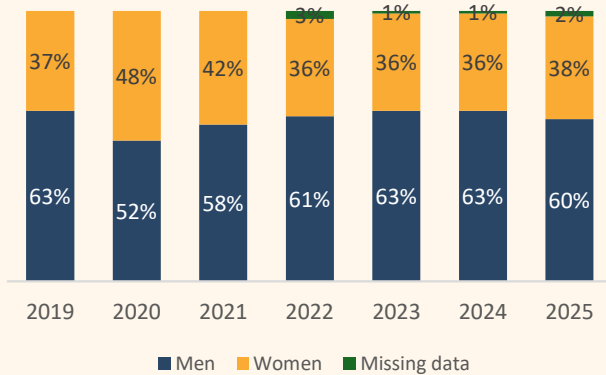


Chart 8: Distribution of enrollments by gender 2019–2025

There was a slight increase in the proportion of women enrolling in the WoW courses overall, however the proportion declined for the WoW 1 VP. While the overall representation is similar to that of the MSF workforce, increasing the participation of women in leadership positions in MSF is a key priority for the WoW Program.

### Staff Group

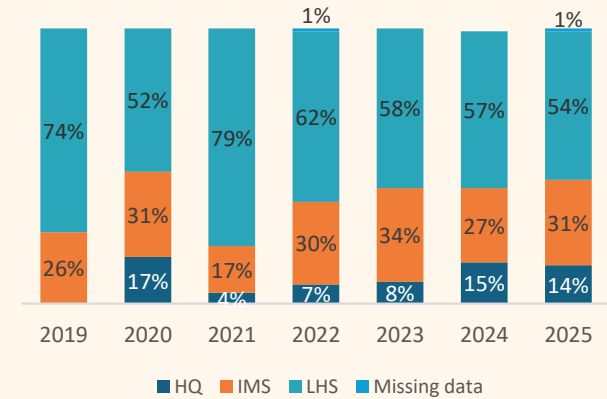


Chart 9: Distribution of enrollments by staff group 2019–2025

In 2025, the trend toward greater participation from IMS and HQ staff continued, indicating a gradual change in the composition of the WoW participant pool. This is due in part to the increase in partnerships with HQ offices and the increase in participation from IMS.

### Nationality

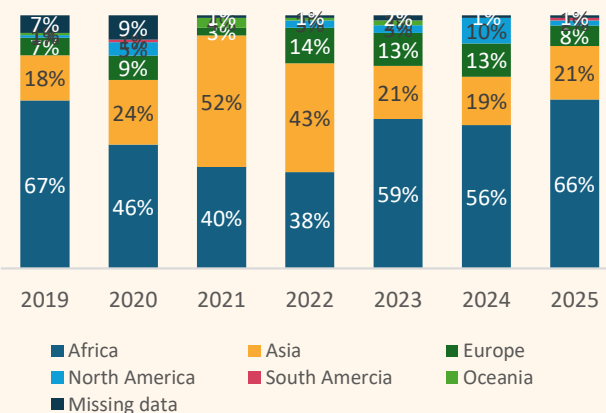


Chart 10: Distribution of enrollments by nationality 2019–2025

The proportion of participants from African countries increased sharply in 2025 to 66% and participation from European staff continued to decrease. This reflects an ongoing pattern in WoW participation since 2023 and trends in MSF workforce data.

### Seniority

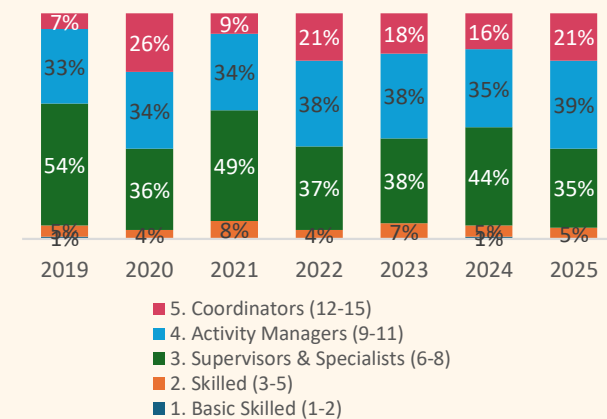


Chart 11: Distribution of enrollments by seniority 2019–2025

Another shift in the composition of WoW participants in 2025 is the increased share of senior managers. In 2025, there was an increase of managers and coordinators level 9 and above and decreasing representation of more junior managers and supervisors. See below section 2.2.1 for a more detailed discussion.

<sup>1</sup> MSF workforce data do not provide a full comparison for representation analysis because WoW participants are not evenly distributed across OCs. In addition, it was not possible to access disaggregated workforce data for the WoW’s target population (staff IRFFG level 6 and above).

## Profession

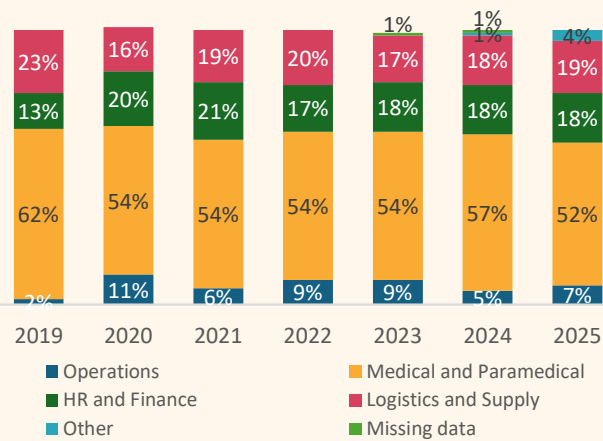


Chart 12: Distribution of enrollments by profession 2019–2025

Over half of WoW participants work in medical and paramedical professions. This is a consistent trend since the WoW program began. Our participant pool has a smaller share of logistic staff, and a larger representation of HR and Finance and Operations staff compared to the overall workforce. This is likely due to the higher proportion of HR and Finance staff that are eligible for the WoW courses. Without access to disaggregated comparator data it is not possible to make a meaningful assessment of representation.

## Age

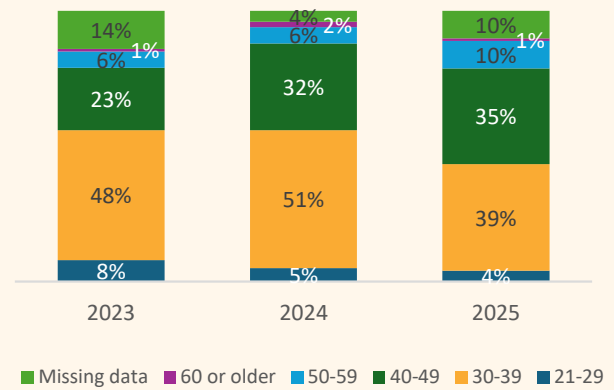


Chart 13: Distribution of enrollments by age group 2023–2025

From 2024 to 2025 there was a small increase in the age of LHS and IMS participating in the WoW. This correlates with various factors including the enrolment of participants with a higher seniority in 2025 and the increased enrolment in additional WoW courses. It is important to note that there is a high proportion of missing age data in 2025 which affects the accuracy of our data.

## Team Size

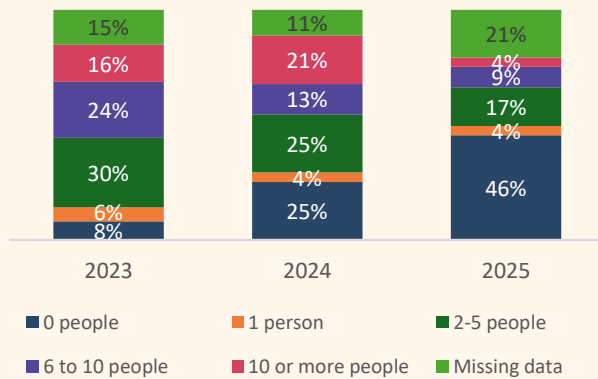


Chart 14: Distribution of enrollments by team size 2023–2025

There was an increase in participation from staff that do not have people management responsibilities in the WoW CC VP and the WoW 1. It is not possible to determine whether our participants are representative of MSF staff since there is no known global workforce data on people management of staff in programs and HQ.

## WoW Location

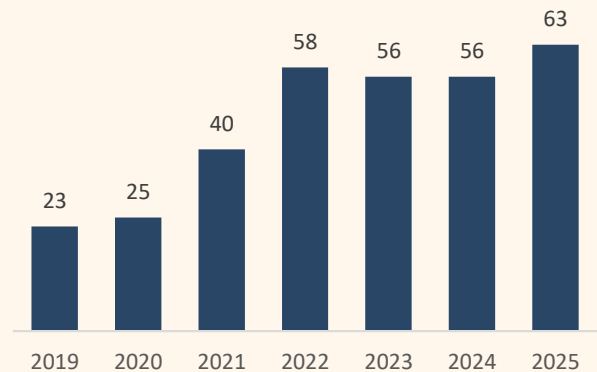


Chart 15: Distribution of enrollments by location of WoW participant 2019–2025

The geographic spread of the WoW program has increased each year since the program began. In 2025, staff participated in the WoW while located in 63 different countries. Almost half of these are in Africa. Of the top ten countries with the highest representation of WoW participants, 5 of these are among the top ten locations with the highest proportion of MSF staff. One notable exception is Afghanistan which the WoW has not been able to reach due to insecurity in the operational context.

## 2.2.1 Discussion: key trends in participant diversity and representation

### Gender

The WoW Program has made increasing the participation of women in the courses a priority since January 2024. This aligns with MSF's Women in Leadership Initiative which aims to boost women's participation in management roles in the movement. In 2025, the program delivery team introduced measures to increase participation of women managers, including prioritizing female applicants during the selection process for the virtual program. However, despite these adjustments, the proportion of female participants in the WoW 1 VP declined in 2025.

There are several contextual factors that help explain this trend. The increasing share of male IMS within the workforce has shifted the composition of the eligible participant pool. Also, the prioritization of staff at a more senior level may have reduced the proportion of female participants eligible for the WoW courses.

These findings suggest that the WoW will need additional measures to increase women's participation in the WoW courses especially if broader workforce composition and program strategy continues to change the pool of eligible staff.

### Staff group

The shift toward greater representation of IMS and decreasing representation of LHS among WoW participants continued in 2025. As in previous years, this is driven partly by an increase in IMS applicants from African countries, reflecting the broader evolution of the MSF workforce.

The increasing proportion of IMS participants also stems from a strategic decision in 2025 from OCP to prioritize access of senior managers from level 9 and above. This strategy shift intends to increase the impact of the program since senior managers have more opportunities to influence management culture change in MSF workplaces.

