

Helpdesk Report: DFID professional development

Date: 26th November 2014

Query: What's the evidence on a) how best to deliver effective professional development and training for technical experts, and b) how the impact of conferences, seminars, short courses and e-learning can be maximised?

Context: DFID wish to develop an ambitious, stretching, and innovative framework for continuing professional development to contribute to their efforts to be an effective learning organisation that delivers on its ambitious international poverty reduction mandate. They are therefore keen to learn from others in the field of skills development and learning.

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1. Overview

This helpdesk provides an overview of the literature that focuses on professional development and capacity building. It specifically seeks to explore the evidence on how best to deliver effective professional development and training for technical experts, and how the impact of conferences, seminars, short courses and e-learning can be maximized.

There is a range of literature focusing on particular aspects of professional development. The existing literature suggests that building capacity through training is critical. (Stoll et al 2006) There is no consensus on the most effective way to achieve the desired results or how to maximize the impact of professional development. There is a paucity of literature available to compare the spectrum of models available. (Kennedy 2005)

A literature review based on four problem-based approaches to professional development was identified. It found that case problems are ill structured in action learning and problem-based learning, are moderately structured in a goal-based scenario, and are fairly well structured in the case study approach. The design differences suggest that the case study and goal-based scenario approaches are more likely to result in single-loop learning and to foster the ability to solve well-structured problems, whereas the problem-based learning and action learning approaches are more likely to lead to double-loop learning and to promote the ability to solve ill-structured problems. (Lohman 2002)

Capacity is a complex concept, comprising of a blend of motivation, skill, positive learning, organisational conditions and culture, and infrastructure of support. If capacity development is successful, it can benefit individuals, groups, whole institutions, organisations, communities and systems. (Stoll et al 2006) One approach to achieving improved sustainable capacity is to developing professional learning communities.

Andragogy

Andragogy is "a scientific discipline that studies everything related to learning and teaching which would bring adults to their full degree of humaneness." (Henschke 1998 in McGrath 2009) Andragogy was introduced by Malcolm Knowles and has attempted to overcome some of the negative aspects of pedagogy. Unlike pedagogy, andragogy is centered on the idea that the lecturer does not possess all the knowledge and that students are encouraged to participate in the classroom by utilising their own experiences. (McGrath 2009) Andragogy as a concept has attracted criticism from some quarters due to the lack of empirical evidence to support it. (Blondy 2007) In adult online education, these assumptions represent an ideal starting point for educators to use in their instructional approach. Application of these assumptions with respect to the type of course being taught and individual student needs can help create a learner centered approach to online education.

Types of training

Selecting which capacity strengthening training may be based on assessment. Assessing the impact of training is not an easy task. Current evaluation models may not be adequate to assess the impact of the training. An audit of needs and requirements may need to be conducted prior or during early stage planning, when budgets and resources are allocated. This will help to inform what training is needed. (Bahlis 2008) To maximize training investment, resources should be focused on the most important initiatives. Otherwise resources may be wasted on programs with minimal impact on organizational goals. (Bahlis 2004)

Short courses and e-learning are two common approaches for delivery of professional development. In terms of short courses, two studies of note examine the impact of them on capacity building for individuals and institutions. (WBIEG 2008, Steinert et al. 2012) Both conclude that short courses consistently result in positive learning outcomes for participants. However, the impact upon workplace behaviour and organisational capacity building is mixed. It is acknowledged that the assessment of most short courses is conducted by self-reports of changed knowledge, skills and attitudes, which has some limitations. Beyond participant learning outcomes, the evidence of effective short course impact on workplace behaviour and capacity building is limited and provides mixed results.

eLearning can provide access to training material when and where it is needed. It can be cost effective, by reducing travel costs and time required to complete the training. (Bahlis undated) Research on e-learning for health professionals and students found that the main barriers are mainly requirement for change; costs; poorly designed packages; inadequate technology; lack of skills; need for a component of face-to-face teaching; time intensive nature of e-learning; computer anxiety. A range of solutions can solve these barriers. The main solutions are: standardization; strategies; funding; integration of e-learning into the curriculum; blended teaching; user friendly packages; access to technology; skills training; support; employers paying e-learning costs; dedicated work time for e-learning. (Childs et al 2005)

In adult eLearning, andragogical assumptions represent an ideal starting point for educators to use in their instructional approach. Application of these assumptions with respect to the type of course being taught and individual student needs can help create a learner centered approach to online education. (Blondy 2007)

Examples of approaches to professional development from other organisations/institutes/donors

