



Humanitarian Learning Standards

Handbook for the provision of quality
learning for humanitarian action

2019 Edition

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The humanitarian learning standards aim to improve the quality of learning for people involved in humanitarian action, and so allow them to be more effective in helping communities who are vulnerable to or affected by crises.

These standards are based on extensive consultation by a consortium made up of the Bioforce Institute, the Humanitarian Leadership Academy, Pearson and RedR UK (lead). They are the result of a joint drafting process involving many people and organisations, and do not represent the views of any one organisation.

We would like to acknowledge the collaborative nature of this initiative across the humanitarian and development sector. Whilst every effort has been made to ensure that the information contained within this handbook is accurate and up to date, and to acknowledge the sources of material referred to in this document, the Humanitarian Leadership Academy trading as HPass (nor any individual or organisation acting on its behalf) makes no warranty, representation or undertaking whether expressed or implied, and does not assume any legal liability, whether direct or indirect, or responsibility for the accuracy, completeness, or usefulness of any information. Further, every effort has been made to ensure that all material referenced within the Standards Handbook, that was not originally created or supplied by HPass (or any individual or organisation acting on its behalf), has been cleared for copyright. If any third party wishes to contact HPass in this regard, that party should contact info@hpass.org, so that any errors or omissions can be corrected in a future version of this document.

Acknowledgements

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Glossary

Competencies – a set of behaviours a person must demonstrate, based on their knowledge, skills and attitudes, to perform effectively in a given situation

Competency frameworks – an established group of competencies needed to carry out specific roles

Humanitarian action – activities whose objective is to save lives, alleviate suffering and maintain human dignity during and after man-made crises and disasters caused by natural hazards, as well as to prevent and strengthen preparedness for when such situations occur

Key actions – actions you take to achieve the standards

Learners – people who are taking part in a learning programme, for example non-governmental organisation (NGO) staff and volunteers, government staff, community members

Learning needs – what individuals or groups need to learn to develop competencies

Learning objectives – statements that describe what learners are expected to know or be able to do by the end of the programme

Learning programmes – programmes that allow learners to meet set learning objectives. A learner will take part in a learning programme to develop their competencies. Learning programmes can vary from one-off events to longer programmes combining multiple elements

You (the learning provider)

– organisations, companies, departments, groups and institutes providing learning services to anyone involved in humanitarian action

Learning services – services you offer to people and organisations to build competencies, knowledge, skills and attitudes

Modality – the method you use to deliver learning programmes, for example, online, face-to-face, distance learning, simulation exercises (in person and virtual), blended learning, internal staff learning and development programmes, coaching, gamified learning, mentoring, and academic learning programmes

Overall commitment – a statement that describes the overall aim and purpose of the learning standards

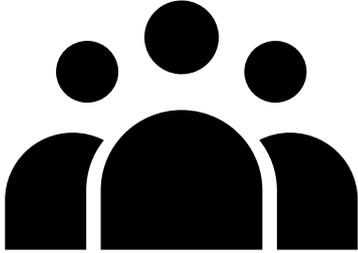
Principles – values that underpin the learning standards which will support a learning provider to achieve the overall commitment

Quality assurance mechanisms – processes to assure the quality of the learning provider against the standards

Standards – requirements to make sure that learning for humanitarian practitioners is fit for purpose. In this document they describe what you, the learning provider, should do to meet the overall commitment that those involved in humanitarian action will have access to high-quality learning programmes that will allow them to work more effectively

Suggested evidence – ways of demonstrating how you are meeting the key action in practice





The standards provide criteria to measure the quality of learning for people involved in humanitarian action.

Introduction

What are the learning standards?

The standards provide criteria to measure the quality of learning for people involved in humanitarian action. You, the learning provider, can use them as a basis for checking your performance and to guide improvements.

The standards are not intended to provide a definitive “how to” guide for learning provision. They promote a consistent overall approach based on a broad sector-wide consensus of what constitutes best practice.

If you meet these standards, you are contributing to the overall commitment that people involved in humanitarian action have access to high-quality learning that will allow them to work more effectively.

Who are these standards for?

These standards are for organisations, companies, departments and institutes who provide learning services to anyone involved in humanitarian action in whatever capacity. You can use them to guide external learning provision or include them as part of your organisation’s internal learning provision.

These standards can apply to all learning providers, whatever their type, size or scope of services.

Learning providers may find these standards useful in guiding the design and delivery of a single course or learning programme. However, their intended use is to guide learning provision at an organisational or departmental level.

These standards are primarily intended to help providers meet the learning needs of people who are involved in humanitarian action, including those working in preparedness, disaster risk reduction and recovery.

What the standards cover

These standards are primarily intended to help providers meet the learning needs of people who are involved in humanitarian action, including those working in preparedness, disaster risk reduction and recovery.

The standards may also prove useful to learning linked to development and other areas closely connected to humanitarian action, although they may need to be adapted to specific needs and contexts.

The standards are meant to support national regulations (where they exist), not replace them. They can also complement other technical standards. These learning standards offer you the opportunity to compare your services with similar providers working in other parts of the world.

Structure

Standards

There are eight learning standards. Standards 1 to 4 cover analysing humanitarian learning needs through to assessing learning. Standards 5 to 8 describe the processes needed to support learning provision. Together they contribute to the **overall commitment** that people involved in humanitarian action have access to high-quality learning programmes that will allow them to be more effective.

Key actions

Each standard has associated key actions. To meet the standards, you must carry out the key actions. Key actions are what you need to do to make sure learning services are of a high quality.

The standards and key actions are flexible enough to be used by different types of learning providers and circumstances in different regions, countries, areas and communities.

Each key action is accompanied by suggested evidence: ways of demonstrating how you are meeting the key action in practice. These can be in a range of formats. The lists provided are suggestions only: you do not need to provide the examples listed if you have alternatives.

Principles

There are three principles incorporated into the standards: **accessibility, impartiality** and **inclusivity**. How these principles underpin the overall commitment and relate to each standard is outlined in the 'Why this standard is important' section at the start of each chapter.

Self-evaluation is an opportunity for you to review, explore and value your current learning provision against the standards.

How to use the standards

Each chapter contains guidance and suggestions on how to carry out each key action including:

- Explanations and considerations for applying the standards
- Suggestions for applying a principled approach
- Examples of best practice in the form of case studies from different regions
- Scenarios based on possible situations that learning providers could encounter
- Suggested forms of evidence to demonstrate how the key action has been met

Further resources, reading and information are referenced, and supporting tools and templates you can use and adapt for your own purposes are included in the annexes.

Quality assurance mechanisms

Quality assurance mechanisms are processes to assure the quality of your learning provision against the standards.

Self-evaluation

Self-evaluation is an opportunity for you to review, explore and value your current learning provision against the standards. The self-evaluation tool lists the key actions that, if taken together, ensure you are working towards each standard. There is space for you to list what evidence you have that proves you are doing the key action (suggested forms of evidence are included alongside each key action). It also allows you to make an action plan for areas where you recognise improvement is required. The benefit of conducting a self-evaluation is increased involvement in the process of assessing strengths and identifying areas in need of improvement. The self-evaluation is the first step towards obtaining HPass Approved Provider status that confirms your organisation has met all the standards.

External recognition

External recognition is a third-party endorsement of your self-evaluation that confirms you are meeting all the learning standards. You may be visited, or you may be able to submit information electronically to a quality reviewer who will discuss with you the evidence that you have listed. This is an opportunity for your organisation to be benchmarked and to achieve the status of HPass Approved Provider. For more information about this process please refer to the Quality Manual.

Stakeholders from over 400 organisations from more than 60 countries contributed to the content of these standards.

How the standards were developed

In February 2017 a drafting team began a consultation process to design the standards. This included creating an advisory group comprised of key stakeholders with expertise in humanitarian action, learning and assessment provision and quality assurance, and a management group representing all consortium partners.

An initial draft of the standards was used in a face-to-face consultation phase in seven international regions. 192 people from 20 countries and 113 organisations participated in the drafting workshops. 55 semi-structured interviews and three focus-group discussions were also conducted. An online consultation survey collected inputs from a further 148 people. A writers' group, made up of 12 interested stakeholders identified during the face-to-face consultation, supported the creation of the subsequent pilot draft. The pilot phase took place between May-October 2018. The feedback gathered was then used to produce this first edition of the standards.

Stakeholders from over 400 organisations from more than 60 countries contributed to the content of these standards.

As with all standards these will be revised periodically to reflect changes in best practice, new trends in humanitarian action and global developments to produce updated editions.

Background

Many learning providers invest considerable resources in making sure their services are of a high quality. However, research found that, while providers used some internal and external standards, there was no single, affordable standard that was widely accepted, or which directly met their needs. A preliminary inception report, commissioned by the Humanitarian Leadership Academy (the Academy), showed that learning providers would welcome standards that can measure the quality of their services (HPI Inception Reports, Outputs 2 and 3, 2016 (unpublished material)).

In 2017, the Academy, the Bioforce Institute, Pearson Education and RedR UK formed a consortium to help develop a quality framework for learning provision, including standards, quality-assurance tools and guidance material.

HPass

The learning standards are part of HPass, a platform focusing on professional development for people involved in humanitarian action. HPass is a digital platform where humanitarian workers and volunteers, employers, credentialing bodies and learning providers like you can meet.

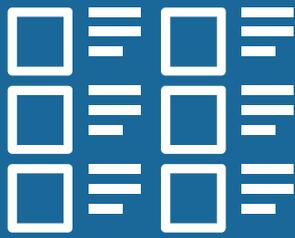
HPass is an opportunity for learning and assessment providers to join a global platform, sign up to the standards and provide digital badges for learners completing their learning programmes and people whose competencies are being assessed.

With HPass, any humanitarian practitioner will have the opportunity to have their experience and learning formally recognised.

HPass is also accessible to humanitarian employers, who will be able to search for individuals by their skills and experience, increasing the speed and efficiency of recruitment during an emergency or to meet ongoing operational needs.

HPass is brought to you by a group of humanitarian organisations that are passionate about learning and assessment and ensuring that humanitarian action continues to improve, and practitioners are recognised for their skills and expertise.

For more information visit **www.hpass.org**.



Overview of the humanitarian learning

Overall commitment

People involved in humanitarian action have access to high-quality learning programmes that will allow them to work more effectively.

Standard 1 – Analysis

Relevant learning needs are identified and prioritised

Standard 2 – Design

Learning programmes are designed and prepared according to identified needs

Standard 3 – Delivery

Learning programmes are delivered effectively

Standard 4 – Assessment

Learning is assessed against the learning objectives

Standard 5 – Resources

Resources for learning programmes are appropriate, sufficient and well managed

Standard 6 – Communication

Communication effectively supports learning services

Standard 7 – Administration

Administration systems effectively support learning services

Standard 8 – Evaluation and Accountability

Evaluation and accountability mechanisms effectively support learning services

<p>Standard 1 Analysis:</p> <p>Relevant learning needs are identified and prioritised</p>	<ul style="list-style-type: none"> 1.1 periodically identify humanitarian learning needs using evidence 1.2 prioritise which learning needs to address 1.3 identify competencies that need to be developed using relevant competency frameworks when available 1.4 analyse target learners' existing competencies to identify gaps 1.5 analyse target learners' characteristics, learning preferences and requirements
<p>Standard 2 Design:</p> <p>Learning programmes are designed and prepared according to identified needs</p>	<ul style="list-style-type: none"> 2.1 develop learning objectives to cover gaps in competencies 2.2 choose appropriate modalities to deliver learning programmes 2.3 make sure content, materials and activities are suitable and up-to-date using existing resources when available 2.4 take into account target learners' existing knowledge, skills and experience 2.5 make sure learning programmes are appropriate for the target learners' characteristics, cultures and contexts 2.6 incorporate methods and tools to assess learning 2.7 validate learning programmes and materials
<p>Standard 3 Delivery:</p> <p>Learning programmes are delivered effectively</p>	<ul style="list-style-type: none"> 3.1 deliver learning programmes as agreed 3.2 make support available to learners throughout the programme to help them to meet the learning objectives 3.3 draw on learners' knowledge and experience during the learning programme 3.4 implement learning programmes that are responsive to learners' progress 3.5 have in place reasonable measures to mitigate safety and security risks to learners
<p>Standard 4 Assessment:</p> <p>Learning is assessed against the learning objectives</p>	<ul style="list-style-type: none"> 4.1 make sure assessments are fair, consistent and appropriate 4.2 promptly share results of assessment with learners 4.3 provide recognition of learning achievement 4.4 record evidence-based results

<p>Standard 5 Resources:</p> <p>Resources for learning programmes are appropriate, sufficient and well managed</p>	<p>5.1 identify the resources needed to implement learning programmes effectively</p> <p>5.2 follow procedures for procuring, maintaining and managing the resources needed</p> <p>5.3 have in place reasonable measures to mitigate safety and security risks to staff and other resources</p>
<p>Standard 6 Communication:</p> <p>Communication effectively supports learning services</p>	<p>6.1 use and maintain appropriate and accessible communication channels</p> <p>6.2 use clear and accessible language for all communications</p> <p>6.3 ensure information about learning services is relevant, accurate and available when needed</p> <p>6.4 listen and respond appropriately to communications</p>
<p>Standard 7 Administration:</p> <p>Administration systems effectively support learning services</p>	<p>7.1 provide effective administrative and logistical support before, during and after learning programmes</p> <p>7.2 implement systems to enrol target learners onto appropriate learning programmes</p> <p>7.3 store personal information using secure and appropriate data-management procedures</p> <p>7.4 share personal and confidential information only as agreed</p>
<p>Standard 8 Evaluation and Accountability:</p> <p>Evaluation and accountability mechanisms effectively support learning services</p>	<p>8.1 systematically monitor and evaluate learning services</p> <p>8.2 use transparent and accessible methods to receive honest feedback</p> <p>8.3 record and deal with concerns and complaints</p> <p>8.4 use lessons learnt to improve and update learning programmes through periodic review</p> <p>8.5 make information about the quality of learning services available and transparent</p> <p>8.6 treat learners, staff and other stakeholders in a way that promotes inclusivity, anti-discrimination and well-being</p>

The purpose of these standards is to contribute to more effective humanitarian action: therefore, the standards are consistent with humanitarian principles that guide humanitarian action.

Principles

The purpose of these standards is to contribute to more effective humanitarian action: therefore, the standards are consistent with humanitarian principles that guide humanitarian action.

In addition, we have identified and incorporated these three principles to help you provide high-quality learning:

Accessibility: Aim to reach those who have limited or no access to learning and assessment opportunities. Also look at barriers to taking part in learning (these may include location and financial restrictions, language skills, literacy and numeracy levels and physical, mental, intellectual or sensory impairments).

Impartiality: Carry out processes and treat people fairly and equally.

Inclusivity: Include everyone, whatever their age, sex, gender, sexuality, marital status, ethnicity, nationality, disability, social or educational background, religious or other beliefs.

1

Standard 1 Analysis





Standard 1

Analysis

.....

Relevant learning needs are identified and prioritised

Key actions

You will:

- 1.1 ✓ periodically identify humanitarian learning needs using evidence;
- 1.2 ✓ prioritise which learning needs to address;
- 1.3 ✓ identify competencies that need to be developed, using relevant competency frameworks when available;
- 1.4 ✓ analyse target learners' existing competencies to identify gaps; and
- 1.5 ✓ analyse target learners' characteristics, learning preferences and requirements.

The purpose of a learning needs analysis is to make sure the learning programmes you offer address the knowledge, skills and attitudes that people need to effectively implement humanitarian action.

Why is this standard important?

Learning needs analyses enable you to identify and prioritise competency gaps of humanitarian practitioners in relation to the needs of the sector. Learning programmes can then be designed and delivered to effectively address these gaps. Learning programmes that respond to priority learning needs and address gaps in competencies, help improve the performance of target learners, enabling them to work more effectively in humanitarian situations. In this way, standard 1 contributes to the achievement of the **overall commitment**: people involved in humanitarian action have access to high-quality learning programmes that will allow them to work more effectively.

A learning needs analysis that considers the diverse characteristics of learners and potential barriers to learning will support you to provide high-quality learning programmes that demonstrate the principles of **inclusivity** and **accessibility**.

Overall Guidance

The purpose of a learning needs analysis is to make sure the learning programmes you offer address the knowledge, skills and attitudes that people need to effectively implement humanitarian action.

When analysing learning needs you should adopt an approach that allows you to become increasingly detailed and specific.

First, you need an understanding of widespread trends in learning needs: this involves understanding what types of emergencies are happening, the impact emergencies are having, and the actions being taken as a result; what people need to know and do in this context to engage effectively; and how effective they are. This will help you to broadly identify humanitarian learning needs.

Once you understand these broad trends in humanitarian learning needs, you can decide which of these you will address and who your target learners will be. You can then conduct a more detailed learning needs analysis on a more specific topic or amongst a more restricted group of learners. This analysis will help you to identify which competencies, as well as the knowledge, skills and attitudes, your target learners need to develop.

Having identified broad and then more specific learning needs, the final stage is analysing the characteristics of your target learners because these shape the ways in which they learn. You need to understand these characteristics so that

your learners can actively participate in and benefit from your learning programmes.

Depending on the scope of your analysis, it could include:

- A review of the humanitarian context to identify current trends and best practice and how effectively humanitarian action is meeting needs;
- Identification of which humanitarian learning needs you will address and which learners you will target based on a range of factors including urgency, your expertise and capacity and existing learning provision;
- Identification of which competencies are needed by the target learners to improve their performance in relation to the learning needs you have identified;
- An analysis of the existing competencies of your target learners;
- An analysis of the learning preferences and characteristics of your target learners.

If another organisation conducts learning needs analyses on your behalf, you do not need to duplicate the work, but you should take reasonable steps to check the results are valid and accurate.

Scenario: Learning needs analysis

A learning provider identified some key trends in humanitarian action by reading recent editions of HPN and ALNAP publications including 'The State of the Humanitarian Sector', having conversations with humanitarian organisations and attending a local conference on humanitarian action. Two trends they identified were:

- limited expertise in urban crises amongst humanitarian practitioners; and
- the need to localise aid more effectively.

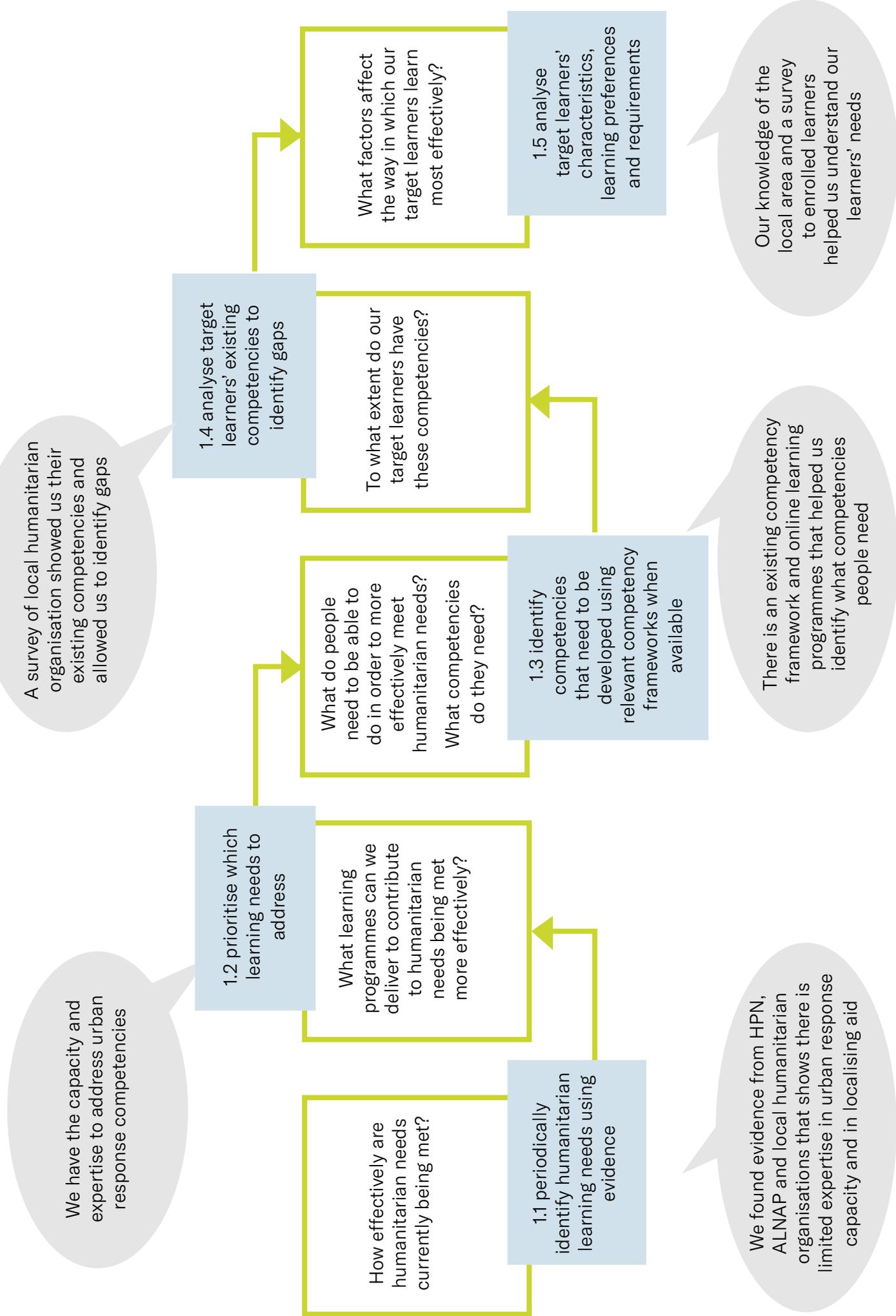
The learning provider considered both findings to be important for humanitarian action overall and in their particular context but decided they did not have the technical capacity or expertise to run learning programmes on localising aid. However, they did feel they could offer learning programmes on urban response. They also noted that there were learning programmes available online, but no face-to-face learning programmes available in their area.

Having decided to offer learning programmes on urban work, the learning provider looked to see if anyone had defined the competencies required to work in urban responses. They found a competency framework for urban response published by the Global Alliance for Urban Crises.

The learning provider designed an online survey to assess the respondents' existing knowledge and experience of urban crises and their level of competence against the urban competency framework. They sent the survey to their contacts at organisations based in their city and to former participants. They received over 100 responses and used this information to identify which competencies their learning programme should focus on.

As the learning provider had delivered many learning programmes before in the local area, they were familiar with the literacy, numeracy, experience levels and cultural contexts of their typical learners. They used this information to design a learning programme that could be run as an open access, face-to-face learning programme. After the learning programme had been developed and individuals were enrolled, the learning provider emailed a second survey to participants asking more detailed questions about their experiences and any specific needs they had. This information was shared with the facilitators who made adaptations before and during the learning programme.

Conducting a Humanitarian Learning Needs Analysis



1.1

Key Action 1.1 Periodically identify humanitarian learning needs using evidence

This key action provides guidance on how to review the humanitarian context to identify needs and assess how effectively humanitarian action is meeting needs. The gaps between these are humanitarian learning needs. This analysis of humanitarian learning needs is important as it will help you to understand what your learners need to know and be able to do.

To identify humanitarian learning needs you need an up-to-date understanding of:

- the types of emergencies that are happening at what frequency and scale, where they are happening and how they are affecting people and communities;
- what humanitarian action is taking place, where and by whom and how effectively this action is addressing the needs of those affected by emergencies;
- any factors impacting the effectiveness of humanitarian action that are caused by gaps in the competency or capacity of those who are involved.

Based on this understanding, you can make sure your learning programmes will build the competencies that people need to better address the type of emergencies that are happening and the range of ways in which they are impacting on people.

At this level, humanitarian learning needs are not detailed or specific to individuals. You are identifying trends in performance and top-level gaps in competence that affect the overall performance and effectiveness of humanitarian action.

The scale and scope of the analysis of humanitarian learning needs you conduct, and the amount and type of evidence you collect, will depend on your context and capacity as a learning provider. Your analysis does not always need to be extensive and you can draw on secondary and existing data when it is available and relevant. You can limit your analysis by focusing on a specific:

- Location or region;
- Skills or competency area, for example, WASH, nutrition or project management;
- Group or type of learners;
- Organisation or group of organisations.

For your analysis of humanitarian learning needs to be valid and useful, you need to base it on evidence from a range of up-to-date sources. You should draw on secondary evidence and existing resources as much as possible. This

could be from other organisations or from work or studies you have previously undertaken and could include research documents, lessons learnt or evaluations.

Where there is no data available, or the information that is available is not detailed or specific enough for your needs, you can conduct or commission research to collect primary data. This can be costly and time-consuming depending on the scope and scale of the research, and the methods selected, but there are also options for rapid and cost-effective data collection. Regardless of whether you are conducting the research, or outsourcing it, it will be necessary to define the scope and purpose of the study to ensure the results are relevant and sufficient. It will also be necessary to select a suitably qualified person or team to conduct the analysis of humanitarian learning needs.

Select appropriate tools and methods to enable collection of relevant data, with a balance of quantitative and qualitative data that helps accurately identify learning needs. Methods might include questionnaires, focus group discussions, structured or semi-structured interviews or observations.

It is important to identify and consult relevant stakeholder groups to get a broad perspective and improve the accuracy of the information gathered. Relevant stakeholders include organisations and individuals. For example:

- practitioners, who can draw upon their experience to inform an analysis. They will be able to describe current trends, challenges and good practice;
- experts, who may have developed their knowledge through extensive practical experience or in academia, or through a combination of these;
- learners, which might include current or previous learners, as well as intended future learners;
- beneficiaries of the target learners. They will have direct insights into the learning needs of the target learners;
- donors who may have relevant information for an analysis, or an interest in identifying and supporting learning;
- government and non-government agencies may be able to provide insights into trends they have identified and current and emerging needs.

Data collection can be formal or informal with input gathered from a range of sources.

When you have collected data, you need to analyse it systematically. This process of analysis should allow you to identify what frequently occurring learning needs there are and which groups of people in which locations have these

learning needs. This process ensures you are delivering the most relevant learning programmes that you can.

More information about different sources of data can be found in the annex 'Types of data'. Guidance on the purpose, key questions and sources of information to inform analysis of humanitarian learning needs can be found in the annex 'Analysing humanitarian learning needs'.

Case Study: Understanding humanitarian learning needs

In January 2017, the Humanitarian Leadership Academy commissioned Dalberg Global Development Advisors to do a global mapping of learning needs to enable them to make strategic decisions about what learning programmes to offer and which opportunities to respond to.

A global mapping was conducted that enabled them to compile a long-list of learning needs and opportunities, which was then filtered by assessing the need for a specific learning resource, the availability of learning resources and the feasibility for the Academy to address learning gaps. A shortlist of 6 priority areas was then agreed.

The process of putting together a long-list included conducting a global landscape report looking at 415 learning materials, 4 needs assessments conducted in Kenya, Philippines, Middle East and Tanzania and expert interviews with 10 Academy partners.

The research that was conducted, which includes details of the methodology, can be accessed here:

https://www.humanitarianleadershipacademy.org/wp-content/uploads/2017/02/Academy-Learning-Agenda-Final-Report_EXTERNAL-Use.pdf



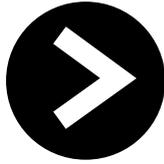
I know that I will learn the most up-to-date practices and trends in humanitarian action

Learner

Special guidance: How often should a humanitarian learning needs analysis be conducted?

There is no fixed rule about how often a humanitarian learning needs analysis should be conducted but you need to do them often enough so that your information is up-to-date. You can conduct them periodically, for example every year or every two years, and in response to significant changes. These changes might relate to:

- Changes in the humanitarian context as new or different humanitarian needs emerge: for example, in response to or preparation for an emergency that is unfolding or that is predicted which has unusual or new characteristics which your target learners may be unprepared for;
- Changes in the scale of an ongoing emergency: for example, if a lot more people are responding, you may need to scale up learning provision;
- Changes in humanitarian practice due to developments in best practice or advancements in technology;
- Changes in the learning landscape if other learning opportunities become more available or less available;
- Changes in your target learner group, for example, if you decide to reach more or different learner groups or if the competencies and needs of your existing target learners are changing;
- Changes in your programming if you are considering offering new topics, offering learning programmes in a new geographic location or if you are considering a change in the modality of your learning programmes.



Links to other standards and key actions

> **Key action 6.3:** Ensure information about learning services is relevant, accurate and available when needed

When you are sharing information about your learning programmes and services, you can also consider sharing information from your analysis. This will demonstrate that you have based your learning programmes on evidence and taken steps to make sure they are relevant to learners.



You may be able to demonstrate this key action using some of the following suggested evidence:

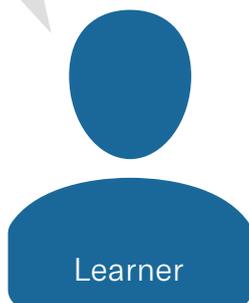
- A nominated role or team in place to conduct humanitarian learning needs analysis
- A documented humanitarian learning needs analysis process in place
- Global research shown to have been used to inform learning provision for example, in a proposal, report or training outline
- Humanitarian learning needs analysis documents show:
 - ❖ A review of the humanitarian context
 - ❖ Identified capacity gaps
 - ❖ Identified existing learning provision and resources that are already available
 - ❖ Prioritised learning needs
 - ❖ The learning providers' own capacities to address the identified learning needs have been considered
- Collection, analysis and outcomes of qualitative and quantitative data from primary and secondary sources
- Records and outcomes of scoped research, evaluation reports, programme documentation, strategic and operational plans
- Minutes of focus group or other meetings
- Identified stakeholders
- A schedule of regular reviews to monitor changes in target learners' group, as non-traditional actors are increasingly involved in humanitarian situations
- Records of interviews with organisations or target learners
- Templates for learning needs analyses
- Survey results



1.2

Key action 1.2 Prioritise which learning needs to address

Learning opportunities are relevant to the work I need to do



After you have understood humanitarian learning needs at a broad level, you need to decide how you can contribute as a learning provider. To do this, you should consider what learning needs you will address and whether you will target any specific groups or profiles of learners. Often it will not be possible to meet all the learning needs you identify so you can prioritise what you will address. You can use different factors to prioritise which learning needs you will address, for example:

- your current or potential expertise and capacity to address a particular topic or learning need including whether you have the required resources;
- existing provision that your target learners have access to;
- the urgency of the need;
- the learning needs that are most relevant to your target learners;
- whether you have a specific focus or mandate in terms of thematic, geographical areas or target learner group;
- whether a learning need can be addressed in isolation or if it needs to be addressed alongside or in sequence with other learning needs;
- whether you feel a particular group, type or profile of learner is most in need of support, has least access to other learning support or if they fit with your organisational mandate or project aims most closely;
- whether an identified learning need would be best addressed through a particular learning modality and whether you have the expertise and capacity to offer learning programmes in this modality.

When deciding which learning needs to address, make certain the shortfalls in performance you have identified really are learning needs and are not due to other factors, for example a lack of resources, weak political or organisational will, lack of time or excessive workload. In these cases, learning programmes are not likely to be effective.