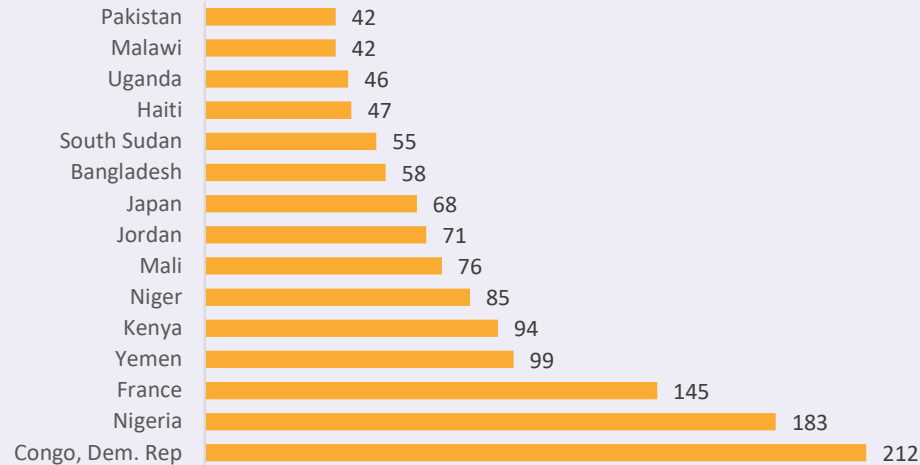
The declining proportion of LHS and increased participation of IMS have important strategic implications for the WoW program. On the one hand, the increased participation from IMS signals strong engagement from a rapidly growing segment of the workforce. In addition, IMS often hold higher levels of seniority and management responsibilities. IMS from African countries tend to undertake multiple and longer assignments compared to other IMS profiles. This dynamic could contribute to the development of an enabling workplace environment encouraging more junior staff to apply their learning from the WoW program. However, this shift towards greater accessibility for IMS, is in tension with a strategic priority for the WoW program to expand access to the leadership pipeline for junior staff and strengthen locally rooted management capacity. The decrease in participation of LHS could limit the WoW's longer-term transformational impact.



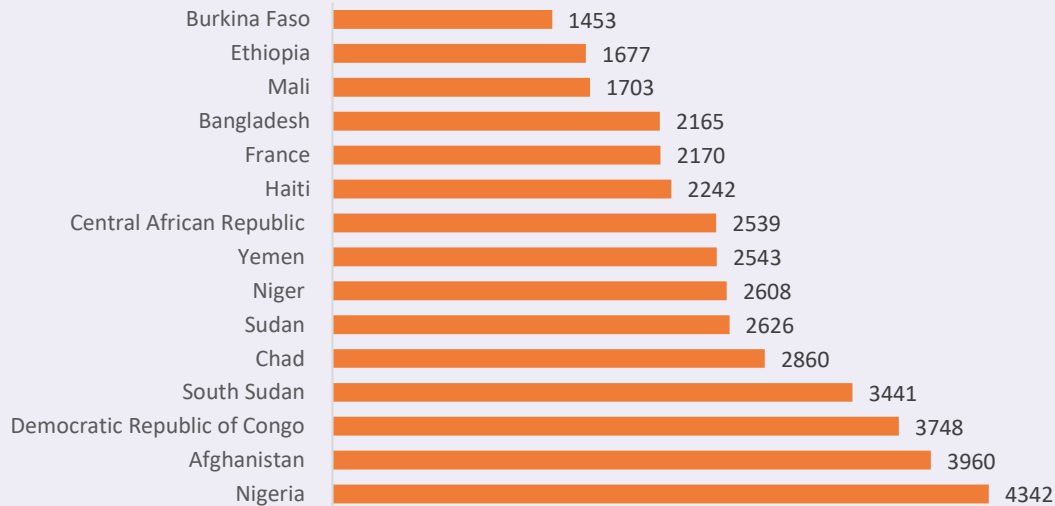
Photo: WoW Graduates, Virtual Program, 2025

## Nationality

The majority of participants in 2025 are nationals of countries in Africa and Asia, where MSF conducts the majority of its operations. A comparison with MSF’s workforce data shows that, of the top fifteen nationalities represented in the WoW program, nine are also among the top fifteen nationalities in the overall workforce. This suggests that the WoW program is broadly aligned with the distribution of the workforce in programs. Unfortunately, due to limitations accessing HR data we were not able to estimate the proportion of managers reached in each location.



**Chart 16: Top 15 nationalities in the WoW courses, 2025**



**Chart 17: Top 15 nationalities in the MSF workforce, 2024**

The trend towards a greater share of IMS from countries in Africa and Asia continued in 2025. 82% of participants in 2025 are from Africa and Asia. A similar trend is evident in MSF workforce data where IMS from African countries represent an increasing share of the overall IMS population.

A comparison of the nationality of IMS participants with MSF workforce data indicates an underrepresentation of European staff in the WoW participant pool. Several factors may explain this underrepresentation, including greater accessibility to alternative management training opportunities or the challenge of participating in the WoW while on assignment.

Given that European staff continue to represent a substantial share of the MSF workforce, continued underrepresentation of this segment of the workforce may have implications for the WoW’s abilities to influence management culture consistently across MSF workplaces.

## Seniority

A notable change in the participant pool in 2025 is the increasing share of senior managers attending the WoW program. Unlike the other demographic trends discussed in this report, which reflect the shifting composition of the MSF workforce, the increase in senior managers among WoW participants is primarily driven by OCP's strategic decisions to increase participation among activity managers and coordinators (levels 9 and above).

In the WoW 1 VP in 2025, senior managers such as Activity Managers and Coordinators constituted 67% of participants, while the share of Supervisors and Specialists decreased by 9%. Given MSF's HR structure, IMS are more likely to hold positions at levels 9 and above potentially reducing opportunities for both junior staff and LHS to attend the WoW program.

The WoW program made a strategic decision in 2025 to prioritize the impact of the program by increasing the accessibility for senior staff. While a continued decrease in participation among junior staff may narrow one pathway through which the program contributes to management capacity development in MSF, targeting senior staff will help align more senior managers with the principles of the WoW program, addressing a key barrier to the application of learning. This reflects a strategic tradeoff to strengthen the impact of the program by increasing participation of senior managers, while potentially decreasing access for LHS and junior managers.

### 2.3 Enrollment and Graduation—graduation rate, drop-outs, withdrawals

The graduation rate for the blended and virtual program remained stable in 2025. The overall graduation rate for the WoW courses was 90%. There were slight declines in the graduation rate for the WoW 1 VP and WoW CC VP between 2024 and 2025.



Chart 18: Graduation Rate by Course 2025

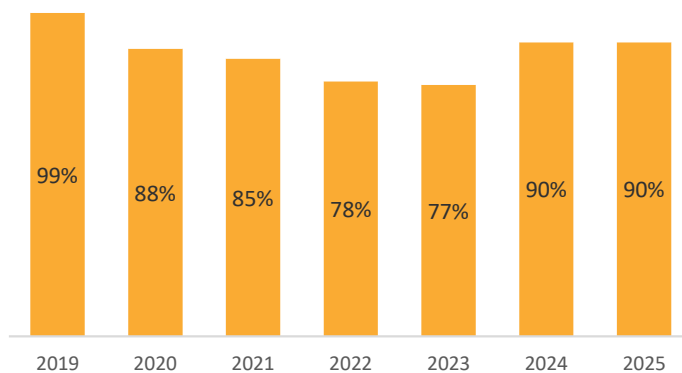
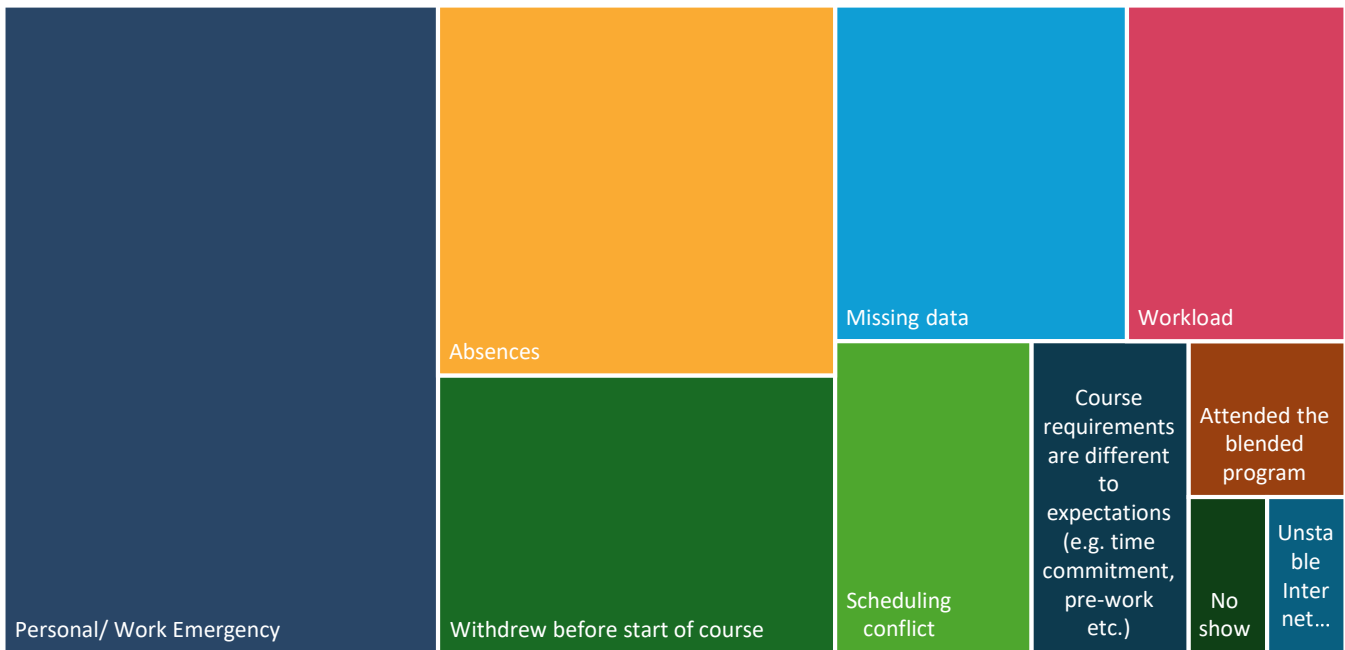


Chart 19: Graduation Rate for all WoW courses 2019–2025

Of those participants that did not graduate, 61 or 9% dropped out and 8 or 1% withdrew before the course began.



**Chart 20: Reasons for dropping out of a WoW course**

The top three most common reasons for noncompletion (personal and work emergencies, absences<sup>2</sup>, and withdrawing before the course began) suggest that noncompletion of the course is driven by external and context-related constraints rather than course quality or relevance which is consistent with survey results. While some attrition is expected especially given the operational contexts in which MSF operates, these findings suggest that WoW participants still face barriers to attending learning events during working hours and highlight the importance of communication with participants during the enrollment process and organizational support for protected learning time.

Participant graduation rates were analyzed by participant characteristics for equity monitoring purposes. Subgroup differences are not presented in this report, as the number of participants who did not complete the course within subgroups was too small for meaningful interpretation.

