



12 competencies

Framed in two pathways



Transformation of Training
Training Delivery Pathway

Transformation of Training
Learning Design Pathway



The Transformation of Training competency and capability framework are standards in the humanitarian and development sector for learning design and training delivery. Aimed at transforming training to ensure humanitarian needs are met with the highest quality response by skilled and competent individuals and organisations.



Transformation of Training

Introduction

Our ability to cascade learning at national and regional level is a critical skill set that will determine our success in building a humanitarian system, where countries have the capacity and capability to prepare for and respond to the growing number of complex and protracted crises in the world. The primary purpose of the Transformation of Training framework is to create global standards for training and learning design within the humanitarian/development sector which will act/serve as a platform to enable you to:

- Identify which stage your skills and abilities are at currently and which of the ToT levels (Foundation, Professional, Advanced) you should undertake in order to progress.
- Understand what you will gain (in terms of skills, knowledge etc) by completing any given level.
- Understand what completion of a level will enable you to do in the real world in the future.

Overarching structure

Transformation of Training consists of 2 different pathways:

- Training Delivery
- Learning Design

While there is overlap within the two pathways, each pathway focusses on a different aspect of enabling learning and development to take place.



Within each pathway there are three different levels, which are **Foundation, Professional, Advanced**. These three levels are described in this document; each of these build upon the previous level, reading from left to right. So, as you look at the descriptions for a particular level, remember that it also incorporates the capabilities relating to the previous level(s).



Transformation of Training Learning Design Pathway

The information in this document relates to training and the ability to design learning sessions and programmes

It has been developed in order to create a common language and common approach within the humanitarian/ development sector. This document lays out a clear pathway to enable individuals to see what skills and capabilities they will need to develop in order to improve their learning design and enable others to learn.

It is **recommended** that any humanitarian/ development worker designing any form of training, whether it is a short knowledge sharing session or a more formal programme would as a minimum, demonstrate the competencies in the foundation level. The pathway then builds to the professional level which is aimed at humanitarian and development workers/ staff with specific expertise or extensive experience in the humanitarian/ development sector/ environment who want to design learning sessions and more complex topics or deliver more comprehensive training programmes.

The last level of the pathway is the advanced level which is mainly for people who have extensive knowledge of the development/ humanitarian sector and whose job role is focused on enabling others to learn and develop.



Transforming the humanitarian and development sector through learning design.

Working within the Humanitarian sector presents a unique set of opportunities and challenges when it comes to designing training and facilitation of learning.

Preparedness is vital and so therefore, is our ability to design learning that is effective for people affected by disaster, colleagues, partners and other actors.

We must ensure that humanitarians have the confidence, right knowledge, skills and behaviour and that they are ready and equipped to act when an emergency hits. By doing this we are able to respond more effectively, minimise suffering and save lives.

Training and learning is required in a diverse range of contexts with a diverse range of learners so our ability to design training that meets the identified needs in a way that is appropriate (e.g. in terms of culture, language, available resources, available time etc) is vital.

Equally important is the ability to react and respond flexibly in a crisis situation. Being able to design effective training that is tailored to different contexts yet flexible in order to have an immediate impact is essential.

Why?

L&D specialists recognise that training is an effective tool to enable learning to take place. There are many competency frameworks that exist for training, but there is no framework that has been created which speaks specifically to the humanitarian/development sector, recognising the complexity and nature of the humanitarian/development sector.




An Enabling Organisation

As an individual, if you are working for an organisation, it is important that your organisation supports you and creates relevant opportunities for you to develop your skills.

The more an organisation actively creates a learning environment, the more likely you will find staff are able to develop and apply their knowledge and skills at the various levels.

But how does an organisation become an enabling organisation?

An organisation can start by going through the levels described in this document and answering the questions below, (Whenever possible, review competencies with Human Resources or someone who is knowledgeable around social inclusion in order to ensure all processes and systems that 'support and enable a coaching/mentoring approach', supports and enables all not just some.)

