



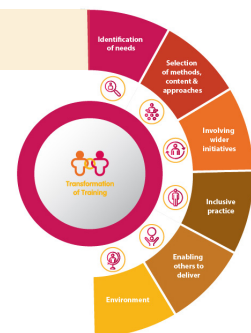
# 12 competencies

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

## Training Delivery Pathway

The information in this document relates to training and the ability to conduct and facilitate training and 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 training delivery and enable others to learn.

It is **recommended** that any humanitarian/ development worker delivering 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 train on more complex topics or deliver more comprehensive training sessions.

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 training.

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

Preparedness is vital and so therefore, is our ability to train people affected by disaster, colleagues, partners and other actors, taking into account their needs, their existing knowledge, skills and experiences and building on those. We must ensure that humanitarians have the right knowledge and skills and that they are ready and equipped to act when an emergency hits. By doing this we can respond more effectively, minimise suffering and save lives.

**Equally important** is the ability to react and respond flexibly in a crisis situation. Being able to deliver the right training in the right way at the right time is crucial, for example when upscaling following the onset of an emergency.

Flexibility is also key when thinking about how we deliver training. It might be done in an airconditioned classroom with an interactive whiteboard, or it might be done in the back of a truck on the way to the field. We must be able to adapt and respond to the context we are in, while still delivering effective and impactful training.

## 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).

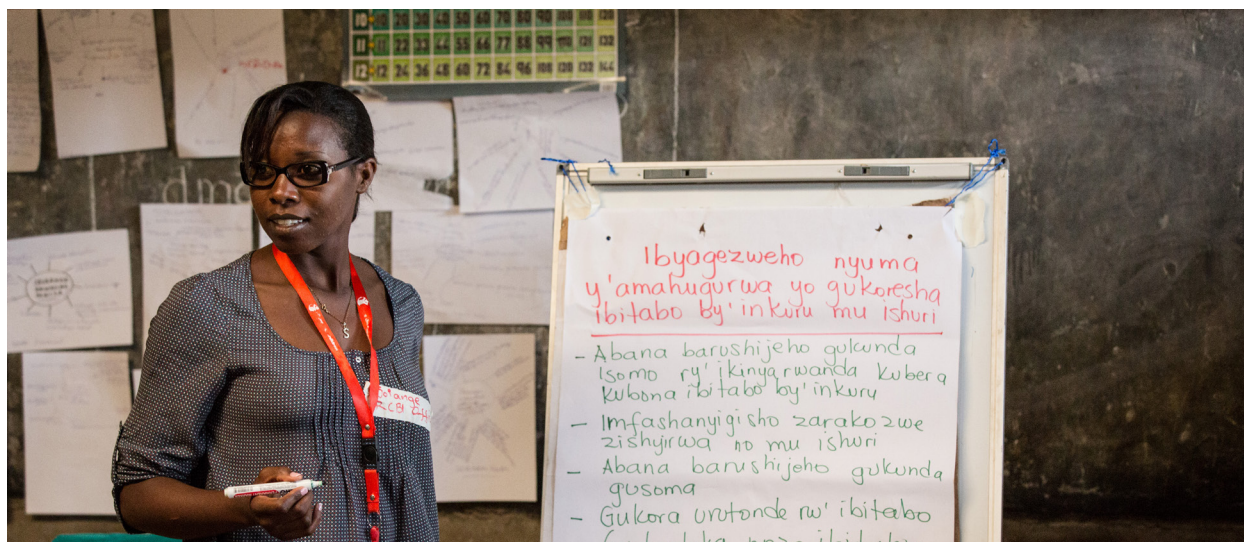
-  **Do we have everything and that would enable our employee to reach their potential at that specific level?<sup>1</sup>**
-  **Is there anything in current structure, ways of working, culture that would prevent this employee from reaching this competency?**
-  **If there is anything that would prevent 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 deliver training to participants in different locations to our own. This document has a competency specifically relating to virtual learning, but it is important to note that if you are going to deliver training remotely (ie.to people who are not in the same physical space as you) using a virtual learning platform (i.e. a piece of technology such as an app or a website that lets you connect with them in some way) every competency in this document is crucial to making virtual learning effective. Arguably, your ability to deliver training in an engaging and tailored way when working virtually is even more important, as you do not have the physical cues and options that are available with face-to-face training. To be a competent trainer, you should be equipped with the knowledge and skills to train effectively both face to face and online.

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<sup>1</sup> 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.