## 2.4 Implications for the WoW Program

The WoW program successfully expanded the delivery of the program for a sixth consecutive year, reaching more MSF managers in 2025 than in previous years. This demonstrates that strong operational capacity of the WoW program, the sustained demand for courses from MSF managers and operational contexts, and the expansion into new courses.

The enrolment data highlights that the growth of the program has not happened consistently across all demographic groups and there have been important shifts in who is accessing the WoW courses. There has been an increase in participation from senior managers and IMS and a decreasing proportion of junior managers, LHS and women. These shifts reflect workforce trends as well as strategic priorities to increase access for senior managers. The uneven representation among staff populations, particularly the declining proportion of junior managers, is not aligned with the WoW’s equity, inclusion and leadership development goals which aim to provide access to the leadership pipeline to a diverse pool of MSF managers, with particular focus on boosting women and locally hired staff in leadership positions.

Without deliberate attention to diversity, representation, and accessibility, the future growth of the program risks reinforcing these patterns in unequal representation and declining participation among target populations. Proactive measures as well as monitoring are essential to ensure that future program expansion supports the program goals of long-term impact and leadership development goals.

<sup>1</sup>The WoW courses require participants to attend a minimum number of sessions to graduate from the courses. If participants do not attend the sufficient number of sessions, the reason for noncompletion is recorded as ‘Absences’.

# 3

## 2025 Annual Report: Participant Reaction

The findings in this section come from participant feedback in the end-of-course surveys for all WoW and continuing professional development courses on various aspects of the courses. The section is split into 4 parts:

- i. overall satisfaction,
- ii. participant preparation process,
- iii. course design and delivery, and
- iv. perceived relevance of the course.

### 3.1 Overall satisfaction (course and facilitation)

The WoW continued to receive high course and facilitator satisfaction ratings in 2025. The WoW CC BP which historically achieved slightly lower satisfaction ratings compared to other WoW courses, saw an increase in satisfaction in 2025.

Satisfaction ratings provide a consistent measure of participant reaction when completing the course. They reflect immediate reactions to the learning experience but should not be taken as an indicator of learning outcomes and changes in the workplace.

#### Overall Satisfaction

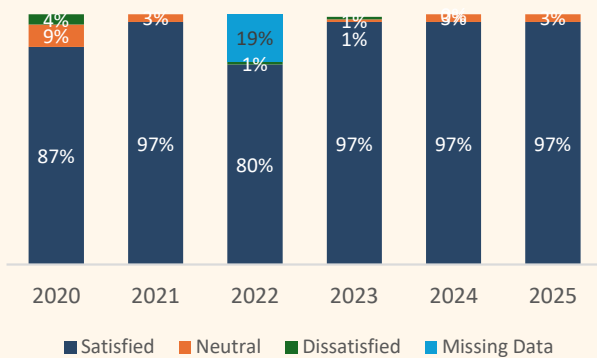


Chart 21: Overall course satisfaction 2019–2025

#### Facilitator Satisfaction

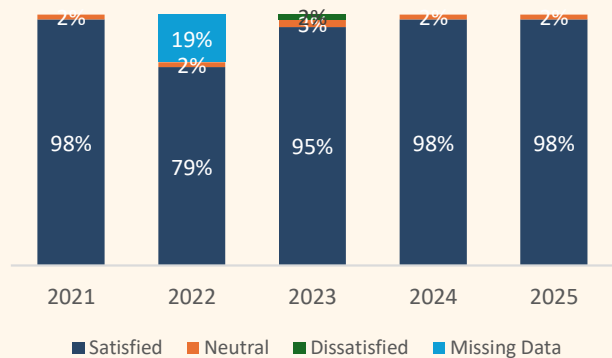


Chart 22: Facilitator satisfaction 2019–2025

#### WoW 1 Virtual Program

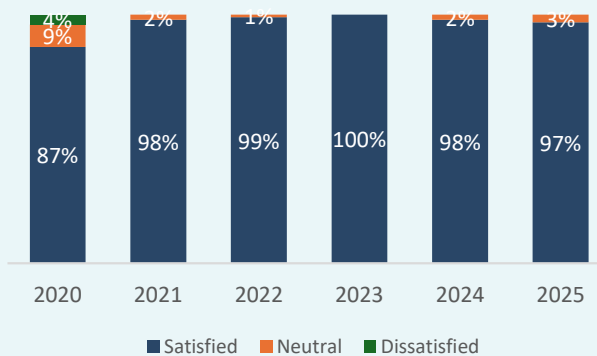


Chart 23: WoW 1 VP satisfaction 2019–2025

#### WoW 1 Blended Program

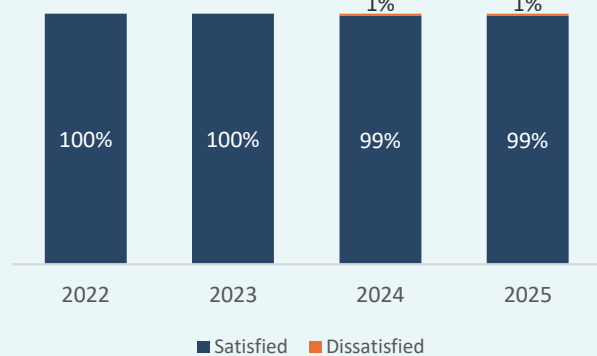


Chart 24: WoW 1 BP satisfaction 2019–2025

### WoW 2 Virtual Program

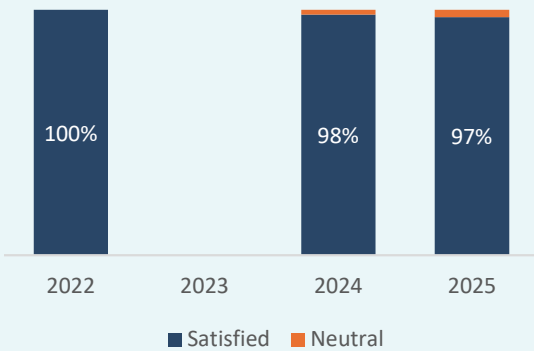


Chart 25: WoW 2 VP satisfaction 2022–2025

### WoW 2 Blended Program

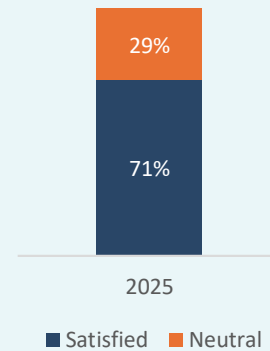


Chart 26: WoW 2 BP satisfaction 2025

### WoW CC Virtual Program

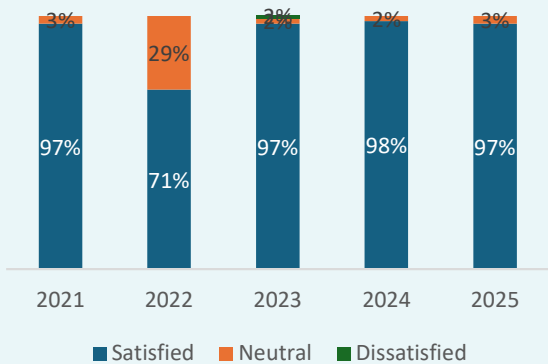


Chart 27: WoW CC VP satisfaction 2023–2025

### WoW CC Blended Program

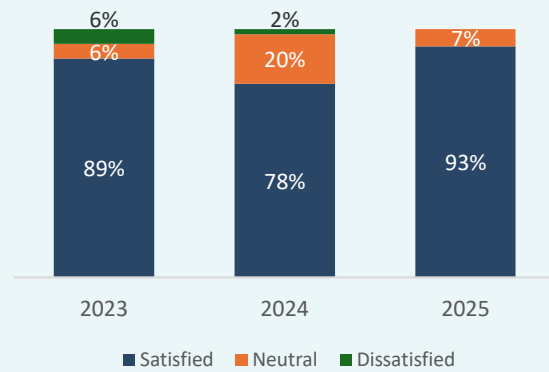


Chart 28: WoW CC BP satisfaction 2023–2025

### Continuing Professional Development Courses

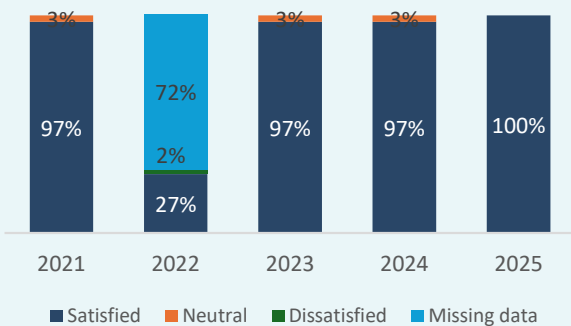


Chart 29: WoW CC VP satisfaction 2023–2025

## 3.2 Participant Reaction: Preparation and Enrolment

The WoW team collects data on participants' experience with the preparation phase of the WoW courses recognizing the importance of participant preparation for successfully undertaking the WoW courses. Adult learning theories show that participant preparedness, including clear expectations of the course content and requirements, has a knock-on effect on how participants experience a course, including their engagement with the course content, their acquisition of knowledge and the eventual transfer of skills to their workplaces.

The preparation and delivery phases differ between the virtual and blended programs. The virtual program is open to self-enrolment by staff from OCP and the registration and enrollment process is managed by the WoW’s program management team. The blended program is requested by country teams in programs or HQ. Staff in country teams or HQ manage the preparation phase including the participant selection and enrolment processes.

Participants in 2025 reported having the information needed to prepare themselves to participate in the course including information on the course requirements and expectations. In addition, the majority found the registration platform easy to use.

The charts below show the overall 2025 results for the preparation and registration. The key challenges and successes with the preparation and registration process are presented in table 1 below.

