

International Development and Humanitarian Training Competency Framework

Competency	Activities	Assess Training Needs
Identify learning needs of Humanitarian/ Development Sector	Assess and analyse trends in the Humanitarian Sector	
	Participate in and facilitate discussions in the sector on learning needs	
	Assess issues of access to training and identify implications for training providers	
	Where appropriate make reference to existing competency frameworks	
Analyse organisational training needs	Conduct assessment of organisational learning needs	
	Analyse information on learning needs	
	Identify learning needs of the organisation	
	Identify which learning needs can be addressed through training	
	Analyse the need for training and partnership between the organisation and the Training Provider	
	Make recommendations for training provision	
	Make recommendations for learning needs that are not addressed through training	
	Write a Training ToR incorporating needs analysis results	
Identify learning needs of individuals	Contextualise needs assessment and training recommendations against existing competency frameworks or qualifications where appropriate	
	Gather and analyse information on learner's needs	
	Identify participants' individual learning needs	
	Make recommendations for training provision	
	Contextualise needs assessment and training recommendations against existing competency frameworks or qualifications	

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Competency	Activities	Design Training
Develop effective training courses that address needs identified at sectoral, organisational and individual levels	Develop and agree learning objectives based on recommendations from learning needs analysis	
	Define course content based on learning objectives	
	Identify key sessions and session learning objectives	
	Write learning objectives for sessions	
	Identify training approaches to achieve the course and session objectives that are appropriate for the context of delivery	
	Put together a schedule/ timetable for the workshop/ programme	
	Select appropriate training activities	
	Determine methods to evaluate the workshop	
	Balance the training design versus available resources	
Use lessons learned from previous courses to inform course design	Analyse lessons learned from previous courses	
	Take lessons learned into account when designing a training	
Effectively plan the logistical and administrative arrangements of a training event	Identify trainers and assign them to sessions	
	Develop a budget	
	Identify key resources in terms of venue and materials required	
	Ensure issues of access are addressed when planning the arrangements for the course	
	Plan the logical sequence of activities for implementation of training event	
Draft training documents for Trainers	Write a description of the training programme / workshop	
	Write the session plans	
Develop learning materials for participants	Develop learning materials for participants based on content, teaching methods and techniques chosen	
	Prepare handouts for distribution to learners	
	Identify additional resource materials relevant to the sector for participants	
	Agree course materials	
	Approve course materials	

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Competency	Activities	Deliver Training
Develop an inclusive environment conducive to adult learning	Organize the training space and resources to create a positive learning environment	
	Make relevant adjustments to the room and materials to accommodate any particular learners' needs	
	Greet students and put them at ease by giving them time and attention	
	Facilitate activities to welcome participants	
	Develop ground rules and establish patterns of group behaviour with participants	
	Encourage participation of all learners	
	Encourage exchanges between learners	
	Empower learners to be autonomous	
	Behave in a manner which is culturally appropriate for the context and the group	
	Challenge comments which are stereotypical, potentially insulting or might alienate some participants	
Effectively manage a training event and training sessions	Present the course objectives, timetable and learning journey to participants	
	Provide course workbook	
	Ensure the programme/session schedule is followed	
	Ensure consistency/variety of activities between sessions	
	Present the session objectives to participants and link the session to the overall objectives	
	Organise resources and materials effectively in the sessions	
	Manage smooth transitions between activities in a session	
	Use audiovisual aids effectively	
	Take into account the expectations of learners and adjust the training as appropriate	
	Acknowledge and utilise participants' experience and knowledge	
	Ensure presentations are structured and clear	

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	Remind participants of the key learning points to close the session
	Effectively manage time and progression of activities
	Summarise and make appropriate transitions between training sessions
	Close the training programme
Effectively facilitate experiential and active learning activities	Employ a variety of teaching methods and techniques effectively
	Give clear instructions
	Ensure understanding of the purpose, process and outcomes for activities and group work
	Adopt an engaging and stimulating training style
	Tailor delivery (tone, speed, style and vocabulary) to the profiles of learners
	Ensure the information is presented in a manner which retains the learners' interest
	Use concrete and authentic examples to illustrate session content
	Use a variety of question types to engage learners
	Adapt group activities to the numbers and needs of different learners
	Deliver activities and relate to participants in a way that is respectful to cultural norms
	Get involved in group activities as needed to promote learning
Manage group dynamics	Understand differences in the group so that all learners are able to learn effectively
	Balance individual learning requirements with those of the group as a whole
	Use authority and influence in the group to foster learning
	Use learners' profiles (leaders, supporters etc) and experiences to foster learning in the group
	Encourage all group members to actively participate
	Promote discussion between learners
	Identify negative and disruptive behaviours and take action to reduce the impact
	Analyze and manage conflict between students