Scenario: Prioritising which learning needs to address with learning programmes

A learning provider noticed that evaluations of humanitarian action in their area frequently indicated that aid was not reaching remote villages where people were in great need. Assistance was more frequently being provided in the capital and other large cities close by.

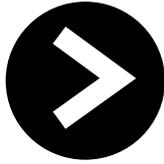
The learning provider began to consider whether they should offer a learning programme on humanitarian principles so that humanitarian practitioners in the area would better understand their obligations to the affected people.

Before developing the learning programme, they decided to investigate the issue further aiming to find out the reasons why assistance was not reaching remote areas. To do this, they spoke to the organisations which had published the evaluations and conducted interviews with key staff working in humanitarian organisations that were implementing humanitarian action.

The learning provider discovered that:

- most practitioners were aware of the humanitarian principles to an extent and the majority were aware that assistance should be provided on the basis of need;
- the remote villages were not accessible at certain times of the year and the flooding which had affected the country had damaged many of the roads so that large areas were difficult to access;
- there were sometimes road blocks set up along the remote roads and there had been cases of aid convoys being ambushed particularly in places where the flooding had affected the roads;
- security in the remote areas was poor and there were some cases of aid workers being attacked.

As a result of these discoveries, and in consultation with the implementing organisations, the learning provider decided to offer learning programmes on personal security instead of humanitarian principles.



Links to other standards and key actions

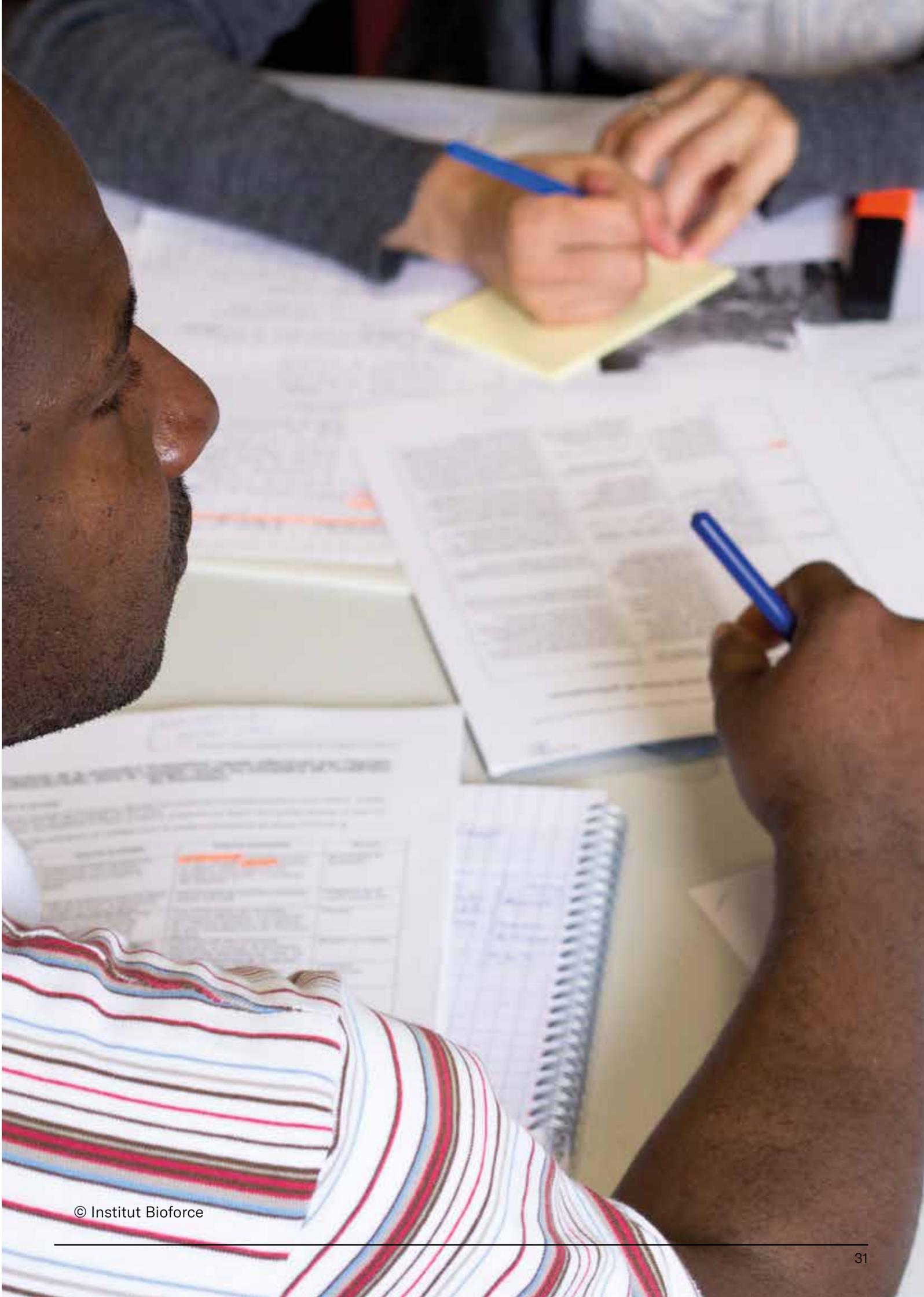
> **Key action 2.2:** Choose appropriate modalities to deliver learning programmes

In order to decide which learning needs you will address, you need to make sure the performance gaps you have identified are really caused by learning needs and not due to other factors. During this analysis, you may identify factors which will help you to choose which learning modality you will use to deliver your learning programmes: for example, you may address knowledge gaps differently from how you might address gaps in application of skills in a professional context.



You may be able to demonstrate this key action using some of the following suggested evidence:

- Documents that show the humanitarian learning needs have been prioritised (cross reference to 1.1)
- Documents that show the provider has made informed decisions about which learning needs it is able to address, for example, strategy documents, meeting minutes, emails
- A learner's profile that demonstrates how the learning relates to their role
- Meeting minutes
- Humanitarian learning needs, appropriate to the provider, are listed



1.3

Key Action 1.3

Identify competencies that need to be developed, using relevant competency frameworks when available

Once you have identified the learning needs that you will address, you need to analyse these carefully to consider in more detail what competencies (or underlying knowledge, skills and attitudes) need to be developed to address the learning need and enable target learners to meet humanitarian needs more effectively.

There may be an existing competency framework that is relevant for the learning programme you wish to develop. There are some internationally available competency frameworks and a list of these can be found in 'Further Resources'. An example of such a framework is the Core Humanitarian Competency Framework maintained by the Core Humanitarian Standard Alliance. There may also be competency frameworks available nationally or locally, for example from the national disaster management authorities in your country. You may also find competency frameworks produced by humanitarian and development networks in your region, universities, professional bodies and government ministries.

If there is an existing competency framework that meets your needs, you can use it as it is or make adaptations to suit your context. You should consult relevant stakeholders to validate and suggest adaptations for the context. Stakeholders may include donors, humanitarian forums, sector or cluster coordination groups, technical specialists, programme managers and academia.

You may find there is no competency framework that is relevant for your learning programmes. In these cases, you can:

- refer to existing learning curricular: a list of examples can be found in 'Further Resources';
- draw on research documents and best practice reviews;
- conduct research amongst your networks of experts.

Scenario: When no suitable competency framework exists

The learning and development department of a large NGO identified that their staff needed to be more effective at conducting humanitarian needs assessments. They decided to address this with a learning programme.

The department wanted to base the programme on a competency framework but could not find anything that was relevant in their context or that was specific to their needs. Instead they conducted research into what other types of resources were available.

They found a large amount of materials which helped them to identify the competencies they wanted to develop. These materials included:

- resources, tools and an online learning programme published by the ACAPS Project (www.acaps.org);
- an online learning game created by the Catholic Relief Services that was available on Disaster Ready (<https://www.disasterready.org/>);
- examples of humanitarian needs assessments undertaken by various organisations and published on Relief Web (<https://reliefweb.int/>).

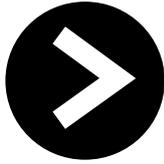
The department also consulted a range of stakeholders in the local area.

Scenario: Using an existing competency framework

A learning provider was asked by an implementing organisation to deliver a learning programme to build the skills of their staff in cash transfer programming. The implementing organisation had identified this as a learning need amongst their staff.

The learning provider had in-house expertise on cash transfer programming, so they agreed to work with the organisation. The learning provider reviewed the learning need analysis that the organisation had conducted and agreed that cash transfer programming was a learning need.

The learning provider was familiar with the competency framework for cash transfer programming which CaLP, the Cash Learning Partnership, had produced and recommended to the implementing organisation that it would be a good basis for the learning programme. The organisation agreed.



Links to other standards and key actions

> **Key action 2.1:** Develop learning objectives to cover gaps in competencies

When you are developing learning objectives, you should do this in relation to the competencies you identified during the analysis stage.



You may be able to demonstrate this key action using some of the following suggested evidence:

- A relevant competency framework has been selected (when available) and used to identify competencies
- A demonstrable comparison (with reasoned outcomes) of the identified humanitarian learning needs and the needs of learners
- Documents to show selected competencies needing development
- Documents which show that research has been done to identify relevant best practice

Carry out a risk analysis in context

Risk:

Threat	Vulnerability	Capacities	Residual needs and actions
(The actual or potential occurrence of an event or condition)	(The extent to which a system is susceptible to or unable to cope with the adverse effects of a hazard)	(Attributes such as knowledge, resources, and skills that reduce the adverse effects of a hazard)	(Needs that remain after the hazard event)

A woman wearing a beige hijab and a light-colored sweater is pointing at a flipchart. The flipchart has several sheets of paper with handwritten notes in green and black ink. The notes appear to be organized into a list or a flowchart, with some words like 'Threat', 'Vulnerability', and 'Capacities' visible, corresponding to the table in the background. She is also wearing a blue lanyard with an ID badge that says 'IRD'.

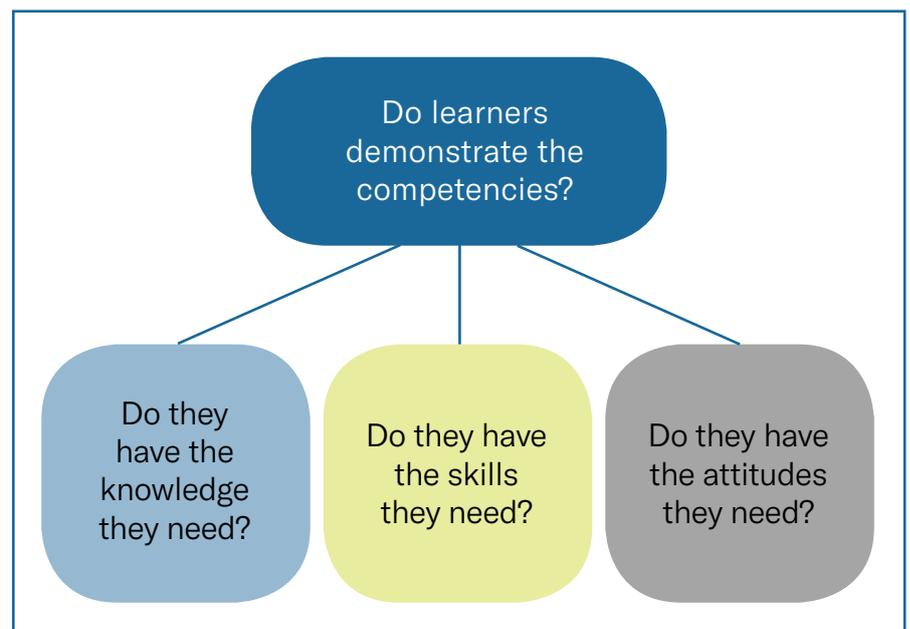
1.4

Key Action 1.4 Analyse target learners' existing competencies to identify gaps

Once you have identified the competencies that your learning programme will be based on, you need to analyse what your target learners already know and what they already can do. This will help you identify gaps and design a suitable learning programme to address them. The purpose is to find out whether your target learners:

- Can demonstrate the required competencies in professional or simulated contexts;
- Have all the knowledge they need;
- Have all the skills that they need;
- Demonstrate the attitudes they need.

If you have a specific group of target learners in mind, you can do this directly. If you are developing an open access learning programme, or do not yet know who your specific learners will be, you can either:



- use a representative sample of typical learners in that group to base your assessment on; or
- define your target learner in relation to these gaps. For example, you could develop a learning programme for people who wish to develop a specific competency or set of competencies.



The learning programme includes things I need to learn to be more effective in my role

Learner

There are several ways in which you can collect information on your target learners. You may not be able to access all these types of information, but you may find some of these methods useful:

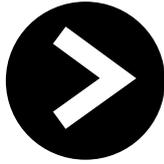
- Create a survey or questionnaire for learners asking them to assess themselves against each competency. This could be a simple quantitative assessment, or you could ask for details if you want to include some qualitative analysis;
- Interview line managers of target learners. You will need to make sure your learner has given permission for you to do this in advance;
- Draw on summaries of performance appraisal data or other documentation from human resources: these should not contain personal or individual information;
- Observe learners in action in a specific context or draw on information from others who have done this.

Case Study: Identifying target learners' existing competencies

Research showed that diet diversity in many villages in Rakhine, Myanmar was very low. CARE and ACF introduced a household gardens and livestock project to improve the availability and intake of nutritionally rich food. However, community buy-in, especially for growing vegetables, was low.

Staff implementing the project had previously participated in a nutrition learning programme, but it became apparent that the training content had been too technical for those with little prior learning.

A subsequent learning needs analysis was carried out and revealed that the community and staff had limited experience and knowledge of how to incorporate the vegetables they grew in the gardens into their diet and cooking preferences. It also highlighted the need to provide staff with a foundational understanding of basic nutrition using materials that were culturally sensitive, contextually relevant and suitable for people with lower-literacy levels.



Links to other standards and key actions

> **Key action 2.1:** Develop learning objectives to cover gaps in competencies

When you develop learning objectives for your learning programmes, they should be based on the information you gathered concerning your target learners' competencies to ensure your learning programmes meet their needs.



You may be able to demonstrate this key action using some of the following suggested evidence:

- Learners' profiles indicate existing competencies (cross reference to 1.5)
- Demonstrable process for identifying learners' needs and gaps in competencies (cross reference to 1.1 and 1.2)
- Communications with organisations and/or targeted learners
- Capacity statement for learning provider
- Records of interviews with learners



1.5

Key Action 1.5 Analyse target learners' characteristics, learning preferences and requirements

This will enable you to design and deliver services that are closely aligned to learners' needs and circumstances.

The final stage of a learning needs analysis is to assess the learning preferences and requirements of your target learners in order to understand how they learn and to identify any factors which may affect their ability to access your learning programme.

If your specific target learners are already identified, you can base the analysis on their needs. If you have no specific target learners, for example if your learning programme will be open access or if you will repeat your learning programme multiple times for different groups of learners, you will need to consider a typical or likely learner group.

Target learners should be analysed taking into account:

- Cultural context, including expectations for learning;
- Language, including the level of proficiency and literacy in the language of instruction;
- Location, for example, if they are based in the field or in a head office, where they are geographically and how able they are to travel;
- Roles and organisations, for example if learners are volunteers, technicians or managers and the type of organisation they work for;
- Access to technology and reliable internet connection;
- Specific learning needs or any physical requirements that may impact their ability to access the learning.

These considerations should feed into the overall analysis. This will enable you to design and deliver services that are closely aligned to learners' needs and circumstances.

Depending on your model of operation, you might conduct this type of analysis at different points with different purposes in mind. For example:

- You might do this before you have developed a learning programme. The information on your specific learners or likely learner profile will help you to design a programme that meets their needs. This is particularly important if you are creating a learning programme that is not-facilitated as it will not be possible to make adaptations during the delivery stage.
- If you are using an existing learning programme, or one that has been created by someone else or that you have used previously, you might conduct this action to identify ways in which you need to either adapt the learning materials before delivery or to identify any factors you need to take into account when delivering the programme.

Scenario: Analyse target learners' characteristics, learning preferences and requirements

In 2016, fall armyworm was detected in Africa and despite efforts to contain it, within a couple of years it was widespread affecting at least 12 countries with fears that the pest could cause maize yield loss of 21 – 53% in the affected countries. In October 2018, the African Development Bank convened a meeting of experts from Burundi, Ethiopia, Kenya, Madagascar, the Seychelles, Somalia, South Sudan, Sudan and Uganda.

Following the meeting, a network of local NGOs working in Western Kenya, Uganda and Southern Ethiopia approached a learning provider to request support in addressing the learning needs of their staff who would be supporting farmers to contain the infestation and sharing with them best practice from other affected countries. The network had identified several knowledge and competency gaps amongst their staff.

The learning provider agreed to develop the learning programme based on the analysis of competencies that had been conducted.

In order to make sure the learning programme was suitable for the target learners, the learning provider conducted further analysis into the characteristics of the learners. They found that the target learners:

- were linguistically diverse: staff at the NGOs had 5 different native languages and there was no commonly spoken language that they were all fluent in;
- were geographically dispersed: staff were based in rural locations across the three countries and their ability to travel was limited;
- had access to an internet connection although it was not a fast or reliable connection;
- were all educated to at least secondary level with at least half having university degrees.

These considerations showed that:

- one face-to-face workshop in a central location would not be feasible due to the costs and difficulties of bringing everyone to one place;
- an online learning programme would be possible, but it would need to be low bandwidth so that it would be accessible and as it would need to be available in 5 different languages it would be costly.

When they started to design the learning programme, the learning provider discussed the findings with the NGOs and they agreed the most appropriate modality was to train 10 facilitators who would travel in pairs and deliver face-to-face workshops in regional locations in each of the 5 native languages.



Links to other standards and key actions

- > **Key action 2.2:** Choose appropriate modalities to deliver learning programmes

Some of the characteristics of learners that are identified during the analysis stage will affect what modality will be appropriate for them. These characteristics are one factor that should be taken into account when deciding what modality to use.

- > **Key action 2.5:** Make sure learning programmes are appropriate for the target learners' characteristics, cultures and contexts

When designing the programme, the information gained about learners' characteristics should inform the design process. You should draw examples from your target learners' context and make sure activities and materials are appropriate for them.



You may be able to demonstrate this key action using some of the following suggested evidence:

- Survey results from target learners
- Documented analysis of learners' profiles
- Learners' information shows:
 - ❖ learning preferences
 - ❖ cultural context
 - ❖ expectations for learning
 - ❖ language skills
 - ❖ relevant existing skills
 - ❖ current experience and knowledge
 - ❖ location
 - ❖ roles and organisations
 - ❖ special requirements
- Evidence of prior learning (cross reference to 2.4)
- Records of communications with learners

2

Standard 2 Design





Standard 2

Design



Learning programmes are designed and prepared according to identified needs

Key actions

You will:

- 2.1 ✓ develop learning objectives to cover gaps in competencies;
- 2.2 ✓ choose appropriate modalities to deliver learning programmes;
- 2.3 ✓ make sure content, materials and activities are suitable and up-to-date using existing resources when available;
- 2.4 ✓ take into account target learners' existing knowledge, skills and experience;
- 2.5 ✓ make sure learning programmes are appropriate for the target learners' characteristics, cultures and contexts;
- 2.6 ✓ incorporate methods and tools to assess learning; and
- 2.7 ✓ validate learning programmes and materials.

The design process should build on the results of a learning needs analysis as outlined in Standard 1: Analysis.

Why is this standard important?

The design process should build on the results of a learning needs analysis as outlined in Standard 1: Analysis. The learning objectives and modalities should be defined in relation to the needs of the sector, learners' current competencies, learning and access needs and the local context. This process is crucial for ensuring learning programmes cover the right content in a way that most effectively supports a learner's goals and their ability to apply their learning to make a positive contribution in humanitarian situations. In this way, standard 2 contributes to the achievement of the **overall commitment**: people involved in humanitarian action have access to high-quality learning programmes that will allow them to work more effectively.

During the design stage, the diverse characteristics of learners and potential barriers to access that were identified during the learning needs analysis should be taken into account so that a learning provider can provide high-quality learning programmes that demonstrate the principles of **inclusivity** and **accessibility**. A learning provider can also demonstrate the principle of **impartiality** when identifying their target learners by making sure that decisions are driven by a consideration of need and people are treated fairly and equally.

Overall Guidance

During the design phase, there are several steps that you need to take:

- Decide and articulate the specific learning that your programme will achieve by writing clear learning objectives that bridge the gap between the current competency level of your learners and the desired competency levels;
- Choose which modality will allow you to most effectively support learners to achieve the learning objectives;
- Develop and select content, materials and activities that are relevant and up-to-date, based on best practice and research, that build on learners' existing knowledge and are appropriate to your target learners' context and preferences;
- Develop assessment and evaluation methods and build them into your learning programmes;
- Gather feedback and input from expert stakeholders to make sure your learning programmes are fit-for-purpose and if possible, run a pilot and gather learner feedback.

The process of design is not always linear, and you might not undertake these steps in sequence. Furthermore, the process of design might not be completely sequential to or separate from the process of analysis and you might find you need to conduct further, different or deeper research at certain points during your design process.

If possible, you should adopt a learner-centred approach and include learners in the design process.

2.1

Key Action 2.1

Develop learning objectives to cover gaps in competencies

The learning objectives should clearly define what learners will know or be able to do by the end of the learning programme

Information gathered at the analysis stage should be used to define which competencies, knowledge and/ or skills gaps the learning programme will address and to develop learning objectives that clearly state what learners will achieve.

At this stage you will also need to consider whether your learning programme will be suitable for a broad range of learners or if you will design it for a specific or restricted group, type or profile of learner. You will also need to consider if you will have selection criteria or if you will design your learning programme as open access. Your learning objectives will need to take this into account.

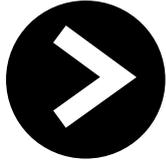
The learning objectives should clearly define what learners will know or be able to do by the end of the learning programme and may outline the attitudes which will be promoted. They should enable the learner to address the gap between what they currently know or are able to do and what they need to know and be able to do.

Learning objectives are important for several reasons:

- they are a mechanism for ensuring the programme addresses the learners' needs;
- they facilitate the measurement of learner progress;
- they are a mechanism for ensuring consistency of delivery and learning for facilitated learning programmes that will be delivered multiple times.

Learning objectives should be defined for a learning programme as a whole and for its component parts (for example, for sessions or modules). Learning objectives can also be supported by key learning points that provide additional detail if required.

Further information on how to write learning objectives can be found in the annexes 'SMART learning objective and key learning points' and 'Using Bloom's Taxonomy to write learning objectives'.



Links to other standards and key actions

> **Key action 1.4:** Analyse target learners' existing competencies to identify gaps

When you are designing learning objectives, you need to take into account what learners already know and what they can do. Your learning objectives will state how they will move from their current levels to the desired levels of knowledge and competence.

> **Key action 3.1:** Deliver learning programmes as agreed

Delivering a learning programme as agreed is about ensuring a programme meets its learning objectives. Even if you make adaptations based on learners' needs and progress when you are delivering a facilitated learning programme, it is important to ensure that the learning programme still meets the learning objectives.



You may be able to demonstrate this key action using some of the following suggested evidence:

- A statement of what learning objectives learners will achieve (cross reference to Standard 1)
- Records of competency gaps at global and learner level (cross reference to 1.4)
- The process to develop defined learning objectives for the required learning programme is demonstrably linked to a learning needs analysis either through a documented process or by showing that learning objectives are explicitly developed based on the outcomes of a learning needs process (cross reference to Standard 1)
- Documents that link identified gaps to learning objectives
- Communications with learners that inform them of their learning objectives and how they relate to learning gaps, where relevant
- Identified role with responsibility for developing learning objectives

2.2

Key Action 2.2

Choose appropriate modalities to deliver learning programmes

After defining the learning objectives for your learning programme, you need to consider which learning modality will be most appropriate. Learning programmes can be delivered in a range of modalities. Different modalities have distinctive characteristics which include whether they are:

- facilitated or self-paced;
- face-to-face, remote or on-line;
- formal, informal or on-the-job, for example, coaching, mentoring or work-based placements or secondments;
- a combination of modalities.

Modalities that are immersive and allow for a deeper level of engagement can also be considered: these may include face-to-face or online simulations and can vary from low to high-tech. Mobile learning and the tools of gamification can also be used to enhance the learner experience if the learning provider has the resources and expertise to use these, and if they are appropriate for the target learners. More information on these types of modalities can be found in the annex 'Selecting appropriate learning modalities'.

The selection of learning modality or modalities should take into account:

- time and expertise of those creating the learning programmes;
- financial and material resources available to develop and deliver the programme;
- learning needs, characteristics and preferences of the target learners;
- learners' access to technology and the type of technology they have access to;
- learners' location, distribution and ability to travel;
- whether your learning programme is intended to be open access or if it has a selection process;
- the number of learners you hope to reach;
- the modality of existing learning programmes, modules or materials that you may want to incorporate;
- learning objectives to be covered and whether these would be best supported by a particular modality;
- the type of learning need that will be addressed and whether it is due to a lack of knowledge, skill, attitude, or if the learner is not able to apply these in a professional context.

You should also consider the balance of formal learning, informal learning and on-the-job learning that you wish to offer. For example, a longer learning programme could be designed to include several elements, for example, a facilitated workshop (face-to-face or remote), peer-support or group work to achieve an assigned task in collaboration followed by a written assignment in which a learner reflects on how effectively they have applied a particular competency in their professional environment, ideally with the support of their line manager. For more information about balancing these types of learning environments see the 70-20-10 model developed by Lombardo and Eichinger (see 'Further Resources' for more information).



Scenario: Combining learning modalities

An NGO wanted to build humanitarian competencies of national staff in their organisation. They wanted to reach at least 30 people every year from each of their 20 offices across the world. To effectively build the competencies, they wanted to make the programme at least a year long and combine formal, informal and on-the-job learning. The organisation felt that it would be important to build a sense of community between the learners to facilitate the informal learning element as well as to encourage better retention as they feared staff may leave the organisation once they had gained competencies. However, the organisation could not afford to run multiple face-to-face workshops. To get ideas of how they could design their learning programme, the organisation looked at Oxfam's context programme as an example of another work-based learning programme (<http://www.contextproject.org/index.php>).

As a result of their analysis and research, they decided that a combination of modalities would work well for them. The design of the learning programme included:

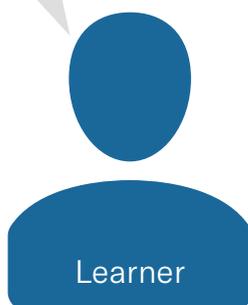
- Two face-to-face workshops: one at the start of the year as an induction and initial formal learning workshop and one at the end of the year at which learners presented a piece of work and received a final assessment;
- Monthly webinars which presented key information about the monthly topic and set tasks for the learners to achieve during the month;
- A mentoring programme that was designed to support them to achieve the tasks set in the webinars, to build the required competencies and collect evidence of their progress;
- Informal opportunities to work supportively with peers through a buddy system, where they were paired with a peer from another office, and an online forum open to all learners on the programme;

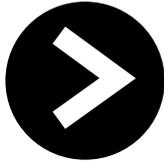
Special guidance: Matching the learning modality to the type of learning need

A learning need may stem from a lack of knowledge, a lack of skill, a lack of motivation or the required attitudes, or a lack of competency preventing the learner from applying their knowledge and skills in a professional environment. These factors will determine the type of learning programme that will be most effective:

- If learners do not know or understand the required key information or concepts, learning programmes that build knowledge will be most appropriate. In this case, you might choose to offer:
 - ❖ an open access, self-paced online learning programme with assessment of learning conducted through quick quizzes
- If the knowledge is more complex and learners would benefit from critical reflection on the concepts you might choose to offer:
 - ❖ a face-to-face or online facilitated learning programme that allows for discussion, reflection and analysis
- If learners do not have the skills they need to apply their knowledge, a learning programme to build and practice skills will be most appropriate. In this case, you might choose to offer:
 - ❖ a face-to-face learning programme that provides opportunities for learners to put the skill into practice and receive support and feedback on their progress from peers and a facilitator
- If learners do not have the motivation to carry out a particular action, you may wish to influence the underlying attitudes. To address this, you might choose to offer:
 - ❖ a secondment or work placement that allows a learner to experience a different situation or to understand something from a different perspective
- If learners are not able to apply their skills or knowledge in a professional context and do not fully demonstrate required competencies, you might choose to offer:
 - ❖ a simulation that allows learners to experience a situation in a safe and controlled environment
 - ❖ mentoring programme that allows learners to intersperse work-based practice with advice and guided reflection

Because of difficulties getting visas, I can't easily travel to other countries for face-to-face workshops, but I was able to access the learning programme remotely





Links to other standards and key actions

> **Key action 1.5:** Analyse target learners' characteristics, learning preferences and requirements

Learner characteristics may affect which learning modalities are most appropriate. When deciding which modality or modalities to choose, you should take these into account. For example, you should consider issues including: access to technology, language, mobility.

> **Key action 5.1:** Identify the resources needed to implement learning programmes effectively

The type of modality you select will affect the amount and type of resources that you need. You should take into account what resources you are likely to be able to secure and whether they will be appropriate and sufficient for the modality you have selected.



You may be able to demonstrate this key action using some of the following suggested evidence:

- A demonstrable process to check course content regularly
- Documented changes when appropriate
- Nominated roles to check that activities are suitable for the target learners and learning objectives and that training methodology considers participant safeguarding
- A process to ensure existing resources are used when available and appropriate
- A procurement policy
- Records of learning programme design process (for example, minutes of meetings, design documents) includes review of content, materials, activities and resources
- Feedback from learners for example, post-learning programme evaluations
- Feedback from staff for example, facilitator reports

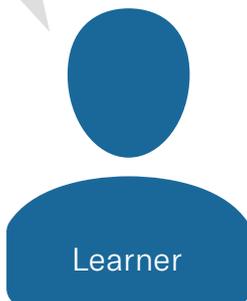


2.3

Key Action 2.3

Make sure content, materials and activities are suitable and up-to-date using existing resources when available

The materials and activities help me learn



Once learning objectives have been written, you can choose to develop new learning programmes or select, share and promote existing programmes if they meet the needs of learners. Using existing materials may be a cost-effective way of meeting learners' needs. New and existing materials can be offered in combination to provide a more tailored learning programme.

When creating a new learning programme, ensure the process is undertaken by suitably qualified experts. The people developing the materials should include practitioners with expert subject knowledge as well as individuals with learning and development expertise. The learning design should reflect the views of others including the learners whenever possible and should be research-based. For example, it should:

- Be based on examples of recent good practice in humanitarian action;
- Contain the most up-to-date data;
- Refer to the latest policies, documentation or research papers; and
- Draw from relevant real-life examples.

The process of developing materials varies depending on the modality you have chosen. However, for all modalities you will need to:

- select content that is up-to-date, relevant and reflects best practice;
- design appropriate activities which address the learning objectives, and which will support learners to develop their competencies effectively;
- develop clear, relevant, accurate and easy to use learning materials that present the content to learners and support the learning activities.