There are several examples of approaches to professional development from other organisations, institutes and donors. There does not appear to be a consensus on which approach is most effective and a comparison across approaches was not found. USAID's training and professional development programmes focus on increasing employees' knowledge and skills to improve job performance. They aim to develop employee potential to assume increased responsibility in future positions and to learn new skills for greater mobility among assignments. This involves both initiating and continuing mandatory, competency-based professional and technical training. This keeps knowledge and skills current and meets professional certification requirements and also initiates continuing training for executives, managers, and supervisors for effective performance at their current level and at higher management levels. Professional development at USAID is achieved using a range of training options including classroom training, distance learning, employee self-development activities, coaching, mentoring, competency-based training, career counselling, details, rotational assignments, cross training, developmental workshops, and conferences. (Mitchell 2014)

Amongst other approaches, the World Bank uses WBT's TopClass Learning Management System to power its learning initiative. Research has shown that while World Bank staff perceive their employer to be committed to learning and knowledge sharing, with respect to the particular case of learning in lending, the culture and systems of the Bank, the incentives it offers employees, and the signals from managers are not as effective as they could be. (World Bank 2014)

At the UN, the Programme for Upgrading Substantive and Technical Skills aims to provide departments and Offices throughout the Secretariat with a means of ensuring that the specialised competence needed to carry out their work can be maintained and developed by upgrading and updating the substantive and technical knowledge and skills of their staff. The Office of Human Resources Management monitors the funds spent on training. Effectiveness in carrying out the plan presented and making use of the funds allocated is a major factor in considering allocations for subsequent years. In order to evaluate the effectiveness of the staff development activities undertaken under this programme, departments and Offices are required to report when training is undertaken by their staff, together with an assessment of whether the anticipated impact of the training on the work of the individual, the department and/or the Organisation has been achieved. Managers are encouraged to not only consider the impact on the development of the staff, but also on the work unit and the Organisation. (UN 2014)

With the WHO, the Framework for Action on Interprofessional Education and Collaborative Practice highlights the current status of interprofessional collaboration around the world, identifies the mechanisms that shape successful collaborative teamwork and outlines a series of action items that policy-makers can apply within their local health system. The goal of this framework is to provide strategies and ideas that will help health policy-makers implement the elements of interprofessional education and collaborative practice that will be most beneficial in their own jurisdiction. (WHO 2010)

DFAT have been using an Education Knowledge Requirements (EKR) Framework since 2012. It highlights the capabilities and attributes that DFAT staff working in the education sector programs need to have to perform their roles effectively. The EKRs are pitched at three levels: Awareness, Operational and Expert. The approaches adopted were generally considered to be very effective in bringing the project to successful completion. (ERF 2014)

2. Effective professional development

Models of Continuing Professional Development: a framework for analysis

Kennedy A. (2005) Journal of In-Service Education, 31(2), 235-250

<http://www.tandfonline.com/doi/abs/10.1080/13674580500200277#.VG8tHPmsVps>

The area of teachers' continuing professional development (CPD) is of growing interest internationally. However, while an increasing range of literature focuses on particular aspects of CPD, there is a paucity of literature addressing the spectrum of CPD models in a comparative manner. This article therefore considers a wide range of international literature, together with some specific examples from the Scottish context, in proposing a framework built around key characteristics of individual models of CPD. The framework identifies nine key models, which are then classified in relation to their capacity for supporting professional autonomy and transformative practice. The article considers the circumstances in which each of the nine models of CPD might be adopted, and explores the form(s) of knowledge that can be developed through any particular model. It also examines the power relationships inherent in the individual models and explores the extent to which CPD is perceived and promoted either as an individual endeavour related to accountability, or as a collaborative endeavour that supports transformative practice. Finally, it is argued that there is a need for greater interrogation of both the purpose and the potential outcomes of CPD structures - the framework outlined in this article is offered as one way of supporting such analysis.

Professional Learning Communities: a review of the literature

Stoll L, Bolam R, McMahon A, Wallace M & Thomas S. (2006) Journal of Educational Change 2006, 7:221-258

<http://schoolcontributions.cmswiki.wikispaces.net/file/view/PROFESSIONAL+LEARNING+COMMUNITIES+A+REVIEW+OF.pdf>

International evidence suggests that educational reform's progress depends on teachers' individual and collective capacity and its link with school-wide capacity for promoting pupils' learning. Building capacity is therefore critical. Capacity is a complex blend of motivation, skill, positive learning, organisational conditions and culture, and infrastructure of support. Put together, it gives individuals, groups, whole school communities and school systems the power to get involved in and sustain learning over time. Developing professional learning communities appears to hold considerable promise for capacity building for sustainable improvement. As such, it has become a 'hot topic' in many countries.