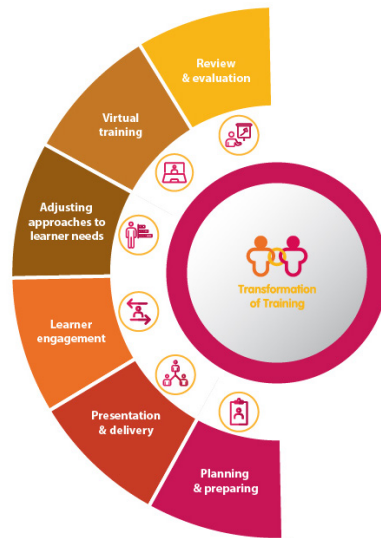
## Supporting Information for Training Delivery

	Foundation	Professional	Advanced
<b>At-a-glance summary</b>	Basic training skills (such as presenting information, giving instructions and facilitating group work) that will enable you to deliver pre-written training sessions or programmes in a confident and effective way.	Ability to deliver complex learning programmes, (length of programme, complexity of learning needs, more than one delivery modality, engagement required of learners when engaged in learning programme (time and tasks) ensuring learner engagement, adapting to learner needs as they arise and maximising the impact of learning activities.	Understanding and ability to meet complex learning needs at an individual (diversity, disability, crisis-affected etc.), group (diversity, disability, crisis-affected, gender, context) and organisational (culture, context) level.
<b>Who is this for?</b>	Anyone who wants to confidently and successfully deliver basic, face to face or on-line training sessions that enable learners to gain knowledge or skills.	Anyone who wants to facilitate training and learning sessions or programmes using a variety of techniques and approaches, that enable learners to grasp complex concepts or undergo skills development.	Anyone who wants to become a facilitator of learning, presenting learning not as a discrete event but as a process that engages learners in a variety of ways over time through formal and informal channels and demonstrating the value and impact of learning.

## Supporting Information for Training Delivery

	Foundation	Professional	Advanced
<b>Pre-Requisites (individuals)</b>	None	<p>There is a requirement as part of your role to facilitate training and learning activities with a broad audience on a variety of topics.</p> <p>You are already confident and clear when communicating with a group or presenting information (or communicating virtually, on-line).</p> <p>You have experience of successfully setting up, delivering and evaluating training sessions or programmes.</p> <p>You have experience of using different questioning techniques to enable learners to progress.</p>	<p>There is a requirement as part of your role to enable and facilitate learning across the organisation or response team.</p> <p>You play a role in integrated talent management so that learning informs all the processes and systems that create organisational capability and understanding the role and contributions of the learning function.</p> <p>You are involved in demonstrating the value and impact of learning by using metrics that are meaningful to business and using data analysis to measure the effectiveness and efficiency of learning and development.</p>
<b>After completing the level, how will this level help me in the humanitarian/development sector?</b>	You will be able to effectively transfer knowledge to people affected by disaster, colleagues and partners on topics that you have expertise in. You will have the confidence to present information to groups of people for different purposes in different contexts.	You will be able to flexibly deliver complex learning programmes on a variety of topics in a variety of contexts. You will be able to stimulate learning with a variety of participants.	You will be able to meet complex learning needs at an individual, group and organisational level. You will be able to effectively advise others on best practice and guide the training strategy of a response team, functional area or whole organisation.





## Training Delivery Capabilities and Descriptors

Capability	Descriptor
1. Planning and preparing	Able to set up the training or learning event to ensure smooth delivery and maximise learners' ability to participate.
2. Presentation and Delivery	Can present information and deliver training in a confident, clear, interesting and relevant way, that enables learning to take place most effectively.
3. Learner engagement	Understands barriers to learner engagement and is able to use different techniques and varied approaches to ensure maximum engagement.
4. Adjusting approach to Learner needs	Able to make planned and ad hoc adjustments to training in order to ensure that learners needs are met, thus contributing to better learning outcomes.
5. Virtual training	Able to use technology/virtual platform to deliver effective training sessions and programmes.
6. Review and Evaluation	Able to use appropriate methods to review and evaluation training as well as contribute to follow up actions to maximise positive impact of training.

## Capability 1: Planning and Preparing

In the humanitarian sector this competency can sometimes be challenging. The time available may be limited or you may be working within an environment or in a location that is not ideal for training delivery. It also may not be easy to identify or access your participants prior to the training. Therefore, to demonstrate the following aspects of this competency may require flexibility, innovation and problem solving.