When designing activities, you should make sure they are culturally appropriate for the target learners; that they offer variety; and that they are consistent with adult learning principles, for example, they should allow learners to link new ideas to existing knowledge, share their experiences and allow learners to actively participate in their learning experience. See the annex 'Adult learning' for more information about adult learning principles.

Using existing materials may be a cost-effective way of meeting learners' needs.

The process of developing learning materials and what those learning materials are varies depending on the modality of the learning programme. Learning materials are the physical and digital resources that are used to present the content to the learners and to support the learning activities. Learning materials cover a broad range of resources and can include:

- Materials and resources that are used to present information to learners or to stimulate discussion. For example, presentations, videos, photographs, text boxes, diagrams and charts;
- Materials that support activities. For online learning programmes this include a wide range of activity boxes, quizzes, interactive tasks and games that require the learner to engage in the learning process. For face-to-face learning programmes this includes the physical resources and materials used for activities. For example, worksheets, workbooks, flash cards or cards for ranking exercises. It may also include items required in experiential activities (from small items like counters, tokens and items for icebreakers through to larger items, for example, water testing equipment for WASH programmes, generators for logistics programmes, personal protective equipment for health programmes);
- Resource materials that provide further or more detailed information which can be given as physical documents, made available digitally to be opened on screen or downloaded or which are presented as references or digital links that learners can explore themselves;
- Materials that support the delivery or facilitation of a learning programme, for example, detailed session briefs and guidance notes for the facilitator.

When you are designing your learning programme, you need to ensure you do not perpetuate unhelpful stereotypes or biased perspectives and that they are inclusive. For example, pictures, case studies and examples used in the learning programmes should reflect a cross-section of communities and should include those with vulnerabilities who may often be less visible; reading lists should incorporate texts written by people from a wide range of cultural settings and reflect a gender balance.

An example of a format that can be used to design a learning session can be found in the annex 'Template for facilitator notes for a learning session'.

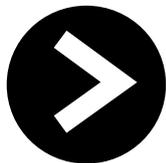
How does this apply to me?

“We don’t develop learning materials ourselves, sometimes we outsource this to separate contractors and sometimes we use existing materials so how does this apply to me?”

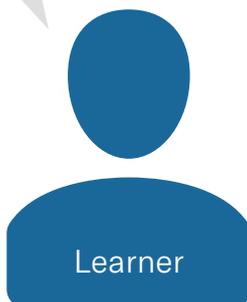
You do not need to create the materials yourselves in order to meet this key action. The most important thing is to make sure that the learning programmes you are offering are suitable, up-to-date and high quality.

If you use an outside provider to create learning programmes or learning materials for you, you can use the guidance in this key action when you are selecting, contracting, planning and monitoring their work. Be explicit about your requirements and expectations from the outset.

If you are using existing materials, the guidance in this key action can help you to assess whether you will use a particular learning programme. You can develop a checklist to assess which existing courses, modules or programmes you will choose.



The activities in the online learning programme gave me the chance to apply what I was learning



Links to other standards and key actions

> **Key action 1.3:** Identify competencies that need to be developed using relevant competency frameworks when available

When you are designing or selecting learning materials you can refer back to any relevant competency frameworks that you identified in your analysis stage. This will help you to make sure that your learning programmes are relevant and up-to-date.

> **Key action 8.4:** Use lessons learnt to improve and update learning programmes through periodic review

When designing your learning materials, you should review lessons learned from similar learning programmes so that you can make sure your materials are as suitable and high quality as possible.



You may be able to demonstrate this key action using some of the following suggested evidence:

- A demonstrable process to check course content regularly
- Documented changes when appropriate
- Nominated roles to check that activities are suitable for the target learners and learning objectives; and that training methodology considers participant safeguarding
- A process to ensure existing resources are used when available and appropriate
- A procurement policy
- Records of learning programme design process (for example, minutes of meetings; design documents) includes review of content, materials, activities and resources
- Feedback from learners for example, post-learning programme evaluations
- Feedback from staff for example, facilitator reports

2.4

Key Action 2.4 Take into account target learners' existing knowledge, skills and experience

During the learning programme I learnt from my peers' experiences

Learner

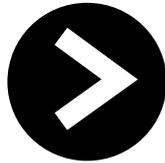
Target learners' existing knowledge, skills and experience should be taken into account when you are designing your learning programme so that you can make sure you will effectively build your learners' competence. Information on this should be gathered at the analysis stage.

If a specific group of learners have already been identified before the design phase, their existing knowledge, skills and experience can directly inform the programme design. In these cases, you may be able to involve your learners in the design process directly.

In open access programmes or those that will be delivered to multiple groups, a broad picture can be drawn from representatives of the target group to inform the initial design. The assumptions you make about target learners' existing knowledge and skills should be communicated with future learners in the learning programme documentation and used to define any selection criteria for your learning programmes. Communicating these assumptions is important, particularly if your learning programme is open access without any selection criteria, as this enables learners to decide if the learning programme is suitable for them.

If you design a facilitated learning programme based on a representative group of learners, you may decide to make adaptations when you deliver the learning programme. At the initial design stage, you should build in flexibility to make this process easier. These adaptations may come before or during delivery and may vary in scope depending on your resources and capacity to make adjustments. It will not be possible to adapt some learning programmes to the specific needs of individual learners as is the case with self-paced, asynchronous, online learning programmes. In these cases, it is particularly important that the needs of a representative group of learners are well understood in advance of creating the materials; that the programme allows for enough flexibility for learners of different levels of competency to access the learning at a level that is appropriate for them; and that the level and content of the learning programme is clearly communicated to learners.

You should also incorporate opportunities for learners to share or reflect on their own knowledge and experiences during the learning programme. Adults learn most effectively when they are able to assimilate new knowledge with existing knowledge. Further information can be found on this in the annex 'Adult learning'. Sharing experiences during facilitated learning programmes also creates opportunities for peer-to-



peer learning which can enrich the learning experience for learners during the learning programme. It may also foster productive and supportive relationships that continue after the learning programme has concluded.

Links to other standards and key actions

> **Key action 1.4:** Analyse target learners existing competencies to identify gaps

When designing learning programmes, learners' existing competencies should be considered and used as the starting point. This will help you to make sure the learning programme is at the right level for your learners.

> **Key action 3.3:** Draw on learners' knowledge and experience during the learning programme

When you design a learning programme, you should build in opportunities for learners to share their knowledge and experience. This could be in the form of activities that allow learners to share their experiences with others, activities that ask learners to reflect on previous performance or experience or providing opportunities for peer-peer teaching-learning and assessment.



Adults learn most effectively when they are able to assimilate new knowledge with existing knowledge.

You may be able to demonstrate this key action using some of the following suggested evidence:

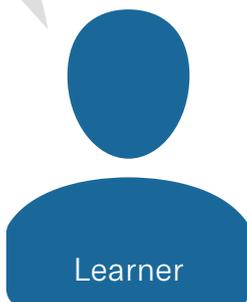
- A demonstrable process to map learners' existing knowledge, skills and experience (cross reference to 1.5)
- Records of meetings with learners to discuss prior learning or experience
- Mapping documents that track learners' prior learning or experience to the learning programme
- Learning programme documents (for example, curriculum, learning materials handbook, resource lists) that show target learners' existing knowledge, skills and experience have been taken into account during design
- Feedback from learners in the learning programme evaluation

2.5

Key Action 2.5

Make sure learning programmes are appropriate for the target learners' characteristics, cultures and contexts

Learning is relevant to my circumstances



In addition to basing learning programmes on learners' knowledge and experience, you also need to consider learners' characteristics and the local context and diversity of the learners when you define the content, activities, modality and administrative arrangements.

The design process should take into account characteristics of learners: for example, their gender, educational level, ethnicity. It should also consider any additional needs that individuals may have which might impact on the learning process. These needs could relate to their level of proficiency in the language of instruction, their level of literacy and whether they may have a learning disability such as dyslexia, as well as whether any learners have reduced mobility, or any hearing or sight impairments for example.

During the design of the learning programme, consider what are the likely needs, and design the programme in such a way as to avoid creating unintentional or unnecessary barriers to learning. Examples might include:

- sharing long texts in advance of a facilitated learning programme so learners do not have extended periods of reading during sessions;
- preparing a glossary of any specific, technical or complex vocabulary or acronyms;
- ensuring that learning materials are clearly written and well designed so that they are easy to read;
- ensuring videos in online or face-to-face learning programmes have high quality sound and picture quality.

Learning programmes should take into account the context in which learners are working. When possible, they should be contextualised. Learners will feel more connected to the content and better able to engage with the concepts if the contexts and scenarios are familiar and if they can connect these with their own experiences. Contextualising a learning programme may include:

- using examples and case studies from areas that are relevant to the learners and which reflect likely scenarios in the areas in which they are working. It may also include making character and place names familiar to the local context;
- ensuring learning activities take into account learning preferences and cultural norms in local contexts: for example, a lively ice-breaker may be appropriate with some groups but may make others feel uncomfortable;

Learning programmes should take into account the context in which learners are working.

- for open access learning programmes, you may not be able to be specific to one culture or context, but it is important that you consider how to be broadly applicable and avoid causing offense.

Design should also take into account the learning environment. For face-to-face learning programmes, this will include the facilities and resources. Consideration should be given to the resources that will be available in the learning environment: for example, there might be limited computer equipment when a face-to-face programme will be delivered, the design should take this into account and not rely on technology such as the use of videos or activities that require access to the internet. Online learning programmes should be prepared so that they are still accessible in areas with low bandwidth.

When speaking to learners about their needs it is important to ask learners to self-identify; to avoid making assumptions about learners' needs; and to treat all learners respectfully. Be clear what you can and will do to respond to their specific needs.

Case Study: Contextualising an online open access learning programme

The Humanitarian Leadership Academy offers free online learning programmes on their learning platform Kaya. One of these courses is the Learning Design and Facilitation Course – Level 1 which can be accessed here: <https://kayaconnect.org/course/info.php?id=304>

The learning programme was created in English and a version translated into Arabic is available. In addition, a version in English that has been contextualised for the Middle East and North Africa region is available. The contextualised version of the course uses case studies and images that are relevant to the context so that it is most appropriate for learners in the region. The Academy worked with the Global Health Institute to contextualise the programme.

RedR UK and Digital Training Solutions tackled this issue in a slightly different way with their Mission Ready learning programmes which can be found here: <https://www.missionready.org.uk/about>.

There are two online security management learning programmes on the Mission Ready Platform: Field Security Management and Remote Security Management. These learning programmes use game technology to provide real-time, point-of-view, interactive video scenarios. Because of the costs and time involved in filming these, it was not practical to create multiple learning programmes contextualised to different regions.

RedR UK and Digital Training Solutions therefore decided:

- to set Field Security Management in a fictional East African country and to make references as generic as possible;
- to set Remote Security Management in a fictional Middle Eastern country and to use the resources available for translation to prioritise translating this learning programme into Arabic as well as English.

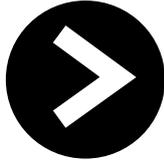
The decision to base the second course in the Middle East was based on feedback from humanitarian experts and learners.

Scenario: Design learning programmes based on target learners' characteristics, learning preferences and requirements

A learning provider planned to deliver face-to-face workshops on Nutrition in Emergencies to run 3 or 4 times a year as open access courses. They intended to deliver the learning programme in several bases globally. Because of this, they knew that their learners would be diverse. Before designing the learning programme, they analysed the likely characteristics and preferences of their typical learners and took this into account when they designed the learning programme. They did this by:

- Including examples from all the regions in which they were likely to deliver the programme;
- Selecting photographs and images which were unlikely to cause offense in any culture for example regarding dress codes;
- Designing activities that were likely to be appropriate in a range of contexts and in some cases include a suggestion of an alternative activity;
- Creating reading materials to share with learners in advance of the course which were available in large print or which could be printed on coloured paper on request.

The learning provider planned to send a questionnaire to learners every time the learning programme was run, to ask about their learning preferences and requirements so that they would be able to make adjustments to the materials based on the information they received. If there were any requirements that they were unable to meet, they agreed they would discuss these with the learner.



Links to other standards and key actions

> **Key action 1.5:** Analyse target learners' characteristics, learning preferences and requirements

When you are designing your learning programme, you need to use the information you gathered in your analysis of learners' characteristics, learning preferences and requirements. This will help you to make sure learners are able to access your programmes.



You may be able to demonstrate this key action using some of the following suggested evidence:

- Learning programme documents contain evidence that target learners' characteristics and cultural requirements have been built into the programme (cross reference to 1.5)
- Design documents
- Records of any contextual or cultural adjustments made to learning programmes
- Emails or minutes of meetings demonstrating considerations have been made
- Feedback from learners for example, learning programme evaluations
- Feedback from staff
- Process to check programme content and context



2.6

Key Action 2.6 Incorporate methods and tools to assess learning

It is important to consider learning assessments during the design stage so that they form an integral part of the learning programme and allow learners to identify their learning achievements.

At the design stage, methods to assess learning against learning objectives should be developed. It is important to consider learning assessments during the design stage so that they form an integral part of the learning programme and allow learners to identify their learning achievements. If assessments are not fully integrated, they can feel like a distraction, are easily forgotten or ignored and are less likely to contribute to learning.

If you include assessments that are formative, they can be used to actively support the learning process if they are effectively integrated into the learning programme. This applies to facilitated and self-paced learning programmes. These might take the form of:

- an end of module quiz which a learner must pass at a specified level before progressing on to the next module;
- a peer review of a piece of work submitted following a group activity;
- an assessment of a group presentation set in an appropriate work-based scenario;
- a self-assessment of prior competence used to form the basis of a discussion with a partner, peer or tutor to identify strategies for improving personal performance in a particular area;
- a review conducted by a mentor or line manager at a mid-point in a learning programme to identify improvements and areas of weakness which need to be addressed with further study.

Special guidance: Participatory assessment of learning

When designing your assessment of learning, you may decide to make it participatory. This can ensure that it is appropriate for your learners. Participatory assessment of learning can take many forms, and the level of participation that is appropriate will vary depending on the learning programme and the context. Participation levels can vary and can include:

- a highly participatory process in which learners are involved in programme and assessment design from the outset, feeding into decisions about what will be assessed and how;
- a moderate level of engagement, where learners might select an activity or assignment from a range of pre-designed assessment tasks;
- a low level of participation, where the full extent of learners' participation could be to complete a short assessment test.

Special guidance: Types of assessment

Assessments can be conducted in different ways. The choice will depend on which is most appropriate for your learning objectives, your learners and the modality of your learning programme. You could use a combination of the following types:

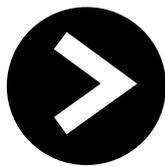
- **Formative assessment:** this is a type of assessment that is mostly focused on supporting the learning process. It might be conducted at a mid-way point in the learning programme to help learners identify what they have achieved so far and what improvements they need to make. This type of assessment often has a lot of qualitative feedback.
- **Summative assessment:** this is a type of assessment that is used at an end point to provide a summary of achievement. It allows learners to measure and demonstrate their progress. This type of assessment typically includes some quantitative assessment.
- **Self-assessment:** this is a type of assessment that allows learners to measure their own performance against a set of criteria. This can be used effectively when it incorporates reflection on past performance or combined with discussion with a peer.
- **Peer-assessment:** this is a type of assessment that is conducted between peers. This can be between learners who are on a learning programme together or with a colleague from work. Peer assessment is when a peer gives feedback on a learners' performance or achievements against a set of criteria or a qualitative reflection. This type of assessment can be powerful but requires trust and agreement from learners.
- **Facilitator-led assessment:** this is a type of assessment that is conducted by a facilitator or assessor using set criteria to provide a qualitative or quantitative assessment.
- **Qualitative assessment or feedback:** this is when the assessment or feedback provided focuses on reflections and descriptions. It can be done against a set of criteria, but the emphasis is on describing, reflection and discussion and may not lead to outcomes that are easy to measure or can be assigned a numerical value. A performance appraisal may take the form of a qualitative assessment.
- **Quantitative assessment:** this is a type of assessment that provides a numerical score against a set of criteria. A multiple-choice test or online quiz is an example of a quantitative assessment.

How does this apply to me?

“My organisation offers self-paced, open access learning programmes that are hosted on an online platform managed by another organisation and accessed by thousands of learners. How does this apply to me?”

For this type of course, the assessment does not need to be complicated. Short end-of-module quizzes are sufficient as long as the learner is informed of their success. This can be done automatically if the quiz is multiple choice or if it can be graded automatically.

It might be useful for you to monitor the achievements of learners participating in your programmes to help you evaluate your learning services. You do not need to do this for each individual learner: the trends and overall achievement are more important information to understand how you can improve your learning programmes. For example, you may discover that a high proportion of learners score a low grade on a particular module. This could indicate that the module is too difficult or unclearly written or that your learners need additional support in this area.



Links to other standards and key actions

> **Key action 4.1:** Make sure assessments are fair, consistent and appropriate

Planning assessment of learning during the design phase will help you to make sure the processes that are established are fair, consistent and appropriate.



You may be able to demonstrate this key action using some of the following suggested evidence:

- A process to design methods and tools of assessment (for example role play; tests; formal exams; presentations; simulations)
- A process to design assessment methods and tools for learners at a distance are appropriate for the modality
- A process to check that the methods and tools to assess learning, address the learning objectives
- Design templates
- A programme timetable that shows appropriate points for assessment of learning
- A nominated role with responsibility for developing assessment of learning methods and tools
- Staff training about assessment of learning

2.7

Key Action 2.7

Validate learning programmes and materials

During the design stage, you should validate your learning programme and materials by seeking feedback from key stakeholders and experts. If possible, you should also consider running a pilot of your learning programme. This will improve the quality and relevance of your learning programmes.

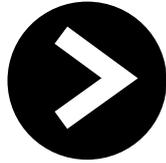
To validate your learning programmes, you should take some or all the following steps:

- share learning materials with key stakeholders and experts in draft form so that they can provide feedback and recommendations for improvement;
- have a small group of people run through online learning programme to check for technical difficulties;
- collect detailed evaluations and feedback from the learners involved in the pilot;
- have observers present to make detailed notes about the materials, delivery and relevance for the learners;
- schedule a time and contract an expert to act on feedback and revise the learning programme shortly after the pilot.

If you are running a pilot, you need to consider the impact of this on your learners. Learners invest considerable time, effort and sometimes financial resource in participating in a learning programme and they need to be reassured that although the learning programme is a pilot, it will still be a valuable experience for them. A pilot learning programme should not be an excuse to run a learning programme that is under-prepared, under-resourced or not yet ready. It should be treated with the same level of care and attention as all your learning programmes. When delivering a pilot, you should:

- make sure that your learners are aware that the learning programme is a pilot and check they are happy to participate;
- make sure that your learners understand how the pilot will be undertaken: for example, how and when feedback will be collected, the role of any observers or reviewers, when changes will be made;
- make sure that all logistical and practical arrangements and all the learning materials you use are the same level of quality as any of your other learning programmes;
- consider reducing or waiving fees for the learning programme if you usually charge course fees;
- make information available to participants of the pilot regarding any changes that are made during the post-pilot review.

More guidance can be found in the annexes 'Template for reviewing learning materials' and 'Template for observing a pilot face-to-face learning programme'.



Links to other standards and key actions

> **Key action 8.4:** Use lessons learnt to improve and update learning programmes through periodic review

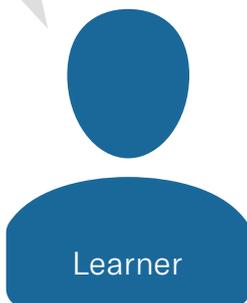
Reviewing and validating materials and learning programmes before delivering or as a pilot should be a planned part of your overall periodic review plan.



You may be able to demonstrate this key action using some of the following suggested evidence:

- Appropriate feedback mechanisms are in place to receive information about delivery, materials and outcomes
- Documented feedback from learners
- Feedback from staff
- Feedback from employers (when appropriate)
- Recorded feedback used to validate, inform and improve programmes and materials when shown to be necessary
- Quality cycle that can be evidenced as operating in the organisation

I knew the learning programme was a pilot and was able to offer suggestions for the final version



3

Standard 3 Delivery





Standard 3

Delivery

Learning programmes are delivered effectively

Key actions

You will:

- 3.1 ✓ deliver learning programmes as agreed;
- 3.2 ✓ make support available to learners throughout the programme to help them to meet the learning objectives;
- 3.3 ✓ draw on learners' knowledge and experience during the learning programme;
- 3.4 ✓ implement learning programmes that are responsive to learners' progress; and
- 3.5 ✓ have in place reasonable measures to mitigate safety and security risks to learners.

Why is this standard important?

Effective delivery of facilitated and non-facilitated learning programmes is essential for learners to achieve their learning goals and apply their competencies in a way that allows them to make a positive contribution in humanitarian situations. Effectively delivering programmes means ensuring programmes are implemented as planned in adherence to agreed parameters while at the same time being sufficiently flexible to meet the needs of different learners and providing sufficient support to individual learners to ensure their needs are met. In this way, standard 3 contributes to the achievement of the **overall commitment**: people involved in humanitarian action have access to high-quality learning programmes that will allow them to work more effectively.

By reducing potential barriers to access that may occur during the delivery of programmes and considering the diverse characteristics of learners, a learning provider can offer high-quality learning programmes that demonstrate the principles of **inclusivity** and **accessibility**.

Overall Guidance

This standard relates to the implementation of learning programmes. It involves ensuring that learning programmes deliver the learning objectives, offer suitable support and are responsive to learners' progress. In addition, the standard relates to the way in which learners are treated while they are participating in learning programmes: all learners should be treated with dignity and not exposed to any harm and their well-being should be taken into consideration.

This standard applies to all learning programmes although the modality of your programme will affect the type and nature of the measures that you take. If you do not implement learning programmes yourself but use partner organisations or contractors, you need to have in place agreements and measures for checking these actions are being undertaken.



3.1

Key Action 3.1 Deliver learning programmes as agreed

Learning programmes should be implemented at the time and in the manner intended so that you fulfil your obligation to learners to help them to achieve the learning objectives of the programme. To deliver learning programmes as agreed you need to consider the whole delivery cycle which includes: preparation, delivery and appropriately closing the learning programme.

It is important for you to fulfil this responsibility because of the investments that learners make in participating in your learning programme. The investments they make will vary in type and level but may include:

- time: which will mean time spent studying, travel time and time away from their work which may mean that they have used paid or unpaid leave to participate in your learning programme;
- money: learners may have to cover course fees themselves to participate in your learning programme; they may also have incurred costs for travel, accommodation and subsistence; or they may be losing pay as a result of attending, if they are self-employed, paid by the hour or taking unpaid leave to attend;
- emotion: as an adult, attending a learning programme may carry emotional implications. For example, if it is perceived by the learner as the first step on a new journey, they may have very high expectations and concerns regarding the outcomes of the learning programme; if a learner has been asked to attend by their employer, they may feel under a range of emotional pressures related to their performance; if the topic is sensitive or taboo, they may be nervous of any consequences or risks that participation may involve.

In facilitated learning programmes, it is particularly important that the facilitator is adequately prepared in advance of the programme. During the programme, they should use the information they have received about the learners, present up-to-date developments relevant to the subject matter, and demonstrate adherence to the learning objectives, requirements, scheduled and planned activities of the programme as laid out in the programme materials and session plans.

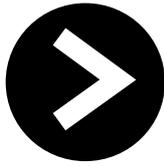
For online learning programmes, you need to make sure you have made appropriate technical checks in advance of the launch of the programme so that it functions as expected and is available when learners want to access it. You should undertake regular and routine maintenance work to ensure access is uninterrupted and should have in place suitable backups and security systems to minimise any disruptions. Technical support should be available, for example a

Delivering a programme as agreed does not mean you cannot make adjustments to a learning programme that will support learners to achieve the learning objectives.

frequently asked questions document or knowledge-based articles, or via on-demand support in the form of a live chat function or dedicated inbox.

It is inevitable that there will sometimes be delays or necessary changes to a programme. These should be communicated to the learners already enrolled on the programme with as much notice as possible. You should also give learners the option of withdrawing from the programme if the changes are substantial. In cases where learners have paid course fees, you should also offer them a refund.

Delivering a programme as agreed does not mean you cannot make adjustments to a learning programme that will support learners to achieve the learning objectives. The most important thing you have agreed with learners is that you will support them to achieve the stated learning objectives: contextualisation and adaptation of activities to accommodate learner characteristics and context is an important part of supporting learners to do this.



Links to other standards and key actions

Successful delivery of learning programmes relies on actions that are described in the standards 5-8, on Communications, Resources, Administration and Evaluation & Accountability, to be undertaken effectively. Good internal communication, planning and cooperation is required to make sure this key action can take place.

In addition, the following key actions are relevant:

> **Key action 5.2:** Follow procedures for procuring, maintaining and managing the resources needed

In order to deliver learning programmes as agreed, you need to make sure you have all the appropriate resources you need available and ready and that administrative staff or facilitators are able to use them appropriately.

> **Key action 6.3:** Ensure information about learning services is relevant, accurate and available when needed

In advance of the learning programme, you will communicate information with learners so that they know what to expect. If you make substantial changes to the learning programme, you need to inform learners as soon as possible.

> **Key action 7.1:** Provide effective administrative and logistical support before, during and after learning programmes

Many administrative processes need to be undertaken to ensure you are able to deliver learning programmes as agreed.

> **Key action 8.1:** Systematically monitor and evaluate learning services

Monitoring the delivery of programmes and whether they are delivered as agreed and meet learners' expectations is an important component of your monitoring and evaluation system.



You may be able to demonstrate this key action using some of the following suggested evidence:

- Reviewable evidence (reporting documents / minutes of review meetings) to show that learning programmes have been delivered to the original design (cross reference to 2.7)
- Documentary evidence of controlled change to future learning programmes (if needed)
- Agreed programme resources in place and operational (cross reference to L5)
- A staff evaluation / monitoring policy to include opportunities to check delivery of programmes
- Observation records of learning delivery
- Staff preparation sessions / communications are standardised and documented
- Session plans are signed and dated to show they are monitored
- Timetables / timeline for delivery
- Feedback from learners on programme delivery, for example, training evaluations (cross reference to 2.7)
- Feedback from staff, for example, facilitators' reports, including outlining any changes (cross reference to 2.7)
- Feedback from other interested stakeholders (cross reference to 2.7)
- Communications in event of any change required
- Checklists that confirm what took place
- Process to check both during and after delivery that the design has been followed

3.2

.....

Key Action 3.2

Make support available to learners throughout the programme to help them to meet the learning objectives

The type of support you may need to offer to learners to help them meet the learning objectives could include:

- support when someone faces technical, logistical or practical issues that may prevent them from engaging fully with the programme;
- support required by a learner or learners linked to their characteristics;
- help when a learner does not understand a concept or needs additional practice or explanation.

The type of support you are able to offer will depend on a number of factors, including the resources you have available and the learning modality of your programmes. Although the manner in which the support is provided will differ, appropriate support should be available for all learning programmes whether they are facilitated, non-facilitated or self-paced or implemented by a contractor or partner organisation.

In facilitated programmes, the facilitator plays a key role in offering this support. In face-to-face learning programmes, the facilitator should offer support during formal sessions and should also be available after or between sessions. They do not need to be available all the time, as long as learners know when they are available and have adequate opportunity to speak with them. Facilitators can also provide support by making appropriate adjustments to the delivery of the learning programme to support learners to meet the objectives: for example, this might include altering activities so that all learners are able to participate or using different case studies or examples to contextualise the learning. These adjustments can be made during delivery or may be prepared in advance by the facilitator and learning provider.

For online facilitated programmes, learners should know how to contact the facilitator to request support and you should provide guidance for facilitators on how to support learners throughout the programme effectively. Appropriate levels of availability for an online or a remote learning programme will depend on the programme modality, schedule and length. For example, for a one-off webinar, it may be appropriate to have a facility for submitting written questions in an online forum for a specified time after the session; for longer programmes, it may be appropriate to provide opportunities for learners to speak to a facilitator if they wish. In all cases, the support mechanism should be communicated to learners, timely and available to all learners equally. It may also be helpful to have administrative support available at the venue in case learners



I am supported to learn, and I can ask for help if I don't understand

Learner

need support with practical or logistical issues or if there are issues related to the learning materials or delivery of the programme which the facilitator cannot handle alone.

In self-paced or non-facilitated programmes, the type of support you can offer will depend on the specific modality of your learning programme. Some of the following may be appropriate for you:

- offer support materials on-line that learners can access independently. For example, a list of frequently asked questions, additional resources or links to other sites and resources that may provide additional information;
- offer technical support for learners if they are experiencing difficulties in accessing or using the programme. This may be in the form of a helpline or email address;
- establish a community of practice where learners who have taken the learning programme can meet or interact with other learners. This could be based on existing social media or it could be within an area of your platform or virtual learning environment.

If you are not directly delivering learning programmes yourself, you need to discuss with the implementing organisation or contractor what form and level of support they will provide, and what type and level of adaptations to the learning materials are acceptable. These agreements should be built into any contractual or partnership agreements. You may agree that it is the responsibility of the implementing organisations to offer this support to the learners or you may agree that you will provide support also, particularly if you have technical expertise beyond that of the delivering organisation. You may agree that any support you offer will not be given directly to learners but will be given through your partner or contractor. You need to agree what level and type of support you will offer.

For all learning programmes, you should try to provide appropriate support and reasonable adaptations which may be required by learners with disabilities. Learners should be given the opportunity to self-identify and you should discuss directly with the person affected what type and level of support would be appropriate and feasible to enable them to access the learning programme. This might come in the form of an interpreter to support learners who primarily communicate in sign language, for example. These eventualities should be prepared in advance and discussed with the learner.

You should also support learners to achieve the learning objectives by ensuring you do not unintentionally set up or reinforce any barriers to learning.

You should also support learners to achieve the learning objectives by ensuring you do not unintentionally set up or reinforce any barriers to learning. Barriers might be related to:

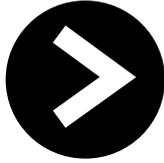
- learner's gender or age and the cultural context associated with these factors: for example, in some cultures, women may not feel comfortable participating in small group discussions with men; or women may feel less confident than men when offering opinions in large groups;
- group dynamics stemming from learners' relationships or personalities: for example, learners may have relationships outside of the learning programme that impact on their learning experience: a junior employee may be inhibited to talk freely in front of their manager; there may be tensions that arise between one or more learners during the learning programme; or there may be a very vocal participant in the group who dominates group discussions and unintentionally intimidates other learners;
- the learning environment being non-conducive to learning: for example, a training room where there is a lot of background noise may cause difficulties for someone with a hearing impairment.

Scenario: Making adjustments to facilitated learning programmes

A learning provider has 5 core learning programmes which they run as face-to-face workshops 3 or 4 times a year, reaching around 400 learners a year. The learning materials are designed to be flexible and there are alternative activities written into the materials so that the facilitator can choose an activity which will be most appropriate for the learners. This was done to make sure all learners could achieve the learning objectives.