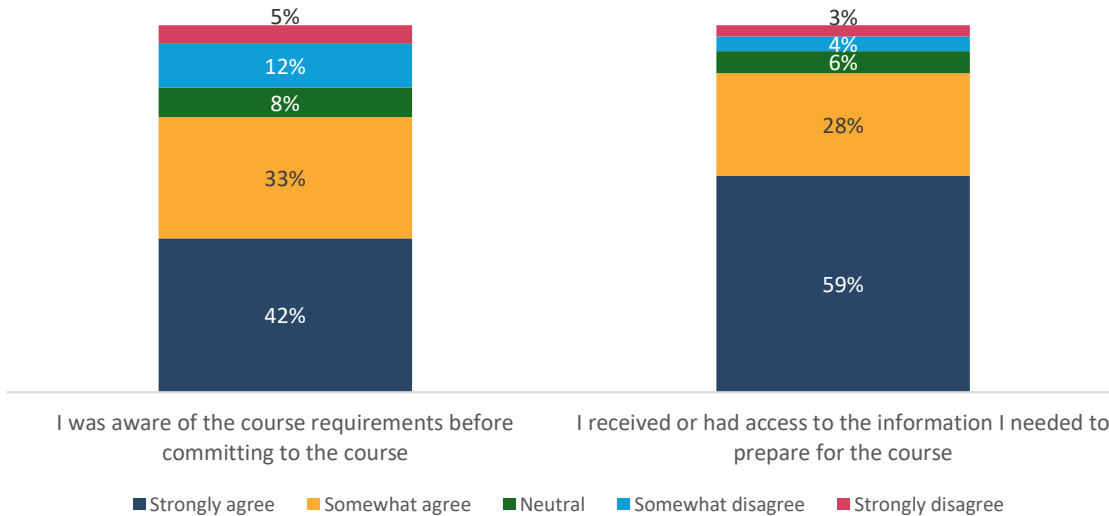


Chart 30: Feedback on the preparation process, 2025 survey results

## MAIN THEMES FROM PARTICIPANT FEEDBACK ON THE PREPARATION PROCESS

<b>POSITIVE FEEDBACK ON CHECK-IN SYSTEM</b>	Participants consistently expressed gratitude and positive feedback on the check-in process and support from the facilitation team which helped participants clarify expectations and prepare necessary tools.
<b>CHALLENGES WITH WAITLISTS</b>	Participants experienced difficulties with waitlists, including unclear communication and uncertainty about their enrolment status.
<b>COMMUNICATION CHALLENGES</b>	Some participants noted that they missed sessions due to unclear communication about session dates. In addition, participants expressed confusion about whether their registration was confirmed.
<b>REGISTRATION PLATFORM ISSUES</b>	Several participants struggled with the online registration platform. Participants noted that some instructions were unclear and faced repeated failed attempts to register due to technical issues or full cohorts.
<b>INFORMATION NEEDS</b>	Some participants felt they lacked information about course requirements and expectations before enrolling, particularly those in the blended courses. See below for further discussion.

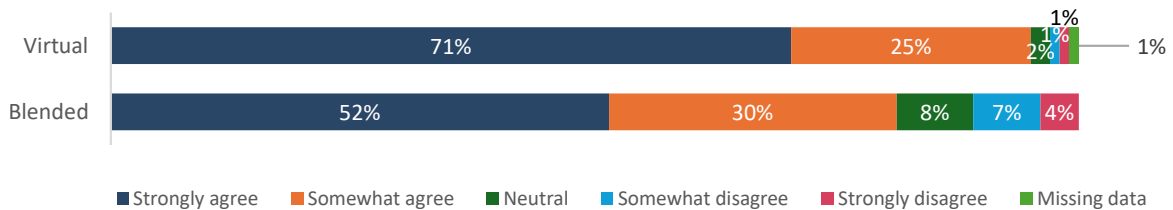
Table 1: Feedback on the preparation process from open-ended questions, 2025 survey results

The survey feedback on the online registration system used for the virtual courses suggest that participants faced technical difficulties related to the platform and internet connection with some participants having to complete the process several times before succeeding. While the M&E program does not collect data on the proportion of staff that were able to successfully register for the course, this feedback suggests that the online registration platform may cause a barrier to some staff applying to the WoW courses.

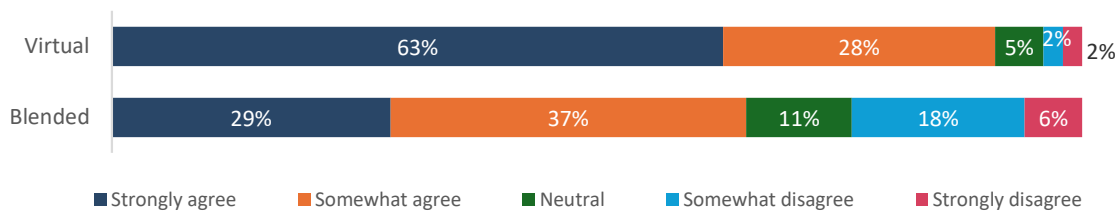
### 3.2.1 Differences by program delivery format

Data were analyzed by course, delivery format and participant characteristics. Significant differences in survey responses between participants in the blended and virtual programs were identified. A higher proportion of blended program participants reported neutral or negative perceptions of the information received prior to the course and their understanding of course requirements, a consistent trend since 2023.

Analysis was conducted by year of program delivery. A chi-squared test showed a significant association between delivery format and satisfaction with the enrolment process. Blended participants were more likely to report negative or neutral responses than participants of the virtual program each year from 2023 to 2025.



**Chart 32: I received or had access to the information I needed to prepare for the course by delivery format, 2025 survey results**



**Chart 33: I was aware of the course requirements before committing to the course by delivery format, 2025 survey results**

Analysis of the open-ended survey comments reveals key differences between participants of the blended and virtual programs during the preparation process of the course. See the below discussion on the challenges faced by participants of the blended programs in 2025.

### 3.2.2 Discussion: differences between the blended and virtual programs

The qualitative findings indicate that the communication of the course content and expectations during the preparation phase of the blended program has been inconsistent. Not all participants reported receiving clear information about the course agenda, syllabus, time commitment, and expectations. This pattern is consistent with feedback collected from 2023 to 2025.

All preparatory communication with participants is managed by the country teams with little oversight from the WoW team. The lack of a standardized preparation process across blended programs may lead to variation in how the preparation phase is implemented. As survey comments show, the inconsistency in the communication on the course from country teams to participants has resulted in some participants receiving little or no information on the key aspects of the course content and requirements which may prevent them from being able to adequately prepare for the WoW courses.

An evaluation of the preparation phase of the blended program has been planned for the first blended program cohort in 2026. The evaluation aims to identify the challenges for country teams and participants in order to improve and standardize the process so that participants are prepared to successfully engage in the blended courses.

### 3.2.3 Implications for the WoW Program

Participants generally reported positive experiences with the preparation and enrolment process. Participants found the process clear and the information provided sufficient to prepare for participation in the WoW courses.

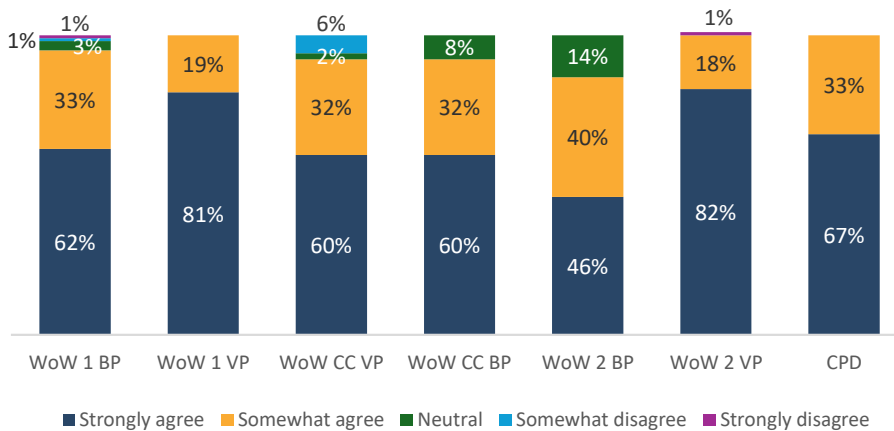
However, the survey results indicate differences by delivery format. Participants in the virtual programs consistently reported more positive experiences with the preparation and enrolment process than those in blended programs. Feedback suggests this is linked to inconsistent preparation and communication for blended courses, which are managed locally by country teams with limited standardization across operations.

In addition, some participants in virtual courses reported technical challenges with the online registration platform, indicating that enrolment processes may be less accessible in low-connectivity contexts. Variation in preparation processes and technical barriers risk undermining preparation and engagement for some participants.

To ensure a more consistent preparation and enrolment process for the blended program, the WoW program should develop a standardized preparation package for blended courses and assist the L&D Advising Pole Coordinators support their country teams. In addition, a review of the virtual program’s registration platform, BookWhen, could help identify technical issues. See section 6 for more information on key recommendations for the WoW program.

### 3.3.1 Perceived relevance and applicability of the WoW course content

One of the key outputs outlined in the WoW’s Theory of Change is that the course content is relevant to the roles and work contexts of MSF staff. Overall, findings from the 2025 end-of-course surveys indicate that, overall, WoW participants from all WoW and CPD courses perceived the content as relevant to their roles and the tools and practices applicable to their workplaces.



Survey results were analyzed by participant characteristics. Significant differences were found between the HQ and program staff, with HQ staff more likely to give neutral or negative feedback on the content relevance and applicability which is discussed in more depth in 3.3.3.

Chart 34: The topics taught in the WoW course are directly relevant to my role, 2025 survey results

### 3.3.2 Thematic Analysis of Open-Ended Survey Questions

Thematic analysis of survey comments provides depth into why the participants found the content relevant, feedback on challenges with the content, and recommendations.

Participants in the WoW 1, 2 and WoW CC frequently reported that the course:

- Helped them better understand their role as managers in MSF.
- Provided practical frameworks to navigate specific management situations.
- Encouraged a structured approach to managing their teams through clear frameworks, practices and tools.
- Provided a shared language on management which increased alignment with their colleagues and the perceived relevance to their roles.

Participants also identified challenges and areas of improvement. For example, some participants found the volume of content dense and would benefit from additional practice time. HQ staff found value in the course but reported that aspects of the course were overly operationally focused.

The tables below summarize the main themes in the feedback from survey comments for the WoW 1, 2, and CC.

Successes	Challenges	Participant recommendations
Highly relevant to the role of an MSF manager	Density and volume of content	More experiential learning through case studies and hands-on practice exercises
Practical skills that can be applied immediately	Not as perceived as relevant for some HQ audiences	More function specific examples
Shared language and frameworks	Difficulty implementing learning if line manager/ senior management have not followed WoW	Follow-up activities after WoW course ends to reinforce learning
Tools that help structure conversations and decisions	Need for clearer translation into day-to-day managerial practice	

**Table 2: Feedback on the course content from open-ended questions, 2025 survey results**

In addition, participants identified several topics that they would like to see covered in the WoW courses or identified topics that were covered in the course but that they would like to explore in further depth. The table below splits these between the WoW 1 and 2 and WoW CC.

