**IFRC Livelihoods Resource Centre Learning and Technical Competency Framework for Livelihoods and Cash Transfer Programme**

## The needed competencies: outline of a learning and technical competency framework for livelihoods and cash transfer programming (CTP)

**Why a competency framework?**

It helps to identify what livelihoods and CTP knowledge bases and skills are expected to be acquired and developed within a Red Cross Red Crescent National Society, through the trainings developed by the IFRC Livelihoods Resource Centre (LRC). In addition, it can be used to monitor the impact of the training on the participants and the capacities acquired by Red Cross Red Crescent National Societies, their staff and volunteers.

The same applies for other humanitarian organisations using LRC trainings and capacity building activities.

**How to read the Learning and Technical Competency Framework for Livelihoods and Cash Transfer Programme**

The learning competency framework is built around a simple matrix which shows the relationship between the essential subjects that constitute IFRC standard livelihoods and CTP core competencies in terms of trainings topics, and the level of cognitive domain that participants are expected to achieve, on those specific competencies, after the training.

To help the practical understanding of the matrix, in annex number one, you can find a practical adaptation trying to translate it into a regular working programming language.

As for the learning competency framework the structure is as follow:

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| ***On the Y-axis:*** *the essential subjects related or specific to livelihoods and/or CTP trainings* | ***On the X-axis:*** *the level of competency needed is listed.*  |
| **Level 1:** for leadership. | **Level 2**: for practitioners. | **Level 3:** for specialists | **Level 4**: for experts… |

**Figure 1:** brief outline of the structure of the competency framework.

As shown on the figure above, on the **X-axis** the competency level participants are expected to have at the end of the training. Depending on the position held by the participant the level of competency needed will vary (for instance, a field officer will not need the same level of competency as a project manager), that’s why it is important to reflect these different levels.

Meanwhile, the **Y-axis** of the framework shows the essential subjects that constitute IFRC livelihoods core competencies and basics on CTP and the main issues threated in the trainings the LRC offers. For practical reasons these subjects are related to the project cycle management

To simplify reading the matrix, the same colour scheme is used to represent competencies within the same level, according to the profile of the participants:

* green for the leadership, directors and cadres and other humanitarian organizations members that need to be sensitized about livelihoods but not put it in practice;
* yellow for practitioners involved in the processes;
* orange for practitioners specialists leading the planning and execution of projects and programmes;
* blue for experts.

However, this is a dynamic classification system and it could be appropriate for personnel from one category to develop further competencies related to a more complex one.

For the purpose of this framework it is important to highlight that none of the capacity building activities carried out by the LRC aim to reach Level 4 competencies, as this level is only attainable with relevant experience in the field level after practitioners design, implement and manage projects or programmes. However, for learning purposes, the framework describes the competency scope of practitioners at this level for each specific subject.

The competency levels have been adapted from **A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives**, **Anderson and Krathwohl’s (2001) revision of the original Bloom’s taxonomy (Bloom & Krathwohl, 1956)** which includes six major levels of learning objectives, ranging from *understanding* to *creation.*  The description of each category can be found adapted in the Annex 1. However, for the sake of simplicity the six categories have been merged into four for the purpose of this framework, as is detailed within the matrix.

Finally, it should be noted that this learning and technical competency framework is flexible enough to be updated, adjusted or adapted as other specialized competencies are identified over time and added. This could be toped up with a more exhaustive list on topics and issues related to each subject.