In addition, before each workshop, the learning provider sends a survey to the learners who have enrolled to ask if they wish to identify any needs they may have which they feel may impact on their ability to access the learning. Over a one-year period, they made the following adjustments in consultations with individual learners:

- the learner handbook was printed on paper that was off-white for a learner with dyslexia who informed the learning provider that she found materials easier to read this way;
- in one workshop, the facilitator made sure that one learner with a hearing impairment was always able to see her clearly as the learner had informed the learning provider that he was accustomed to using lip reading and this would help him;
- on a workshop attended by a learner who used a wheelchair, the learning provider adjusted the layout of the training room to make sure there was sufficient space for the learner to move freely around the room and they made sure there were no trailing cables in the room. In addition, the facilitator reminded other learners to make sure their bags and other personal items were not causing obstructions.



Links to other standards and key actions

- > **Key action 1.5:** Analyse target learners' characteristics, learning preferences and requirements

It is important to make learning support available to all your learners. You can use the information about learners' characteristics that you gathered during your analysis to help you anticipate what types of support might be needed.

- > **Key action 2.5:** Make sure learning programmes are appropriate for the target learners' characteristics, cultures and contexts

When you design a learning programme, you need to take into account the target learners' characteristics and preferences. However, if you are creating an open learning programme, you may not know specific things about your learners so may need to make adaptations once the learners are enrolled. This type of change is good practice and expected and as long as changes do not prevent the learning objectives being met, is not in contradiction with delivering the learning programme as agreed.

- > **Key action 6.1:** Use and maintain appropriate and accessible communication channels

Appropriate and accessible communication channels will enable you to provide the support your learners need during a learning programme.



You may be able to demonstrate this key action using some of the following suggested evidence:

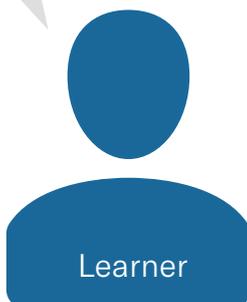
- A learner support policy
- Evidence of learner support (letters, emails, personalised learning programmes)
- Methods to request support are given to staff and learners (for example, handbooks, posters, emails, letters)
- Communications to learners to inform them of support available
- Communications to learners to inform them of the learning process, its components and the learning objectives for the programme
- Evidence that staff are trained and allocated as support staff
- Documented reporting mechanism for support staff
- Documents that show the reasons for support and actions taken
- Documents that show how support has allowed learners to achieve their learning objectives (for example, tutorial records, emails, letters, formal notes)
- Appropriate online support is in place for distance learners for example, records of Skype, Facetime interviews and support sessions; times that support is available appropriate for location of learner; accessibility of online support
- Records of interviews with learners
- Communications from learners
- Process to identify barriers to learning identified (cross reference to 1.5)
- Confidentiality agreements

3.3

Key Action 3.3

Draw on learners' knowledge and experience during the learning programme

My knowledge, skills and experience are acknowledged and drawn on during the programme



In line with adult learning principles, it is important to draw on learners' knowledge and experience during the delivery of the learning programme. This serves the purpose of improving the learning outcomes for learners as they are more likely to learn effectively if they can relate the subject matter to their prior experiences. It also allows for a richer experience for learners as the learning materials can be supplemented and brought to life with real-life examples which the group can discuss, or individual learners can reflect on.

The role of the facilitator in drawing on learners' knowledge is critical. Learners have a lot to offer as well as gain from a learning programme and they should have the opportunity to guide and influence delivery. A facilitator needs to value and actively encourage all learners to contribute. In addition, they need to be sufficiently knowledgeable and secure in their own expertise and credibility as a facilitator that they will not feel threatened when learners display knowledge or skills that are in advance of their own. They will know how to use this positively for the benefit of the learner and the group as a whole and will use techniques to fully exploit knowledge and experience of learners: for example, by using mixed experience groupings, buddying systems and peer observations. It is also important that while they allow learners to contribute their experiences and knowledge, they do not allow one or two learners to dominate the discussion, less experienced learners to feel intimidated, or for the learning programme to become diverted such that the learning objectives are not achieved.

For courses that are not facilitated, this is also important. Activities can be designed that ask learners to reflect on their previous experiences or encourage them to consider how the new concepts link to situations with which they are familiar. You can provide online forums or chat rooms where learners can share their knowledge and experience with other participants. You can also encourage them to discuss concepts with their colleagues, so they can find ways in which they can apply the learning in their work.

Case study: Sphere Handbook in Action e-learning course

In the Sphere Handbook in Action e-learning course, learners are asked to reflect on the learning in relation to their own experiences and work. Learners are provided with a tool to capture their thoughts. Key questions are provided to prompt reflection.

The reflection is not graded or submitted as the course is not facilitated but the activity provides a prompt for learners to draw on their own knowledge and experience to deepen their understanding.



Topic Progress



Reflection and note-taking

The right to life with dignity is one of the three fundamental rights of all people affected by a disaster or conflict.

Think about some of the important aspects of the right to life with dignity in terms of your own work and experience.

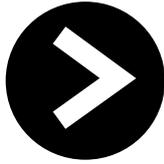
Select **Resources** to download 'Notes to Go' (if you have not done so already) and use the Human Rights page to record your answers.

Select each bullet to reveal each question.



↓
Scroll down to continue

Sphere Handbook in Action, Module 2: Drought in Abudi, Human Rights Topic available at: <https://learning.spherestandards.org>



Links to other standards and key actions

- > **Key action 2.4:** Take into account target learners' existing knowledge, skills and experience

When you are designing learning programmes, you should incorporate opportunities for learners to share or reflect on their own knowledge and experiences during the learning programme. This will make the process of drawing on learners' knowledge and experiences during delivery simpler and more effective. These opportunities for sharing can be designed as an integral part of the learning rather than seen as additional.



You may be able to demonstrate this key action using some of the following suggested evidence:

- Facilitators are trained in and use techniques to draw on learners' existing knowledge and experience
- Session observation records to show that learners' knowledge and experience is drawn upon and used
- Targeted questions in feedback from learners/ learning programme evaluations
- Agenda item / action point in staff development activities
- Requirement specified in delivery materials
- Interviews with learners at enrolment
- Online forums where learners can share knowledge and experiences
- Prompts in online content for learners to reflect on their existing knowledge and experiences



3.4

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Key Action 3.4

Implement learning programmes that are responsive to learners' progress

Learning progress refers to the rate at which learners acquire learning as well as the level of acquisition or mastery of the material. Learners will vary significantly in these aspects according to a range of factors including their prior experience and knowledge levels, their fluency in the language of instruction, their previous experiences of education. Learning programmes should take these aspects of progress into account and respond meaningfully to make sure the learning programme is effective.

This key action applies to all learning programmes. How you do this and the extent to which it is possible will vary depending on the modality of your learning programme.

Self-paced learning programmes allow learners to move through materials at their own pace. Learners can maximise their learning by making sure they have grasped the key concepts of a module or topic before moving on. This can be reinforced in the learning materials through instructions that are provided and also by the inclusion of short tests or quizzes to allow the learner to check if they have achieved the learning objectives before they move on. The design of learning programmes can also allow non-linear progression through the materials so that learners can repeat or omit topics if required or attempt modules or topics in the order they choose. Guidance should be given within the learning programme to support learners' choices. Learners should also be able to seek out additional material if needed to stretch or support their learning.

In facilitated learning programmes, the facilitator can take learners' progress into account and make adjustments as required. This may include altering the pace, adjusting activities, providing extension opportunities to learners who are making fast progress or support to those who are challenged or struggling to access the material. The facilitator should make sure that the needs of an individual learner are balanced with others' needs and with a consideration of the constraints of the learning programme. The process of being responsive to learners' progress can be supported at the design stage, for example, activities can be designed to be flexible, easy to adjust and suitable for a range of ability levels. At the preparation stage facilitators should review information about learners in advance so that they are prepared for the range of experience and knowledge that the group is likely to have.

How you do this and the extent to which it is possible will vary depending on the modality of your learning programme.

Some types of learning programmes are harder to make responsive than others. For example, if your learning programme is an online webinar, it may be more difficult to make it responsive to learners' progress. You can make webinars more responsive by using some of the following:

- learner polls or votes to periodically check if learners are following the session;
- opportunities for learners to ask questions either verbally or via an online chat facility that is open during the session;
- making a recording of the session available afterwards so that people can revisit certain parts if they did not understand.

In order to make learning programmes responsive, you should monitor learners' progress. As well as helping you to be responsive to learners' progress, monitoring learning can also provide input into the assessment of learning; and to support the evaluation and review of the learning programme.

Monitoring should be proportionate to the scope and scale of the learning programme and to any resulting certificate or qualification. In practice this means that short, simple or basic learning programmes should be accompanied by light-touch and easy to use monitoring approaches while longer, more complex learning programmes leading to an externally verified qualification should be more in-depth and rigorous. When establishing a monitoring process, dimensions to consider are:

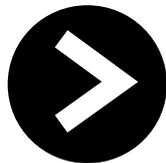
- length of the learning programme: longer programmes covering more material are likely to require more complex monitoring;
- whether the programme is mandatory and/ or compliance based: in both cases, the monitoring process needs to be rigorous but not necessarily complex;
- whether the programme is knowledge-based or designed to build competencies: monitoring acquisition of complex competencies is likely to require more complexity and sophisticated methods than a knowledge-based programme;
- whether the programme leads to a letter of attendance, a certificate of achievement or a recognised qualification: monitoring will be increased in complexity or rigour for each of these;
- learners' familiarity with the modality of the learning programme: for example, if learners are attending a facilitated online learning programme for the first time, they may not be familiar with the layout and functions of the platform. Monitoring will need to check that they are accessing all the activities and resources that are available and meeting all the programme requirements.

Further examples can be found in the annex 'Examples of proportionate monitoring'.

Ensuring a rigorous monitoring process means:

- checking progress against learning objectives;
- making clear records that are suitable for sharing and storing for future reference;
- applying monitoring equally to all learners;
- establishing systems for verifying the identity of learners;
- establishing systems for ensuring work undertaken by learners that will be assessed is completed following agreed guidelines (for example, if there is a closed book assessment, there will be a mechanism in place to ensure learners do not have access to their learning materials during the assessment).

Monitoring of learners' progress should be participatory with inputs from the facilitator and the learner. Feedback for the learner should be timely and specific to their progress. In the case of both facilitated and non-facilitated learning programmes, learners should be aware of how they have performed in tasks and should be given feedback on how they could improve in a timely manner.



Links to other standards and key actions

> Key action 3.1: Deliver learning programmes as agreed

You should make sure your learning programmes are delivered as agreed. The most important part of these agreements are the learning objectives. This means that it is important for you to make learning programmes responsive to learners' progress so that they are more likely to achieve the learning objectives.

> Key action 8.1: Systematically monitor and evaluate learning services

When you monitor and evaluate learning services, you should incorporate information you have collected about learners' progress through your learning programmes. When you are monitoring and evaluating your learning services, you will not be looking at the progress of individual learners but will be looking at aggregated data and trends. This will help you to understand how effective your programmes are overall and to make revisions that will benefit all learners.



You may be able to demonstrate this key action using some of the following suggested evidence:

- A system to capture learners' progress and respond to it
- Feedback from learners
- Feedback from staff
- Documents show that feedback about learners' progress amends the delivery process when required
- Minutes of meetings that show how learners' progress has been responded to
- Facilitators' records made during delivery of the programme(s) showing adaptations made
- For learners at a distance, evidence that requests for online support are responded to in a timely way
- Evidence that online learning content is unlocked as learners progress through course milestones

3.5

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Key Action 3.5

Have in place reasonable measures to mitigate safety and security risks to learners

You have the responsibility to make sure that risks to learners' safety and security are minimised during learning programmes and as a result of their interaction with you throughout their learning journey.

During the learning programme, the type, nature and severity of risks will vary depending on the learning programme and particularly according to the modality. Risks can arise from a wide variety of factors including:

- activities that are poorly designed, conducted or explained;
- a learning environment or venue that is not sufficiently safe in terms of the physical environment and equipment or the structure;
- a venue that is not in a secure location and that may expose learners to threats to their person or property;
- content or activities that are sensitive and which may put learners at risk if they are asked to share ideas or even due to their attendance;
- inadequate cyber security mechanisms which may expose learners to breaches in the security of their data, may expose them to unwanted intrusions, content or contact with third parties, or which may cause threats to their computer equipment.

You should also make sure that you consider how interaction with you might impact learners' safety and security at other points in their learning journey. For example, this may include:

- when you are communicating with them about attending a learning programme if the subject is taboo or sensitive;
- when they are submitting work for assessment if this contains analysis or information that is critical of the government or powerful actors in the country where they are based;
- making sure that the procedures and topics you include in your learning programmes are appropriate and safe for them to implement in their work. This may be particularly true on personal security courses where procedures vary significantly for military-trained personnel and civilians;
- making sure that your electronic communications and platforms are secure and learners' information will not be breached.

More information on safety and security can be found in the annex 'Checklist on ensuring learners' safety, security and well-being'.

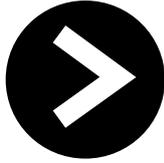
Special guidance: Delivering inherently risky learning programmes

Some learning programmes are inherently riskier than others. For example, personal security courses or hostile environment awareness training whether these are delivered face-to-face or as online, immersive learning programmes.

During learning programmes like these, simulations are used to put learners into difficult and uncomfortable positions to prepare them if this type of situation were to happen to them in real life. It is important that any stress learners experience is within reasonable limits so that it contributes to a learning experience rather than one that creates distress, trauma or triggers flashbacks.

Steps can be taken to make sure that the experience is an effective learning experience:

- it may be necessary to have additional support or equipment on hand if something were to go wrong, such as a first aid kit, and facilitators should know where to seek medical or first aid help if required;
- facilitators should be aware of the signs of psychological distress and should be able to remove a learner from a situation before they are harmed;
- all equipment should be thoroughly checked before it is used and should be correctly cleaned and stored after use; anyone handling the equipment should be trained in using it safely;
- learners should be aware of, and encouraged to identify, where they can request additional support if required; this may be through the learning provider, through external organisations or from a colleague in their workplace;
- learners should be prepared in advance so that they are aware of the nature of the learning programme;
- selection criteria or recommendations about who the learning programme is suitable for should be rigorous: for example, a learning programme may not be deemed suitable for anyone with certain pre-existing medical conditions, or for anyone who is pregnant. If your programme is self-selecting, this should be made very clear to learners before they commence the programme.



Links to other standards and key actions

- > **Key action 5.3:** Have in place reasonable measures to mitigate safety and security risks to staff and other resources

As well as being responsible for the safety and security of learners, you are also responsible for the safety and security of staff, volunteers and contractors that help you to provide learning services. Some of the measures you take will be the same for all the people that you interact with; however, there are differences in the nature of people's involvement with you and your relationship with them. Specific measures you need to take to mitigate safety and security risks to staff, volunteers and contractors are outlined in key action 5.3.



You may be able to demonstrate this key action using some of the following suggested evidence:

- A health, safety and security policy (including use of computers)
- Nominated roles with responsibility to conduct risk assessments
- Risk assessment documents that show that checks have been made to ensure safety of learners
- Appropriate insurance cover in place
- Documents/ photographs that show how a safe environment has been created
- Training records that include facilitators receiving safety training and updates
- Published guidelines about safety that are given to learners
- Methods to inform learners about risk and the measures taken to mitigate risk
- List of measures taken to change or adapt conditions to ensure:
 - ❖ safety,
 - ❖ security and
 - ❖ well-being
- Process to check the safety and fitness for purpose of resources and venue availability
- Nominated role(s) with authority to research and inform about national and local political situations and associated risk
- A process to take action to mitigate risk from national and local political situations
- Programme delivery records show that the length of time of the learning is appropriate for the well-being of the learners
- A nominated role with responsibility for learners' safety, security and well-being
- A published policy on access to the internet, appropriate use of the internet and how to stay safe online
- Process to ensure learners' safety, security and well-being including their online presence
- Learning activities have been designed to ensure they are non-threatening
- Process for safety-checking resources, for example labelling resources that have passed the organisations safety check.
- Evidence that all locations have been checked to ensure that they are secure, healthy and safe

4

Standard 4 Assessment





Standard 4

Assessment

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Learning is assessed against the learning objectives

Key actions

You will:

- 4.1 ✓ make sure assessments are fair, consistent and appropriate;
- 4.2 ✓ promptly share results of assessment with learners;
- 4.3 ✓ provide recognition of learning achievement; and
- 4.4 ✓ record evidence-based results.

(There is more information on how to assess competencies in the Standards for the Assessment of Humanitarian Competencies.)



Why is this standard important?

Incorporating assessment into learning programmes is important for meeting the **overall commitment** that people involved in humanitarian action have access to high-quality learning programmes that allow them to work more effectively. Firstly, assessment enables learners to know how well they have achieved the learning objectives which is important for helping them to improve their professional performance. Secondly, measuring achievement of learning objectives allows learning providers to offer recognition for learners. This enables learners to demonstrate their learning achievement to employers and find posts for which they are suitable and in which they can work effectively. Finally, measurements of how well learners achieve learning objectives provide useful data for learning providers to evaluate learning programmes, inform quality control and contribute to further improvements of learning programmes.

Assessment that is accurate and fair regardless of learners' individual characteristics ensures learning providers demonstrate the principles of **impartiality** and **inclusivity**.

Overall Guidance

Assessment of learning is the process of checking whether learning objectives have been achieved by learners and is an important part of all learning programmes. It is a way of supporting learners to improve their learning outcomes on a particular learning programme, to identify next steps in their learning journey and to enable them to communicate their learning achievements to others. When you are designing and delivering assessments as a learning provider, your primary consideration should be how the assessment can best support learning. This does not need to be a complex or extensive process as long as learners are able to understand the extent to which they have achieved the learning objectives.

The assessment of competencies described in the companion Standards for the Assessment of Humanitarian Competencies has a different emphasis from the assessment of learning described in this standard. The main purpose of the assessment of competencies is to formally assess and recognise achievement to date. The process can be part of a learning programme or it can be separate, as would be the case in a recruitment process, for example. As a learning provider, you can choose to conduct assessment of competencies as part of your learning programmes if it is appropriate. This is different from assessment of learning which should be integrated into all learning programmes.

The data you collect when you conduct learning assessments can help you to evaluate your learning programmes. You can use aggregated information and trends drawn from learning assessments to improve your learning programmes for all your future learners. This forms part of your monitoring and evaluation system as described in standard 8.



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4.1

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Key Action 4.1: Make sure assessments are fair, consistent and appropriate

Assessment of learning should accurately measure the achievement of the learning objectives in a way that is fair, consistent and appropriate.

In order to be fair and consistent, assessment should always be carried out using the same criteria and procedures and implemented consistently for all learners. To do this, you will need to have assessment tools and methods, and standardised marking procedures in place which you should create during the design process and implement as agreed during the delivery of the programme. You will need to develop a process for assessment that includes:

- standardised assessment tools and methods;
- standardised marking procedures and grading system;
- a guide that outlines assessment procedures for use by an assessor or marker if assessment is to be conducted in person;
- a mechanism to moderate assessed work to ensure systems are being used consistently;
- a mechanism for sharing assessment results with learners.

When developing standardised assessment tools and procedures, guidance on how to apply these to people with specific learning needs and physical disabilities who might otherwise be disadvantaged need to be included and applied consistently.

To ensure fairness, it is also important that you inform learners in what way their learning will be assessed, how this will be done and why. They should know both the method and criteria to be used for their assessment, as well as the purpose of it. It should also be clear what will be done with any information about the outcomes of the assessment and whether these will be shared with any third parties. It is important to inform learners of this, even if the data will be aggregated and/ or anonymised.

To be appropriate, assessments must be:

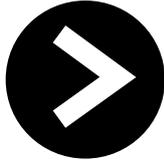
- suitable for the learners and take into account any characteristics or requirements that have been identified and which may affect the method of assessment: for example, an oral assessment may be more appropriate in some contexts than a written assessment;
- designed to accurately measure the achievement of the learning objectives relating either to a whole learning programme, or a component part of a programme, such as a module or session;

To ensure assessment is proportionate to learning, you will need to consider a range of factors including the length of the learning programme, the complexity of the learning objectives, and the value of recognition for learners

- proportionate to the learning programme so that the length, level of formality and modality are consistent with the learning programme.

To ensure assessment is proportionate to learning, you will need to consider a range of factors including the length of the learning programme, the complexity of the learning objectives, and the value of recognition for learners and other stakeholders, for example, a learner's employer. For example, a simple multiple-choice test or self-assessment might be sufficient to assess learning after a short learning programme with few, relatively straightforward learning objectives, whereas a more detailed written assessment might be appropriate for a longer learning programme with multiple learning outcomes. Likewise, lengthy knowledge testing pre- and post- learning programme might be essential in some cases but might be considered to take up valuable time that could be better spent on learning in another scenario.

You should also take care to identify potential negative impact on learners, as well as potential positive impact, when determining what is proportionate assessment for a learning programme. For example, formal testing may put a lot of pressure on some learners, and if formal results are not required then self-assessment may be a more suitable option. In any case, it is important to make sure any assessment is sensitive to the needs, well-being and best interests of the learners.



Links to other standards and key actions

> **Key action 2.6:** Incorporate methods and tools to assess learning

When designing learning programmes and incorporating assessment of learning, consideration should be given to make it appropriate, fair and consistent.

> **Key action 3.1:** Deliver learning programmes as agreed

An essential part of delivering learning programmes as agreed is also to ensure that assessment of learning is undertaken as agreed and communicated with learners. This ensures that assessment is fair and consistent.

> **Key action 7.4:** Share personal and confidential information only as agreed

There may be cases when you need to share assessment of learning information with third parties. This could be to meet donor requirements, for example. If you are sharing information with third parties, you should communicate this with your learners.



You may be able to demonstrate this key action using some of the following suggested evidence:

- An assessment policy
- Records of standardisation training and exercises for assessors
- A process to check that assessment is fair and consistent, for example a marking rubric, cross marking, team assessment
- Evidence that assessment is standardised and uses the same criteria and procedures for all those being assessed
- Exercises to compare different delivery sessions (for example, year on year)
- A process to confirm distance learners ID, before, during and after assessment
- Reviewable assessment records that prove fairness and consistency



4.2

Key Action 4.2: Make sure assessments are fair, consistent and appropriate

I received my results in time to apply for a role I really wanted

Learner

A standardised mechanism for sharing assessment results with learners should be in place; all learners who complete an assessment should be informed of the result. This can be done in person, remotely through letter or email, or electronically through an automated system. Whichever method is used, communication of results should be:

- **Timely:** within an established timeframe, and with all learners in a cohort receiving their results at the same time;
- **Consistent:** all learners are notified of results using the same format, with the same amount of detail and the same information;
- **Sensitive:** learners may be stressed about their performance, or unhappy with results. Results should not be shared publicly unless this has been agreed in advance and the communication channel that is used should be chosen carefully;
- **Constructive:** guide learners to understand and interpret the results of their assessment so that it is useful to them.

In order to enable learners to learn from an assessment process most effectively, you can provide guidance to your learners so they can understand and interpret the results of their assessment. This will ensure the assessment information is useful to them, so they can: recognise their achievements, identify areas for further learning, and consider how they will apply their learning to make a positive contribution in humanitarian situations. Where relevant, communication of assessment results should also contain information on related learning pathways, recommendations for future action and guidance for places to engage in future learning as well as possible next steps for the learner.

An appropriate amount of detail should be included in the communication. For longer or more in-depth assignments, you can share the marking scheme or rubric with the learners. It may also be appropriate for you to share the assessors' comments with the learner. This could be in the form of a completed assessment sheet that records evidence of the assessment: for more detail see the annex 'Template for marking sheet for assessment of learning'. You should also communicate with learners if there is an appeals process which they can use if they do not agree with the assessment results and whether there is the possibility of redrafting and resubmitting a piece of work.

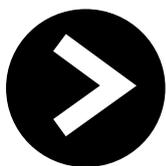
How does this apply to me?

“We use self-assessment of learning in our learning programmes, so how does this apply to me?”

If the primary or sole method of assessment of learning that you use in your learning programmes is self-assessment, you will not need to report assessment results to the learner in the same way as facilitator-led or automated assessments. However, you will still need to make sure your learners have some form of acknowledgement of their self-assessment. This can take several different forms and can vary in complexity depending on your learning programme. For example, you can:

- provide an opportunity for learners to discuss their self-assessment with peers, a facilitator, a mentor or coach. In these cases, the purpose is not to check or approve the self-assessment. Instead it is an opportunity for the learner to receive acknowledgement of their reflections and, if appropriate, some feedback;
- follow a self-assessment with an activity that supports learners to build on or address weaknesses identified in their assessment. This could be done in the form of providing learners with several optional activities from which they select those that will help them to address their identified weakness;
- provide a list of additional resources with guidance on which resources will help learners to address which type of weakness that they may have identified in the self-assessment.

Acknowledgement does not need to be complex. For example, in an asynchronous, online learning programme that is not facilitated, a simple message of congratulations at completing the self-assessment may be sufficient.



Links to other standards and key actions

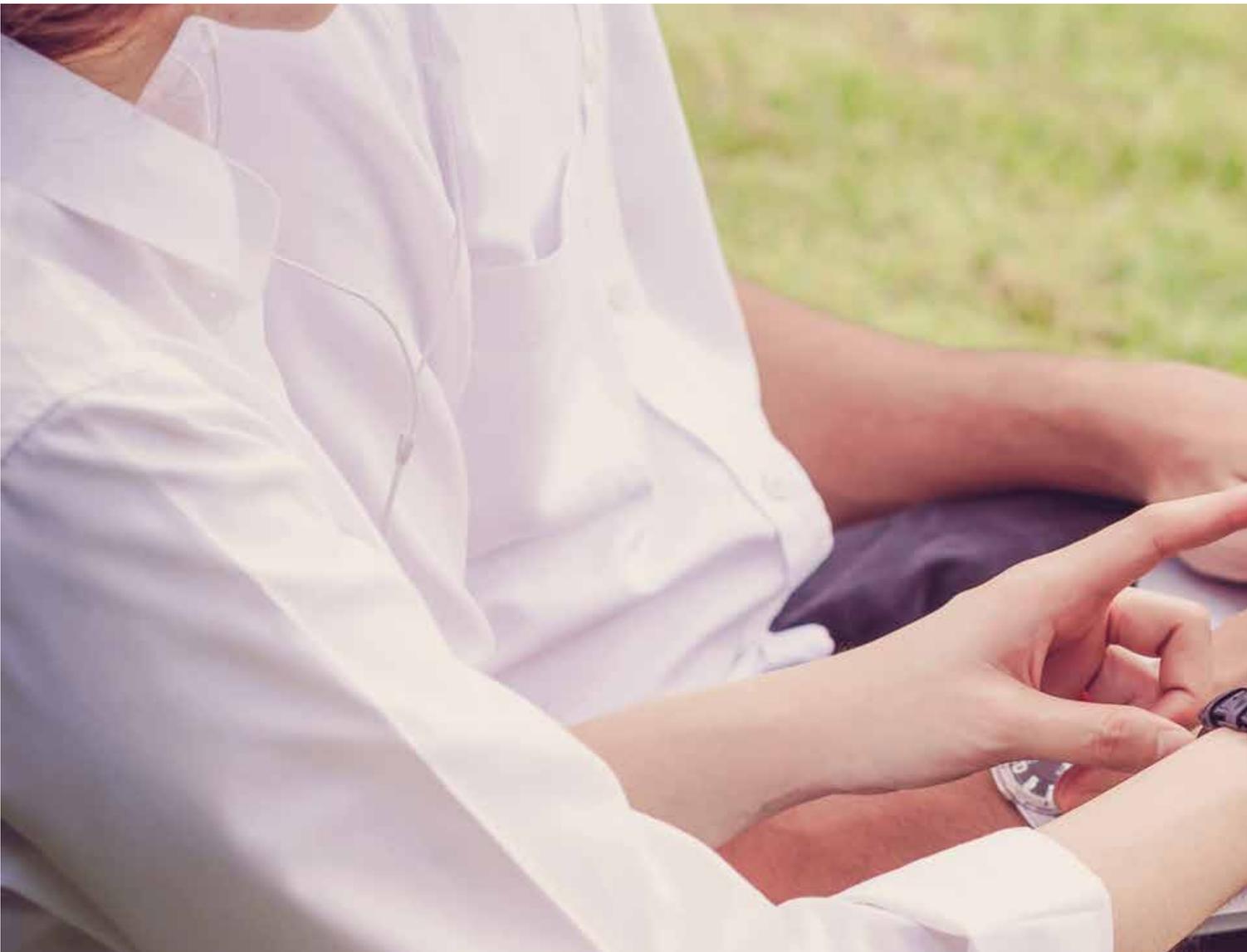
> **Key action 6.1:** Use and maintain appropriate and accessible communication channels

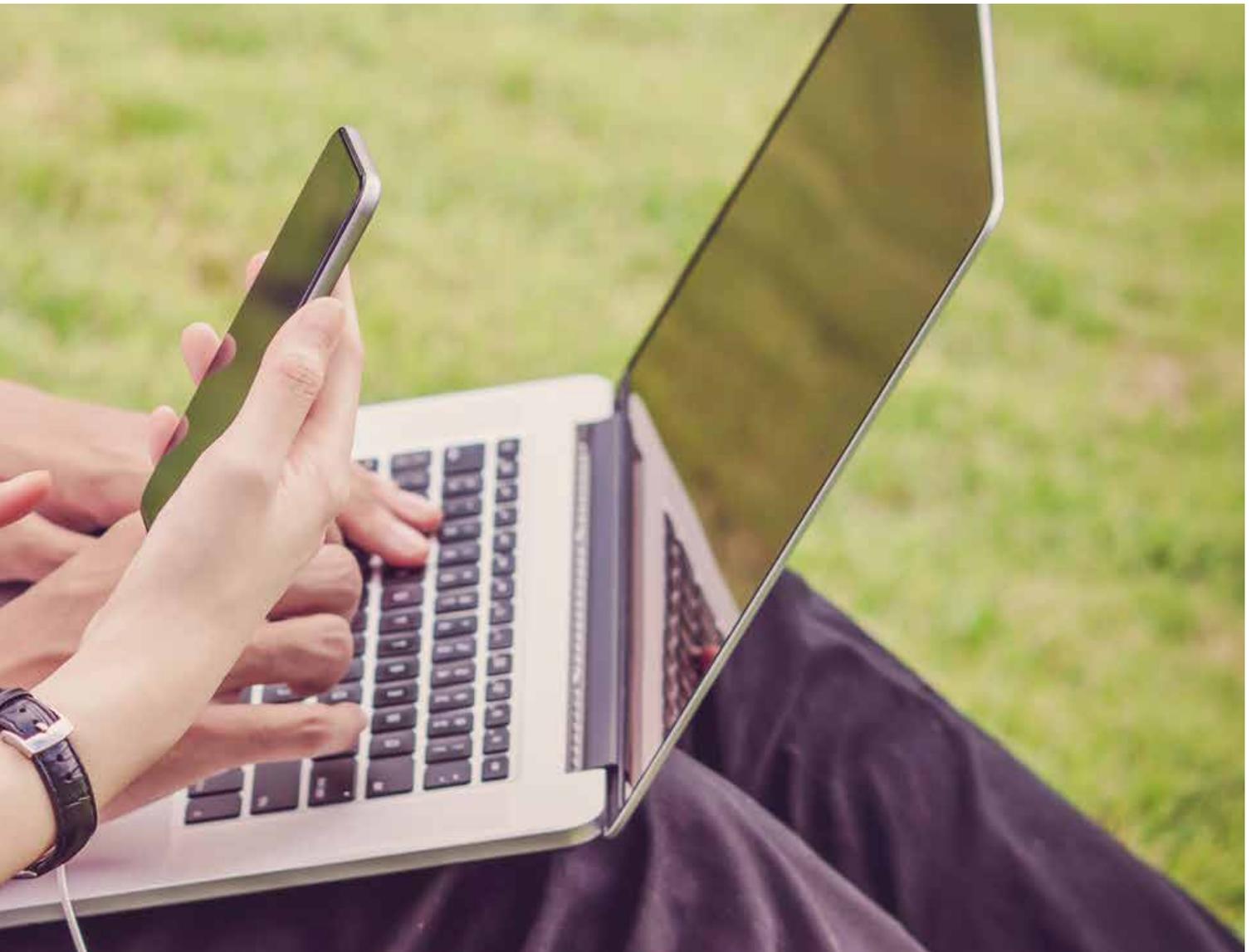
When you are establishing communication channels, you should consider how you will communicate assessment information with your learners and what sort of communication channels will be most appropriate for your learning programme. A letter or certificate posted in the mail may be appropriate following a lengthy and formal learning programme but would be inappropriate and impractical for a short online, open access learning programme where learners are likely to expect immediate, online feedback.