Two cross-cutting topics that WoW 1, 2 and WoW CC participants identified were:

- Expanded content on conflict management
- Content on stress management

WoW 1 and 2	WoW CC
<b>Stress management:</b> <ul style="list-style-type: none"> <li>- Burnout prevention</li> <li>- Emotional strain of management</li> </ul>	<b>Managing conflict:</b> <ul style="list-style-type: none"> <li>- Conflict awareness &amp; resolution</li> <li>- Mediation</li> <li>- Managing toxic environments or toxic managers</li> </ul>
<b>Coaching, mentoring and performance management: how to support team members after identifying their professional development needs:</b> <ul style="list-style-type: none"> <li>- Coaching skills</li> <li>- Mentoring</li> <li>- Performance assessment</li> <li>- Supporting underperforming staff</li> <li>- Professional development follow-up</li> </ul>	<b>Expanded content inclusive leadership, particularly the application of inclusive leadership:</b> <ul style="list-style-type: none"> <li>- DEI in practice (beyond principles)</li> <li>- Inclusive leadership in practice</li> </ul>
<b>Managing Up: (Mainly HQ staff)</b> <ul style="list-style-type: none"> <li>- Managing your manager</li> <li>- Acting as a bridge between team and senior management</li> <li>- Navigating power dynamics</li> </ul>	<b>Stress management:</b> <ul style="list-style-type: none"> <li>- Burnout</li> <li>- Fatigue</li> <li>- Emotional load of leadership</li> </ul>
<b>Empathetic leadership:</b> <ul style="list-style-type: none"> <li>- Emotional intelligence</li> <li>- Psychological safety</li> </ul>	<b>Expanded content on situational leadership:</b> <ul style="list-style-type: none"> <li>- Adapting leadership styles to different situations</li> </ul>
<b>Safeguarding and abuse:</b> <ul style="list-style-type: none"> <li>- Handling abuse</li> <li>- Safeguarding conversations</li> </ul>	<b>Managing difficult personalities:</b> <b>Includes:</b> <ul style="list-style-type: none"> <li>- Ego-centric individuals</li> <li>- Toxic managers</li> <li>- Power dynamics</li> </ul>
<b>Project management:</b> <ul style="list-style-type: none"> <li>- Project management fundamentals</li> <li>- Budgeting / budget utilization</li> <li>- Planning &amp; monitoring</li> <li>- Risk or problem analysis</li> </ul>	<b>Improving interdepartmental communications:</b> <ul style="list-style-type: none"> <li>- Removing silos</li> </ul>

**Table 3: Feedback on the WoW practices applied and identified for application by WoW participants, 2025 survey results**

### 3.3.2 Differences in feedback on content relevance between HQ and program roles

Differences between program-based staff and HQ staff in perceptions of the content relevance were identified. HQ respondents in the blended program reported a higher proportion of neutral and disagree responses compared to IMS and LHS. This pattern in survey results has been observed consistently since the blended format was introduced to HQ audiences.

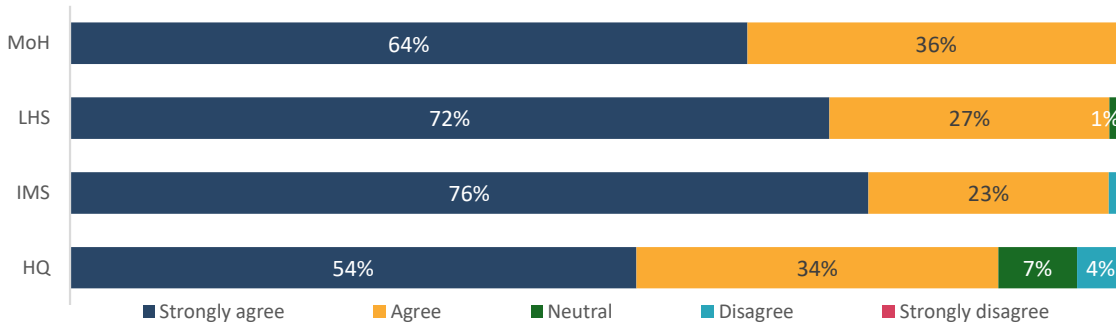


Chart 35: Relevance and applicability of content by staff category, 2025 survey results

A t-test showed a medium significant difference between HQ and program staff and their perception of the relevance and applicability of the content. HQ participants in the blended program were more likely to report negative or neutral responses than participants in program roles. The same difference was identified in the virtual program however due to the small number of HQ participants in the virtual program it was not possible to conduct further statistical testing.

Triangulation with qualitative survey data similarly indicates that program staff find the WoW 1 and 2 course content overwhelmingly relevant and applicable while HQ staff comments were more mixed and role-dependent. HQ staff questioned whether the content was too program-oriented, particularly specific WoW frameworks such as operational decision-making. The qualitative data also suggest that the difference in survey results may be related to the different priorities of HQ and program staff. Program staff found operational tools such as operational decision-making and time management more applicable to their roles, while HQ staff prioritized content on interpersonal skills and relationship management. For example, HQ participants requested additional content on relationship management topics such as managing up, stress management, coaching and mentoring, and performance management.

### 3.3.3 Implications for the WoW Program

The survey findings demonstrate that participants find the course content highly relevant and applicable to their roles. Participants consistently described the tools and concepts as practical, concrete and aligned with the realities of operational contexts.

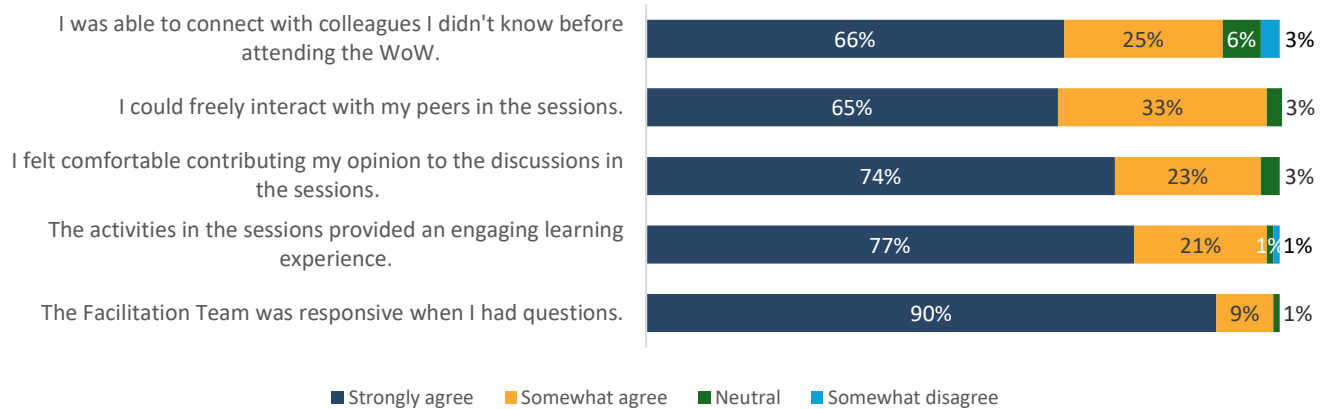
The differences in the perception of content relevance between program and HQ staff evident in the quantitative and qualitative survey data suggest that some elements of the WoW courses may not resonate as clearly with HQ staff. HQ roles often operate in different organizational structures with different decision-making environments than staff working in programs, which may influence perceptions of the relevance of some modules, particularly operational decision-making. Since this trend has persisted over several years, further qualitative research is recommended in order to better understand HQ staff experiences of the content and identify areas where course materials could be adapted for HQ audiences.

### 3.4.1 Feedback on the course design and delivery

This section reviews two key elements of the course design and delivery that are essential for learning: i. the learning environment, and ii. the accessibility of the course. Providing an engaging learning environment that provides opportunities for deep engagement with course material through reflection, discussion and practice is a key part of how the WoW courses are delivered and an underlying component of the WoW's theory of change. In addition, the WoW program assumes that participants are able to access the course platforms and materials and have protected time and space for learning. These accessibility conditions are essential to the effective delivery of the program.

## i. The Learning Environment

The end-of-course surveys contain several survey items related to the learning environment of the WoW courses including peer-to-peer interaction, facilitation, pedagogical approach and psychological safety. The survey results for WoW courses in 2025 show high levels of perceived psychological safety, peer-to-peer learning, and facilitation and pedagogical quality. Overall, positive responses ranged from 96% to 99% for each survey item.



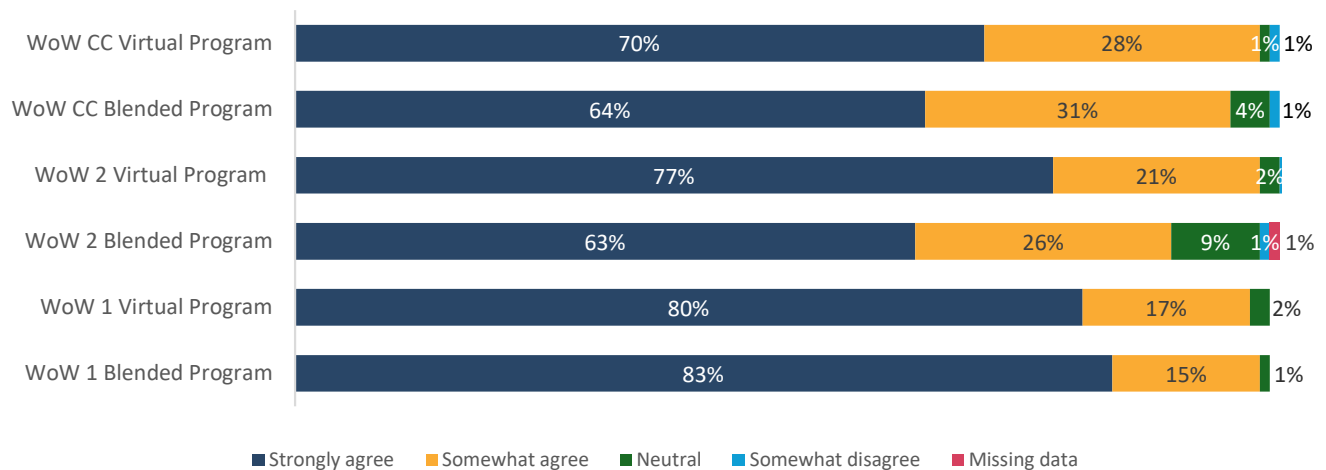
**Chart 36: Feedback on the learning environment in the course sessions, 2025 survey results**

Qualitative comments strongly reinforce these findings, with participants repeatedly highlighting the inclusive facilitation style, safe learning environment, and value of peer-to-peer interaction. These results demonstrate that the WoW courses provide psychologically safe learning environments where facilitators play a key role in ensuring inclusive learning takes place.

Survey comments revealed potential reasons for the few neutral or negative responses to survey items.

- Fatigue with online learning
- Language barriers
- Power dynamics in cohorts
- Large cohort sizes
- Not feeling the content fully relevant to their role (mainly feedback from HQ audiences)

Data were disaggregated by course, format and participant characteristics. While engagement with activities remained high across all WoW courses, the WoW CC and WoW 2 BP showed slightly lower engagement compared to WoW 1 and WoW 2 VP. Qualitative feedback suggests this may relate to the more conceptual and reflective nature of WoW CC content and the seniority of participants, rather than a lack of relevance or facilitation quality. For example, survey comments indicate some participants found the psychological and philosophical content cognitively demanding. In addition, the presence of senior leadership in some cohorts of the WoW CC and the WoW 2 BP reduced the sense of psychological safety leading to some participants stating that they did not feel comfortable sharing their opinions.