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Support learning throughout training and provide feedback	Respond to learners' questions
	Identify difficulties and assist learners to overcome them
	Identify and address the special needs and learning styles of individuals
	Present constructive feedback to learners
	Provide learners with directions to find resources to further or complete their study
Check learners' progress and adapt course as appropriate	Regularly check the progress of learners and make relevant adjustments
	Encourage learners to reflect on and discuss their own progress
	Adjust the training based on learner progress
Work in collaborative relationships with other trainers	Provide practical support to a co-trainer as required
	Provide support to a co-trainer by making relevant and timely contributions concerning experiences and knowledge
	Discuss participants' learning and jointly agree on strategies for supporting the learning needs of the group
	Conduct peer observations against agreed objectives
	Provide feedback to a co-trainer as appropriate
	Engage in team-training with a co-trainer when appropriate
	Mentor and support professional development of a co-trainer
Reflect on and evaluate personal practice and that of peers and identify development needs	Systematically and regularly monitor and evaluate personal performance
	Use different resource people (peers, learners) to assess personal practice
	Objectively reflect on personal performance
	Identify development needs of self and co-trainers
	Determine personal training needs and develop a personal action plan

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Competency	Activities	Evaluate Training Event
Design an evaluation process	Design activities that will allow participants to share feedback with Trainers during the course	
	Design activities that will allow participants to share feedback with Trainers immediately after the course	
	Organise the evaluation so as to enhance the learning of learners	
	Encourage learners to give their opinions in evaluations	
	Facilitate meetings with trainers	
Use evaluation feedback during the course to adjust training delivery	Employ a range of evaluation activities during and immediately following the workshop to gauge learners' reaction to the training	
	Use participants' feedback to make adjustments to the content and methodology of the course	
Evaluate participants' reaction to training	Employ an appropriate evaluation activity immediately following the course to gauge learners' reaction to the training	
	Encourage learners to give their opinions in evaluations and ensure cultural barriers to evaluations are minimised	
Use evaluation feedback to inform subsequent course design	Prepare a post-course report	
	Analyse and summarise feedback from participants' reactions to and learning on the course	
	Analyse and summarise feedback from organisations regarding individuals' behaviours and performance following	
	Develop recommendations for future courses based on input from trainers, individuals and organisations	
	Redesign training courses to take relevant lessons learned into account	
	Identify further training needs of participants and organisations	

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Competency	Activities	Assess Learning
Develop a learning assessment process	Identify assessment processes that address the needs of humanitarian professionals and the sector	
	Design assessment processes that ensure equitable access	
	Determine the assessment process and objectives in line with the training and learning objectives fixed for the programme	
	Select the method of assessment from a range of assessment techniques	
Develop assessment activities	Identify which competencies or skills the assessment will evaluate	
	Design formative assessments to enhance participants' learning during and after the course	
	Design summative assessments to quantify participants' learning	
	Ensure assessments adequately assess identified competencies, skills or sectoral requirements	
	Write an assessment activity or test	
	Identify appropriate assessment criteria	
	Develop level descriptors to ensure standard application of grading system	
Assess participants' learning	Organize assessments	
	Apply assessment criteria consistently to ensure standard and transparent assessment of learners	
	Formulate quality, constructive feedback for participants that is both summative and formative	
	Communicate feedback to participants on their performance	
	Engage in productive dialogue with participants on their performance to improve the quality of their learning	
	Moderate own and other's assessments to ensure standard application of marking criteria	
Assess impact	Organise opportunities to assess participants' learning after the course	
	Support the organisation to conduct an impact assessment to identify and analyse changes in participants' behaviour as a result of the course	
	Support the organisation to conduct an impact assessment to identify and analyse the impact on beneficiaries	
	Support the organisation to conduct an impact assessment to identify and analyse the impact on its work	
	Facilitate meetings between professionals in the same field to analyse impact of training programmes on the sector	

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