Accelerated Learning: Training for High Proficiency in a Complex World

Hoffman RR, Ward P, Feltovich PJ, DiBello L, Fiore SM & Andrews DH (2014) Psychology Press

http://books.google.co.uk/books?id=QdBsAAAAQBAJ&pg=PA5&lpg=PA5&dq=world+bank+knowledge+and+learning+officer&source=bl&ots=aAXMfmZmNR&sig=XKoH1yUzn3_062mRI1_bugaS7D0&hl=en&sa=X&ei=X6lkVKB-iupo-dOBkAE&ved=0CDwQ6AEwBTgK#v=onepage&q=world%20bank%20knowledge%20and%20learning%20officer&f=false

Comment from one of the authors, Paul Ward (University of Huddersfield):

The evidence on how best to develop, deliver, validate and evaluate training for technical experts is summarised in our recent book entitled "Accelerated Expertise: Training for High Proficiency in a Complex World." I'd focus your attention on chapters 11-16 in particular where we outline the focus of training, etc.

Blueprint for Planning Learning

Bahlis J (2008) T+D

http://www.bnhexpertsoft.com/english/resources/astd_0803.pdf

Learning professionals need to recognise that an assessment must occur during the planning stages, when budgets and resources are allocated. In other words, training cannot rely solely on current evaluation models, such as Kirkpatrick's four levels, that assess training's impact after it has been delivered. By then, it may be too late to calculate valuable results. By shifting from historical data collection models to a predictive analysis model, managers will become more responsive to current and future learning needs, increase the impact of training by focusing on the most crucial initiatives, and improve training efficiency by selecting the most cost-effective blend of delivery options.

To convert quantitative evidence into qualitative measures at the planning stage, the authors recommends the following practical model:

- 1) Define and prioritise the problem or opportunity and validate assumptions
- 2) Assess the impact of tasks on the problem or opportunity
- 3) Confirm the need for training and assess impact
- 4) Assess the feasibility of implementation
- 5) Forecast the costs of plausible solutions
- 6) Prioritise recommendations and prepare a plan of action

Cultivating problem-solving skills through problem-based approaches to professional development

Lohman MC. (2002) Human Resource Development Quarterly 13 (3), 243-261.

<http://onlinelibrary.wiley.com/doi/10.1002/hrdq.1029/abstract>

An extensive literature review was conducted of four problem-based approaches to professional development: (1) case study, (2) goal-based scenario, (3) problem-based learning, and (4) action learning. The review comparatively analysed the training designs of these four approaches and found key differences in the nature of their case problems and training strategies. Specifically, the analysis found that case problems are ill structured in action learning and problem-based learning, are moderately structured in a goal-based scenario, and are fairly well structured in the case study approach. In addition, it was found that prototypical problems are used to a much greater extent in the problem-based learning and goal-based scenario approaches than they are in the other two approaches. Furthermore, the analysis found that the case study approach uses the most expert-oriented training strategy, the goal-based scenario approach uses a more learner-oriented strategy than the case study approach, and the problem-based learning and action learning approaches use strongly learner-oriented strategies. These design differences suggest that the case study and goal-based scenario approaches are more likely to result in single-loop learning and to foster the ability to solve well-structured problems, whereas the problem-based learning and action learning approaches are more likely to lead to double-loop learning and to promote the ability to solve ill-structured problems. Implications of these findings for the design and research of problem-based approaches to professional development are discussed.

Let's Be PALS: An Evidence-Based Approach to Professional Development

Dunst CJ & Trivette C. (2009) Infants and Young Children, 22(2), 164-176.

http://journals.lww.com/iyjournal/Abstract/2009/07000/Let_s_Be_PALS_An_Evidence_Based_Approach_to.2.aspx

An evidence-based approach to professional development is described on the basis of the findings from a series of research syntheses and meta-analyses of adult learning methods

and strategies. The approach, called PALS (Participatory Adult Learning Strategy), places major emphasis on both active learner involvement in all aspects of training opportunities and instructor/trainer-guided learner experiences. The use of PALS practices has been found to be associated with improved learner knowledge, use, and mastery of different types of intervention practices. Implications for in-service training are described.

Andragogy: Adult Learning and Education at Its Best?