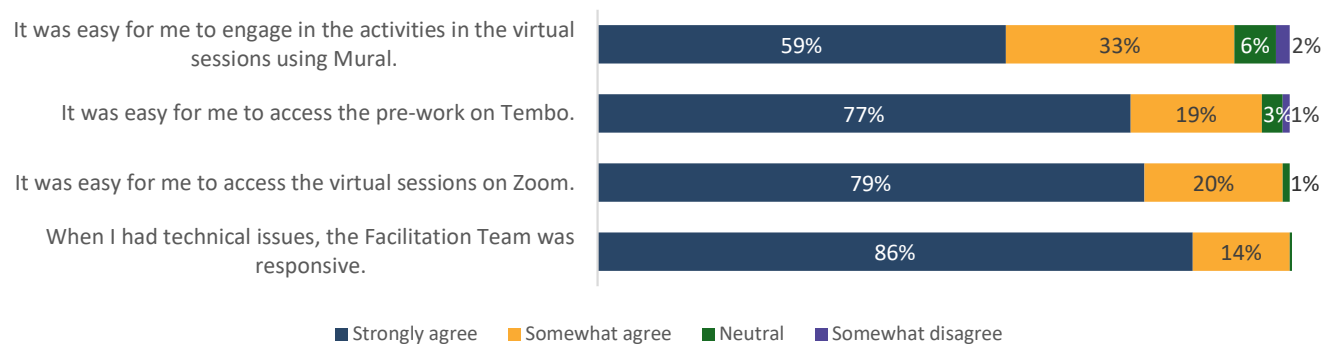
**Chart 37: Feedback on the learning environment in the course sessions by course, 2025 survey results**

### 3.4.2 Feedback on the course design and delivery

While the survey findings demonstrate that the WoW courses consistently provide engaging and psychologically safe learning environments, the extent to which participants can fully benefit from the program depends on their ability to access the course and participate under enabling learning conditions. Factors such as internet connectivity, access to technology, physical learning spaces, and the ability to balance course participation with workloads all influence how participants experience and engage with the WoW program. The following subsection examines the accessibility related aspects of course design and delivery, including how contextual constraints influence participation.

#### i. Accessibility of course features

The end-of-course surveys collect feedback on the accessibility of the technology used in the virtual program. Participants report finding the technology highly accessible and that the support from the facilitation teams and course materials led to an easy online learning experience.



**Chart 38: Feedback on the accessibility of the course sessions, 2025 survey results**

Comments show that participants generally found the technologies intuitive to learn and easy to use. They also found the check-in process highly effective for preparing for the virtual course, for example, by ensuring that software was downloaded and devices were properly configured before starting the sessions. It is important to note that these results are reflective of participants who had internet connectivity to complete the surveys and therefore it is likely that the survey results are not fully representative of all participants' experiences.

Mural, the interactive whiteboard, received a higher proportion of neutral and negative responses than the other technologies. While the actual numbers are small, comments indicate that some participants found Mural difficult to learn without instruction, difficult to use with low internet bandwidth, and faced challenges during activities with content being overwritten during group work.

Participants also noted their challenges enrolling in Tembo with facilitator intervention necessary to complete their Tembo registration. Some participants noted that had difficulty downloading course materials from Tembo and streaming videos with participants relying on video transcripts.

Thematic analysis of survey comments revealed that participants faced context-related barriers that made participating in the virtual courses challenging. The most frequently reported barrier by participants of the virtual program was internet instability, particularly for participants in emergency or remote contexts. Participants faced challenges accessing and using devices to participate in the course. Participants noted having to use a mobile phone to join the training due to resource constraints in the project. Qualitative survey data indicate that facilitation teams successfully mitigated these challenges where possible.

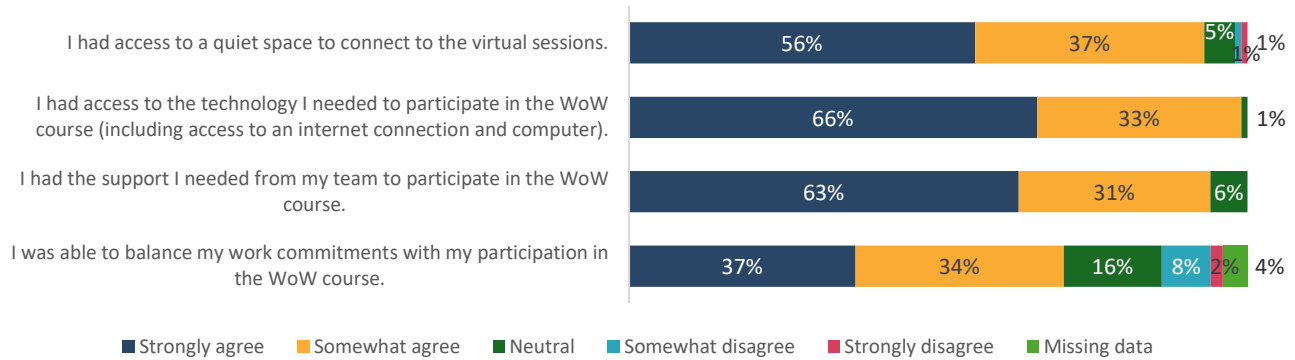
These are not new access constraints, and the WoW program aims to mitigate these challenges by preparing participants prior to the start of the courses and delivering the course in person in contexts with low internet bandwidth and in emergency contexts.

#### ii. Accessibility of the working environment

In addition to accessibility of the technical aspects of the WoW course, the end-of-course surveys collect feedback on the working environment including the access to resources and a protected learning space during working hours. MSF sections have been open in their commitment to providing staff with a learning culture that enables teams to direct their own learning paths and engage in continuous learning.

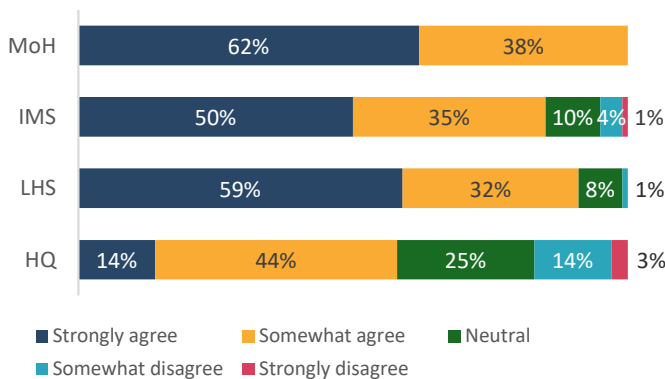
Survey results indicate that participants experienced a supportive learning environment, with high levels of agreement regarding their team’s support and their access to required resources. There is more variation compared to the results on other aspects of the program’s accessibility, however, and lower positive responses for each survey item.

The survey item which received the highest proportion of neutral and negative responses is the ability to balance work commitments with learning. Survey results show that a substantial minority of participants struggled to balance their time between work and learning compared to other learning-environment indicators. The lower agreement rate for this survey item is consistent across all courses.



**Chart 39: Feedback on the accessibility of the workplace environment, 2025 survey results**

HQ staff in the WoW courses were more likely to find it challenging to manage learning during working hours suggesting that HQ managers in particular faced difficulty managing competing demands. This staff group were also more likely to report not receiving information on the course requirements and time commitment prior to enrolling, suggesting that they may not have been able to adequately prepare to take time off work.



**Chart 40: Feedback on the accessibility of the workplace environment by staff category, 2025 survey results**

Survey comments confirm the quantitative findings and highlight that the challenge participants face with balancing learning with workloads is driven by contextual factors such as emergency situations, unstable internet connection, and limited access to protected learning spaces. Comments demonstrate that participants face competing work demands which infringe on their learning time. In addition, participants noted that they joined sessions from shared computers or busy working environments hindering their ability to fully participate in the course. Finding protected and uninterrupted learning time remains a consistent challenge for MSF staff participating in the WoW program.

### 3.4.3 Implications for the WoW program

While most participants reported strong support and access to technology, balancing work commitments with course participation emerged as the consistent constraint. This reflects the operational realities of MSF contexts rather than issues with the WoW’s course design or delivery.

Given the context-related constraints faced by participants, there are several initiatives the WoW program could adopt. Protecting learning time through engagement with line managers could support participants to take the time needed to fulfill WoW course requirements. In addition, given technology resource constraints in certain MSF contexts, the WoW could build on the low-bandwidth learning options already provided in the courses by offering more low-tech alternatives for participants with unstable internet connection.

See section 6 for a more in-depth discussion of course recommendations.

# 4

## 2025 Annual Report: Skill Development and Behavior Change

This section summarizes the survey feedback on the skill development and behavior change of WoW participants, the fourth M&E criterion. The WoW program uses self-reported measures of skill development at the end of the course to assess how far the WoW courses increase management competencies of participants. This section first explores findings from the quantitative and qualitative survey data on participants’ perceptions of their change in management competencies after attending the WoW courses. This is followed by a discussion of preliminary findings on participants’ change in behavior as a result of attending the courses.

The program assumes that participants would not have had sufficient time to apply their learning at the end of the courses, therefore the survey items focus on:

- i. perception of change in management competencies;
- ii. behavioral intent of participants and their confidence to apply learning;
- iii. the identification of tools and practices that participants will apply after attending the courses; and,
- iv. barriers and enablers to applying learning.

Since virtual program participants have an opportunity to apply their learning over the course duration, the end-of-course survey results contain initial findings on their early application of learning.

Assessing behavioral intent at the end of the course gives an indication of whether participants will implement the WoW course practices in their work, and what tools specifically they aim to start applying. The WoW Theory of Change assumes that if participants acquire relevant management knowledge, if they are motivated and confident to apply their learning, and if organizational conditions enable the transfer of learning, then participants will be able to implement the WoW tools and practices that lead to improved team dynamics and operational performance.

### 4.1 Perceived Change in Management Competencies

Participants of all courses report a high level of perceived competency gain after attending the WoW courses. 91% to 99% of respondents agreed or strongly agreed with each survey item across all courses indicating that the WoW courses are perceived by participants as effective in strengthening their management capabilities. Negative responses are minimal reflecting the strong acceptance of the WoW courses among participants.