	Foundation	Professional	Advanced
Can do	<p>Choose a suitable location to deliver the training that will enable learning to take place.</p> <p>Take responsibility for preparing session venue and resources before the session starts.</p> <p>Organise the training space (e.g. shade, chairs, projector etc) in advance to create a positive learning environment.</p> <p>Present the course objectives and timetable to participants so that they are able to understand the purpose and plan for the training.</p> <p>Organise and use resources effectively in the sessions (e.g. pre-prepared handouts, flip charts, visuals, props etc.)</p>	<p>Lead on the identification of the target audience and support the analysis of target audience training assessment/needs.</p> <p>Understand the impact of gender, disability, language etc on a learner's access and able to engage with the learning and take appropriate measures to ensure equality.</p> <p>Understand individual resistance to undertaking the planned activities and take steps to mitigate (e.g. influencing, advocating, allaying fears etc).</p> <p>Work with those who are delivering the training with you to agree on roles.</p> <p>Manage the training environment and resources that support participation (and take into account the facilitation methods/modes of delivery).</p> <p>Create an environment that stimulates thinking and ensures learners are comfortable to contribute ideas and questions.</p> <p>Manage the logistical and administrative arrangements for a training event. Agree training roles and responsibilities with co-trainers.</p>	<p>Supervise on the identification of the target audience and lead the analysis of target audience training assessment/needs.</p> <p>Understand organisational or individual resistance to undertaking the planned activities and take steps to mitigate (e.g. influencing, advocating, allaying fears etc).</p> <p>Partner with relevant stakeholders to identify and agree on training roles.</p> <p>Advise on the training environment and resources that support participation (and takes into account the facilitation methods/modes of delivery).</p> <p>Create an intellectual environment that stimulates thinking and ensures learners/ participants are comfortable to contribute ideas and questions; raise challenges or difficult topics; come to agreements etc.</p> <p>Lead others on how to effectively mitigate risks and challenges of different methods of training.</p> <p>Advise on the logistical and administrative arrangements for a training event.</p>



## Capability 2: Presentation and Delivery

As a humanitarian, working within challenging contexts or training on challenging topics, your delivery and your management of the training will be a crucial factor in its success. You may be in a different culture to your own; delivering in a second or other language; or with participants who are used to training being conducted in a specific way.



	Foundation	Professional	Advanced
<b>Can do</b>	<p>Use personal communication skills and ice-breaking and energizing activities to help learners feel welcomed, safe and comfortable to take part.</p> <p>Ensure the training plan is followed so all learning objectives are met and time is managed effectively.</p> <p>Ensure participants remain the primary focus during the session.</p> <p>Use appropriate instruction/training methods to help learners achieve specific learning outcomes.</p> <p>Manage session to ensure training covers different learning preferences.</p> <p>Present with energy and enthusiasm and vary pace and energy throughout the training.</p> <p>Tailor delivery (tone, speed, style and vocabulary) to the profiles of learners including considering cultural sensitivities.</p> <p>Give clear instructions.</p>	<p>Model personal communication skills and ice-breaking and energizing activities when delivering targeted/bespoke training event.</p> <p>Ensure time is managed effectively when delivering targeted/bespoke training event and schedule is amended as needed to adjust to any delay/unexpected changes.</p> <p>Tailor delivery (tone, speed, style and vocabulary) to the profiles of learners including considering cultural sensitivities.</p> <p>Reframe learners' questions and comments.</p> <p>Interpret and engage with learners' responses and reactions.</p> <p>Adapt communication to be locally relevant and culturally appropriate.</p> <p>Ensure reinforcement and consolidation of learning.</p> <p>Facilitates group activities and draws out learning through group review and reflection.</p>	<p>Confidently deliver workshops and training/ learning events in an engaging and stimulating manner where all learners can maximize their learning potential.</p> <p>Deliver training using various training modalities such as face-to-face, virtual &amp; digital, simulations, desk-based scenarios etc. a blended learning approach.</p> <p>Adjust delivery of learning to suit physical context in which it is delivered and able to adapt sessions seamlessly to fit unforeseen circumstances.</p> <p>Respond to the learning needs of the group and adapt training content accordingly.</p> <p>Respond creatively to group dynamics to maximise the potential of the group.</p> <p>Use open questions to challenge 'Group Think', attitudes, assumptions, generalisations, stereotyping and unfounded information.</p>