Clardy A. (2005). Towson University. (Grey Literature)

http://www.lindenwood.edu/education/andragogy/andragogy/2011/Clardy_2005.pdf

The andragogical model of adult learning and education developed by Malcolm Knowles, the basis for much of “adult learning theory”, is summarised and reviewed in terms of its assumptions, principles and recommended practices. By recasting the model as a theory with attendant hypotheses, it is then critiqued in terms of its theoretical adequacy and empirical support. Theoretically, the model is found wanting because it slights the full range of adult learning experiences, makes misleading distinctions between adult and child learners, minimises individual differences between adult as learners, and does not adequately deal with the relationship between motivation and learning. Empirically, research testing the effects of andragogy provides inconclusive and contradictory outcomes. New directions for establishing a better theory of learning effectiveness are suggested.

3. Conferences, seminars, short courses and e-learning

Literature review of short course training as an effective capacity building tool

ERF AUSAID (Undated, approx. 2012)

(Not available online)

This literature review specifically considers the:

- Effectiveness of short courses to contribute to capacity building for individuals and institutions
- Recommendations for short course design and delivery

The global literature search only identified five records that addressed the review criteria. Reviews of research on training program effectiveness cite methodological limitations. This makes it difficult to link training impact to changes in organisational practice to determine the effectiveness of training programs for organisational capacity building.

A theory of change for the effectiveness of training programs can be conceptualised along three dimensions:

- Participant’s learning outputs, which include participant satisfaction, knowledge, skills, and attitudes (e.g. confidence, motivation, commitment, etc.)
- Participant’s workplace behaviour (e.g. application of training knowledge and skills to work, changed practice or participants undertaking new roles and responsibilities)
- Organisational practice for capacity building (e.g. the development of new/modification of programs, processes, organisational structures, committees etc.)

Two studies examined the impact of short course programs on capacity building for individuals and institutions:

A World Bank evaluation (World Bank Institute Evaluation Group WBIEG, 2008 <http://elibrary.worldbank.org/doi/book/10.1596/1813-9450-6202>) reviewed the effectiveness of bank supported training and project-based training in client countries. The evaluation reviewed 37 in-country training programs across four countries and surveyed training participants across six countries. The evaluation was cross-sector and targeted programs in high-priority development areas. Average length of evaluated training programs was five

days. The evaluation assessed training program effectiveness by considering learning outputs, workplace behaviour and impact on capacity building.

Steinert et al. (2012 <http://www.ncbi.nlm.nih.gov/pubmed/22578043>) conducted a systematic review of leadership interventions for medical education faculty and examined impact on participant's knowledge, attitudes, behaviour and organisational practice. Thirty-five leadership interventions were included, ranging in duration from one day to one year. The review assessed interventions from the US, Canada, UK and one intervention for participants from developing countries.

Both studies concluded that short course programs consistently report positive learning outcomes for participants (determined by self-reported questionnaires and interviews), but report mixed-results for impact upon workplace behaviour and organisational capacity building.

Effectiveness of training programs may be conceptualised along three dimensions: participant learning outputs, participant workplace behaviour, and organisational practice for capacity building. Available literature on good practice for short course training program effectiveness is limited and studies suffer from many methodological limitations. Therefore it is difficult for evaluations to examine the impact of participant learning on workplace behaviour and organisational capacity building. Therefore participant learning was not found to be a robust predictor of changed workplace behaviour or organisational practice.

Most short course training programs report positive participant learning outputs, though most measures are limited to self-reports of changed knowledge, skills and attitudes. General training program characteristics for positive participant learning outcomes can be reported:

- Targeted short course design and delivery through a multi-stakeholder approach
- Follow-up technical support and the development of professional networks to promote sustainable learning outcomes and training-to-practice transferability
- Course delivery should involve multiple pedagogical methods. Effective strategies include: off-site industry tours and experiential learning; opportunities for reflective practice; individual or group projects.

Beyond participant learning outcomes, the evidence of effective short course impact on workplace behaviour and capacity building is limited and provides mixed results. However, the following facilitators for training program impact on changed workplace behaviour and organisational practice have been identified.

1. Effective training design includes the following three factors:

- Targeted training content through:
 - Organisational capacity diagnosis to identify development gaps
 - Participant needs assessment for knowledge/skills gaps
 - Participant selection to ensure that organisational capacity gaps and participant needs align.
- Multiple teaching methods AND
- Follow-up support.

2. Organisational context includes:

- Identification of possible capacity gaps and barriers
- Training designed to target gaps through resource provision and organisational incentives (training bonuses and merit-based pay)

3. Client commitment may help to address capacity gaps by:

- Increasing organisational resources and incentives for participants to implement training and change organisational practice
- Overcoming low-capacity contexts
- Establishing feedback loops between program design, delivery, monitoring and evaluation and organisational practice for capacity building.