**Learning and technical competences framework**

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| **Subject** |  **Technical competences** |
| **Level 1: Entry****(Remembering & Understanding)** | **Level 2: Generalist****(Applying and analysing)** | **Level 3: Specialist****(Evaluating)** | **Level 4: Expert****(Creating)** |
| **RCRC livelihoods-related policies, strategies and frameworks** | Recalls and accurately describesthe existing livelihoods policies, strategies and frameworks within Red Cross Red Crescent. | Ensures that policies, strategies and frameworks are considered when designing an intervention. | Effectively integrates policies, strategies and frameworks when designing an intervention.Able to assess the effective inclusion of the subject in policies, strategies and frameworks | Able to design and introduce new policies and strategies on livelihoods |
| **Livelihoods basic concepts** | Understands basic concepts such as livelihoods, livelihoods groups, coping strategies, etc. | Accurately describes and differentiates the basic livelihoods concepts and the corresponding factors that affect them (e.g.: lists a common range of coping strategies) | Compares and analyses different livelihoods concepts (e.g.: analyses the main features of different livelihoods groups, etc.…) | Able to adapt concepts according sector’ evolution |
| **Livelihoods frameworks and approaches:***The Sustainable Livelihood Framework (SLF)* | Lists the five key assets of the SLF. | Analyses the five key asset of different livelihood groups andaccurately outline the different blocks of the SLF.Explains the relation and links between livelihoods and other sectors. | Uses the SLF to identify entry points for programming using the five assets and the other blocksUses the SLF as an overarching framework for integrated programming. | Able to evaluate the use of SLF and propose improvements and/ or adaptations |
| **Livelihoods frameworks and approaches:***the Household Economic Approach (HEA/HES)* | Remembers that there are other methodologies | Explains the relation and links between livelihoods and other sectors. | Explains the differences among different frameworks and approaches.Identifies which approach is the most appropriate.Uses the HEA or HES in needs assessment & project design.Explain the rationale of the HEA/HES. | Able to use HEA/HES and propose improvement and sector ‘evolution adaptation  |
| **Types of livelihoods interventions** | Differentiates the five type of livelihoods programming according to IFRC classification | Identifies which type of interventions can be relevant in an specific context. | Identifies which is the most adequate type of intervention according to beneficiary needs, and other relevant considerations | Evaluates the accurate needs assessment and intervention carried out |
| **Assessment design** |  | Outlines the main components for the design of a livelihoods assessment.Recalls the main areas of investigation to be undertaken. | Designs and leads a livelihoods assessment or the livelihoods sector of a multi-sectorial assessment. | Evaluates the accurate planning of an assessmentCreates methodologies for assessment design  |
| **Assessment methodologies and tools** |  | Recognises the different tools and methods useful to gather livelihoods information. | Adapts RCRC tools for data collection in a livelihoods assessmentPrepare the induction training for the assessment team. | Designs new methodologies or tools |
| **Response option analysis** |  | Outlines the information to be considered for response analysis to ensure livelihoods protection, recovery or development. | Describes compares and prioritises the different possible options.Elaborates a problem and an objective tree. | Able to perform existing tools or design new ones |
| **Accountability to beneficiaries** | Recalls the different actions to be undertaken under different project phases to ensure accountability to beneficiaries. | Uses the British Red Cross BRC accountability framework to beneficiaries for the specific context. | Evaluates the use of the BRC- BRC and able to create more developed accountability mechanisms  | Able to introduce new ideas, views, create strategies, policies, etc.  |
| **Project design: Logical framework** | Outlines a Logical framework | Formulates a project for livelihoods protection, recovery or developmentElaborates a related plan of action. | Evaluates the use of the logical framework | Able to peform the use of the logical framework |
| **Livelihoods Baseline** | Remember the meaning and use of a baseline | Lists the key information to be collected in the baseline.Able to carry on a household survey and/or utilises any other tools appropriate for the baseline. | Designs a household questionnaire and/or utilises any other tools appropriate for the baseline.Trains the team. | Contributes with new ideas to improve the use of baselines |
| **Design a monitoring system and formulate livelihoods Indicators** | Understands the relevance of monitoring | Formulates relevant indicators for process, result and context. | Formulates relevant indicators for process, result and context.Elaborates the monitoring plan. | Evaluates and performs monitoring systems and indicators |
| **Targeting** | Understands the different issues related to targeting and different methods and approaches to targeting. | Able to use the appropriate targeting mechanism according the context | Elaborates a targeting mechanism and evaluates its use | Evaluates and define key elements to be consider for targeting mechanism |
| **Cash transfer programming (CTP)** | Lists the main types of CTP.Understands the conditions needed to make CTP a viable option. | Identifies the key issues to be considered to assess the appropriateness of CTP and introduce them in the assessmentAssesses whether CTP is an advantageous option or not | Design and evaluates CTPs  | Able to create, introduce new ideas, policies, strategies for CTPs according humanitarian context evolution |
| **Market assessment** | Understands why and when a market analysis is relevant. | Effectively understands specific market assessment tools (i.e. MAG/RAM) and determinate whether a market assessment is relevant or notAble to carry on a basic market assessment | Design market assessment Train practitioners in market assessmentAnalyse and evaluates markets | Creates and perform market assessment methodologies and tools |
| **Participatory evaluations** | Recognise the importance of conducting participatory evaluations | Able to effectively implement participatory evaluation process | Designs a participatory evaluation process  | Creates methodologies and tools for participatory evaluations |

**ANNEX 1. The Cognitive Domain of Learning translated into practice equivalent**

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| **Lower levels of cognitive learning <------------------> Higher levels of cognitive learning** |
| **Level** | **1.Remembering** | **2. Understanding** | **3.Applying** | **4.Analysing** | **5. Evaluating** | **6. Creating** |
| **Definition of level****Example** | Recall or recognition offacts, principles and theories; methods and processes; patterns, structures, and settings or contextsLearnerrepeats another's definition of a principle  | Understand and express ideas and concepts in own words; understand translations; understand instructions.Learner explains a principle, using an example of its use in other contexts or situations. | Use conceptsin new contexts; solve problems by selecting among and using "best" techniques, apply what has been learned in novel situations.Learner personallyapplies principle to procedures in areal or simulated situation | Separate material and concepts into constituent parts and detect relationships among parts and the way they are organized.Learner separates a fact from an assumption within a principle | Make judgments about the value of ideas or materials on the basis of distinct criteria.Learner judges the use of the new strategy developed at synthesis level. | Build a structure or pattern from diverse elements to form a new whole, with emphasis on creating a new meaning or structure.Learner combinesseveral principles intoa new operating strategy |