-  **Do we have everything and that would enable our employee to reach their potential at that specific level?¹**
-  **Is there anything in current structure, ways of working, culture that would prevent this employee from reaching this competency?**
-  **If there is anything that would prevent an individual from reaching that goal, what can we put in place in the short term? What can we do in the long term?**

Virtual Training

As technology across the world develops, there has been an increase in our ability to and demand on us to design training for participants in different locations to our own. It is increasingly important to ensure that all learning design can be blended or have virtual support to help make our programmes multi-locational and fit for all contexts, taking into account connectivity issues etc. The approach we take here is that all learning design should be easily transferable to virtual contexts.

¹ Organisational policies that supports staff in pursuing formal learning (i.e. study days & leave) and structures in place that that makes it easy to access learning, apply their learning and share knowledge, such as line managers empowering staff to learn by being supporting and encouraging staff to further develop skills and competencies.



Supporting Information for Learning Design

	Foundation	Professional	Advanced
At-a-glance summary	Can identify a target audience, assess basic needs and design training to suit this group and their needs.	Can involve a range of stakeholders in learning design, and create a range of learning, possibly blended, programmes to meet these needs.	Can connect learning design to strategy and quality assure learning programmes for continuous improvement. Can design learning for a range of media.
Who is this for?	Anyone who needs a basic introduction to designing learning.	Persons who need to design programmes of learning to specific stakeholder requirements to be delivered and/or managed in specific contexts.	Persons who need to design cross organisational/ national/regional or sector-based learning programmes delivered using a range of methodologies.
Pre-Requisites (individuals)	None	Awareness of core principles of adult learning and or basic L&D principles/operations.	Understanding of the application of core principles of adult learning. Significant experience in L&D operations.
After completing the level, how will this level help me in the humanitarian/ development sector?	You will be better able to design and implement basic learning offers relevant to your context of operation.	You will be better able to design complex learning programmes, with some digital support that meet a range of learner and external stakeholder needs in differing humanitarian/ development contexts.	You will be better able to design complex learning programmes that have organisational or cross-sector impact and be able to measure the impact of this to inform continuous improvement of the offer.



Learning Design Capabilities and Descriptors

Capability	Descriptor
1. Identification of needs	Is able to inform learning design through varying means of analysis of gathered data and involving a range of stakeholder groups.
2. Selection of methods, content and approaches	Is able to select methods and approaches relevant to the learning content, context and prospective learners. Manages the design and development in a timely manner.
3. Involving wider initiatives	Can involve and consult a range of stakeholders on their needs in design of appropriate learning programmes.
4. Inclusive practice	Is able to ensure that the design is inclusive of and appropriate to a range of learner types and backgrounds including those of different genders and those with diverse needs.
5. Enabling others to deliver	Is able to support delivery and facilitation through design of the materials.
6. Environment	Is able to create an environment(s) that focuses on the learner and what they need in order to learn most effectively.

Capability 1: Identification of needs

In the humanitarian sector this competency can sometimes be challenging. The window available for design may be limited or you may not have access to sufficient data to inform your design. There is also no 'standard' learner in this context. It also may not be easy to test and pilot your learning before first delivery, therefore, to demonstrate the following aspects of this competency may require flexibility, innovation and problem solving.