You may be able to demonstrate this key action using some of the following suggested evidence:

- A documented process to share assessment results which is appropriate and time constrained (for example, by email, by letter, by interview / meeting)
- A process to check that learners' contact details are accurate
- Staff assigned to communicate assessment results
- Communications with learners
- Progression routes are documented
- Records of assessment results and evidence of them being shared with learners, for example via email
- Time log, email trails, or service level agreements that show assessment results are promptly communicated to learners is available for review

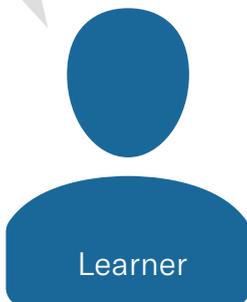




4.3

Key Action 4.3: Provide recognition of learning achievement

I can demonstrate to potential employers what I achieved during a learning programme



Following an assessment of learning, a learner should receive some form of record of their achievement. This can be formal or informal depending on the type of assessment of learning that was conducted and the type of learning programme.

Formal recognition relates to assessment that links to an established qualification or assessment. These are usually overseen by a body that is separate from the learning provider. In these cases, the certificate of recognition is usually provided by the overseeing body and will indicate what was learned and at what level. This could take the form of:

- a learning provider supporting learners to study for and then take an online test or exam like the credentialing programme of PHAP, or the Humentum DPro series which includes project management for professionals, programme management for professionals and financial management for professionals;
- a learning provider delivering a learning programme that is credit rated by a university so that the learner may gain credits from the university;
- a learning provider offering online learning programmes which result in the learner receiving a digital badge from an independent body that has approved the learning programme or learning provider; the badges issued by HPass are an example of this.

If you are considering linking your learning programmes to a form of formal recognition of learning you should consider which is the most appropriate and valued form of recognition in your operating context.

Recognition of learning can also be informal. This is when the learning provider designs and undertakes the assessment of learning themselves. To demonstrate that a learner has achieved the learning, the learning provider may offer a letter, certificate or badge which indicates what has been achieved and when. Even though this type of recognition is informal, it can be important for learners, so they can record and demonstrate their achievements. These can be printed out and given to learners during a face-to-face learning programme, sent digitally to learners after a learning programme, or available for the learner to download.

Special guidance: Certificate of attendance

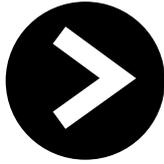
There may be circumstances when you decide to issue a certificate of attendance rather than a certificate of achievement. A certificate of attendance states that a learner attended a programme at a certain time but does not indicate what was achieved.

These can be used:

- when a learner participated in the learning programme but did not pass, or did not participate in the assessment through absence or personal choice: the learner may still need a document to demonstrate to their employer that they attended the learning programme;
- when a learning programme is very brief, primarily informative, and assessment of the learning objectives is very light-touch (for example, in the form of an exit poll). In a case like this, you may decide that recognition of attendance is more appropriate.

Certificates of attendance might also be useful when a learning provider is delivering a learning programme preparing learners to work in an insecure or unsafe environment but will not be directly deploying the learners themselves and cannot therefore accept responsibility for the learner while they are deployed. This would apply, for example, in the case of an external learning provider delivering hostile environment awareness training to staff of another organisation.

Employing organisations have the primary legal responsibility and duty of care for their staff. When an organisation sends staff members to insecure or unsafe environments, the organisation should make sure that they continuously monitor the situation and have the infrastructure and systems in place to mitigate risks to their personnel and even evacuate them if necessary. This responsibility cannot be transferred to a learning provider as they do not have the means to ensure the safety or security of the learner while they are deployed. Both the employing organisation and the learning provider need to therefore be clear that attendance at a learning programme is preparation for a particular environment but not a guarantee or recommendation of a learners' suitability and does not confer responsibility for a learner's safety or security. By issuing a certificate of attendance rather than a certificate of achievement, this distinction can be reinforced.



Links to other standards and key actions

> **Key action 1.3:** Identify competencies that need to be developed using relevant competency frameworks when available

If you have identified a relevant competency framework that you will use as the basis for your learning programme, there may be a corresponding formal assessment, badge or qualification. You may decide to design a learning programme that leads to the existing assessment as this will enable your learners to achieve a recognised qualification.



You may be able to demonstrate this key action using some of the following suggested evidence:

- A process to provide accurate, secure and reviewable recognition of learning is issued to learners
- A process to check that accurate recognition of learning is given only when earned
- Security process to ensure that formal recognition is issued to the correct learner and cannot be fraudulently copied
- Communications to and from stakeholders
- Standardised recognition documents/ system for example, certificates and digital badges
- Research about recognition requirements is carried out and evidenced
- Evidence that research has been carried out on recognition requirements, for example, a digital badging system
- A nominated role responsible for recognition of learning
- Minutes of meetings to discuss and determine how recognition of learning is to be given



4.4

Key Action 4.4 Record evidence-based results

I understand the results of my assessment and the evidence it is based on

Learner

It is important to base assessments on evidence, to make accurate records of assessments and to store this information securely. There are several reasons why this is important:

- it enables you to communicate to the learners why they achieved the grade they have been awarded or why they have not been successful;
- it enables you to address complaints or concerns that may be raised if a learner feels they have been unfairly treated;
- it enables you to moderate the assessments that are conducted on your behalf over a number of learning programmes, over a period of time, or that are conducted by more than one assessor.

The type of evidence you gather will depend on the learning assessment that you are conducting. You may use some of the following:

- written assignments that have been submitted;
- photographs of documents or items that learners have created;
- videos or audio recordings of presentations or performance during simulations or role plays;
- e-portfolios onto which learners upload work that they have done or professional records like notes of discussions with line managers or performance evaluations;
- survey or quiz results completed by learners.

Marking sheets or other templates can be used to document the results of assessments once work has been assessed. These marking sheets should reference what evidence was used to reach the assessment conclusion and note whether the evidence has been stored.

Records should be stored and retained according to organisational policy and requirements for monitoring and evaluation, quality assurance or reporting.

If you are using self-assessment as your main or only form of assessment during a programme, you can ask learners if they are willing to share with you the outcome of their self-assessments. You could collect and retain copies of their self-assessments or ask them to provide you with a summary.

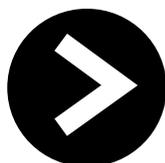
How does this apply to me?

“My organisation offers self-paced, open access learning programmes that include short quizzes to assess learning, so how does this apply to me?”

The type of evidence that is collected does not need to be complex and should be proportionate to the assessment method. In this case, the amount of evidence will be minimal.

The automated certificate or notification the learner receives on completing the quiz will provide evidence to the learner of what they have achieved.

In addition, the platform on which your learning programme sits may enable you to record data and, in some cases, present it to the learner. Some learning platforms have the capacity to track a learner’s progress, record learning programmes they have participated in and assessments they have attempted. This can provide evidence of your assessments.



Links to other standards and key actions

> **Key Action 7.3** store personal information using secure and appropriate data-management procedures

When you are recording evidence of assessments, you need to make sure you are doing it in a way that the data is secure and compliant with national laws on data protection or guidance on best practice.



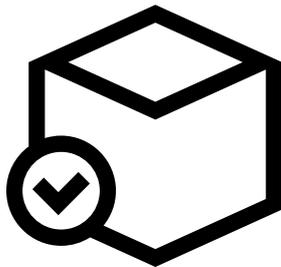
You may be able to demonstrate this key action using some of the following suggested evidence:

- A record retention policy
- Learners assessment records
- Evidence supporting assessment results (for example, portfolios, assessors’ observation of presentations or role play, test / exam results)
- Appropriate documentation (for example, spreadsheets, electronic files, portfolio summaries)
- Marking sheets or other assessment recording forms

5

Standard 5 Resources





Standard 5

Resources

Resources are appropriate, sufficient and well managed

Key actions

You will:

- 5.1 ✓ identify the resources needed to implement learning programmes effectively;

- 5.2 ✓ follow procedures for procuring, maintaining and managing the resources needed; and

- 5.3 ✓ have in place reasonable measures to mitigate safety and security risks to staff and other resources.

Human resources are particularly important as the actions of staff are the basis of an effective learning service.

Why is this standard important?

You need to ensure you have adequate resources to deliver your services as planned, at an appropriate level of quality to support learners to achieve the learning objectives and that you manage them appropriately. This is important for achieving the **overall commitment** that people involved in humanitarian action have access to high-quality learning programmes that will allow them to work more effectively.

This involves the acquisition of resources and their maintenance and management since resources, including human, digital and physical resources, are often the largest proportion of budgets. Human resources are particularly important as the actions of staff are the basis of an effective learning service. Staff should be carefully supported to ensure they will produce the best outcomes for learners.

Physical and digital resources that take into account the diverse needs and characteristics of a wide range of learners can ensure that learning providers demonstrate the principles of **inclusivity** and **accessibility**.



Overall Guidance

In this standard the term resources relates to human, physical, digital and financial resources. Human resources include staff and contractors who support all aspects of the design, delivery, evaluation and administration of implementing learning programmes. Physical resources include consumable items, assets, equipment, learning materials and any physical environments. Digital resources include online databases, resources libraries or training platforms for example.



5.1

Key Action 5.1

Identify the resources needed to implement learning programmes effectively

The learning environment and materials are high quality and support my learning

Learner

To ensure you are able to implement your learning programmes, you should consider what resources you need. This includes all the physical, digital and human resources that you will need. You can make a resources plan that outlines what you need, when you will need the resource, any relevant information about the type, quantity or quality of the resource, how you will acquire the resource and any other relevant details about specific items.

The resource plan should include all the resources you will need to design and deliver the learning programmes and should include resources needed to perform functions including human resources, financial management and logistics. You may need some, or all of the following resources:

- Staff to manage and administer your learning services
- Facilitators or expert resource people to design or deliver learning programmes
- A physical space to use as an office
- A venue for delivering face-to-face learning programmes
- Any consumable items and supplies that may be required for face-to-face learning programmes
- Physical or digital copies of learning or resource materials
- A digital platform or virtual learning environment
- Hardware and software packages to develop or implement programmes or undertake support functions
- Finances which may be in the form of donations or fees

You should consider which reasonable adjustments or specific resources may be required to support inclusion; you may need to identify specific resources to support learners of diverse profiles to access your learning services. For example, specific resources might be required for people with disabilities, or it may be necessary to make adjustments to resources to meet the needs of different genders or religious groups.

Some grants or charitable donations have regulations related to the purchase, storage and disposal of some types of resources depending on whether they are considered to be assets, equipment or consumable items. If you receive grants with this type of regulation, your resources plan may be an appropriate place to identify what type of item each resource is. Definitions of these terms vary but the following may be useful guidance:

- **Assets:** these are valuable items that may include property, vehicles or large items like generators.
- **Equipment:** these are items you may use to administer your learning services, including computers or printers, or items that you use in your learning programmes, for example, projectors or water testing equipment.
- **Consumables:** these are items that are used up relatively quickly and tend to be low value.

More information can be found on this in the annex 'Securing, managing and disposing of resources'.

How does this apply to me?

"We are working as a consortium to deliver a learning programme, so do we need to create a resource plan?"

If you are working as a consortium with several organisations contributing to a learning programme, it is still important to identify the resources that you need to run the programme.

The resource plan does not need to include all the resources of all the organisations involved, only those that are relevant to the programme, for example staff. This can be particularly important if staff are being seconded to the programme for all or part of their time or if the learning programme relies on resources which are temporarily assigned to the learning programme, for example a vehicle on loan.

The resources plan can be used to make sure responsibilities are clear, can assist with monitoring and evaluation of the programme, and can support reporting to each of the organisations involved.



You may be able to demonstrate this key action using some of the following suggested evidence:

- A record of identified human and physical resources that are required to deliver effective learning programmes as designed (cross reference to 2.5)
- Minutes or records of meetings with staff to determine required resources
- Justification for use of human and physical resources is documented
- Documented decisions to use resources
- Job descriptions / person specifications/ job advertisements
- RACI (responsible, accountable, consulted and informed) diagrams

5.2

Key Action 5.2

Follow procedures for procuring, maintaining and managing the resources needed

Staff are professional and do their jobs well

Learner

Once you have identified the resources you need to run your programmes, you need to identify what resources you already have and what you need to acquire. You can then create procurement and recruitment plans. You will also need to consider how you will maintain and manage the resources that you acquire. For example, certain items may need careful storage or licenses to purchase, use or store. This may particularly be the case if you run face-to-face training using specialist equipment like imitation fire arms.

For physical and digital resources, you will need to have robust procurement and stock management procedures. Depending on the resources that you need, you will need some of the following:

- accounting policies, processes and systems that accurately record what you have spent;
- warehousing, storage and inventory policies and procedures that allow for the safe and secure storage of equipment;
- a digital resource management system, policies and procedures for the safe and secure storage of digital resources;
- an asset or equipment register;
- a risk register to allow you to identify and mitigate potential risks to your resources;
- an ethical sourcing policy and an environmental policy.

Special guidance: Storage of imitation weapons and explosives

Special attention needs to be paid to the purchase, storage and use of imitation weapons or explosives for Hostile Environment Awareness Training or similar security programmes.

These items need to be stored:

- in a secure location that cannot be accessed by unauthorised personnel;
- in a cabinet or container that will ensure they do not degrade;
- in a location that is at a distance from staff or learners in case of accidental explosions;
- in a manner that is compliant with local laws (for example, it may be necessary to register the equipment with the police).

For human resources, it is likely that national laws will dictate many of the policies and procedures you need to follow. To help you follow these laws and effectively resource your organisation, you need to consider all aspects of human resource management. As a learning provider, you will need to be clear about how you will:

- recruit, screen and hire staff, contractors or volunteers with the required competencies to create and implement high quality learning programmes;
- induct and orientate staff to prepare them for delivering learning services;
- manage the performance and professional development of your staff, contractors and volunteers to ensure they continue to have the competencies and up-to-date knowledge that they need;
- manage any instances of poor performance or inappropriate behaviour, especially towards learners and particularly if they are vulnerable.

Useful documents may include:

- organisational structure chart;
- job descriptions;
- competency profiles for each role or type of role;
- code of conduct for staff, contractors and volunteers. It is important to have in place codes of conduct for staff and contractors that outline expectations of behaviour towards each other and towards learners;
- diagrams showing responsibilities as well as lines of accountability, consultation and information (RACI diagram – see annex ‘Example of a RACI diagram’);
- observation form to assess facilitators during recruitment and for ongoing performance management (an example can be found in annex ‘Observation form’);
- professional development plans that assess the competencies staff require and identify relevant formal, informal or on-the-job learning opportunities.

To support effective resource management, you should have records which are:

- accurate with any incomplete information noted;
- dated, to make sure it is clear when information was collected, and periodically updated, so that it is most useful;
- easy to use and available to those who need them: systems should be put in place to ensure that appropriate permission is granted to those who can change or access records depending on the sensitivity of the information contained in the documents;

- appropriately backed up so that crucial documentation cannot be accidentally lost or deleted;
- appropriate for the intended use: records should be no more complex or detailed than required but must contain all the necessary information.

Special guidance: Recruiting and managing facilitators

For programmes that are facilitated, whether this is face-to-face or remotely, the role of the facilitator is crucial. The facilitator needs to have a broad range of competencies, skills and experiences for example:

- complete mastery of the subject matter, preferably based on first-hand experience;
- knowledge of adult learning principles and the ability to effectively create situations that support learners' progress;
- the ability to manage a group of individuals who may be from a diverse range of cultural backgrounds;
- strong interpersonal skills and the ability to build rapport with individuals quickly and effectively;
- respect for learners' views, opinions and experiences: for example, by actively eliciting, acknowledging and building upon learner's existing knowledge, skills and experience.

In addition, you may need to think about whether a facilitator with certain characteristics would be most appropriate in a particular setting. This could relate to their gender, ethnic origin or age, for example. For some learner groups, you may also want a facilitator who can demonstrate that they have recently had a criminal record check or certificate of good conduct.

You should have quality assurance mechanisms in place to ensure you recruit well-qualified facilitators and that they are performing effectively. This could include:

- conducting observations at the point of recruitment;
- conducting ongoing observations and performance reviews;
- analysing learner feedback concerning your facilitators;
- providing feedback to the facilitator about their performance;
- implementing a system for encouraging, supporting and checking that facilitators' keep themselves up-to-date.

You will also need to make sure you have systems in place to ensure you have enough facilitators with the right profiles when you need them.

More information on competencies required by facilitators can be found in the annex 'Trainer Competency Framework'.

Scenario: Setting up a pool of experts to facilitate learning programmes

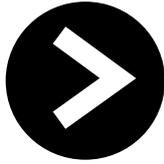
A learning provider based in Kenya employed two facilitators to deliver their learning programmes which were mostly face-to-face learning programmes on WASH and personal security delivered in Nairobi.

In response to a learning needs analysis, the learning provider decided to:

- add project management learning programmes to their schedule;
- broaden the range of security topics they offered;
- increase the number of learning programmes that they ran in Nairobi;
- start offering learning programmes in Dadaab for those working in the refugee camp on the Somali border.

The learning provider assessed the resources they had available and identified that they would need more facilitators with a broader range of competencies and experiences. They realised it would be difficult to recruit one or two people who would provide all the new competencies that they required. To overcome the challenge, they decided to create a pool of experts that could be contracted when needed to deliver the learning programmes.

When setting up the pool of experts, the learning provider identified and advertised a set of recruitment criteria including facilitation skills and experience and expertise in relevant competency areas. Once experts were in the pool, they were expected to keep themselves abreast of latest developments in humanitarian action but the learning provider also offered in-house training from time to time.



Links to other standards and key actions

- > **Key action 8.6:** Treat learners, staff and other stakeholders in a way that promotes inclusivity, anti-discrimination and well-being

It is important to have in place codes of conduct for staff and contractors that outline expectations of behaviour towards each other and towards learners. You should also have in place procedures for dealing with cases of inappropriate or harmful action. Having these in place will help you to meet key action 8.6. These steps may also help you to meet key action 3.5 if there are cases when learners' safety and security may also be compromised by staff or contractor action.



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You may be able to demonstrate this key action using some of the following suggested evidence:

- The availability of human and physical resources is considered and recorded during the design of learning programmes (cross reference to 2.5)
- Procurement policy and reviewable processes
- Procurement procedures show that appropriate (human and physical) resources are obtained, maintained and managed
- An asset register to record the location of resources identified in 5.1
- Records to show that the use and location of the resources is monitored
- Identified role(s) with responsibility for procuring and allocating resources (human and physical) for planned learning programmes
- Documented post-learning review of resources
- A resource monitoring, maintenance, management and replacement policy to ensure resources are appropriate and safe
- Feedback from learners and staff (for example, questionnaires, meetings, surveys)
- Evidence that resources are appropriate for any online or distance learner (for example, feedback from staff and learners, completion rates of assessments)
- Staff recruitment policy with associated procedures
- Organisation chart shows an appropriate number of staff for each function
- Learner / facilitator ratio is calculated and appropriate
- A documented process to check that the qualifications and experience of staff are mapped to learning requirements
- Evidence of regular monitoring of staff levels and turnover with associated action if required
- Standardised processes for recruiting appropriate new staff are embedded and operative
- Identified staff role with responsibility for staffing

5.3

.....

Key Action 5.3 Have in place reasonable measures to mitigate safety and security risks to staff and other resources

Humanitarian action takes place in a wide range of contexts and therefore your measures to mitigate risks to the safety and security of staff and other resources will be dependent on the operational environment.

You may need to undertake and develop contextual analysis, risk assessments, security management plans, standard operating procedures and/or a crisis management plan to consider the safety and security of your staff or contractors. If facilitators are visiting a different location to attend the learning programme, they might face additional vulnerabilities depending on their profile. You will need to consider:

- whether you need to provide travel advice or a security briefing on the location or implement any particular security procedures;
- the safety and security of the venue and location in which you are holding the learning programme or where staff might be staying;
- what your duty of care is to staff and contractors and what level of responsibility you will take for their travel, for example, whether you will make travel arrangements and provide insurance;
- whether specific security training is required and if you will provide this to your staff and contractors;
- what level and type of insurance you will require to cover the range of likely or possible events that may affect the safety or security of staff or contractors.

Scenario: Taking steps to mitigate safety and security risks to staff

A Nepalese learning provider based in Kathmandu wished to continue operating after the earthquake in April 2015. Before they restarted delivering their face-to-face learning programmes, they assessed their offices for structural and non-structural risks. They found that it was safe to use the premises but made some adjustments including clearing rubbish and discarding items that were blocking an alleyway behind the premises. This meant there were two clear evacuation routes from the building.

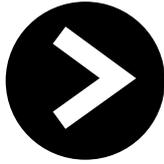
They also established evacuation plans and made sure staff and facilitators were familiar with the plans. They posted information on the walls of the training room that informed learners of the procedures to follow in the event of an earthquake.

Scenario: Mitigating security risks to staff

A British organisation wanted to deliver face-to-face workshops to their staff and local partners in each of their international offices. They contracted a learning provider based in London to develop a learning programme that they would deliver in each office.

The Kabul staff conducted a risk assessment in preparation for the workshop in their office. This identified several security threats. Several actions were agreed on to mitigate against the identified threats including:

- the facilitators were required to attend a personal security course in the UK before departure and received a briefing on arrival;
- the workshop was held in a secure compound which had a secure perimeter wall and security guards;
- information about the date and venue of the workshop were not shared publicly and only those who were attending or directly involved were informed.



Links to other standards and key actions

> **Key action 3.5:** Have in place reasonable measures to mitigate safety and security risks to learners

The risks that learners and staff face will in some ways be similar. However, the extent and nature of your responsibility towards each group is different. As a result, the measures you take to mitigate safety and security risks will differ. It will be useful to view the guidance in key action 3.5 and key action 5.3 together so that you can make sure you have integrated safety and security processes.



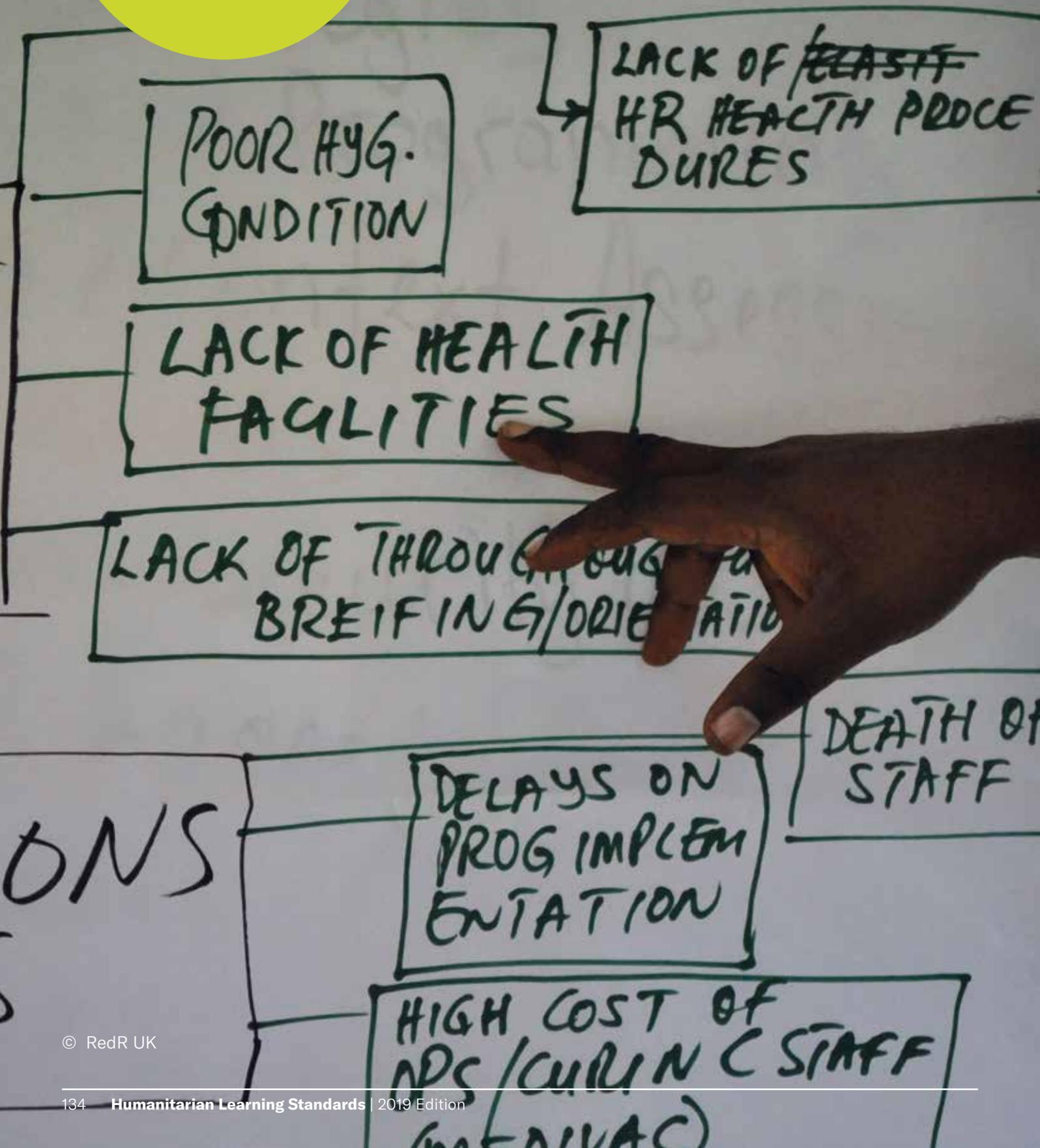
You may be able to demonstrate this key action using some of the following suggested evidence:

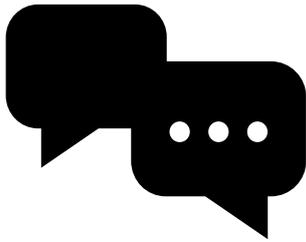
- Operating human resource policies and processes commit to ensuring that staff are not discriminated against on characteristics, for example, cognitive ability, beliefs, gender, disability, age, ethnic origin, skin colour, sexuality, religious belief or any other characteristic
- Support mechanisms in place for staff, inclusive of staff from underrepresented groups
- Activities or events that make staff feel valued and allow them to achieve their full potential
 - staff policies and procedures to include:
 - recruitment policy;
 - whistleblowing;
 - grievance and disciplinary policies;
 - diversity/ inclusivity policy;
 - maternity, paternity and child care policies
 - staff handbook
- Communications to staff (for example, contracts, equal opportunities or non-discriminatory policy)
- Feedback from staff (for example, appraisal process documents, questionnaires, surveys, complaints / concerns) indicates a culture of openness and trust



6

Standard 6 Communication





Standard 6

Communication

Communication effectively supports learning services

Key actions

You will:

- 6.1 ✓ use and maintain appropriate and accessible communication channels;

- 6.2 ✓ use clear and accessible language for all communications;

- 6.3 ✓ ensure information about learning services is relevant, accurate and available when needed; and

- 6.4 ✓ listen and respond appropriately to communications.

Good communication reduces barriers to learning so learners can progress towards the learning objectives.

Why is this standard important?

Clear, timely and accurate sharing of information and effective processes for receiving, recording and responding to communication ensures that: learning programmes run smoothly; learners are clear about the processes and their learning progress; and any queries, concerns or complaints are dealt with appropriately. Good communication reduces barriers to learning so learners can progress towards the learning objectives. This supports learning providers to achieve the **overall commitment** that people involved in humanitarian action have access to high-quality learning programmes that will allow them to work more effectively.

Effective communication that allows all learners to access information and communicate openly with the learning provider, without facing barriers due to their context or personal characteristics, ensures that the learning provider demonstrates their commitment to the principle of **accessibility**.

Overall Guidance

This standard covers the range of communications that you will have. It emphasises the need for systematic use of appropriate communication mechanisms to establish effective dialogue with learners and other stakeholders; for using clear language; for sharing accurate information and responding promptly to learners and other stakeholders. These processes support learners to access learning programmes and ensure smooth engagement with you at all stages of their learning journey.

You may find it helpful to develop a document that outlines: what information will be shared with whom, when and how; how incoming communications will be encouraged, received, recorded and handled; and who will be responsible for different tasks. The document can also state how you will ensure that all communications from you are culturally sensitive and respectful of individuals' characteristics. An example can be found in the annex 'Example of a communications plan'.

This standard is closely linked with Standard 7: Administration. A function of administration is to ensure learners receive appropriate information in a timely manner. Administrative systems can support effective communications within your organisation, with learners and with other stakeholders. Both standards support the overall work of learning providers and ensure the smooth running of learning programmes.

This standard is closely linked to Standard 8: Evaluation and accountability. Good communication will enhance the quality of the evaluation and accountability mechanisms and will help you to create opportunities, relationships and environments that enable learners to communicate concerns and complaints.



© Amy Murrell

6.1

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Key Action 6.1

Use and maintain appropriate and accessible communication channels

This key action relates to the methods of communication you use for different purposes and different audiences. The purpose is to establish effective dialogue with learners and other stakeholders so that you can share information and receive communication including information, feedback, complaints, queries and requests.

Communication channels may include any combination of written and oral communications. For example:

- your own or others' websites or microsites;
- social media platforms;
- information / induction sessions or meetings;
- email;
- instant messaging services;
- written letters;
- guidelines and information materials;
- telephone;
- internet-based communication platforms that may allow video conferencing, for example, Skype, Zoom, WhatsApp.