Effective e-learning for health professionals and students--barriers and their solutions. A systematic review of the literature--findings from the HeXL project

Childs S, Blenkinsopp E, Hall A, Walton G. (2005) Health Information and Libraries Journal
<http://www.ncbi.nlm.nih.gov/pubmed/16279973>

In 2003/4 the Information Management Research Institute, Northumbria University, conducted a research project to identify the barriers to e-learning for health professionals and students. The project also established possible ways to overcome these barriers. The North of England Workforce Development Confederation funded the project.

The project comprised a systematic review of the literature on barriers to and solutions/critical success factors for e-learning in the health field. Fifty-seven references were suitable for analysis. This review was supplemented by a questionnaire survey of learners and an interview study of learning providers to ensure that data identified from the literature were grounded in reality.

The main barriers are: requirement for change; costs; poorly designed packages; inadequate technology; lack of skills; need for a component of face-to-face teaching; time intensive nature of e-learning; computer anxiety. A range of solutions can solve these barriers. The main solutions are: standardization; strategies; funding; integration of e-learning into the curriculum; blended teaching; user friendly packages; access to technology; skills training; support; employers paying e-learning costs; dedicated work time for e-learning.

The authors argue that librarians can play an important role in e-learning: providing support and support materials; teaching information skills; managing and providing access to online information resources; producing their own e-learning packages; assisting in the development of other packages.

Selecting the Right Blend of Delivery Options

Bahlis J. (Undated) BNH Expert Software Inc.

<http://www.bnhadvisor.com/estore/html/francais/products/advol/wpaper.pdf>

Promotional

How do you measure the impact of eLearning on your organization? You must have heard by now that eLearning provides just-in-time access to training material when and where it is needed. Moreover, it reduces travel costs and in some cases time required to complete the training. On the other hand, questions on the effectiveness of this delivery medium are being raised. Some claim that eLearning is boring and as a result individuals are not completing the courses, and it is more difficult to motivate people to take online courses. So how do you balance effectiveness and cost, and determine which eLearning method [computer based training (CBT), web based training (WBT), electronic performance support systems (EPSS), Internet virtual classroom, etc.] should be used? What about off-the-shelf solutions, is one available? Would a combination of delivery options be more effective and economical than a single method? How much is it going to cost? And is it worth it? This paper presents a practical model (theory behind the Media Selection and ROI Tool – ADVISOR Online) for making sound eLearning decisions.

ADVISOR is a decision support tool designed by BNH Expert Software. ADVISOR analyzes a training course to determine the most economical blend of delivery methods including instructor-led, print, tapes, computer based training, web based training, electronic performance support tools, audio/computer/video conferencing and Internet that will meet your training needs. A demo copy of ADVISOR Online can be requested by clicking on the Try It option at <http://www.bnhadvisor.com>

Evaluation and Application of Andragogical Assumptions to the Adult Online Learning Environment

Blondy LC. (2007) Journal of Interactive Online Learning, 6 (2)
<http://www.ncolr.org/jiol/issues/pdf/6.2.3.pdf>

The usefulness and application of andragogical assumptions has long been debated by adult educators. The assumptions of andragogy are often criticized due to the lack of empirical evidence to support them, even though several educational theories are represented within the assumptions. In adult online education, these assumptions represent an ideal starting point for educators to use in their instructional approach. Application of these assumptions with respect to the type of course being taught and individual student needs can help create a learner centered approach to online education.

Reviewing the Evidence on How Adult Students Learn: An Examination of Knowles' Model of Andragogy

McGrath V. (2009) Adult Learner: The Irish Journal of Adult and Community Education, p99-110 2009
<http://files.eric.ed.gov/fulltext/EJ860562.pdf>

While there may be similarities between adults and children in how they learn (such as language, interaction and communication), many writers argue that adult learners are different from child learners in a number of ways. This article aims to review how adults learn through examining one particular theory of adult learning. Two conflicting learning theories, known as andragogy and pedagogy, have a particular relevance to the adult educator. One learning theory that has attempted to overcome some of the negative aspects of pedagogy is a theory that was introduced by Malcolm Knowles known as andragogy. Andragogy according to Henschke can be defined as "a scientific discipline that studies everything related to learning and teaching which would bring adults to their full degree of humaneness." Unlike pedagogy, andragogy is centered on the idea that the lecturer does not possess all the knowledge and that students are encouraged to participate in the classroom by utilising their own experiences. In this article, the author discusses the Andragogy of Malcolm Knowles and explores how the theory continues to be important for practitioners in Ireland.