	Foundation	Professional	Advanced
Can do	<p>Can contribute to the identification of target audience based on the data collected.</p> <p>Can contribute to analysis of target audience training assessment/needs.</p> <p>Can describe of a range of needs analysis metrics.</p> <p>Can select appropriate metrics for the needs to be measured.</p>	<p>Can effectively design and deliver a basic Learning Needs Analysis and/or Training Needs Analysis, (Including Rapid Learning Needs Assessments) based on data collected through a range of methods.</p> <p>Can identify which needs can be addressed through training.</p> <p>Can develop learning aims and objectives of training programme based on the needs that have been identified via the learning needs analysis.</p> <p>Can identify target audience and analyse target audience training assessment/needs for bespoke programme and/or workshop or training curriculum.</p> <p>Can involve a range of stakeholders in informing learning design.</p> <p>Can meet and overcome challenges specific to design of learning in the humanitarian sector.</p>	<p>Can use data from a wide range of sources looking at trends in the humanitarian sector to inform identification of strategic learning needs (which then inform the design, delivery and evaluation of any learning programme/training event/workshop).</p> <p>Can use organisational/regional/national strategy to identify strategic learning needs.</p> <p>Can assess and analyse strategic learning needs.</p> <p>Can identify which needs can be addressed through training.</p> <p>Can carry out learning needs assessments (Including Rapid Learning Needs Assessments) which inform the design, delivery and evaluation of any learning programme/training event/workshop.</p> <p>Can lead the design of training feedback mechanisms in order to improve future learning programmes.</p> <p>Can ensure continuous improvement of programmes.</p> <p>Can use learning management system analytics to inform design and continuous improvement.</p>

Capability 2: Selection of methods, content and approaches

In the humanitarian sector, learning happens in a range of contexts and using a range of different methods. The job of the person designing the learning (designer) is to ensure that methods, content and approaches considered during design are appropriate for the learners and the context. A broad understanding of approaches, models and media is important here. Learning content (information/resources) should be sourced appropriately, verified and adding meaning to the learning purpose. No matter where and what learning you are designing, make sure you factor in sufficient time for analysis, design and delivery.



	Foundation	Professional	Advanced
Can do	<p>Can describe a range of appropriate training methods and media.</p> <p>Can select appropriate training methods and media and modes of delivery based on outcome of assessment of target audience.</p> <p>Can consider the impact the training will have on the wider world (e.g. environmental impact, social injustice etc) and design to lessen the negative consequences.</p> <p>Can complete the assigned learning design project tasks within defined scope (deadlines, quality, budget).</p> <p>Can support trainer in finding and distributing learning content that meets defined goals/ learning needs and respects intellectual property rights of sourced content.</p>	<p>Can decide on methods of training, having taken into account and mitigated any risks and challenges of different methods of training.</p> <p>Can use appropriate instruction/training methods to help learners achieve specific learning outcomes.</p> <p>Can use evaluation of learning and other sources of information to inform future review of design.</p> <p>Can define purpose and scope of learning design project and execute project plan for simple or complex projects.</p> <p>Can source and verify relevant learning content that meets defined goals/learning needs and respects intellectual property rights of sourced content.</p>	<p>Can research and keep abreast of trends in learning and development.</p> <p>Can design and deliver training using various training modalities such as face-to-face, virtual & digital, simulations, desk-based scenarios etc. a blended learning approach.</p> <p>Can keep abreast of any future trends and application of virtual and digital learning technology (such as AI, VR, gamification etc.).</p> <p>Can decide how/if technology can meet identified strategic learning needs.</p> <p>Can use learning management system analytics and stakeholder evaluation to review design.</p> <p>Can identify and initiate new learning projects that are aligned with organisational priorities and sector trends, communicating priorities and rationale to stakeholders.</p> <p>Can organised sourced and developed learning resources using relevant communication channels and platforms to make content easy to find and access.</p>

Capability 3: Involving wider initiatives

We work in a complex, changing environment where multiple stakeholder needs must be considered. This capability is all about supporting you to work effectively with other groups and organisations and to be able to contribute to wider initiatives, both within your own organisation and across the sector. You will need to be a strong and flexible partner to all involved in your learning programmes.