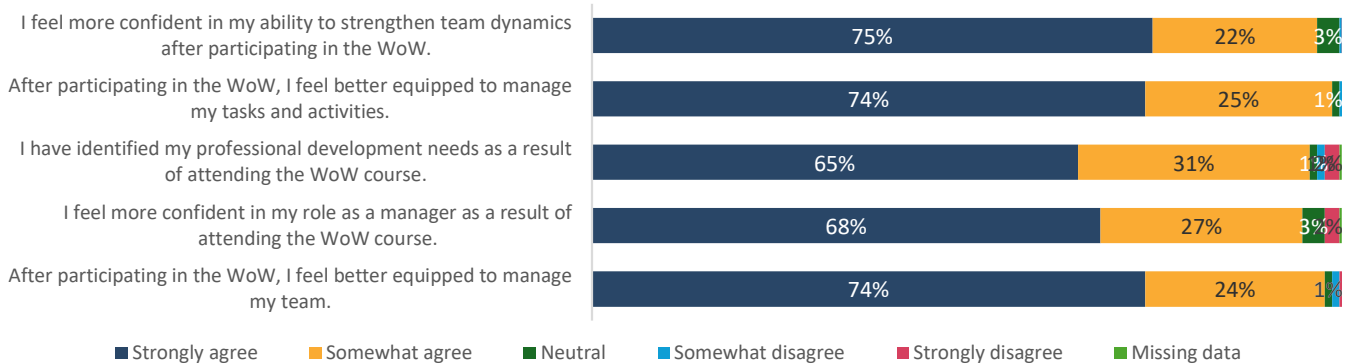


Chart 41: Perception of increase in management competencies WoW 1 and 2, 2025 survey results

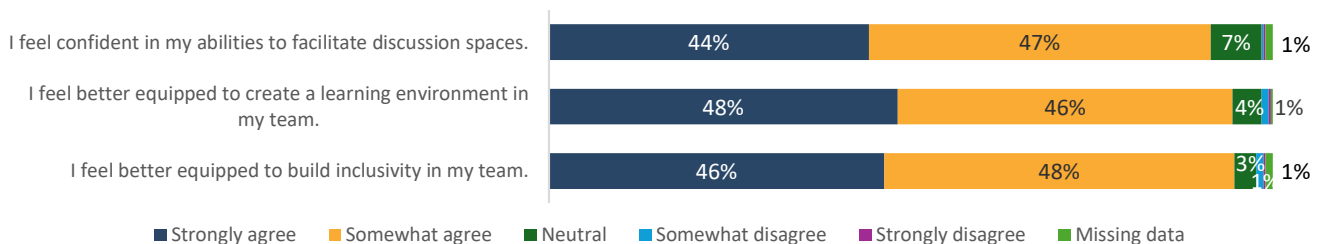
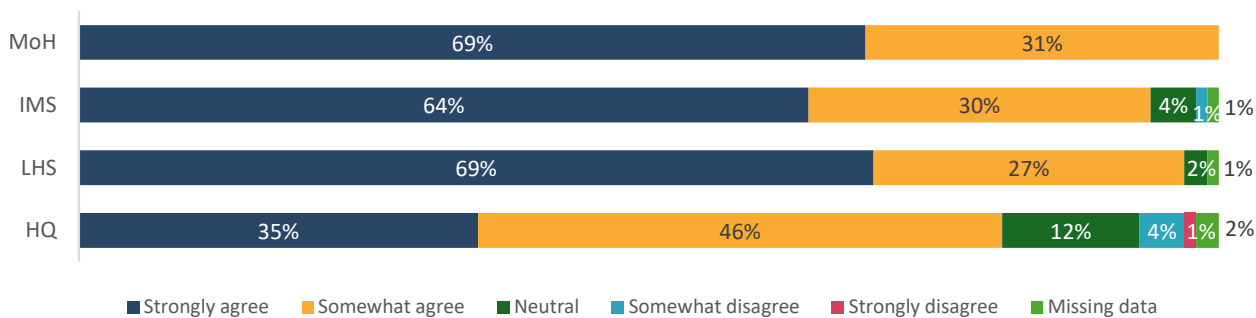


Chart 42: Perception of increase in management competencies WoW CC, 2025 survey results

Perceived gains in management competencies are consistently high across all survey items in the WoW 1, WoW 2 and WoW CC.

Analysis of the qualitative data indicates that the content supported MSF managers through clarifying their role as a manager in MSF and introduced a common language to discuss management topics providing the sense of legitimacy and reassurance. In addition, participants noted that before the WoW, they relied on their own experience and intuition to make management decisions, and the courses offered them structured approaches to management which further boosted their confidence.

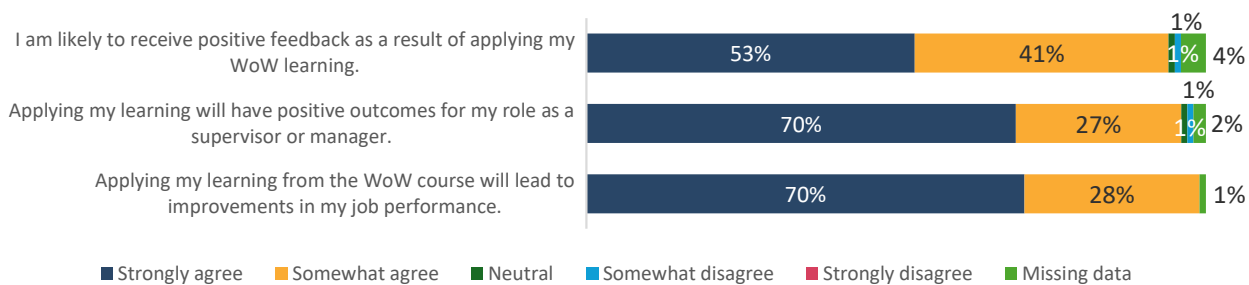
Differences in the survey results by staff group are evident. LHS and IMS participants in the WoW 1 and 2 report high levels of increased competence while HQ respondents report a higher share of neutral and disagree responses. This difference is possibly related to the lower degree of relevance and applicability as perceived by HQ staff explored in the previous section. There are various interpretations for this difference. For example, HQ staff may already have a high level of management competency or face fewer opportunities to apply the team management competencies taught in the WoW courses.



**Chart 43: Perception of increase of management competencies after attending the WoW by participant group, 2025 survey results**

## 4.2 Behavioral Intent and Confidence to Apply Learning

The course surveys contain items on participants’ behavioral intent and confidence to use the WoW skills and practices in their roles. Results indicate that participants leave the WoW courses with the motivation, intention and confidence to apply their learning. 97 to 99% of respondents believed that applying their WoW learning would lead to positive outcomes and improve their work. A lower proportion of participants believed that they would receive positive feedback when applying the WoW.

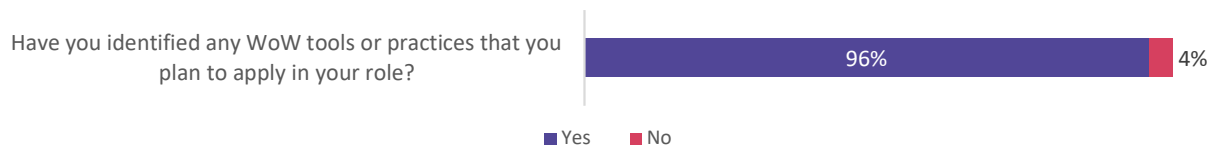


**Chart 44: Participant confidence and motivation to apply learning, 2025 survey results**

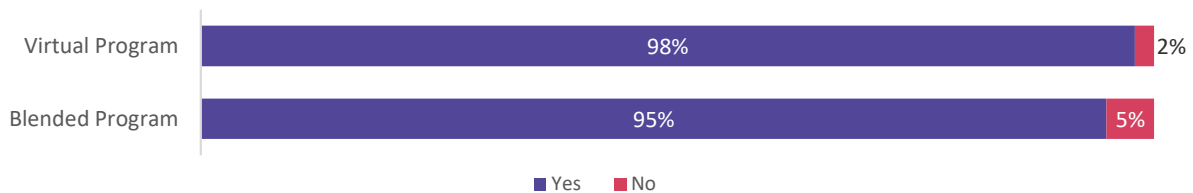
These results highlight that participants leave the course with high confidence and motivation to apply their learning, which is a strong indicator of learning transfer. However, participants may perceive external validation of behavior change after attending the WoW courses as less certain.

### 4.3 Identification and use of WoW tools

96% of survey respondents reported having identified WoW tools or practices to apply in their work after attending the course suggesting that the WoW provides concrete and applicable tools to participants.

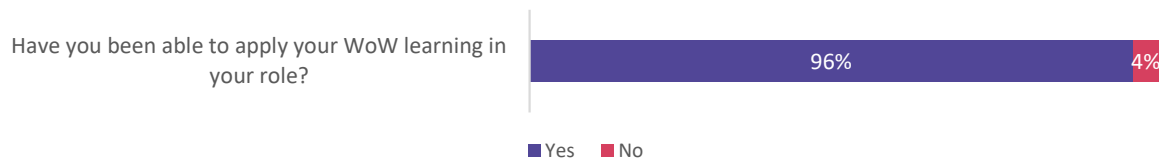


**Chart 45: Proportion of participants that identified WoW tools and practices, 2025 survey results**



**Chart 46: Proportion of participants that identified WoW tools and practices by delivery format, 2025 survey results**

96% of virtual program survey respondents were able to apply their learning by the end of the course. Of the 4% that were not able to apply their learning, 100% of these respondents had identified WoW learning that they planned to apply in their work. This is a positive finding that suggests participants are highly motivated to use WoW tools to change their behavior and that most have already done so by the end of the course. The tables below show the main tools identified and used by participants.



**Chart 47: Proportion of virtual program participants that applied their learning by the end of the course, 2025 survey results**

#### WoW 1

Tool applied/ identified	How tool was applied	Description of benefits
One-on-one meetings	Regular check-ins with team members Structured conversations with questions	Stronger manager-team member relationship Identification of need of team members Better communication
Time management tools	Prioritization using the urgent/important matrix Organization of workload and better planning	Improved prioritization of tasks Reduced overload of work tasks Increased focus on tasks and improved job performance
Difficult conversations framework	Preparing and conducting sensitive conversations Addressing issues directly with constructive conversations	Increased confidence in handling sensitive issues Less misunderstanding between team members
Effective meetings	Structuring meetings with clear agendas and objectives	Better participation in meetings
Inclusive practices	Adapting communication styles Intentionally adopting inclusive behavior	Improved team dynamics Greater sense of inclusion

## WoW 2

Tool applied/ identified	How tool was applied	Description of benefits
Inclusion and team dynamics	Fostering inclusive team dynamics	Stronger team cohesion
Situational management	Adapting one's management approach to individuals and situations	More effective support of staff improved team dynamics
Conflict management	Identifying conflict styles Addressing issues early	Better handling interpersonal tensions Reduced escalation of conflict

## WoW CC

Tool applied/ identified	How tool was applied	Description of benefits
Discussion Spaces	Structuring meeting and collective discussions Supporting decision-making processes Creating spaces for dialogue	Better-quality decisions More focused, clear and structured discussions Increased participation in decision-making
Subsidiarity	Moving from task delegation to decision delegation Shifting decision-making to the appropriate level	Increased ownership and accountability Empowerment of staff
Collective ownership	Involving teams in shaping decisions Sharing responsibility for outcomes	Increased engagement Stronger commitment to decisions
Social dialogue	Facilitating consultation with staff Supporting dialogue in staff forums	Better flow of information Increased trust
Reflective practices	Individual reflection on management practices Introducing reflection in teams	Greater self-awareness Improved leadership

### 4.3.1 Discussion of tools and practices identified and applied

Several key themes emerged from the survey comments:

Participants noted that while they were already practicing some of the approaches taught in the courses, **the WoW provided clear frameworks and guidelines** that helped them apply these ways of working more intentionally and consistently. For example, one participant explained that although they were already engaging in aspects of social dialogue, the WoW CC helped them implement this practice in a more deliberate way.

The courses encouraged participants to adopt **situational management**, with greater attention **to individual needs, team dynamics, and context**. Participants described using one-on-one discussions to better understand their team members' needs, perspectives, and goals which revealed issues they had not previously been aware of.