Maximize Training Impact by Aligning Learning with Business Goals

Bhalis J. (2004) Grey Literature
<http://www.bnhexpertsoft.com/english/resources/salt06.pdf>

If training activities impact employees' performance and organizational goals, how can this impact be quantified? Which training programs can yield the best results and why? Are there more effective and efficient ways to deliver training and are they worth it? To maximise training investment, resources should be focused on the most important initiatives. Otherwise resources may be wasted on programs with minimal impact on organizational goals. This paper presents a process for capturing the costs and benefits of instructor-led, eLearning and blended solutions; assessing the impact of various initiatives on performance, missions and goals; identifying reasons behind success/failure; and maximizing investment by redirecting resources to activities that generate the greatest impact.

Maximize the Impact of E-Learning Programs

Williams N & Bahlis J. (Publication Date Unknown)

<http://www.bnhexpertsoft.com/english/products/advent/astd07.pdf>

(Grey literature) *Remove? Quite business focussed*

By 2008 Booz Allen is predicted to have 20,000 geographically dispersed employees. To meet the training needs of its expanding workforce, Booz Allen needs to consider alternatives to classroom delivery. Like the rest of the training industry, Booz Allen faces the trend of “if you build it, will they come?” Although the classroom version of the course “Developing an Award Winning Proposal” has a six-month waiting period, low registration for the online version, which was well received by participants, caused cancellation of several of the online sessions.

To meet the challenge of developing e-learning training that addresses their global expansion and also attracts and retains learners, Booz Allen conducted an in-depth analysis of target groups and training programs as well as the costs and ROI of alternative training. By understanding the costs and potential impact of blended delivery options, Booz Allen was able to make informed decisions on training choices—avoiding costly errors, making the most of resources, and maximizing the impact of e-learning programs by focusing on training initiatives that develop skills aligned to business goals.

Booz Allen Hamilton is a global strategy and technology consulting.

This report describes barriers to the adoption of e-learning; evaluation of training programmes for e-learning

4. USAID

Automated Directives System Chapter 458: Training and Career/Professional Development

Mitchell T. (2014) USAID

<http://www.usaid.gov/sites/default/files/documents/1877/458.pdf>

This chapter establishes the policy directives and required procedures for USAID’s training and career/professional development programs. USAID’s training and career/professional development programs seek to help achieve the Agency’s mission and performance objectives by improving individual and organizational performance. They also support the Agency’s core values of teamwork and participation; valuing diversity; customer service; results management; and empowerment and accountability.

USAID’s training and career/professional development programs focus on:

- Increasing employees’ knowledge and skills to improve job performance
- Developing employee potential to assume increased responsibility in future positions and to learn new skills for greater mobility among assignments
- Initiating and continuing mandatory, competency-based professional and technical training to keep knowledge and skills current and to meet professional certification requirements
- Initiating and continuing training for executives, managers, and supervisors for effective performance at their current level and at higher management levels.

USAID uses a range of training options to meet its mission-related individual and organizational training and development needs. These options include classroom training,

distance learning, employee self-development activities, coaching, mentoring, competency-based training, career counseling, details, rotational assignments, cross training, developmental workshops, and conferences.

OHR/TE uses both government and non-government resources to provide training to employees. Courses are continually developed or revised to meet the Agency's changing needs and mission requirements and to maintain up-to-date content that reflects current policies, regulations, and procedures.

USAID partnership with Berkeley University

<http://dil.berkeley.edu/development-engineering-network/usaid-fellows/>

The Development Impact Lab (DIL) is working with the USAID Office of Science and Technology to pilot a USAID Fellows program that enables agency personnel to spend between two weeks and three months with the Blum Center at UC Berkeley. The program serves as a professional development opportunity for USAID staff in international missions and Washington bureaus as well as an opportunity for academics to engage more closely with development practitioners.

While at Berkeley, USAID Fellows will raise development issues and problems that need solutions and share their real-world expertise with the campus community. At the same time, USAID staff will learn about and experiment with new tools and methodologies for innovation. As part of these rotations, Fellows can audit classes and speaker series, attend group meetings for research projects in the DIL portfolio and pipeline, deliver lectures and seminars, and otherwise engage with the university community.

USAID Learning Lab Resources

Learning Networks Resource Center

<http://usaidlearninglab.org/learning-networks>

The Resource Center is organized by the six primary phases of USAID-supported learning networks with characteristics, relevant resources, and "stories" from the Growing Organizational Value Chain Excellence (GROOVE) Learning Network.