To decide which communication channel is appropriate for which type of communication and with whom there are several things to consider, including:

- your own capacity to use and monitor the communication channel;
- the capacity of learners to access different communication channels easily and regularly, particularly considering the needs of learners with restricted or limited access to communications technology or with different capacities such as a disability or no literacy;
- the content and intended audience of the message including whether it is intended for one individual, a group or anyone and if the information is sensitive;
- the intention of the message for example if it is for sharing information or encouraging dialogue;

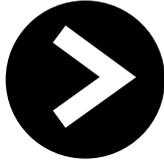
- the cultural context, taking into account any implications of using a particular channel: for example, a printed and even stamped document may be required in certain contexts while other contexts may prefer communications to be mostly digital.

Information on communication channels, how to contact you and where to find information should be shared with learners and other stakeholders. Learners should be actively encouraged to use communication channels and you should seek to promote a culture of open communication to encourage ongoing dialogue between staff and learners. Management can model positive communication behaviours by inviting open conversations with staff.

Accessible communication channels are flexible enough to support the needs of all learners. Learners with limited access to communications technology or with different capacities, for example people with disabilities or low literacy may need adaptations to access information. You should make reasonable adjustments to ensure communication channels are accessible to all. For example, making paper-based documents available in large print on request.

Maintenance of communication channels means that you will need to periodically review the channels that have been put into place taking into account feedback from staff members, client organisations and learners through feedback, complaints mechanisms and lessons learned and subsequently act upon them.





Links to other standards and key actions

- > **Key action 3.1: Deliver learning programmes as agreed**
When sharing information about learning programmes and any changes to programmes, you should consider which channel is most appropriate: the sensitivity and timeliness of the communication needs to be considered when selecting the mechanism. For example, if a change in venue or schedule is needed, a telephone call may be more appropriate than a posted letter.
- > **Key action 4.2: Promptly share results of assessment with learners**
When sharing sensitive information, for example the results of assessment with learners, the choice of communication channel should be considered.
- > **Key action 8.2: Use transparent and accessible methods to receive honest feedback**
The choice of appropriate communication channel is essential to ensure that learners and other stakeholders feel comfortable when sharing feedback with you.
- > **Key action 8.3: Record and deal with concerns and complaints**
There should be secure and dedicated communication channels available to learners who wish to make a complaint or register a concern so that they are confident to use them.



You may be able to demonstrate this key action using some of the following suggested evidence:

- A communication policy or plan
- Demonstrable use of two-way communication channels
- Documented research that methods of communication have been chosen for appropriateness (for example, email, social media, websites, written letters, phone or electronic platforms)
- Communications from and to learners, staff or organisations
- Evidence that correct communication methods are used for different messages
- Regular review of communication methods with implemented change when required
- Feedback from staff, organisations and learners
- Evidence that communication is secure
- Nominated role with responsibility for communication
- Permission to access and use communication channels is allocated to appropriate people

6.2

Key Action 6.2 Use clear and accessible language for all communications

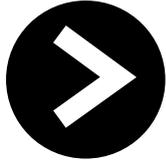
This key action emphasises the need for clarity in your communications as well as the need for ensuring that your language is tailored to your audience.

Written and oral communications should to be clear and accessible to all, they should:

- avoid jargon, colloquial terms and expressions and idioms that non-native speakers are less likely to understand;
- avoid abbreviations or acronyms that may not be known to all;
- be unambiguous;
- be of high-quality so the text is legible on the page or screen;
- be available with reasonable adjustments made for learners with specific needs, for example, some learners may need paper-based resources to be printed in a large font or on coloured paper;
- be culturally sensitive and not display gender or other bias in both the language used and the choice of images;
- ideally be in the target audience's native language although there are many practical reasons why this may not be possible.

Your choice of language for delivery is also important and when selecting which language you will use you should consider: your capacity and expertise, the abilities of your target learners, any barriers to learners that might be caused by using a particular language especially to those who may already be marginalised. It may not always be practical to deliver learning programmes in learners' native language. In these cases, you should take steps to accommodate the needs of learners who are attending a programme delivered in a language in which they are not proficient or those who communicate in sign language, it may be necessary to use an interpreter. Guidance on how to work effectively with an interpreter can be found in the annex 'Working with an interpreter' and guidance on how to make communications accessible to all can be found in the annex 'Making communications accessible to all'.

It is also important to remember that communication can also be non-verbal. It is good practice to make sure all images you use in your communications and learning materials are inclusive and accessible. You should also make sure your body language and tone are appropriate and do not cause unintended offense.



Links to other standards and key actions

> **Key action 4.2:** Promptly share results of assessment with learners

Clarity in communication is important through all your services but it is especially important when sharing potentially sensitive information. This is particularly true when sharing results of assessments with learners. In this situation, ambiguity could lead to misunderstandings and confusion.



You may be able to demonstrate this key action using some of the following suggested evidence:

- All information about learning services is clear, accurate and up-to-date
- Up-to-date and accurate information on learning services across delivery channels
- Demonstrable processes for making reasonable adjustments to ensure communications are accessible and understood by all
- A sign off process to check the content of published communications
- A process to check that grammar, spelling and language in communications and documents are accurate
- Interviews with staff and learners
- A language guide or policy including guidance on developing easy-read documents where appropriate
- A demonstrable process to review and check communications for accessibility, accuracy, grammar, spelling, language, format and media is used

6.3

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Key Action 6.3

Ensure information about learning services is relevant, accurate and available when needed



Relevant information about learning programmes should cover:

- learning topics and objectives;
- how to access or apply for the learning programme;
- any deadlines for enrolment;
- selection criteria or the intended target audience;
- duration of the learning programme;
- roles and responsibilities of the learning provider and the learners; and
- expected outcomes from participation.

You should ensure that the information provided is easily understood and the learner has access to all the information they need to participate in the learning process. This also needs to be provided in a timely manner: information should be available within a reasonable time in advance of the start date for learners to make decisions regarding their participation.

Frequently review and update information about learning programmes across all media to ensure it is accurate and does not mislead or confuse learners. If changes are made to learning programmes, these should be clearly communicated with specific information provided directly to any learners who are already enrolled on the learning programme as soon as possible.

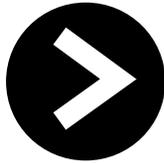
There are often pre-existing communication platforms for people involved in humanitarian action that can be used to communicate to potential learners about learning programmes. Coordination meetings, NGO platforms and Disaster Risk Reduction Networks are often useful places to share information.



Links to other standards and key actions

> **Key action 3.1:** Deliver learning programmes as agreed

Ideally learning programmes should be delivered as communicated, but if changes are made, learners need to be informed of these changes immediately. Change processes therefore need to incorporate a communication strategy.



You may be able to demonstrate this key action using some of the following suggested evidence:

- An up-to-date and accurate website
- Published documents that give up-to-date and accurate information about learning programmes and services
- Documented guidance for communicating information when required; that is: before, during and after learning programmes
- Dated communications with stakeholders
- Staff are trained about responsibilities for communications
- A process to monitor communication
- The communication policy includes how and when information is to be updated
- Owners of communications / documents identified
- A process to approve and sign off published information
- Feedback from learners
- Documented agreed response time
- Documents have a review/ renewal date and control versions
- Staff are trained and informed about responsibilities for communications (who can communicate what and at what level)
- A policy for sign off for critical or confidential information
- The website can be shown to be accurate and up-to-date

6.4

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Key Action 6.4

Listen and respond appropriately to communications

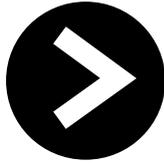
It is important that you actively encourage dialogue and that you listen and respond to your learners and other stakeholders. To ensure this happens, you need to encourage learners to communicate with you and respond systematically. You can establish set procedures for response to enable you to do this. These procedures should identify who is responsible for monitoring incoming communication, who is responsible for responding, guidelines on how to respond and standard response times. These factors may vary depending on the type of communication.

These procedures can ensure that responses are accurate and appropriate. Having standard response times is important as it means learners get the information they need in enough time to make decisions and take appropriate actions. These response times should be made public so that learners know what to expect. The timeframe set for responding to queries and requests should not adversely affect the learner or the quality of the learning programme and should be reasonably in line with learners' needs. Care should be taken to ensure that you adhere to these timeframes.

If new procedures are introduced, it may be necessary to provide training to staff who receive and respond to incoming communications. You should also monitor how effective the procedures are and how well they are being implemented as part of your monitoring and evaluation initiatives.

Learners are likely to have ongoing queries about how to make an application for a learning programme and how the learning programme will be conducted and may wish to provide feedback or register concern about an aspect of your work. These incoming communications are all important for your work and can help you improve the quality of your learning services and programmes. You can encourage potential learners to approach you with further communications by ensuring that timely and appropriate responses are consistently provided, and by providing multiple channels of communication. This will contribute towards building transparent and responsive two-way communication with learners.

Queries can be used to improve communications over time; if queries are recorded and reviewed periodically, weaknesses in communications can be identified and improved. Frequent queries and their answers can be used to develop a "Frequently Asked Questions" document or FAQs.



Links to other standards and key actions

> **Key action 8.1:** Systematically monitor and evaluate learning services

When establishing monitoring and evaluation systems, it is worth considering how you want to include communication with learners and other stakeholders. Monitoring communications can improve your ability to provide learning services and programmes that are responses to learners' needs.

> **Key action 8.2:** Use transparent and accessible methods to receive honest feedback

As part of evaluation and accountability systems, it is important to have methods in place for receiving feedback. When considering how to receive and record this feedback, it is also important to think about how to respond.



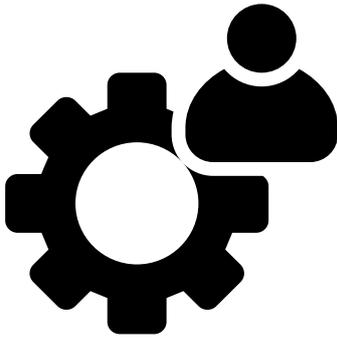
You may be able to demonstrate this key action using some of the following suggested evidence:

- Published response time (service level agreements)
- Service level agreement able to be reviewed as met
- A nominated role has responsibility for monitoring service level agreements and authority to take action taken when required
- Staff trained about how to respond appropriately to meet service level agreements
- Nominated staff roles to respond or process queries and communications
- Demonstrable process to check that the tone of responses is appropriate for the situation and the readers
- Evidence that responses to communications are made in an appropriate way, for example emails, complaints/ action logs
- Documented requests from and responses to distance and online learners
- Feedback from learners
- Register of communications that informs improvement

Standard 7

Administration

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Administration systems effectively support learning services

Key actions

You will:

- 7.1 ✓ provide effective administrative and logistical support before, during and after learning programmes;
- 7.2 ✓ implement systems to enrol target learners onto appropriate learning programmes;
- 7.3 ✓ store personal information using secure and appropriate data-management procedures; and
- 7.4 ✓ share personal and confidential information only as agreed.

Effective administrative support enables the smooth delivery of learning services.

Why is this standard important?

Administrative systems, processes and procedures support the delivery of quality learning services and enable learners and organisations to access these services. Effective administrative support enables the smooth delivery of learning services. Ineffective administrative support can not only cause practical delays but can also hinder the learning process itself. In this way, standard 7 contributes to the achievement of the **overall commitment**: people involved in humanitarian action have access to high-quality learning programmes that will allow them to work more effectively.

Effective administrative systems that are consistently applied and take into account diverse characteristics of learners ensure that: all learners have fair opportunity to access the learning and to participate in learning programmes and barriers to learning do not impact on the learning process. These measures enable learning providers to demonstrate the principles of **accessibility, inclusivity** and **impartiality**.



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Overall Guidance

This standard covers all the administrative processes needed to ensure learning programmes run smoothly. In this way, it underpins all the other standards. The key actions cover the provision of practical and logistical administrative support, making sure learners can access and enrol onto learning programmes that are suitable for them and the secure and accurate management of information.

It is important that all administrative systems are systematic and consistently followed by all. However, they do not need to be overly complex and should be proportionate to your needs.



7.1

Key Action 7.1

Provide effective administrative and logistical support before, during and after learning programmes

Effective administrative support needs to be provided internally, to ensure your learning programmes run smoothly, and externally, to support learners and organisations using your learning services. It includes using routine processes to ensure required preparations and follow up actions are made and all learners and organisations receive the appropriate level of administrative support. Administrative support may include some of the following depending on your organisation:

- before learning programmes:
 - ❖ scheduling a calendar for delivery taking into account your own capacities, learners' availability and other relevant events in context ensuring that all relevant individuals are involved in the process;
 - ❖ checking the availability and suitability of a venue or digital platform and making relevant bookings;
 - ❖ purchasing and preparing any consumable items including stationery and refreshments;
 - ❖ making any necessary contractual arrangements, for example with facilitators if required;
 - ❖ preparing, uploading or printing any required learning materials and ensuring they are accessible to the learners and facilitators;
 - ❖ supporting learners with visa applications, providing letters of invitation;
 - ❖ sharing information about accessing the learning programme online or in person, for example by sharing details of the location and address;
 - ❖ ensuring learners have information about preparations they need to make.
- during learning programmes:
 - ❖ ensuring learners are accessing the venue or platform without difficulties;
 - ❖ informing facilitators if any learners will be absent, for example due to illness;
 - ❖ monitoring learners' practical needs and providing any required support, for example by making adjustments to the learning environment or by providing replacement materials.



- after learning programmes:
 - ❖ providing learners with proof of attendance and/or proof of payment;
 - ❖ processing any payments or reimbursements to facilitators, venues, vendors, learners, for example if travel or per diems are covered;
 - ❖ taking any required practical actions, for example, appropriately disposing of or replacing any used materials or consumables.

The support required will vary depending on your circumstances and the learners or organisations. You should also consider the context you are operating in when determining the types of administrative and logistical support learners may need. For example, in some contexts, learners might need logistical or financial support to attend training and you may need to provide transport or reimburse costs.

How does this apply to me?

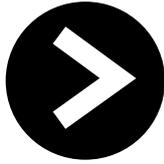
“We do not deliver learning programmes ourselves so does this apply to us?”

As an organisation that works through implementing partners, you can still complete the quality assurance review but will need to demonstrate that you have systems in place to ensure that your partners are following the key actions.

In these cases, the information provided in this key action can be used for:

- selecting suitable implementing partners;
- forming partnership agreements;
- allocating and agreeing responsibilities between different parties;
- building capacity of implementing partners if this is appropriate.

If you create learning programmes which others deliver you will be responsible for providing administrative support to your implementing partners. For example, ensuring the client organisations have access to the materials they need and any queries or requests for information are handled promptly.



Links to other standards and key actions

> **Key action 1.5:** Analyse target learners' characteristics, learning preferences and requirements

Information gathered about the needs and requirements of individual learners should be considered when making preparations. For example, some learners may have requested large font resources, or you may need to ensure that the selected venue has adequate facilities for a learner with restricted mobility.

> **Key action 3.2:** Make support available to learners throughout the programme to help them to meet the learning objectives

During delivery it is necessary to make support available to learners. This process may need to be facilitated by the administration team particularly if the learning programme is taking place online.

> **Key action 3.5:** Have in place reasonable measures to mitigate safety and security risks to learners

In the course of undertaking your administrative work, you should consider any safety and security impacts on your learners. For example, when assessing a venue for suitability, the safety and security of learners should be a consideration in terms of the location of the venue, how it can be accessed, the security of the building itself as well as any risks to safety within the venue. You should also consider cyber security and ensure that all your systems are secure.

> **Key action 5.1:** Identify the resources needed to implement learning programmes effectively

The list of resources required in key action 5.1 can be used to inform planning and preparations for learning programmes to make sure that all required resources are available.

> **Standard 6 Communication:** Communication effectively supports learning services

The standard on communication and administration are closely linked and both facilitate the smooth running of learning programmes. The communication standard focuses specifically on receiving, sharing and storing information while the administration standard focuses on establishing and maintaining systems which will facilitate communication as well as other aspects of the learning provider's work.



You may be able to demonstrate this key action using some of the following suggested evidence:

- Information sessions, tutorial support, buddies, alumni exist to provide support
- Reviewable documents exist to show that effective administrative support is given to learners and organisations at appropriate times
- Documentation identifying administrative and logistical support needs (cross reference to 1. 5)
- Identified role with responsibility for learner and organisation support
- Proven support for distance or online learners (for example, logs and timeframes)
- Support mechanisms operate face-to-face, by phone, or online, in real time or through email
- Records that time zones and modality are taken into consideration for distance and online learners
- Support records
- Feedback from learners and organisations that proves effectiveness of support (for example: training evaluations, tutorial meetings, mentor reports)

7.2

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Key action 7.2

Implement systems to enrol target learners onto appropriate learning programmes

The purpose of this key action is to make sure target learners are able to participate in suitable learning programmes. The process of enrollment may be a formal or informal process of getting people onto learning programmes.

The first stage of this key action involves deciding how learners will be accepted onto your learning programmes: whether the learning programme will be open to anyone or whether there will be selection criteria and/ or an application process. You might choose to use selection criteria or an application process if you want to target a particular type or profile of learner, or if there are limited places available.

If your learning programme is intended to be open to anyone, clear guidance needs to be provided to learners about who the learning programme is suitable for. This will allow learners to understand if it is suitable for them. Open learning programmes should be designed in a way that anyone who participates is able to access the learning. This means, for example, that support materials and activities need to be available and suitable for learners with a range of knowledge and experience: this can include providing resources that explain basic concepts as well as resources that are more complex and detailed, and designing activities that can be done at both a simple and more complex level. These could be open-ended tasks or optional extension activities. You can also provide clear guidance on who the learning programme is suitable for so that learners are able to make an informed decision about whether they feel the learning programme is suitable for them.

If you use selection criteria, you need to: agree what these criteria will be, and whether they will be essential or desirable; communicate the criteria clearly with applicants; and adhere to the criteria transparently and consistently during selection of learners. Selection criteria is useful when you want to target a specific profile of learners, your learning programme is suitable for those with a certain level of pre-existing knowledge or experience, or there may be restrictions on accessing the learning. Selection criteria might include a range of aspects. For example:

- prior experience, expertise or knowledge;

For learning programmes that have selection criteria or a limited number of places available, you will need to decide how you will allocate places.

- current circumstances, for example, working in a particular location or role;
- language ability.

For some learning programmes, you may also decide to specify that a learner must have a certain level of physical fitness: for example, for a hostile environment awareness training course, you may preclude learners with certain pre-existing conditions.

For learning programmes that have selection criteria or a limited number of places available, you will need to decide how you will allocate places: for example, whether you will allocate places to people in the order that they apply if they meet any selection criteria, with applicants going onto a waiting list once places have been allocated, or if you will use an application process. Application processes might vary in complexity and might include: a written statement from an applicant demonstrating their suitability for the course, a reference or letter of support from a line manager or submission of documentation demonstrating the ability to participate (for example, a visa if travel is required).

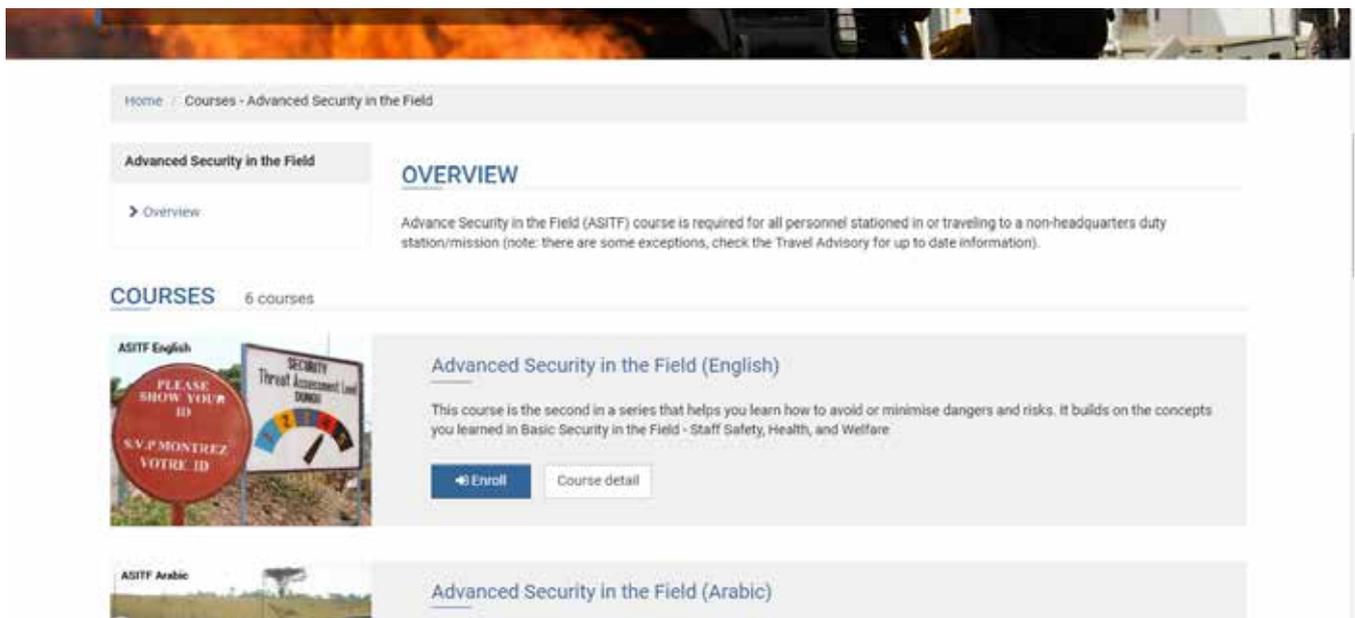
The second aspect of the formal and informal enrollment process relates to ensuring that learners who are going to participate in a learning programme are able to do so. The systems involved in this will vary significantly and can cover a range of actions which might include ensuring:

- learners are listed on a database so that their name appears on the participant list;
- learners are granted appropriate access to the learning platform or learning programme once an application or request to join a learning programme has been made;
- passwords have been issued and activated if they are used;
- access codes or security passes have been issued if applicable.

Case study: How has selection criteria been used on open learning programmes before?

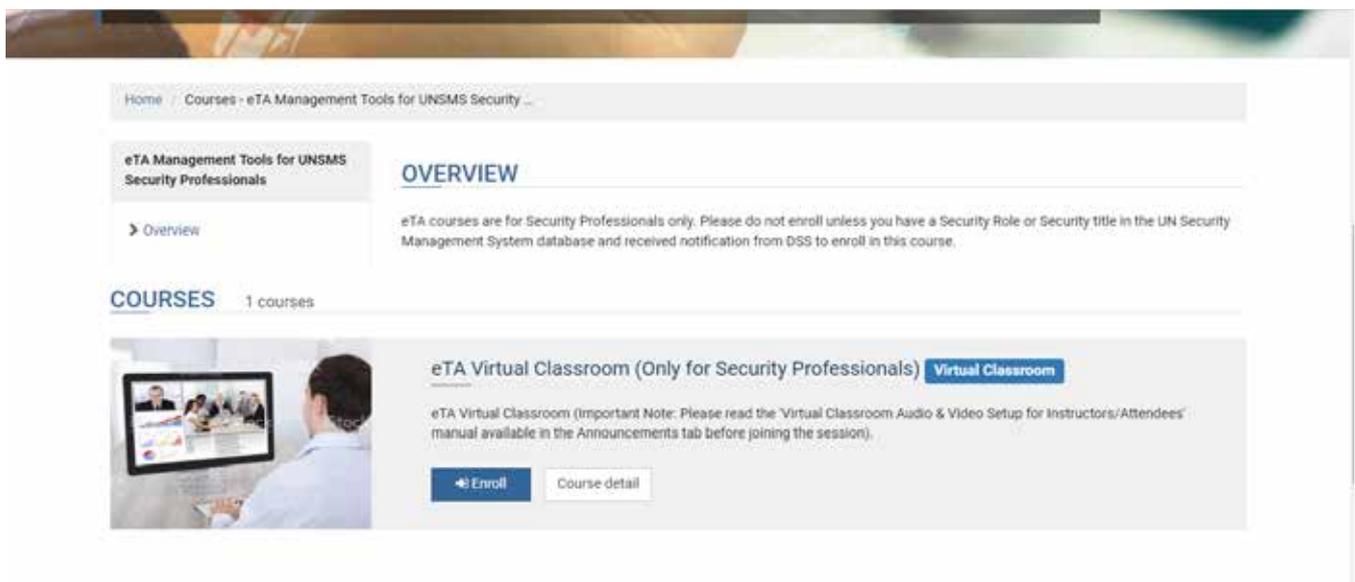
The United Nations Department of Safety and Security offers a range of online security learning programmes some of which are mandatory for UN personnel in various locations or roles. The learning programmes were designed for UN personnel but are available as open access learning programmes for any learners.

Guidance is provided on the learning platform about who the learning programme is suitable for and whether it is mandatory for any locations or roles. An example of this is the Advanced Security in the Field course which is mandatory for some posts and best undertaken after the Basic Security in the Field course. The guidance helps the learner to make an informed choice about whether the course is suitable for them.



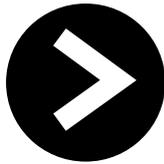
The screenshot shows the course overview for 'Advanced Security in the Field'. The breadcrumb trail is 'Home / Courses - Advanced Security in the Field'. The course title is 'Advanced Security in the Field' with an 'OVERVIEW' section. The overview text states: 'Advance Security in the Field (ASITF) course is required for all personnel stationed in or traveling to a non-headquarters duty station/mission (note: there are some exceptions, check the Travel Advisory for up to date information)'. Below this, there is a 'COURSES' section with '6 courses'. The first course listed is 'ASITF English' with a thumbnail image of a security sign. The course title is 'Advanced Security in the Field (English)'. The description says: 'This course is the second in a series that helps you learn how to avoid or minimise dangers and risks. It builds on the concepts you learned in Basic Security in the Field - Staff Safety, Health, and Welfare'. There are 'Enroll' and 'Course detail' buttons. The second course listed is 'ASITF Arabic' with a thumbnail image of a landscape, and the title is 'Advanced Security in the Field (Arabic)'.

Other courses, like the eTA Virtual Classroom have more strongly worded guidance on who the programme is or is not suitable for.



The screenshot shows the course overview for 'eTA Virtual Classroom'. The breadcrumb trail is 'Home / Courses - eTA Management Tools for UNSMS Security...'. The course title is 'eTA Management Tools for UNSMS Security Professionals' with an 'OVERVIEW' section. The overview text states: 'eTA courses are for Security Professionals only. Please do not enroll unless you have a Security Role or Security title in the UN Security Management System database and received notification from DSS to enroll in this course.'. Below this, there is a 'COURSES' section with '1 courses'. The course listed is 'eTA Virtual Classroom (Only for Security Professionals)' with a 'Virtual Classroom' tag and a thumbnail image of a person at a computer. The description says: 'eTA Virtual Classroom (Important Note: Please read the 'Virtual Classroom Audio & Video Setup for Instructors/Attendees' manual available in the Announcements tab before joining the session)'. There are 'Enroll' and 'Course detail' buttons.

Source: <https://training.dss.un.org/course>



Links to other standards and key actions

> **Key action 1.2:** Prioritise which learning needs to address

When you prioritise which learning needs you will address, you may also identify a group or profile of learner that you wish to support. For example, you may decide that you will focus on the needs of women in a specific community or people in a particular location or role, for example if they have limited access to other learning opportunities or if this is consistent with your mandate or focus. When you establish your recruitment and selection processes, you need to make sure that these processes allow your target learners to enroll. For example, if you wish to prioritise women in a specific community, you may open your learning programme only to women or you may have a quota system specifying the proportion of learners who must be female.

> **Key action 6.3:** Ensure information about learning services is relevant, accurate and available when needed

When sharing information about learning programmes and services, it is important to share the selection criteria for learning programmes, so the process of enrolling learners is transparent.



You may be able to demonstrate this key action using some of the following suggested evidence:

- Learner recruitment or selection policy
- Nominated role to own and implement a recruitment and enrolment policy
- Published selection criteria for target learners
- Minutes of meetings or documents that set reasons for standardised selection and recruitment requirements
- Formal application and enrolment process
- Learners' assessments prior to recruitment (cross reference to 2.5)
- Documented progression routes
- Formal acknowledgements of enrolment

7.3

Key action 7.3 Store personal information using secure and appropriate data-management procedures

You should implement national legal requirements for data protection. The guidance in this handbook may complement national requirements but should not be used as a substitute.

Key actions 7.3 and 7.4 are closely related. Key action 7.3 focuses on storing personal data that has been collected while key action 7.4 focuses on the usage and sharing of that information.

Before collecting any data, you need to define what information you need and how long you will need to keep it for. Any additional learner information beyond this scope should not be collected unless there is a specific reason to do so and information should not be stored for longer than necessary.

Once you have decided what information you will collect and how long you need it for, you need to establish a data management system that allows you to collect and store this information. This system should be as simple as possible so that it is easy to use and maintain. You also need to make sure that the system is secure and that it is possible to delete and retrieve information. You need to be able to retrieve information for your own use or for learners as they may ask to see any personal information that you hold on them. In some countries, data protection laws make it a requirement for you to share this information within a given timeframe if it is requested.

To manage data effectively, you need to:

- establish a system to register and identify learners and collect the required information;
- regularly check the accuracy of the information you hold;
- implement a process of removing records that are out-of-date, unnecessary, redundant or superfluous;
- establish a mechanism for retrieving learners' personal information when they request access to it.

Data management procedures should enable you to store learner information securely whether in hard copy or electronic format. Storage of hard copy (paper based) records should be lockable if the information is confidential. Electronic records of confidential information should also be appropriately secured and there should be a system for backing up information stored electronically.

Data management procedures should define who can access learner information and this should only be accessible to staff who need this information to do their jobs. Learners should also be able to access their information and records.

Where personal or sensitive data is held, relevant security and access controls should be in place. Additional controls may also be needed to prevent such data from being copied or misused.

Paper records and paper files containing personal data and sensitive information about learners should:

- be handled in such a way as to restrict access only to those persons with reasons to access them;
- be locked away when not required;
- be kept hidden from callers to offices;
- follow a secure disposal of confidential waste.

Links to other standards and key actions

> **Key action 1.5:** Analyse target learners' characteristics, learning preferences and requirements

When collecting personal information during learning needs analyses, you need to consider how to store this data securely.

> **Key action 4.4:** Record evidence-based results

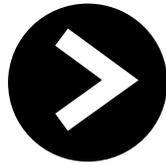
Assessment information, particularly about how individuals perform, should be stored securely.

> **Standard 5:** Resources for learning programmes are appropriate, sufficient and well managed

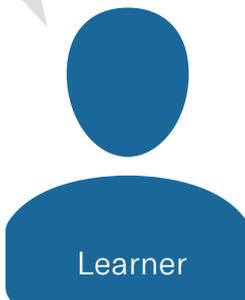
Systems that are designed to maintain and monitor the use and quality of resources may contain sensitive or personal information. Information related to finances and the recruitment and management of staff and facilitators may be particularly sensitive.

> **Key action 8.3:** Record and deal with concerns and complaints

When establishing systems for receiving and dealing with complaints and concerns, consideration should be given as to how this information will be stored. This also applies for collecting and storing feedback.