	<b>Foundation</b>	<b>Professional</b>	<b>Advanced</b>
<b>Can do</b>	<p>Ensure learners understand the purpose, process and outcomes for group activities.</p> <p>Ensure the information and knowledge to be transferred is presented clearly and concisely.</p> <p>Actively listen to learners' comments and questions; able to summarise.</p> <p>Manage smooth transitions between activities and sessions.</p> <p>Use open questions to help learners link theory and processes to their own practice.</p> <p>Monitor and provide feedback to learners on their performance and progress.</p> <p>Where applicable –work with whoever is leading on the training or whoever you are training alongside to ensure there is consistent messaging and seamless delivery of material.</p>	<p>Use probing questions to help learners reflect deeply on issues, see alternative views and to challenge existing mind-sets and cultural norms.</p> <p>Draw on own experience and experience of the group to support learning outcomes.</p> <p>Effectively paraphrase learners' questions and comments.</p> <p>Check learners' understanding throughout sessions.</p> <p>Ensure there is consistent messaging and seamless delivery of material.</p>	<p>Occasionally be provocative and controversial in order to stimulate discussion on key learning points.</p>

## Capability 3: Learner Engagement

No matter who your participants are, if you are working within the humanitarian sector, they are likely to have many draws on their time and other priorities on their mind. Ensuring that your delivery is meaningful and engaging is vital. Learners must also be able to see the relevance and application of the training and how it will benefit them and their work or situation they are in.



	Foundation	Professional	Advanced
<b>Can do</b>	<p>Capture learner expectations. Establish a 'Learning Agreement' at the beginning of training so that participants know what is expected of them and how to engage with the training.</p> <p>Maintain and adapt the 'Learning Agreement' in negotiation with the group throughout training.</p> <p>Apply an appropriate range of facilitation methods to monitor and support sustained learner engagement and learning throughout the training.</p> <p>Use a variety of questioning types to engage learners.</p> <p>Encourage active participation of all learners.</p> <p>Present constructive feedback on learner behaviour.</p> <p>Use concrete, authentic and relevant examples to illustrate session content.</p> <p>Support opportunities to apply and practice of new knowledge and skills during the training.</p>	<p>Use an appropriate range of facilitation methods and techniques to monitor and support sustained learner engagement throughout the training.</p> <p>Adapt session and methodology to learners' culture.</p> <p>Address underlying conflict in the training room.</p> <p>Manage cultural differences between learners.</p> <p>Link sessions to the learning outcomes and the learning process.</p> <p>Build a picture of the learning process by linking previous key learning to current learning.</p> <p>Build rapport with the group.</p> <p>Encourage learners to reflect on and discuss their own progress.</p> <p>Provide opportunities for application and practice of new knowledge and skills during the training and encourage the sharing of experience amongst participants when appropriate.</p>	<p>Link learning objectives to highlight practical application e.g. increased organisational effectiveness.</p> <p>Acknowledge and utilise participants' skills, capacities, experience and knowledge.</p> <p>Balance individual learning requirements with those of the group as a whole.</p> <p>Check learners' understanding and engagement throughout the sessions.</p> <p>Create an environment where learners are encouraged to link theory and apply and share personal experiences to the subject matter.</p> <p>Identify, address and manage underlying conflict during any training event.</p>

## Capability 4: Adjusting approach to meet learner needs

With humanitarian work, the ability to be flexible and adapt your approach is key. The same is true with your training approach. You are likely to be working with a diverse group of participants or with participants with specific needs or challenges. Your ability to understand these needs and to tailor your approach will be vital to achieving the learning outcomes you want.



	Foundation	Professional	Advanced
<b>Can do</b>	<p>Adapt group activities to the number of learners.</p> <p>Pitch the language and subject matter appropriately depending on who is receiving the training.</p> <p>Address negative and disruptive behaviour and manages conflict between learners.</p> <p>Invite regular feedback on learners' progress in order to enable adjustments in delivery if necessary.</p> <p>Ensure information is presented in a manner which is meaningful and helpful to learners.</p> <p>Where applicable - Support master trainer in adjusting the training plan based on participant feedback and responses during the session.</p>	<p>Use appropriate instruction/ training methods to help different learners achieve specific learning outcomes and adapts these where necessary.</p> <p>Identify learners' barriers to learning and adjust to addresses them.</p> <p>Adapt training methods and techniques in response to the group.</p> <p>Make adjustments to the training environment and materials to support learning.</p> <p>Balance individual learning requirements with those of the group as a whole.</p>	<p>Adapt training content, methods and techniques in real time in response to the reactions and learning needs of the group.</p>

## Capability 5: Virtual training

Sometimes it is not possible to deliver training in the same physical space as your learners. In an emergency, this might be due to safety issues, hard to reach locations or the fact that the travel costs and time required does not make it viable. As more and more of the world gains the technology required, virtual learning, and the associated skills, are becoming more and more important.