Practices of successful learning networks. Documenting learning from the GROOVE learning network

http://usaidlearninglab.org/sites/default/files/resource/files/practices_of_successful_learning_networks_aug2013.pdf

Learning guide introduction

<http://usaidlearninglab.org/learning-guide/introduction>

Details useful here?

5. World Bank

Learning and Results in World Bank Operations: How the Bank Learns. EVALUATION 1 World Bank 2014

<http://www->

wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2014/07/17/000442464_20140717140536/Rendered/PDF/894210WP0learn0Box385279B00PUBLIC0I.pdf

This report looks at the question: How well has the World Bank generated, accessed, and used learning and knowledge in its lending operations, and what is the scope for improving how it does so?

This report shows that although, in general terms, the staff perceive the Bank to be committed to learning and knowledge sharing—as attested by surveys—with respect to the particular case of learning in lending, the culture and systems of the Bank, the incentives it offers employees, and the signals from managers are not as effective as they could be. The Bank’s organizational structure has been revamped several times, notably in 1987 and 1996, when the shift to the matrix organization took place. These changes have not led to a significant change in learning in lending because they touched neither the culture nor the incentives. It remains to be seen if the latest structural change—the introduction of Global Practices—will avoid past pitfalls and be more effective in creating the right culture and incentives for learning and knowledge sharing.

WBT systems. The World Bank.

<http://www.wbt systems.com/customers/world-bank/>

The World Bank uses WBT’s TopClass Learning Management System to power its learning initiative.

The main features of the learning solution include:

- A single integrated source for all learning that is easily accessed by employees via a single user interface, customized according to the World Bank’s needs
- An online catalog of courses that is searchable and that provides a single point for registration making course administration speedy and efficient
- Tracking and monitoring functionality to manage the Bank’s annual learning budget including training spend, allocations, approvals and department charge backs for training costs
- Flexible approval and workflow processes with notifications via the TopClass internal email function and integration with Lotus Notes, for those courses that require manager’s approval
- Integration with Business Objects for robust and detailed reporting on all operational training areas including management of cost centers and charge-backs
- Integration with SAP and PeopleSoft to link employee training records with HR and financial information
- Supporting the delivery of a wide variety of courses and content formats such as Microsoft Word, PowerPoint, HTML and text, for course types that include technology and computer skills to interpersonal, management, client engagement skills, and technical skills.

A quote from Jan Weetjens, Staff Knowledge and Learning Manager, World Bank:

“The LMS from WBT Systems has helped to transform learning at the World Bank. Its extensive functionality and reporting capability means that we now have a much enhanced capacity to monitor and assess investments in learning, a better understanding of what works, and we are better able to focus on areas where we can improve. This is critical to the Bank’s mission and to ensure that staff can assist clients with the best global knowledge available to address their development challenges.”

What Can WBI Learn from the Participants, Task Team Leaders, and Systems Records of its Learning Activities? A Review of Client Learning

Quizon JB, Behrens J, Dasgupta B, Ling C, Rajakaruna O, Roberts D. (2008) World Bank Institute
<http://info.worldbank.org/etools/docs/library/242881/EG08-138%20What%20can%20WBI%20learn%20from%20the%20participants%2C%20TTL%2C%20and%20systems%20records%20of%20its%20learning%20activities-A%20review%20of%20client%20learning.pdf>

This review identified recommendations for improving the quality of future World Bank Institute (WBI) programs. The recommendations are based on regression analyses of data from FY04-05 on 736 activities in WBI's Client Registration System (WBICRS) and associated assessments collected from participants at the end of each activity. The regressions explored which factors might explain participants' ratings of the overall usefulness (and other indicators of quality) of WBI learning events. Interviews with 26 task team leaders (TTLs) further clarified ideas and key concerns. WBI is moving toward a programmatic approach to capacity development, and learning activities remain an integral part of this strategy. Although the data analyzed do not reflect activities in FY06 or FY07, the extended effort to clean, merge, and analyze reliable data from past learning activities yielded relevant findings for strengthening WBI programs.