I'm confident my information is secure and kept confidential





You may be able to demonstrate this key action using some of the following suggested evidence:

- A documented data management process
- Structured, indexed safe storage of learners' personal information
- Security of learners' information protected by appropriate means
- Identified role with responsibility for data management
- Data protection and retention policy
- Information back up processes
- Identified users with secure access
- Demonstrable process to securely dispose of unnecessary, redundant or superfluous data
- Documented compliance with local data retention law



7.4

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Key action 7.4

Share personal and confidential information only as agreed

You should implement national legal requirements for data protection. The guidance in this handbook may complement national requirements but should not be used as a substitute.

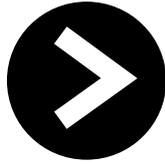
Key actions 7.3 and 7.4 are closely related. Key action 7.3 focuses on storing personal data that has been collected while key action 7.4 focuses on the usage and sharing of that information. The annex 'Data Protection Checklist' provides a data protection checklist which may be a useful guide if there is no checklist available based on the national laws of your country.

You need to offer clarity about how learner information will be shared and make learners aware of this. It is important for learners to be aware of whether any of their information will be shared and if so, what information, with whom and for what purpose. For example, where a client organisation has funded the learning service, they will likely expect access to the learner's records. Where learning is self-funded, you should not share learners' information with third parties without the learners' consent.

If learners' records will be routinely shared with an external organisation, for example an accrediting body, you must make this clear to learners in advance.

You should have procedures in place to properly evaluate requests from other organisations for access to data in your possession, for example, reviewing bodies, financial auditors or donors. Such procedures should assist you in deciding whether the release of data is fully justifiable, in the interests of learners and whether it is compliant with any existing national data protection legislation.

If you are using information about learners, case studies or photographs to report on, advertise or market your learning programmes, you need to make sure that nothing personal or confidential is shared and that you have learners' permission to include them in this type of material. If you are taking photographs of learners, you need to seek permission to do so and ensure that there is no negative impact on the learning process or the learner, for example compromising future employment opportunities. Seeking permission in advance of a learning programme may be more efficient.



Links to other standards and key actions

> **Key action 6.2:** Use clear and accessible language for all communications

To prevent misunderstandings, you should ensure communication shared with learners is clear and accessible.



You may be able to demonstrate this key action using some of the following suggested evidence:

- Demonstrable procedures to keep personal and confidential information safe and secure, including the use of passwords and other security methods
- A published and communicated policy of how personal and confidential information will be shared (Information sharing policy)
- A 'need to know' list to ensure only authorised staff or interested parties have access to confidential information
- A published document that identifies what is personal and confidential information
- Data retention policy with detailed instructions on the safe disposal of personal and confidential information
- Nominated role with responsibility for data security
- Facilities to store data securely and confidentially
- Authorised agreements to share documents
- Recorded changes to design of assessments when resource implications make them necessary

8

Standard 8 Evaluation and accountability



Standard 8

Evaluation and accountability

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Standard 8: Evaluation and accountability mechanisms effectively support learning

Key actions

You will:

- 8.1 ✓ systematically monitor and evaluate learning services;
- 8.2 ✓ use transparent and accessible methods to receive honest feedback;
- 8.3 ✓ record and deal with concerns and complaints;
- 8.4 ✓ use lessons learnt to improve and update learning programmes through periodic review;
- 8.5 ✓ make information about the quality of learning services available and transparent; and
- 8.6 ✓ treat learners, staff and other stakeholders in a way that promotes inclusivity, anti-discrimination and well-being.

Why is this standard important?

Standard 8 contributes to the **overall commitment** that people involved in humanitarian action have access to high-quality learning programmes that will allow them to work more effectively. Systematic evaluation processes that measure the quality of services offered, and feed into a continuous cycle of review and improvement, ensure that the learning services offered are relevant, appropriate and responsive to learners' and client organisations' needs. Furthermore, accountability processes are an essential component of quality because they make sure you are responsive to learners' needs.

Effective evaluation and accountability processes that consider the diverse characteristics of learners, that are implemented fairly and equally and that are designed to be easy for all to access, allow learning providers to demonstrate commitment to the principles of **impartiality, inclusivity** and **accessibility**.

The purpose of this standard is to enable you to provide services that are continuously improving and responsive to learners' needs.

Overall Guidance

The purpose of this standard is to enable you to provide services that are continuously improving and responsive to learners' needs. The standard supports you to monitor and evaluate your performance, so you can understand how effective your learning services are, and to make sure that you operate accountably.

To do this, you should have mechanisms in place and designated staff for eliciting and responding to feedback from learners and client organisations and for dealing with complaints. To make sure that your programmes are responsive to the need of learners, evaluation and accountability mechanisms should be in place that are transparent, robust and consistently applied. Establishing policies and processes can enable you to:

- systematically collect and analyse monitoring and evaluation data,
- encourage and respond to feedback,
- handle complaints sensitively and effectively, and
- have systems for continuous improvement.

You can also engage in quality certification as a mechanism for ensuring continuous improvement and responsiveness to learners' needs. The self-evaluation tool and Quality Manual which can be found on the HPass website provides useful guidance on quality assurance.

8.1

Key Action 8.1 Systematically monitor and evaluate learning services

Monitoring and evaluation are two powerful tools for managing the quality of learning services. They are complementary components that form part of a robust quality assurance system, and they each have a different function in supporting quality. The key differences are:

- Monitoring is an ongoing process to measure progress towards achieving planned results. Monitoring allows you to check whether services are being delivered as planned, and to identify emerging trends or problems.
- Evaluation is done periodically, or at set points in time, normally at the end of service delivery, and it aims to assess the achieved results against expected ones.

Both monitoring and evaluation allow you to gather feedback on different aspects of your learning programmes and overall services, and this information can be used to check quality and identify and deliver improvements.

One model of evaluation of learning programmes that is frequently used, and which was developed by Donald Kirkpatrick originally in 1959, recommends conducting evaluation of learning programmes at four levels:

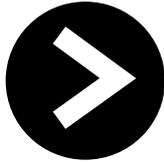
1. learners' reaction to the learning programme;
2. learning against the learning objectives;
3. the extent to which learners have applied their learning;
4. the overall impact of the learning programme.

The Kirkpatrick model can be a useful model for measuring whether your learning programmes are high quality (levels 1 and 2) and whether they are supporting learners to work more effectively (levels 3 and 4) which is the overall commitment of the Humanitarian Learning Standards. Level 1 data is the simplest to collect and analyse. The complexity increases as you progress to level 4 and, particularly if you do not have direct contact with your learners, you may find it impossible to evaluate at levels 3 and 4. More information on this model can be found in the annex 'Training Evaluation Toolkit' and a reference to further resources about Kirkpatrick model can be found in 'Further Resources'. An example of how to collect information at level 1 using a learner evaluation form can be found in the annex 'Post-learning programme evaluation form' and from the facilitator feedback form in the annex 'Facilitator feedback form'. In some later models, level 5 has been added to measure return on investment which you may find a useful addition to the model.

The time and resources allocated for monitoring and evaluation should be proportionate to your size and scope as a learning provider and the services you provide. Aim to establish systematic, but simple, timely and participatory mechanisms to monitor progress and evaluate the quality and effectiveness of your services. Carefully consider how much time staff and learners are asked to dedicate to monitoring and evaluation activities, as well as what data is really needed, and how it will be used. Avoid collecting data that you will not use.

An effective monitoring and evaluation system uses methods and tools suited to the context, combining qualitative and quantitative data as appropriate. Different approaches and tools suit different performance, learning and accountability purposes. A variety of methods may be used including: participatory impact assessments and listening exercises, quality assurance tools, quality reviews and internal learning and reflection exercises.

It is important to involve your learners in monitoring and evaluating your learning programmes. You can do this by asking learners to provide feedback on your learning programmes. In other cases, particularly if you have worked with a specific group of learners closely to assess their specific needs and design a programme for them, you can make your monitoring and evaluation more participatory and invite learners to contribute to decisions about what will be monitored and evaluated and how this will be done.



Links to other standards and key actions

> **Key action 2.6:** Incorporate methods and tools to assess learning

The primary purpose of the learning assessment activities you design is to assess and support learners. However, this data is also useful for you when you are evaluating your learning programmes and services. When designing assessments, you can consider how this information will feed into your evaluation processes.

> **Key action 2.7:** Validate learning programme and materials

The validation or piloting of learning programmes forms part of the overall monitoring and evaluation process described in key action 8.1.

> **Key action 7.3:** Store personal information using secure and appropriate data-management procedures

When you are collecting, storing and using information for your monitoring and evaluation systems, you need to make sure that you adhere to any locally or nationally relevant data protection laws. Further guidance can be found in key action 7.3.



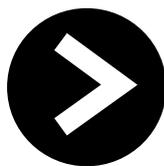
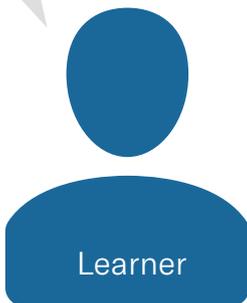
You may be able to demonstrate this key action using some of the following suggested evidence:

- A nominated role monitors the process of participatory and proportionate monitoring and evaluation of learning services
- A nominated role has responsibility to draw up a regular schedule of monitoring involving relevant stakeholders
- A training monitoring and evaluation policy, for example using Kirkpatrick's 4 Stage Training Evaluation Model
- Standardised learning programme evaluation tools/ templates
- Records and tools to show proportionate monitoring and evaluation has occurred (for example, questionnaires, surveys, interviews with staff and learners, records of meetings held at end of learning programmes)
- Results of monitoring and evaluation are documented (for example, reports, spreadsheets, online)
- Documentary evidence (for example, electronic files) that evaluation from learners (including those at a distance) has been recorded and acted upon
- Minutes of regular monitoring and evaluation meetings
- An operating, timely and documented quality cycle
- Communications with staff and learners about the monitoring and evaluation policy
- Role(s) assigned to oversee monitoring and evaluation

8.2

Key Action 8.2 Use transparent and accessible methods to receive honest feedback

I am asked for my feedback and know it is taken into account



You should establish mechanisms that encourage learners to share feedback on their experience of the services they have used. These can include a dedicated email address, online surveys, comment boxes or evaluation forms.

You may also receive unprompted or informal feedback from learners and stakeholders. You should make sure that your monitoring and evaluation systems use all feedback received to guide improvements to your services.

Some learners and stakeholders are more likely to give you honest feedback if mechanisms are anonymous. Try to provide opportunities for service users to give feedback that does not require them to identify themselves if they do not want to.

Being transparent about your performance and the feedback you receive, increases your accountability to learners and other stakeholders and will encourage further, honest feedback. As a minimum, you should make the results of monitoring and evaluation exercises available to those who have participated but you can also share the results publicly, for example, by posting information on your website or by publishing a short report of findings. In some cases, feedback may include sensitive information that should not be made public. You should keep this sensitive information confidential.

Managing expectations is important, as learners and other stakeholders may believe that their feedback will automatically result in their desired outcome. Take care to be honest and transparent about how feedback will be used, and about how you have used monitoring and evaluation findings in the past, to avoid generating frustration and disappointment.

Clarity about the intended use and users of the data should determine what is collected and how it is presented. Data should be presented in a brief, accessible format that facilitates sharing and decision-making.

Links to other standards and key actions

> **Key action 3.1:** [Deliver learning programmes as agreed](#)

It is important that learners can make a complaint if a learning programme is not delivered as planned. Any complaints you receive should be used to help improve the quality and consistency of your services.

- > **Key action 8.6:** Treat learners, staff and other stakeholders in a way that promotes inclusivity, anti-discrimination and well-being

Safe and accessible complaints mechanisms enable learners to inform you if learning services are not being delivered in a way that adheres to inclusivity, anti-discrimination and well-being. Any complaints of this nature should be dealt with following the guidance above, and improvements or disciplinary actions taken where necessary.

- > **Key action 6.1:** Use and maintain appropriate and accessible communication channels

It is important that feedback mechanisms are accessible. Guidance on this is provided in key action 6.1.

- > **Key action 7.3:** Store personal information using secure and appropriate data-management procedures

Feedback received may be sensitive, so it is particularly important that it is stored securely. Guidance on this can be found in key action 7.3.

- > **Key action 8.4:** Use lessons learnt to improve and update learning programmes through periodic review

The feedback you receive should be used to help you improve your learning programmes and services. It should be included in any periodic reviews that you conduct.



You may be able to demonstrate this key action using some of the following suggested evidence:

- Policy for supporting transparent and honest feedback from relevant stakeholders
- Toolkit/ templates for receiving honest feedback, for example anonymised questionnaires
- Examples of how honest feedback has been received and informed reviews and decision making
- Staff training and communications that inform interested parties of how to give and receive feedback (for example, posters, handbooks, information sheets, website, emails, assessment documents)
- Published guidance on providing feedback is accessible (for example, posters, handbooks, web site, programme literature)
- Reports communicating the outcomes from feedback

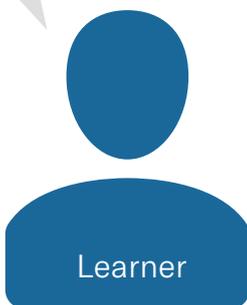
8.3

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Key Action 8.3

Record and deal with concerns and complaints

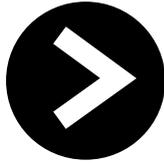
I feel confident to make a complaint and know it would be dealt with confidentially



Complaints mechanisms should be safe and accessible for learners, with designated staff available to handle concerns or complaints. The complaints process needs to be clearly explained to staff, learners and other stakeholders, and mechanisms are needed for both sensitive (for example, relating to corruption, sexual exploitation and abuse, or gross misconduct, where confidentiality is the focus) and non-sensitive information (for example, challenges to use of selection criteria, where transparency is the focus). Complaints handling mechanisms must ensure that information on complaints is kept confidential regardless of whether it is considered to be sensitive. Information recorded should only be stored for as long as it is needed.

All complaints should be acknowledged, and the complainant informed of when they can expect a response. A response should be given within the specified timeframe and a record should be kept of all complaints made, including the time taken to respond, the response given, and how the complaint was resolved. For example, if the complainant accepted the response, if any follow up actions were taken, or if any recommendations were made for changes in organisation policy or processes. These records and recommendations should be reviewed regularly to inform change and drive improvements as outlined in key action 8.4. The right to appeal should also be built into complaints mechanisms.

Having a grievance procedure and whistle-blowing policy in place provides a mechanism for staff to register complaints or concerns about poor practice or conduct of colleagues.



Links to other standards and key actions

> **Key action 8.4:** Use lessons learnt to improve and update learning programmes through periodic review

Alongside feedback on the effectiveness of learning programmes, learning from complaints and concerns should be incorporated into periodic reviews to ensure that appropriate improvements are made to all learning services and programmes.



You may be able to demonstrate this key action using some of the following suggested evidence:

- A communicated concerns/ complaints policy (for example, in handbooks, website, assessment materials, posters)
- Documented and time constrained concerns and complaints processes
- Register of outcomes from concerns and complaints that lead into lessons learnt and improve services
- A whistleblowing policy and procedure
- A nominated role with authority to process concerns and complaints
- Data kept confidentially
- Document trail to show resolution of complaints and concerns
- Communications that raise awareness of how to make a complaint or raise a concern
- Interviews with staff and learners
- Records of complaints and concerns are kept confidentially
- Communications that raise awareness of how to make a complaint or raise a concern for example, posters, handbooks, letters
- Concerns and complaints can be tracked and reviewed as resolved

8.4

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Key Action 8.4

Use lessons learnt to improve and update learning programmes through periodic review

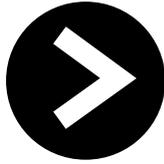
You should have procedures in place for periodic reviews that guide updates and improvements to learning programmes. Reviews will vary in scale and scope depending on the learning services you provide, but should include as a minimum:

- **Content and methodology:** to ensure that learning content and practice remain up-to-date and fit for purpose, periodic review of content should be conducted by suitably qualified staff;
- **Delivery of services:** the results from monitoring and evaluations completed by learners can provide useful information on the quality of service delivery. Regular review of the results of monitoring and evaluations, as well as any complaints or any other feedback received, can identify any areas where services require improvement. Lessons learnt and best practice from internal reviews and evaluations can also inform improvements to policies, systems and procedures.

Recommendations for improvements to services should be recorded, detailing whether any follow up actions were agreed including timeframes for these. Mechanisms should be established to follow up whether the recommendations are implemented, and to gauge whether the expected improvements in the service were achieved.

Performance monitoring and ‘real-time evaluation’ can also be carried out periodically, leading to immediate changes in policy and practice. Evaluations are often carried out by independent, external evaluators but internal staff members can also evaluate a service as long as they take an objective approach.

Monitoring should periodically check whether the learning services continue to be relevant to learners’ needs. Findings should lead to revisions to the services as appropriate.



Links to other standards and key actions

> **Key action 2.7:** Validate learning programmes and materials

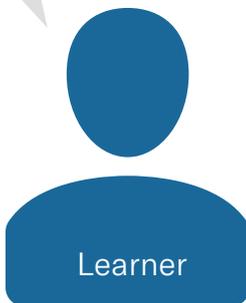
When reviewing materials for new learning programmes, lessons learned from other similar learning programmes can be used to inform your review.



You may be able to demonstrate this key action using some of the following suggested evidence:

- An internal review process to gather lessons learnt (for example, feedback from learners and staff, complaints and concerns (cross reference to 8.3), minutes of meetings, emails, observation records)
- A documented quality cycle is in place that proves continuous improvement
- A performance monitoring process
- Evidence that improvements have been made because of lessons learnt (for example, programme design; change to programme delivery)
- A nominated staff role with responsibility for quality
- A quality assurance policy
- Documents that record change to programme delivery made because of lessons learnt
- Minutes or records of monitoring and evaluation meetings (cross reference to 8.1)
- A timed schedule for review of learning materials and methods

Learning programmes reflect current best practice in humanitarian action



8.5

Key action 8.5

Make information about the quality of learning services available and transparent

I am able to find out information about the learning provider's past performance so I can make an informed choice

Learner

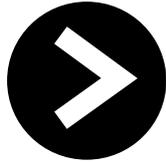
It is important that learners and other stakeholders have access to information about your performance, so they can make informed decisions about whether they want to invest time and resources in participating in one of your programmes. It is also important for stakeholders, such as potential donors or investors, to have access to transparent information.

Some types of information should be available in the public domain and either publicised or available on request. The purpose of sharing this type of information is to reassure learners of the quality and suitability of your services and provide evidence that you are a reliable learning provider. This information may include:

- summaries of evaluations of previous learning programmes;
- records and statistics of the number of learning programmes offered and the number of participants to date, or in recent years;
- profiles of some of your facilitators;
- summary of audited financial accounts;
- safeguarding, safety and security and insurance policies which cover the learning programmes;
- any outstanding, unresolved or significant complaints, bankruptcy or legal action that is pending
- any external recognition, for example, if you are a HPass Approved Learning Provider.

Other information may be required by stakeholders such as donors or investors, a board of trustees, implementing partners or financial auditors. The information and records needed by these stakeholders will vary depending on the type of organisation you are, the country and context in which you are operating and your relationship with the stakeholder in question. It could include detailed financial and performance records, records on use of resources and policies. The purpose of sharing this type of information may be to demonstrate compliance with regulations or laws or to demonstrate the value and quality of your services to encourage investment or support.

In some cases, there may also be lists of information you are required to make available by law.



Links to other standards and key actions

- > **Key action 6.3:** Ensure information about learning services is relevant, accurate and available when needed

You will need to decide what information to share about your learning services and performance record publicly and what you make available on request. You also need to be compliant with local and national laws.



You may be able to demonstrate this key action using some of the following suggested evidence:

- Published information is accurate, honest and up-to-date
- Reports based on participant feedback
- Information is easily accessible, for example, via website or literature
- Evidence that open days, information sessions, conference sessions, question times have been provided for interested stakeholders
- Organisation's contact details are openly available and accessible
- Staff are trained about learning services

8.6

Key Action 8.6

Treat learners, staff and other stakeholders in a way that promotes inclusivity, anti-discrimination and well-being

How you treat learners, staff and other stakeholders who impact or are impacted by your learning programmes will have a strong effect on your overall performance and it is your responsibility to work in a way that promotes inclusivity, anti-discrimination and well-being. Other stakeholders that impact or are impacted by your learning programmes might include:

- human resources departments outsourcing learning services to you;
- client organisations sending a group of learners to you to attend a learning programme;
- other learning providers;
- an assessment provider who you work with to provide services that are complementary to your learning programmes.

It is important that staff, learners and other stakeholders feel they are treated well by you. For staff members, this means they should be issued with contracts that clearly outline expectations, responsibilities and terms and conditions of employment; human resource policies should be fair and consistently applied; and terms and conditions are fair. The style and complexity of human resource policies and procedures will depend on your size and context as a learning provider. However, staff should participate in the development and review of policies where possible to ensure that their views are represented. A staff manual can be useful to facilitate knowledge of and consultation on policies. Policies you might include:

- recruitment policy;
- whistleblowing, grievance and disciplinary policies;
- equal opportunities and diversity/ inclusivity policy;
- anti-harassment and discrimination policy;
- maternity, paternity and child care policies.

Learners should also feel that they have been treated well by you so they are able to achieve the learning objectives fully. This means that all staff and facilitators should interact with learners in a respectful and supportive way. To ensure learners are well treated you could:

- establish a culture of trust where learners and staff are confident in their roles;

- ensure staff who meet learners are welcoming and helpful in their approach;
- treat learners as adult professionals and be respectful of their existing knowledge, skills and experiences.

To ensure fairness you should adopt transparent processes. For example, recruitment of staff or contractors should be open and understandable to all staff and applicants. Transparency includes developing and sharing up-to-date and relevant job descriptions for each post. You should also take steps to establish diverse and competent teams. To do this, it may be necessary to specifically encourage certain profiles of people to apply for positions to increase workplace diversity and to offer opportunities for people who are often marginalised in society, for example you may write on the job description or your website that people with disabilities or people from a certain country are encouraged to apply. Existing teams can increase their appropriateness and diversity through new recruitment as required. Any steps you take to improve diversity should be transparent. You should also make sure you treat learners fairly and with transparency. This applies to all your interactions with them but is particularly important when they are applying for places on learning programmes or when you are assessing their work.

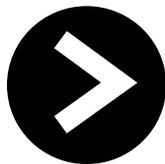
Treating all staff, learners and other stakeholders in a non-discriminatory manner entails establishing policies and/or codes that define acceptable behaviour and gaining agreement from those involved to adhere to them. No staff member, learner or other stakeholder should be party to abuse, corruption or sexual exploitation. To reinforce this, it is important that staff are asked to sign a code of conduct. You can also consider implementing a learner code of conduct if appropriate. You can create this to meet your needs specifically or you can use existing codes of conduct, for example, the Code of Conduct for International Red Cross and Red Crescent Movement and NGOs in Disaster Relief. A safeguarding policy is also useful especially if you frequently work with vulnerable people.

Staff well-being should be supported through policies and actions: all staff should be encouraged to achieve a healthy work-life balance to avoid burn out, help staff retention and promote well-being. Although your responsibility in this regard is less towards learners, you should also take steps to monitor and promote their well-being when you are engaging with them. This means taking into account their physical and emotional needs during learning programmes and not asking them to engage in any activities that will be harmful to them. This may include for example, a sensitive choice of

activity, scheduling sessions to allow for sufficient breaks, giving learners warnings if there are shocking or distressing images in the learning materials. Depending on the learning programme, you may decide that additional support should be on hand or close by. For example, if you are putting learners in stressful situations or discussing topics that could trigger past trauma, facilitators should be aware of the signs of psychological distress and should be able to remove learners from a situation before their well-being is compromised.

People working and volunteering in humanitarian action are recognised as being at high risk of trauma-related and other mental health conditions. It is good practice for employers to offer or signpost appropriate mental health support services for staff and volunteers, and to promote these services using positive language in order to reduce stigma related to mental health conditions.

A range of reasonable adjustments can be made to support well-being and inclusivity in the workplace. It is good practice to ask staff about their needs when they join. For example, if they are dyslexic, they may request a certain screen, or if they have a back problem, adjustments may be needed to their desk. In addition, similar questions can be asked to learners ahead of learning programmes, particularly if they are face-to-face.



Links to other standards and key actions

> **Key action 6.2:** Use clear and accessible language for all communications.

Using respectful language to communicate with staff supports inclusion and anti-discrimination in the workplace.



You may be able to demonstrate this key action using some of the following suggested evidence:

- Recruitment policy (including how recruitment is carried out and communicated in an anti-discriminatory way)
- Whistleblowing, grievance and disciplinary policies
- Equal opportunities and diversity/ inclusivity policy
- Anti-harassment and discrimination policy
- Maternity, paternity and child care policies
- Feedback from learners, for example learning programme evaluations
- Human resource records on staff, for example exit interviews
- Feedback from learners that asks their opinion of how they were treated before, during and after the learning programme
- Staff training about inclusivity, anti-discrimination and well-being is evidenced
- A process to check that programme materials do not discriminate on characteristics, for example, cognitive ability, beliefs, gender, disability, age, ethnic origin, skin colour, sexuality, religious belief or any other characteristic (cross reference to 1.5)
- Demonstrable processes that learners from underrepresented groups have the support they need to be successful (cross reference to 3.2)
- Evidence that programmes have in-built opportunities for learners to build relationships and develop multicultural skills with learners from diverse backgrounds or skills
- Evidence that activities are offered to make learners feel valued and included.
- Learning programmes evidence that learners are encouraged to participate actively in the learning programme
- Learners' and staff feedback are gathered about whether the learning programmes were appropriate, enjoyable, challenging and achievable
- Support mechanisms in place for learners

Further resources

Additional resources available on HPass

- HPass badges, see www.hpass.org
- HPass, (2019), Standards for the Assessment of Humanitarian Competencies
- HPass, (2019), Quality Manual

Competency Frameworks

Bhardwaj, R., (2015), Inclusion Competency Framework: For Humanitarian Professionals - Supporting Gender-sensitive Age and Disability Inclusion in Humanitarian Action, ADCAP

Bioforce and RedR UK, (2011), International Development and Humanitarian Trainer Competency Framework. Available at: <https://www.alnap.org/system/files/content/resource/files/main/training-competency-framework.pdf>

The Cash Learning Partnership (CaLP), (2018), Cash Transfer Programming Competency Framework. Available at: <http://www.cashlearning.org/downloads/calp-ctp-competency-web.pdf>

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1

Standard 1: Analysis

Types of Data

Type of data	Sources	Advantages	Disadvantages
Secondary data	<p>Information available through published and unpublished sources, including:</p> <ul style="list-style-type: none"> ■ literature reviews ■ surveys ■ evaluations ■ assessments ■ reports <p>These can come from NGOs, UN agencies, international organisations and government offices</p>	<p>Secondary data can be very cost effective and should be the first sources accessed for assessment data</p>	<p>Unfortunately, access to secondary documents is often limited and care is needed when interpreting secondary data. Sometimes selective primary data collection will be necessary to verify the reliability and relevance of secondary data to the specific context, or to obtain deeper, more specific information</p>
Primary quantitative data	<p>Information collected directly from individuals to enable measurement using methods such as:</p> <ul style="list-style-type: none"> ■ surveys ■ questionnaires ■ tests ■ standardised observation instruments 	<p>The strengths include:</p> <ul style="list-style-type: none"> ■ Scalability – Processing results from a great number of subjects and permit a generalisation of results; ■ Objectivity and accuracy of results – Less personal bias in the collection and interpretation of data; ■ Standardisation – Data collectors use standard approaches whose results can be compared to other data. 	<p>This approach sometimes misses the depth of the situation and it can be difficult to collect essential contextual information</p>

Type of data	Sources	Advantages	Disadvantages
Primary qualitative data	Information collected directly from individuals to enable interpretation of data using methods such as: <ul style="list-style-type: none"> ■ brainstorming ■ focus groups ■ timelines ■ semi-structured interviews ■ ranking exercises 	The strengths include: <ul style="list-style-type: none"> ■ Depth and detail: Qualitative data often provides detailed descriptions of situations, providing the richness of context that is missing from quantitative data; ■ Creates openness: encouraging people to expand on their responses can open up new topic areas not initially considered; ■ simulates people's individual experiences: a detailed picture can be built up. 	This approach can be time consuming and resource intensive, making it costlier and more difficult to do on a large scale

Source: adapted from PMD Pro Guide 2nd Ed. (2015), PM4NGOs, p24-25

Analysing Humanitarian Learning Needs

Identifying learning needs in humanitarian action	
Purpose	To identify trends in the humanitarian context and analyse how effectively humanitarian needs are being met to identify gaps in performance which indicate learning needs
Key questions	<p>What are the current key trends in emergencies? What types of emergencies are happening, where and of what scale are they? In what ways are they affecting people?</p> <p>How effectively are humanitarian needs being met? What lessons learned can be drawn from recent humanitarian crises about how effectively action is being taken? How effectively are humanitarian practitioners performing and what shortfalls are there in performance?</p> <p>Which shortfalls in humanitarian performance can be attributed to learning needs? What do people working in humanitarian action need to know or do better so that the sector is more effective?</p>
Key sources of data	Secondary data such as lessons learned documents, sector reviews, response evaluations and programme reports.
Considerations	Geographical, thematic, types of emergency
Cautions	<p>At this level, you are looking for trends and themes. Do not try to get too much detail.</p> <p>Be careful to consider what is causing a performance shortfall. There are many factors that can stop someone performing well and only some of them can be addressed with a learning programme.</p>

Identifying learning needs at organisation, local or community level

Purpose	To analyse how effectively humanitarian needs are being met in a specific location or by a specific organisation in order to identify performance gaps which indicate learning needs at organisation, local or community level
Key questions	<ul style="list-style-type: none">■ What are the current key trends in emergencies in the specified area? What types of emergencies are happening, what is the scale and in what ways are they affecting people?■ How effectively are humanitarian needs being met in this context/by this organisation/by this community?■ Which shortfalls in performance can be attributed to learning needs? What do people working or volunteering in this context/organisation/community need to know or do better to operate more effectively?
Key sources of data	<p>Secondary data such as programme documents including programme reports and evaluations</p> <p>Primary data such as semi-structured interviews or focus groups with key informants</p> <p>See annex 'Types of data' for more information.</p>
Considerations	<p>In cases where the analysis has already been done – are the results accurate, complete and up-to-date? Are follow up actions required?</p> <p>The specific context, and humanitarian needs and risks within it.</p>
Cautions	<p>Although you are focusing your attention on an organisation, location or community, they are not isolated from the broader humanitarian context and any analysis should be done with an awareness of the broader context in mind.</p> <p>When considering what is causing the shortfalls in performance be careful to distinguish between factors that are within the control of the organisation or community and factors that are beyond their control.</p>

2

Standard 2: Design

SMART Learning Objectives and Key Learning Points

Learning objectives are the articulation of what a learner will be able to do or will know by the end of a learning programme or one of its component parts. Clear learning objectives ensure that the learner understands what will be covered, facilitates monitoring and assessing learning progress and supports consistency of delivery.