	Foundation	Professional	Advanced
Can do	<p>Can work with other stakeholders to identify and agree on training roles.</p>	<p>Can work with other stakeholders to identify and agree on learning design and delivery.</p> <p>Can deliver training event within budget, time and resource constraints.</p> <p>Can establish expected outcomes of a range of stakeholders.</p> <p>Can meet quality and KPI expectations set.</p>	<p>Can ensure any training event or learning programme is linked in with wider initiatives in the organisation/region/country.</p> <p>Can define learning programme content based on identified strategic learning objectives.</p> <p>If improvements are necessary, can suggest relevant changes to processes or systems.</p> <p>Can analyse data to measure effectiveness and efficiency of learning programme at organisation, departmental and individual level.</p> <p>Can harness learning management systems to support wider initiatives.</p>

Capability 4: Inclusive practice

The humanitarian sector works in diverse settings with diverse learners and stakeholder groups. Designing learning can be challenging in this sector in terms of meeting the needs of all stakeholders. We all have favoured approaches to learning and unconscious biases around learning that can make our learning design less inclusive than it should be. This competency is about ensuring that all learners are included, regardless of need and background.



	Foundation	Professional	Advanced
Can do	<p>Can prepare participants/ target audience using appropriate communication methods.</p> <p>Can describe various learning options that exist to meet different learning objectives for a diverse range of learners.</p> <p>Can describe individual learner differences (e.g. age, gender etc) that need to be considered to design trainings effectively.</p>	<p>Can design and ensure selection and nomination criteria for training programme makes them accessible and inclusive for all.</p> <p>Can select and use different methods of communication and preparation of learners/ target audience.</p> <p>Can use a range of models of individual learner difference and explain how this impact learning design.</p> <p>Can ensure that quality assurance supports inclusive learning.</p>	<p>Can design and ensure selection and nomination criteria for learning programmes makes them accessible for all, taking into consideration gender, ethnicity, race, religious beliefs and sexual orientation.</p> <p>Can acknowledge and utilise participants' experience and knowledge.</p> <p>Can use learning management systems to support inclusive learning.</p>

Capability 5: Enabling others to deliver

In the Humanitarian context, we often design learning without knowing who will deliver it. This competency is key in ensuring that you can design learning in a supportive manner so that humanitarians anywhere can pick it up and deliver it effectively, wherever they are.



	Foundation	Professional	Advanced
Can do	<p>Can produce easy to use session plans and supporting materials to ensure there is consistent messaging and seamless delivery of training.</p>	<p>Can design training that is flexible and can be easily adapted to meet different needs or be delivered in different contexts (e.g. shorter time, different learning needs, change from face to face to virtual etc).</p> <p>Can design the training so that learners can practice and apply their new knowledge and skills (and share their experience) during the training.</p> <p>Can design the training so that it encourages the sharing of experience amongst participants when appropriate.</p> <p>Can gather evaluation, lessons learned and feedback from whoever is delivering the programme to ensure quality and continuous improvement.</p>	<p>Can instruct those who are delivering the training on how to use technology/virtual platform effectively including the use of platform's features to engage learners.</p>

Capability 6: Environment

Where and how will the learning be delivered? In the humanitarian sector, this could be anywhere and can thus involve many challenges. How can you design learning that may be delivered in a classroom, or virtually, or even on the go with no support? This competency helps develop the skills you will need for this.



	Foundation	Professional	Advanced
Can do	<p>Can design and prepare a training environment and resources that support participation and take into account the facilitation methods/modes of delivery and learner needs.</p> <p>Can support the logistical and administrative arrangements for a training event.</p>	<p>Can identify and organise a safe training environment and resources that support participation and take into account the facilitation methods/modes of delivery and learner needs.</p> <p>Can manage and plan the cost, logistical and administrative arrangements for the training event.</p> <p>Can adapt and transfer face-to-face materials to a virtual learning environment.</p> <p>Can choose the most appropriate digital learning options to ensure learning aims and objectives are met.</p> <p>Can anticipate and plan for the challenges of the delivery environment.</p>	<p>Can balance training design with available resources (money, human, time, technology).</p> <p>Can create an environment where learners are encouraged to link theory and apply and share personal experiences to the subject matter.</p> <p>Can design flexible learning for multiple contexts with minimal resources and planning needed by trainers.</p> <p>Can harness learning management systems to support wider learning.</p>