**Supporting inclusion and team dynamics** emerged as a key area of learning and interest, and one that participants distinguished from other management training. WoW tools were reported to strengthen psychological safety, empathy, collaboration, and communication, and were described as particularly critical for staff working in multicultural teams.

Finally, participants highlighted that WoW provided a rare opportunity **to slow down and reflect** on how they work with individuals and teams, something they noted is hard to achieve in MSF's fast-paced working environments.

## 4.4 Barriers and enabling contexts

Despite the high ratings on behavior change and intent, respondents across all WoW courses identified barriers to the application of learning. Open-ended survey responses were analyzed using thematic analysis. The section below summarizes the main themes related to the challenges to applying learning for respondents from all WoW courses. Many of these barriers are not new and are raised consistently by WoW participants each year.

### 1. Time, workload and competing priorities

*“Time and mindset. I think the course has gone a long way to address the latter, but the former is always a barrier.”*

Lack of time was one of the most frequently cited barriers to applying the WoW. High workloads, emergency and operational demands and frequent meetings made experimenting with new WoW practices challenging for participants. Respondents noted how slowing down in order to apply learning was not realistic particularly in operational contexts. In addition, respondents felt they had to deprioritize the application of learning in favor of immediate deliverables.

### 2. Coverage gaps

*“This involves a change in mindset and workplace culture. Right now... they are not aware of these new team management approaches. So until this is more well known, the buy-in is minimal right now.”*

A recurrent barrier identified by survey respondents was the challenge applying learning when only a small number of team members or senior managers had attended the WoW course. Respondents identified this barrier when trying to implement WoW tools with their team members or their line managers. Lack of a shared common language and reference points limited collective understanding between the WoW graduate and their team and made the application of practices difficult.

### 3. Pre-existing organizational and hierarchical norms

*“Some colleagues may feel that inclusivity and subsidiarity means loss of power. In some cultures, less power means being less respected.”*

The lack of alignment between the organizational and cultural norms of MSF workplaces and hierarchical structures and the WoW's management philosophy was another barrier identified by survey respondents. Some respondents noted that addressing conflict, sharing opinions during decision-making and making mistakes did not align with their workplace culture which reduced the psychological safety needed to apply their learning. In addition, some WoW graduates felt their colleagues resisted the change to management practices proposed by the WoW course due to the top-down structure and fear of losing authority which made the implementation difficult. In addition, strong hierarchical structures in particular field settings made the application of discussion-based management challenging when supervisors and senior managers had not attended the WoW.

### 4. Limited leadership buy-in

*“Our senior management remains very directive”*

Lack of support from line managers and senior leaders is another frequently identified barrier. Respondents whose line managers had not attended the WoW course faced difficulties due to the lack of alignment and shared language between existing management practices and those encouraged by the WoW program. This made implementing practices that relied on collective responsibility with line managers, such as discussion spaces and subsidiarity, difficult to apply. Some respondents noted that it felt risky trying new things without their manager's endorsement.

### 5. Operational context constraints

*“In emergency contexts, decisions often have to be made very quickly, without time for lengthy discussion—and of course without involving many stakeholders in the discussions.” (Translated from French)*

In operational contexts, emergency and security constraints made the application of learning challenging. In addition, MSF's medical mandate made using discussion-based management difficult when participants had to make fast decisions. Changes within operational contexts and priorities made the consistency and continuity of practices hard to maintain.

## 6. Culture and language adaptability

The cultural context and language influenced how far respondents felt confident applying their learning. Implementing the WoW approaches to giving feedback and conflict management in particular were difficult to translate into practice for multicultural teams with respondents noting that they did not feel comfortable introducing new practices without additional support.

## 7. Turnover of staff

*“A high turnover rate doesn’t always guarantee continuity and forces you to repeat, repeat, repeat, which makes cohesion difficult.” (Translated from French)*

The high turnover of staff in operational contexts created barriers for graduates intending to apply their learning. Even when participants had been able to apply their learning, frequent turnover, particularly in operational contexts, made continuity challenging. WoW graduates explain that when teams changed, they were forced to reintroduce practices, WoW principles and rebuild trust with team members which hindered the continuity of their learning transfer.

## 8. Limited post-course follow-up

*“I would recommend offering post-training follow-up or peer exchange opportunities to continue learning and implementation after the session ends.”*

The limited post-course implementation support is a recurrent barrier identified by participants. Respondents reported that sustaining the implementation of practices became difficult over time and led to participants falling back into old ways of doing things especially when returning to high-pressure working environments. Respondents noted that having reminders, peer-to-peer support and other learning opportunities after the course ends would reinforce their learning and use of WoW practices and tools.

## 9. Role-related limitations

*“Right now, not in a manager position, doesn't have a team to manage, but will be very interesting for future”*

Respondents noted two different challenges to the application of learning related to their roles. Participants without direct line management responsibilities reported not being able to use their learning creating frustration since their learning was not immediately applicable. In addition, some participants noted that they did not have the authority to implement some of their WoW learning particularly those without decision-making power.

## 4.5 Implications for the WoW program

The survey results from 2025 demonstrate that the WoW consistently builds management competencies, confidence, and motivation, and participants report leaving the course with clear ideas about how to apply their learning.

The findings suggest that the primary leverage point for strengthening learning transfer is not related to the course design, content and facilitation but rather the contextual and organizational conditions in participants’ workplace environments. Survey feedback indicates that enabling conditions vary considerably across MSF workplaces. Barriers such as high workload, limited decision-making authority, competing operational priorities, and uneven managerial support constrain participants’ ability to translate learning into sustained practice.

Given the influence of the workplace environment on learning transfer and outcomes, the WoW program could strengthen the impact of the course by introducing additional mechanisms to support application, such as increasing line manager engagement and more systematic post-course follow-up. Further detail on recommendations and lessons learned is provided in Section 5.

# 5

## 2025 Annual Report: Lessons Learned and Recommendations

The WoW program continued to expand its delivery in 2025, reaching a growing number of staff from various regions and sections while maintaining high graduation rates. The program continues to be in high demand and has increased its learning offer through CPD courses to respond to management needs of MSF staff.

The survey results show that the WoW program is effective, relevant to participants' needs, and valued by participants. The key challenges faced by the program are not related to the course design or delivery but rather to contextual workplace conditions that affect preparation, participation, skill development and the transfer of learning. Addressing these external conditions provides the greatest opportunity for the program to increase its impact.

### 5.1 Lessons Learned

#### 1. The WoW program continues to scale while maintaining the quality and value of the courses.

The WoW Program continued to expand its delivery in 2025 reaching 690 staff, maintaining a high graduation and satisfaction rate. This shows that the WoW program has reached a level of maturity that enables it to expand and diversify its learning offer, allowing it to remain responsive to the learning needs of diverse MSF staff.

#### 2. Participant enrolment trends highlight the trade-off between impact and access.

Participant trends continue to shift to an increasing proportion of IMS and staff from African countries, reflecting workforce trends. In addition, 2025 also saw an increase in senior managers reflecting a strategic priority to boost the impact of the program. Alongside this the proportion of women and LHS decreased. These trends are in tension with the logic underpinning the WoW's Theory of Change which aims to increase access to the leadership pipeline for a diverse pool of staff, including LHS, junior staff and women. While it is positive that more senior leaders are attending the WoW, without action, there is a risk of narrowing the leadership pipeline and limiting the long-term transformational impact of the program if pathways for other audiences, including women and LHS continue to decrease.

#### 3. Inconsistent preparation and enrolment processes hamper participant preparedness for the blended program.

Blended programs show consistently weaker preparation outcomes compared to the virtual program. The lack of standardization in how preparation and enrolment is implemented by country teams limits the extent to which participants can prepare themselves to successfully participate in the course and risks undermining their engagement.

#### 4. The high perception of relevance of the course and learning outcomes demonstrate the strength of the course design.

Participants consistently report the high relevance and applicability of the content, perception of strong gains in management competencies, and increased confidence in their role as a manager after taking the course. This indicates that the WoW course content and pedagogy are strongly aligned with MSF contexts and management realities, in particular, in operational contexts.

#### 5. Learning transfer is hampered by the workplace environment, not participant motivation or skill development.

Survey findings indicate that participants leave the course with high levels of skill development, motivation, confidence, intent on applying their learning. Preliminary results from the surveys suggest that workplace conditions may constrain the transfer of learning, such as workload and competing priorities, lack of buy-in from line managers and senior leadership, and the misalignment of organizational norms and structures with the WoW principles. Similar findings are evident in survey data each year suggesting that these constraints may be systemic for WoW participants.

#### 6. HQ staff report lower perceived relevance of course content and competency gains compared with program staff.

Survey results indicate that HQ participants are less likely to perceive the content as relevant and identify competency increases after attending the courses. Overall results are still positive for HQ staff suggesting that this does not reflect dissatisfaction with the courses rather it may be related to context misalignment. Clarifying the expectations for HQ audiences and ensuring the contextualization of the material for HQ roles could improve the perceived relevance.

## 5.2 Recommendations

**1. Address selection strategies to protect the WoW program's goals of inclusivity and diversification in the leadership pipeline.** The WoW program will continue to prioritize access for senior staff, likely resulting in a continuing decline in participation of LHS, junior staff and women. The WoW should continue to actively monitor and address the lower participation of women and junior staff and LHS to ensure alignment with the WoW's inclusivity goals outlined in the WoW's Theory of Change.

**2. Standardize the preparation process for the Blended Program.** Consult Country Teams in programs to identify gaps and needs when preparing to deliver the blended program and develop a standardized process based on this consultation for all blended courses. This may involve a more detailed briefing between the WoW team, the L&D Advising Pole Coordinator and country teams to ensure they are able to fully prepare participants for success in the blended course. The WoW Program should also continue to monitor survey results for the blended and virtual programs to track whether the standardized preparation process sufficiently reduces gaps in participant preparedness.

**3. Protect time and space for learning and application.** Reinforce the existing organizational commitments to protected learning time and the application of learning. This could include explicit agreements with country teams for the blended program including implementation plans for how the WoW learning will be put in place after the course ends. For the virtual program, the WoW program could implement agreements with line managers to ensure participants have access to protected learning time and that line managers support their application of learning. Ensuring clear communication on the time commitment to successfully participate in the courses and implement the WoW to country teams, line managers, and participants is also essential.

**4. Conduct further qualitative research to understand where the program could be adapted and contextualized for HQ staff.** Conduct a learning needs assessment with HQ audiences to identify areas of overlap with the program and areas where WoW material could be adapted to meet HQ needs. Since HQ staff are broadly positive about the program, this may include identifying specific modules and activities where examples and content could be contextualized for an HQ audience.

**5. Strengthen post-course follow-up to support the transfer of learning.** Introduce post-course mechanisms to support the reinforcement of learning and the application of WoW tools and practices. This could include follow-up surveys to assess retention of knowledge, change in behavior, and challenges to learning application. In addition, encouraging opportunities for peer-to-peer learning such as communities of practice for WoW graduates could help refresh learning and sustain behavior change overtime.