6. UN

Programmes for upgrading of substantive and technical skills

http://www.un.org/staffdevelopment/viewPage.asp?selMenu=2011_chapter_502.asp&page=502

The Programme for Upgrading Substantive and Technical Skills aims to provide departments and Offices throughout the Secretariat with a means of ensuring that the specialized competence needed to carry out their work can be maintained and developed by upgrading and updating the substantive and technical knowledge and skills of their staff. It is intended to assist departments and Offices in responding to changes in mandates, new responsibilities and developments in areas of specialization, as well as to provide staff with opportunities for professional growth and development. In line with the concepts of empowerment and managerial accountability, the programme is designed to support managers in making the most efficient use of the resources allotted to them to meet the developmental needs of their staff. It provides the means for developing the potential of staff and filling gaps in substantive and technical knowledge and skills, either through internally organized training or through studies outside the Organization.

The Office of Human Resources Management monitors the use of the funds on the basis of monthly expenditure reports and quarterly review meetings with all departments and Offices. Effectiveness in carrying out the plan presented and making use of the funds allocated is a major factor in considering allocations for subsequent years. In order to evaluate the effectiveness of the staff development activities undertaken under this programme, departments and Offices are required to participate in quarterly review meetings organized by OHRM and to submit quarterly reports indicating the training undertaken by their staff, together with an assessment of whether the anticipated impact of the training on the work of the individual, the department and/or the Organization has been achieved. With regard to the reporting of impact, it is extremely important that managers not only consider the impact on the development of the staff, but also on the work unit and the Organization. The report is expected to note, especially, any "multiplier effect" the upgrading activity had (e.g. the extent to which the beneficiary of the training was able to impart learning to other staff).

Enhancing Your Current Performance

<http://www.un.org/staffdevelopment/viewPage.asp?selMenu=eycp.asp>

This webpage provides links to different training programmes for UN staff.

2014 Staff Development Programme

<http://www.un.org/staffdevelopment/viewPage.asp?selMenu=learning.asp>

7. WHO

Framework for action on interprofessional education and collaborative practice.

WHO (2010)

http://whqlibdoc.who.int/hq/2010/WHO_HRH_HPN_10.3_eng.pdf?ua=1

The Framework for Action on Interprofessional Education and Collaborative Practice highlights the current status of interprofessional collaboration around the world, identifies the mechanisms that shape successful collaborative teamwork and outlines a series of action items that policy-makers can apply within their local health system.

The goal of the Framework is to provide strategies and ideas that will help health policy-makers implement the elements of interprofessional education and collaborative practice that will be most beneficial in their own jurisdiction.

8. Education Resource Facility (Australia) and DFAT

Learning and Development (L&D) project – summary report: November 2014

Education Resource Facility (ERF), managed by GRM International. (2014)

Disclaimer ERF and GRM do not speak for DFAT

Not available online

In late 2012, the Education Thematic Group of DFAT endorsed an Education Knowledge Requirements (EKR) Framework, in line with the agency's overall capability framework. The EKR framework highlights the capabilities and attributes that DFAT staff working in the education sector programs (the Education Community of Practice) – need to have to perform their roles effectively. The EKRs are pitched at three levels: Awareness, Operational and Expert.

This summary report goes on to describe the implementation of the L&D project, key achievements and external recognition.

The approaches adopted were generally considered to be very effective in bringing the project to successful completion. 'Critical Success Factors' comprised four essential areas:

1. Supporting Factors

- Strong and sustained commitment by DFAT to the project
- Rigorous project management and leadership
- Well-managed resources and resource utilisation

2. Skills and professionalism

- The complementary experience and expertise of the project team members
- Flexibility displayed by team members to new, additional and changing demands
- Positive, close and professional relationships between all project partners
- A commitment to attention to detail
- A focus on efficiency and effectiveness

3. Team work

- Teamwork, responsiveness, cooperation and continuity of team membership

4. Good process

- Regular priority setting to ensure the proper sequencing of all related activities
- Clear role expectations and timeframes
- Capacity for all project team members to work independently but within a clear and structured framework
- Respect for and compliance with Departmental policies (e.g. Web Content Accessibility Guidelines, Disability Inclusiveness, and Child Protection)

A case study is described on learning and development dissemination for staff based in Indonesia. Discussion with Post staff (in March 2014) indicated that collaborative or shared working on the online modules promotes greater understanding among staff. A prototype program of seminars based on the L&D modules was developed. Feedback from staff after the initial four seminars (on two topics) has been positive. The inclusion of ERF Education Specialists in the seminars has been effective, and this should be integrated into the future L&D seminar program.

9. Additional information

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About Helpdesk reports: The HEART Helpdesk is funded by the DFID Human Development Group. Helpdesk reports are based on 3 days of desk-based research per query and are designed to provide a brief overview of the key issues, and a summary of some of the best literature available. Experts may be contacted during the course of the research, and those able to provide input within the short time-frame are acknowledged.

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