A useful tool for writing learning objectives is SMART:

SMART	The learning objectives must:
Specific	State exactly what the learner should be able to do or know as a result of the learning programme
Measurable	There is a clear way to tell if the learner has achieved a learning objective
Achievable	Be achievable given the available time, resources, context and learners' prior knowledge and experience
Relevant	Be relevant to the needs of the learner and the sector and must relate to the overall aim of the programme
Time bound	State the timeframe in which the learning will be achieved for example by starting objectives with the phrase: 'By the end of the learning programme, learners will be able to...'

When writing a **SMART** objective, avoid words and phrases that are vague, difficult to measure or open to interpretation.

Avoid using these words:	Try to use these words instead:
Appreciate	Conduct
Be aware of	Construct
Be familiar with	Demonstrate
Be interested in	Describe
Believe	Explain
Enjoy	Identify
Have a feeling for	List
Have a grasp of	Select
Have a working knowledge of	Solve
Have faith in	Specify
Understand	State

Key Learning Points

Key learning points can be used to provide further guidance on what is to be learned in a session. They supplement the information provided in learning objectives.

Key learning points add extra detail that it is not appropriate to include in the learning objectives. They can:

- explain underlying knowledge that underpins the skills to be developed in the session;
- add further information about processes outlined in the learning objectives;
- highlight only the most important key learning points which the learners should grasp and do not need to cover all the learning.

Examples of SMART learning objectives and key learning points:

Example 1:

Learning objectives for a 90-minute face-to-face session to introduce learners to a framework for assessing their organisation's readiness for change within a change management learning programme.

By the end of the session participants will be able to:

- List the 8 contextual features for assessment of an organisation's readiness for change
- Identify a relevant change model/path for their organisation
- Identify ways to address each lens in the change kaleidoscope for their organisation

Key learning points:

- A thorough audit of organisational readiness for change is necessary to build an effective and contextually relevant programme of change for an organisation
- A change path should ideally be directly addressing organisational weaknesses and challenges and working to build on the existing strengths

Example 2:

Learning objectives for a 45-minute session to introduce project management.

By the end of the session participants will be able to:

- Define project management;
- Distinguish between a project, a programme and a portfolio;
- Explain how the triple constraint of scope, budget and time relates to project management;
- List some of the challenges that face projects and explain why the humanitarian and/or development context is particularly challenging.

Key learning points:

- A project is a set of related activities that has a specific goal and set of intended outcomes, outputs and activities. It is bound by the triple constraints of a fixed scope, budget and timeframe.
- A programme is a collection of projects that are connected by an overarching goal, theme or geographic location.
- A portfolio is a collection of programmes.

Content adapted from RedR UK Training of Trainers Handbook, (2016)

Content derived from PM4NGOs PMD Pro Guide which can be accessed here: http://www.pm4ngos.com/wp-content/uploads/2015/05/PMD_Pro_Guide_2e_EN_USLetter.pdf

Using Bloom's Taxonomy to Write Learning Objectives

When writing learning objectives, it is important to think about what exactly learners will do and what their level of engagement with the subject matter will be.

Harold Bloom's taxonomy is a useful way of thinking about the level of engagement of learners and can be used when writing learning objectives and designing activities to ensure that the level of learning and skill acquisition matches the learners' needs.

Level of Thinking	Thought Process	Words that can be used in learning objectives:
Knowledge	Remembering by recall or recognition; requires memory only	Define, identify, recall, recognise, acquire
Comprehension	Grasping the literal message; requires rephrasing or rewording	Describe, compare, translate, contrast, convert, interpret
Application	To apply or use information in a new situation	Write an example, apply, classify, carry out, solve, prepare, explain, plan, generalise
Analysis	To examine a concept and break it down into its parts	Analyse, support, draw conclusions, compare, observe, detect, classify, discover, identify, explore, recognise, determine
Synthesis	To put information together in a unique or novel way to solve a problem	Write, design, predict, develop, integrate, formulate, propose, produce, organise
Evaluation	To make quantitative or qualitative judgments using standards of appraisal	Judge, decide, evaluate, assess, test, check, select, measure, rank

Atherton J S (2013) Learning and Teaching; Bloom's taxonomy [On-line: UK] retrieved 2 September 2015 from <http://www.learningandteaching.info/learning/bloomtax.htm>

Adult Learning

Level of Thinking	Thought Process
Presence of life responsibilities	<p>Adult learners must balance life responsibilities with the demands of learning. They are more likely to be goal-oriented as a result.</p> <p>Adults are more likely to respond well when:</p> <ul style="list-style-type: none"> ■ learning programmes have immediate relevance and impact to their job or personal life ■ they were involved in planning or evaluating
Autonomy	<p>Adult learners tend to be autonomous, self-directed and often self-initiated.</p> <p>Adults are more likely to respond well when learning programmes:</p> <ul style="list-style-type: none"> ■ link to their own knowledge rather than supplying them with facts ■ are problem-centred rather than content-oriented ■ allow them to self-direct elements of their own learning
Amount of life experiences	<p>Learners have a tremendous amount of life experiences.</p> <p>Adults are more likely to respond well when learning programmes:</p> <ul style="list-style-type: none"> ■ allow them to connect the learning to their knowledge base ■ are based on experiences, including mistakes ■ allow them to recognise the value of learning
Motivation to learn	<p>As a person matures the motivation to learn becomes increasingly internal.</p> <p>Adults are more likely to respond well when learning programmes:</p> <ul style="list-style-type: none"> ■ allow learners to guide their learning in a way that reflects their own motivation

Adult learning checklist for designing learning programmes

Does the learning programme:

- Have learning objectives that are important to and agreed by the learners?
- Allow learners to be involved in the learning process?
- Allow learners to contribute from their own experiences?
- Allow learners to integrate new ideas with what they already know?
- Offer opportunities for learners to evaluate, challenge, question and reflect on the learning?

- Offer opportunities for learners to apply and practise what they have learned in a safe learning environment?
- Support learners to apply the learning in their professional lives?
- Draw from real or simulated case study experiences that are relevant to the learners?
- Allow learners opportunities to work co-operatively in groups as well as independently?
- Provide the learners with structured, non-judgmental and helpful feedback?

Information based on the work of Malcolm Knowles, see 'Further Resources' for details.

Template for facilitator notes for a learning session

Learning Programme Title:

Session Title:

Session number:

Session Length:

1.0 Aim

To...

2.0 Objectives

By the end of the session participants will be able to:

-

3.0 Key Learning Points

-

4.0 Linked modules or context/rationale in which session is to be run

e.g. 'This initial session sets the scene for the rest of the course. Focusing on current and recent events, we cover key definitions and start to unwrap issues relating to humanitarian action that will be explored throughout the week. It also serves to establish how much participants already know.'

5.0 Session Overview

e.g. ...

5'	Introduction and overview.
15'	Activity: Current and recent emergencies.
25'	Plenary debrief and discussion.
5'	Presentation.
5'	Questions and summary.

6.0 Handouts, Resources and Materials Used

e.g....

1.2 Recent events

1.2 WBS Disasters and complex emergencies

1.2 WBS Disasters in numbers 2015

1.2 WBS Climate related disasters

1.2 WBS Disaster Cycle

7.0 Detailed Activities

TIME (MINS)	FACILITATOR INSTRUCTIONS / DESCRIPTION

8.0 Supporting information

(Additional information to help support the facilitator, e.g. the correct answers for activities, or links for background reading)

Selecting Appropriate Modalities

Term	Description	Pros and cons	Most appropriate for
Facilitated	Facilitated learning can be delivered face-to-face or remotely: these could be workshops or training courses where everyone is in the same location, webinars or learning programmes in which a dispersed group interact remotely via a learning platform or using a virtual learning environment.	<p>Learners have access to the expertise and guidance of a facilitator as well as access to other learners. The period and duration of learning are usually pre-determined which can encourage a learner to set aside the time for learning, however, it may cause problems for others if they are not available at the specified times.</p> <p>Costs tend to increase as the number of participants increase so this is not the most cost-effective method for reaching a large number of learners.</p>	This can work well for discussion-based topics covering complex topics or when a learner needs to develop a complex set of competencies.
Self-paced	Self-paced courses usually take the form of online (asynchronous) courses or learning materials that the learner works through at their own pace.	<p>Self-paced courses have the capacity to reach a large number of people as costs do not increase per user. Because the duration is usually not limited, a learner can explore a topic for as long as they like and can often revisit topics if necessary. Learning can be done flexibly to suit the learners' needs.</p> <p>Self-paced courses are often expensive to develop and can be difficult to keep up-to-date.</p>	<p>Self-paced courses can work effectively for sharing information and building knowledge on a topic especially if the topic is relevant to a large number of people. They can be particularly useful for compliance topics as it provides a mechanism for tracking enrolment, completion and achievement rates.</p> <p>Self-paced programmes can also be used for topics that require reflection as the programme is not time-bound.</p>

Term	Description	Pros and cons	Most appropriate for
Face-to-face	Face-to-face learning refers to any programme where the learners and facilitator are in the same physical location. This can apply to group situations such as workshops, training courses, simulations, or one-to-one support such as mentoring or coaching.	<p>Many learners appreciate the personal contact of being in the same place as those who are sharing their learning experience. If learners are in the same location already, this can be cost-effective. In addition, face-to-face learning allows a range of informal interactions to take place which can be supportive of the learning or subsequent application of the learning in a professional environment.</p> <p>There can be higher costs involved in face-to-face learning as a physical training space may be required and there may be costs for travel and accommodation.</p>	<p>Face-to-face learning can be useful when people are in the same location already or when having them in the same place can create benefits beyond the learning programme itself.</p> <p>The modality is useful for practical topics, for the development of complex competencies that require multiple, complex interactions with others, for experimenting with and using equipment or tools (such as a water monitoring kit or generator) or when the learning is highly situational or immersive, such as in a personal security course.</p>
Remote	Remote learning refers to any programme where the learners and facilitators are not in the same physical location. Remote learning can be self-paced or facilitated. Facilitated remote learning can use video, voice or text-based platforms. Examples might include a weekly phone call to mentor a junior colleague; a webinar; an e-facilitated course on a platform like Moodle that allows learners to undertake tasks in groups and interact with other learners via text-based messages.	<p>Remote learning can avoid many of the costs associated with face-to-face learning and so can be more cost-effective. It can also be easier for learners to access if they are not able to travel or set aside a longer period of time for a learning programme.</p> <p>Remote learning can limit informal interactions between learners and with the facilitator. Remote learning also usually requires access to IT equipment and an internet connection that is relatively stable and fast which may not be available to all. Depending on the model set up costs can be high.</p>	<p>Remote learning can work well when learners are dispersed or cannot travel to attend training. It may also be appropriate if the topic of the learning programme is taboo or sensitive.</p> <p>Remote learning be appropriate for both short learning programmes (for example, a short one-hour webinar introducing a specific topic to numerous people) or for extending programmes that require learners to attempt applying learning in a professional context (for example, mentoring a learner to apply leadership competencies in their workplace).</p>

Term	Description	Pros and cons	Most appropriate for
Coaching and mentoring	Coaching and mentoring are both forms of providing one-to-one support from an expert to a learner. Both forms are driven by the learner's specific requirements although coaching might be done in reference to a specific set of learning criteria or as a follow to a learning programme. Mentoring can be part of a formal learning programme, but it is often something that develops organically.	<p>Coaching and mentoring can provide highly personalised and relevant support to a learner and can be beneficial to both individuals.</p> <p>One-to-one learning support is resource intensive and can be costly if the coach or mentor are remunerated for the support provided, which is not always the case for mentors. The success of the programme depends heavily on the rapport between the two individuals and so setting up coaching or mentoring programmes can be complex and time-consuming.</p>	One-to-one support can work well when a learner has a challenge that they wish to overcome: this could be related to demonstrating a set of competencies in a workplace or related to career progression for example.
Work-based placements, secondments or internships	Work-based placements, secondments or internships are opportunities for individuals to work in a new context, undertaking new tasks and demonstrating a new set of competencies.	<p>With appropriate supervision, an employee can learn on the job and develop or strengthen their existing competencies. This can be a stepping stone for a promotion or career change or a way of learning new skills that will be relevant to their substantive role.</p> <p>Placements and secondments can be complicated to set up and require the input of a supervisor so can be resource-intensive.</p>	<p>Work-based placements, secondments and internships can be appropriate when the focus is on demonstrating competence or applying learning in a professional context. They can be appropriate for those who are beginning their careers or for senior people who have a specific gap in their competency set.</p> <p>These are not appropriate in situations that might put learners or other stakeholders at risk.</p>

Template for Reviewing Learning Materials Before Use

The table below provides a template for use when reviewing learning materials that have been designed which are being reviewed before use. It allows the reviewer to check whether the materials are in line with the learning providers quality standards for materials.

Title of learning programme:

Name of reviewer:

Date of review:

Quality standards	Feedback and recommendations
1. The course content is in line with target learners' identified learning needs	
2. The content of the materials is complete, accurate and up-to-date	
3. The content provides sufficient attention to cross-cutting issues	
4. The methods are in line with adult learning principles	
5. The course has a logical flow and realistic time table	
6. The materials are self-explanatory and ready to be used (incl. by other trainers)	

Template for Observing a Pilot Face-to-Face Learning Programme

The table below provides a template for use when recording notes after observing a pilot face-to-face learning programme. The questions can be adapted for different modalities.

Title of learning programme:

Name of observer:

Date of observation/learning programme:

Area	Key Questions	Comments
Learning Programme Aims and Objectives	To what extent were the overall course objectives achieved?	
	Did the objectives meet the needs of the target group of participants?	
	List any suggested changes to the course aim or objectives/any topics that you think should be included that weren't?	
Timetable	How logical is the flow of the course content?	
	List any suggested changes to the order of the sessions	
	List any suggestions on how links between sessions could be made clearer by the trainers/within sessions	
	Were the time allocations for each topic appropriate? List any suggestions for sessions that could be shortened or lengthened	
Learning materials and activities	Were the learning materials of a suitable quality?	
	Did the learning materials effectively support learning?	
	List any areas/sequence of sessions where the methodology is too repetitious or was not effective	

Comments on any specific sessions or modules

This sheet can be used to record more detailed comments on specific elements of the learning programme. Use a page for each session or module being observed.

Session or module title	Comments
To what extent were session objectives met? Comment on why/why not	
Suggest new session objectives	
To what extent were the key learning points met? Comment on why/why not	
Suggest new key learning points	
Comment on session timings	
Comment on session methodologies	
Comment on the appropriateness of the materials	
Comment on the quality of the materials	
What worked best about the session?	
What could be improved in this session?	
Any other comments on the session	

3

Standard 3: Delivery

Examples of Proportionate Monitoring

Example 1 - A half day course allowing participants to explore whether they are interested in joining the sector might have a very light-touch monitoring process. Learners are primarily attending the programme for information purposes and the focus is not on achievement but on discussion of ideas and attitudes which in this situation do not need to be measured rigorously.

Suggested monitoring process: facilitator circulating in the room and listening to group discussions to ensure there are no significant misunderstandings or concerns; facilitator speaking to each participant during session and break times to provide opportunity for learners to ask questions and voice concerns; light-touch mid-day review to gauge the mood in the room in order to allow for variation of energy level or methodology.

Example 2 - A mandatory, self-paced, two-hour online course on compliance with child safeguarding issues during which the learner is expected to learn and recall key facts related to the subject matter. The course is short and knowledge-based so the monitoring need not be complex; however, the course is mandatory and on a topic which learners are expected to be compliant, so it needs to be rigorous.

Suggested monitoring process: learning can be assessed by a short, multiple choice questionnaire issued pre- and post-course to assess learning; but in addition, participation in the course needs to be monitored to ensure the course was undertaken by the named learner and at the required frequency (for example, if the course requires repetition annually).

Example 3 - An extended learning programme leading to a degree level qualification in project management which requires learners to demonstrate how they have effectively applied learning from the programme to improve their management of projects in humanitarian settings will require complex, sophisticated and rigorous monitoring to ensure that the learner is prepared for the final assessment.

Suggest monitoring process: 1-1 sessions between the learner and the facilitator to discuss progress and clarify any misunderstanding; periodic formative assignments that check learners' progress is on track before the final assessment is undertaken; observation of learners in a simulated environment to monitor their ability to apply the learning in realistic situations.

Checklist for Ensuring Learners' Safety and Security

Is the training room or outdoor location.....?

- Well ventilated
- Well lit
- Fitted with equipment to enable it to be kept at an appropriate temperature
- Free from any hazardous substances
- Free from any trip hazards, loose or unstable equipment, obstacles or furniture

Is the equipment....?

- Recently checked
- Well maintained
- Functioning
- Appropriately stored
- Used by trained staff

Is the furniture...?

- In safe condition and suitable for prolonged use

Are the refreshments...?

- Prepared and served in hygienic conditions
- Culturally appropriate
- Sufficient for the needs of the group
- Readily available to all learners

Are the water and sanitation facilities...?

- Easily accessible to all learners
- Clean and well maintained

Is the venue...?

- Structurally sound
- Located in an area that is secure and does not create risk to property or person
- Equipped with firefighting apparatus such as sprinklers, fire alarms and fire extinguishers
- Equipped with sufficient fire escapes
- Equipped with first aid box
- Supported by personnel trained in the use of fire and first aid equipment
- Protected by day and night guards (in locations where this is appropriate)
- Protected by a perimeter fence (in locations where this is appropriate)
- Accessible by safe public transport or is suitable transport provided
- In proximity to emergency support or health services

Is the learning programme...?

- Designed in such a way that they will not be harmful to learners' safety, security or well-being
- Effectively facilitated so that instructions are clear, and participants are not asked to engage in activities that may cause them physical or emotional harm
- Sensitive to political or taboo topics
- Implemented in such a way that maintains learners' dignity

Are measures in place to ensure...?

- Participant data is secure
- Online platforms and networks are protected and secure

4

Standard 4: Assessment

Template for Marking Sheet

Participant Name:					
Criteria	EXCELLENT	GOOD	FAIR	PASS	NOT MET
Module X					
Demonstrate a comprehensive understanding of ...					
Demonstrate application of ...					
Reflect upon and evaluate...					
Etc.					
General comment					

Assessor:

Date:

Soussi City Pre-existing NGOs	IRC	Bur for Life (local NGO)
Sufetula City New NGOs	IMC (assessing)	
Soussi City Pre-existing NGOs	IRC (drugs support)	World Vision
Soussi City New NGOs		
Susah City Pre-existing NGOs		maritans Nurse
Susah City New NGOs		
Zufar sub-district Pre-existing NGO		World Vision re
Zufar New		



Keely S.
Hope for the Helpless

5

Standard 5: Resources

Example of a RACI Diagram

The RACI diagram can be completed in relation to a selected learning programme or event, or in relation to ongoing activities. RACI stands for: responsible, accountable, consulted, informed.

Activity	Responsible	Accountable	Consulted	Informed
Send joining instructions to learners	Training Administrator	Training Manager	Client Organisation Administrator	N/A
Review participant profiles and special requirements	Trainer	Training Manager	NA	NA
Contextualise training programme	Trainer	Training Manager	Subject expert at client organisation	Training Administrator
Print training materials and deliver to venue	Training Administrator	Training Administrator	Trainer Venue Manager	
Venue Manager				
Etc...				

Observation Form

Observer	Facilitator
Learning Programme	Date
Session or module title	
Purpose of the observation	

Record of what happened/what was observed during the session	Comments

To what extent did the facilitator?

Develop an inclusive environment conducive to adult learning	
Effectively facilitate learning activities	
Present information and instructions clearly	
Manage group dynamics	
Monitor and adapt to learners' progress and needs	
Ensure learning objectives are met	
Reflect on and evaluate their personal performance	

What was successful about the session?

Are there any areas the facilitator needs to improve?

Securing, Managing and Disposing of Resources

Depending on your governance structure and how you are funded, you may have to follow regulations about how you secure, manage and dispose of your resources. These may differ on their value or on whether they are defined as assets, equipment or consumables.

Definitions of assets, equipment and consumables vary but the following guidance may be useful:

- **Assets:** these are valuable items such as property, vehicles or large items such as generators. Because of the high value, you will need to make an asset register to track these items. You may need to report on the status of your assets if you have a board of trustees and you may be subject to regulations on purchasing these items or how you dispose of them particularly if your funding is from a donor.
- **Equipment:** these are items that you may use to administer your learning services, such as computers or printers, or items that you use in your learning programmes such as projectors or water testing equipment. These items may need to be updated or replaced periodically. Your resources plan should include details of how you will monitor your equipment and specify when you will replace items. The distinction between equipment and assets varies and is sometimes defined by the value of the item (so for example, items over a certain cost may be defined as assets). Another distinction that may be used is whether an item has any residual value at the end of a project life span or a specified period: items that retain some or all their value tend to be considered assets while items that lose value tend to be considered equipment.
- **Consumables:** these are items that are used up relatively quickly. These tend to be low value but need to be monitored carefully as they need to be frequently replaced. These items may include stationery, items used for refreshments or items used in learning programmes such as chemicals for water testing if you are running a WASH programme, ready-to-use food if you are running a nutrition programme or protective masks and gloves if you are running a health programme.

6

Standard 6: Resources



Example of a Communications Plan

What information do we need to share?	Who do we need to share it with?	How will we share it?	When and how often will it be shared or updated?	Who is responsible?	Any other considerations?
Schedule of synchronous learning programmes	Potential learners	On our website; listings on Reliefweb; email mailout to previous learners and anyone who has expressed interest in our courses; printed calendar distributed at events	Schedule created in September for the upcoming year and put on website immediately; paper version printed in October; mailshot quarterly; updated when changes occur	Learning Manager to create calendar; Learning Coordinator to draft mailshot wording; Learning Programmes Officer to update website, send emails and get paper version printed	Select photographs that represent diverse learners; translate all communications into Arabic for our MENA programme
Policies that apply to learners on application procedures, booking, cancellations, complaints procedure	Learners considering enrolling on courses	Available on website; available by email or printed versions on request	Reviewed once a year and updated; updated if other changes occur	Learning manager writes the policies with input from staff and learners; Senior Management Team review policies; Board of Trustees approve policies	Policies should take into account the different circumstances found in different locations and ensure they are suitable
Policies that apply to staff	All staff; Board of Trustees	Available on internal database	Reviewed once a year and updated; updated if other changes occur	HR Manager writes policies with input from staff; Senior Management Team review policies; Board of Trustees approve policies	All policies should ensure an inclusive and anti-discriminatory approach
Facilitator handbook	Current and potential facilitators; staff who recruit and manage facilitators; HR Manager; Board of Trustees	Available on facilitator portal; emailed to new facilitators when they are recruited; available on request	Reviewed once a year and updated; updated if other changes occur	Learning manager writes the policies with input from staff and learners; Senior Management Team review policies; Board of Trustees approve policies	All policies should ensure an inclusive and anti-discriminatory approach

Working with an Interpreter

In an ideal situation, a facilitator will be able to deliver learning programmes in a language that all the learners can understand. However, this may not always be possible, and you may need to use an interpreter during a learning programme.

If you are working with an interpreter, set up a meeting in advance of the learning programme in which you will:

- brief the interpreter of the purpose and learning objectives of the learning programme;
- discuss what activities will take place during the session;
- explain what you would like the interpreter to do during the session;
- make sure that the interpreter understands any of the key terms or specialised vocabulary that you will use and has prepared how they will translate the term for the learners;
- agree with the interpreter in advance how much of what the learners say they will interpret for you: for example, the interpreter will need to interpret all questions and remarks directly addressed to you, but it will not be possible for them to interpret all the remarks made during group work.

During the learning programme:

- introduce yourself and the interpreter to the learners and make sure that they understand the different roles that you both play and how the interpreter will work during the sessions;
- speak directly to the learners and make eye contact with them;
- be courteous and respectful of the interpreter at all times and remember to thank them for the work they have done;
- even if you do not understand what the interpreter is saying, listen to them with your full attention;
- be aware that most interpreters may need time to translate in their heads before they speak: do not pressure them to hurry if they pause;
- use simple language, avoid colloquial terms or expressions and try to only use specialised or technical terms which you have previously shared with the interpreter;
- speak clearly, at an even pace in relatively short segments and pause so that the interpreter can speak;

- avoid complicated sentence structures and sentence fragments;
- make sure that you have planned enough time: any part of the learning session that is being interpreted will take at least double the time and possibly longer as some concepts or terms may have no direct translation and so may need to be explained in more detail;
- encourage the interpreter to ask questions if they do not understand what you have said.

Based on information from:

The National Council on Interpreting in Health Care (NCHIC), more information available at: <https://refugeehealthta.org/access-to-care/language-access/best-practices-communicating-through-an-interpreter/>

The Humanitarian Leadership Academy, 'Learning Design and Facilitation – Level 2' free online course which is available at: <https://kayaconnect.org/course/info.php?id=652>

Making Communications Accessible to All

How to talk about people.

Ask! The best course of action will always be to ask the person you are referring to what their preferred language is. This includes things like their preferred name, which pronouns they use, and how they talk about themselves.

In general, use person-first language and avoid passive, victim words. Person-first language (PFL) is a way of speaking that recognises the whole person instead of defining them by something like a disability. PFL stresses that a disability may just be one aspect of a person's identity, in the same way that their gender, religion, or ethnicity is just one facet of someone's life.

Term	Description
Diverse Profile	Diverse Profile is an inclusive way to refer to an individual's personal identity characteristics. The phrase is used to reflect how personal identities are multidimensional or 'intersectional'.
Gender and sex	<p>Gender is a socially constructed concept that defines the behaviours, appearance, and attributes that a given society deems appropriate for men and women.</p> <p>Sex refers to the biological and physiological characteristics of men and women, normally referred to as 'male' and 'female'.</p> <p>Where gender is not known or when talking about a hypothetical person, use singular 'they' rather than 'he/she', 'he or she', 'she/he', or defaulting to 'he'. As a rule, when there is no need to refer to someone's gender, do not refer to someone's gender.</p> <p>If you are asking for someone's gender, for example to collect monitoring and evaluation data on a form, always allow a space for the person to self-identify, they may not identify as a man or a woman or male or female. Instead of just 'male' and 'female' your options could read:</p> <ul style="list-style-type: none"><input type="checkbox"/> Male<input type="checkbox"/> Female<input type="checkbox"/> identify as (allowing space for someone to type/write) <p>Some people will identify as non-binary (a person whose gender identity is something other than exclusively male or female) or a transwoman, transman. Avoid 'both genders', 'the two genders', or 'the opposite gender' as this enforces an outdated concept of there only being two possible gender identities.</p>

Term	Description
LGBTQI(+)	<p>LGBTQI(+) Refers to the acronym for Lesbian, Gay, Bisexual, Trans*, Queer and Intersex. NB: Trans* can refer to people who identify as transsexual, transvestite or transgender.</p> <p>This acronym can vary. For instance, a common version is LGBT. Increasingly, including within the United Nations, the terms ‘Queer’ and ‘Intersex’ have been added to this acronym.</p> <p>(+) is a shorthand for the inclusion of others who may not fit within these categories.</p> <p>Never presume anyone’s identity or sexual orientation or reveal someone else’s. This is personal information which people may or may not wish to share. In many situations revealing such information can vastly increase security risks for individuals, teams and projects. This can include internal risks as much as external.</p>
Intersection-ality	<p>A term used to describe overlapping or intersecting social identities.</p> <p>This is an important concept for helping to remind us that we are multidimensional social beings. We might be oppressed because of one aspect of our identity, while at the same time be in a dominant position because of another. Similarly, we might be doubly/triply oppressed or dominant due to the social positions we occupy. These positions are relational and may change depending on the relationship between our identity and the cultural norms of a place.</p>
Age	<p>Only refer to someone’s age if it is directly relevant to the purpose. If you do need to refer to age use PFL language, for example use ‘older person’ rather than ‘elderly’. ‘Young adult’ or ‘younger person’, avoid words such as ‘kids’ or ‘youth’. Age is very much as cultural as it is chronological. As such there is no standard age and many terms associated to age contain negative connotations which are not acceptable in a professional environment.</p> <p>When referring to adults, even if they are young adults, never refer to them as ‘girl(s)’ or ‘boy(s)’ as this can be very condescending and a potential insult to their age, professionalism and gender identity. For example, instead of saying ‘good girl’ or ‘good boy’ remove any reference to gender or age and simply say ‘good work’.</p>
Disability	<p>Disability refers to a range of impairments that may be cognitive, developmental, intellectual, mental, physical, sensory, or a combination of these. Use person-first language, for example ‘person with a disability/people with disabilities’ are more appropriate than ‘disabled person’. Describing someone as a ‘person with a disability’ can avoid inferring that someone’s identity is defined by their disability.</p>
Mental health	<p>Mental health is an umbrella term that broadly includes conditions like anxiety and panic disorders, bipolar disorders, depression, eating disorders, obsessive-compulsive disorder (OCD), post-traumatic stress disorder (PTSD), psychosis, schizophrenia, and substance use disorders. Use person-first language including ‘has a history of’, ‘is being treated for’, ‘lives with’ rather than ‘suffers from’, ‘is a victim of’, ‘is afflicted with’.</p>

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Standard 8: Evaluation and Accountability

Post-learning programme evaluation form

Dear Participant,

We thank you for your participation. Below is a course evaluation for you to complete.

Date of Course Attended:

Name of Participant:

	Item/ Area	E	G	S	P
1	Clarity and achievement of overall objectives				
2	Relevance and suitability of the content				
3	Length of sessions				
4	Individual participation encouraged				
5	Group participation and feedback encouraged				
6	Presentation and delivery of content by trainers				
7	Usefulness of handouts and training materials				
8	My readiness to implement				
9	Meals and snacks				
10	Venue				

E Excellent

G Good

S Satisfactory

P Poor

1. Areas of the training that I will apply in my work

2. Areas of the training that will be less useful in my work

3. Any other comments to improve the course in future

Please continue on the back if you need extra space.

Facilitator Feedback Form

Please complete this questionnaire for every learning programme you deliver. This will help us to review the effectiveness of our courses and focus on quality assurance.

We recommend that you complete questions 1–6 before you read the participants' evaluation sheets so that you capture your own observations without being swayed by what they have to say.

Facilitator:

Event:

Date of event:

1. To what extent did the learners achieve the learning objectives?

2. To what extent were the learning activities appropriate for the learners?

3. To what extent did the learning materials support the learners?

4. Were there any sessions that went particularly well? Did you try out any new ideas or approaches that we could use again?

5. Were there any sessions that you felt did not go so well? If so, why was this?

For example, do the materials need to be improved or revised?

6. Is there anything that you will do differently next time?

7. Please summarise the learners' satisfaction scores

Assessment	No.	%
Poor		
Fair		
Good		
Excellent		
TOTAL		

8. Please comment on the feedback from the course participants. Do you think that the scores and comments are a fair reflection of how the course went? Are there any surprises?

9. What is your overall assessment of the service provided by the Course Administrator?

Poor Fair Good Excellent [Please tick one box]

10. Are there any issues about the support you received for this course that you would like to discuss with the Training Operations Manager?

Date completed

Would you like to discuss any of the issues raised here further?

Thanks for your feedback!



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