	Foundation	Professional	Advanced
Can do	<p>Ability to use technology/virtual platform effectively and instruct learners on how to use it.</p> <p>Ability to use platform's features to regularly engage learners.</p> <p>Awareness of various digital learning options that exist to meet learning objectives.</p> <p>Support the transfer of face-to-face materials to a virtual learning environment.</p> <p>Support the presenter/facilitator and moderate the virtual audience.</p>	<p>Use technology/virtual platform effectively including the use of platform's features to engage learners.</p> <p>Adaptation and transfer of face-to-face materials to a virtual learning environment.</p> <p>Lead and moderate the virtual audience.</p> <p>Ability to determine how various digital learning options can support meeting learning aims and objective of targeted training programme or event.</p> <p>Knowledge of the principles of gamification.</p> <p>Understanding of principles such as flipped classroom, extended classroom etc.</p>	<p>Keep abreast of any future trends and application of virtual and digital learning technology (such as AI, VR, gamification etc.)</p> <p>Decide how/if technology can meet identified strategic learning needs.</p> <p>Instruct facilitation team on how to use technology/virtual platform effectively including the use of platform's features to engage learners.</p> <p>Knowledge of third-party software tools and screen casting tools.</p>

## Capability 6: Evaluation and Review of training

In the humanitarian sector particularly, it is vital that we can show value for money and demonstrate that our activities have had a positive impact on the situations we are working in and the people we are working with. Being able to review and evaluate your training effectively in order to improve is a key skill. Being able to evaluate training and demonstrate the impact it has had is also critical.



	Foundation	Professional	Advanced
<b>Can do</b>	<p>Summarise training sessions and remind participants of key learning points at the close of the session.</p> <p>Ensure participants are able to give feedback on the training and ways to improve future sessions using appropriate methods and tools.</p> <p>Identify what was effective and what could be changed in the training Seek feedback from learners on own delivery and behaviour.</p> <p>Ensure trainers reflect on the effectiveness of the training and identify and record areas for future improvement. Request and receive feedback from co-trainers.</p> <p>Where applicable - Input to lead/master trainer on observed outcomes of the training and the evaluation results.</p> <p>Contribute to the implementation and monitoring of post-training application plans according to agreed roles.</p>	<p>Use evaluation feedback during the training to adjust future training delivery.</p> <p>Employ a range of evaluation activities during and immediately following training to gauge learners' reactions.</p> <p>Assess whether learning outcomes have been met.</p> <p>Present affirming and developmental feedback to co-trainers.</p> <p>Self-evaluate own practice and identify development needs.</p> <p>Actively seek constructive behavioural feedback on training delivery.</p> <p>Reflect on the effectiveness of the training and identify and record areas for future personal development and improvement with coach/mentor.</p> <p>Prepare relevant reports to document the outcomes of the training and the evaluation results and share with appropriate colleagues and stakeholders.</p>	<p>Identify and communicates areas of professional development for peers.</p> <p>Document any positive changes the learning programme has on processes and systems that create organisational capacity.</p> <p>Demonstrate the value and impact of learning by using metrics that are meaningful to the sector/organisation/region/country/strategic programme area (and report on these to appropriate colleagues and stakeholders).</p> <p>Remove any identified barriers for learners to apply their learning.</p> <p>Suggest changes to processes or systems if impact analysis of learning identifies the possibility for improvement.</p> <p>Prepare relevant reports to document the outcomes of the training and the evaluation results and share with appropriate colleagues and stakeholders.</p>

	Foundation	Professional	Advanced
Can do		<p>Do development of learning transfer and application plans using a 70/20/10 model.</p> <p>Advise on the implementation and monitoring of post-training application plans.</p> <p>Monitor and provide feedback to co-facilitator.</p> <p>Lead reflection or debrief sessions on the delivery and interaction with training participants.</p> <p>Adjust the training plan for future training events based on participant feedback and responses during the session.</p>	<p>Create and apply a framework of quality assurance for training activities and products.</p>