**Practical level:**

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| --- | --- | --- | --- | --- |
| **Knowledge level** | 1. **Entry:** Remembering & Understanding
 | **2. Generalist:** Applying & Analysing | **3. Specialist:** Evaluating | **4. Expert:** Creating |
| **Practice level** | Sensitized about the subject matter.Able to effectively repeat it to peers. | Able to effectively explain the subject matter to people not familiar with it. | Able to effectively use learning or implement it in a field mission in simple contexts accompanied.  | Able to effectively use learning or implement it in a field mission in simple contexts unaccompanied or complex with support.Able to capacity the work team | Able to effectively use learning or implement it in a field mission in complex contexts.Able to produce programmes/projects.Able to evaluate plans/ projectsAble to train practitioners in subject matter. | Able to evaluate Able to create new strategies, policies, introduce new ideas or ways to work on the subjectAble to train trainers in subject matter |

**Annex 2. Surveys explanation and interpretation**

Survey questionnaires try to reflect participant’s knowledge and technical competences as they are evaluated by themselves. Questions/ issues reflected in the surveys are the main subjects that are treated in each particular training. The same questions are asked at the prior and post training so participants can assess their knowledge and competency related to each subject.

Surveys use the same technical competences levels indicators as the LTCF but introduced the “Level 0” as no knowledge nor competence.

Regarding topics to be evaluated, the surveys are more detailed that the framework as some subjects have been adapted to the trainings agenda and they are presented separated in the survey. **Survey for “Livelihoods Programming Course” trainings**

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| **Competency and knowledge self-assessment** |
| **Please indicate the level of knowledge and competency related to the subjects below** | ***Pre training*** | ***Post training*** |
| **0 = No knowledge****1 = Remembering and understanding (Entry)****2 = Applying(Generalist)****3 = Evaluating (Specialist)****4 = Creating (Expert)** | **0 = No knowledge****1 = Remembering and understanding (Entry)****2 = Applying(Generalist)****3 = Evaluating (Specialist)****4 = Creating (Expert)** |
| **0** | **1** | **2** | **3** | **4** | **0** | **1** | **2** | **3** | **4** |
| Sustainable Livelihoods Framework (SLF) |   |   |   |   |   |   |   |   |   |   |
| Food security  |   |   |   |   |   |   |   |   |   |   |
| Sphera standards  |   |   |   |   |   |   |   |   |   |   |
| Households and community vulnerability context  |   |   |   |   |   |   |   |   |   |   |
| Livelihoods assets  |   |   |   |   |   |   |   |   |   |   |
| Livelihoods strategies and coping strategies  |   |   |   |   |   |   |   |   |   |   |
| Livelihoods results  |   |   |   |   |   |   |   |   |   |   |
| Livelihoods groups |   |   |   |   |   |   |   |   |   |   |
| Politics, institutions and processes that influence the context |   |   |   |   |   |   |   |   |   |   |
| Participatory needs assessments and targeting  |   |   |   |   |   |   |   |   |   |   |
| Projects design and Logical framework approach |   |   |   |   |   |   |   |   |   |   |
| Livelihoods provisioning interventions |   |   |   |   |   |   |   |   |   |   |
| Livelihoods restoring interventions  |   |   |   |   |   |   |   |   |   |   |
| Strengthening livelihoods interventions  |   |   |   |   |   |   |   |   |   |   |
| Diversification of Livelihoods interventions  |   |   |   |   |   |   |   |   |   |   |
| Livelihoods protection intervention  |  |  |  |  |  |  |  |  |  |  |
| Accountability to beneficiaries  |  |  |  |  |  |  |  |  |  |  |
| Livelihoods programmes/projects design  |  |  |  |  |  |  |  |  |  |  |
| Implementation and monitoring of Livelihoods projects/ programmes  |  |  |  |  |  |  |  |  |  |  |
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**Survey for “Cash Transfer Programming in Emergencies” trainings**

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| **Competency and knowledge self-assessment**  |
| **Please indicate the level of knowledge and competency related to the subjects below**  | ***Pre training*** | ***Post training*** |
| **0 = No knowledge****1 = Remembering and understanding (Entry)****2 = Applying(Generalist)****3 = Evaluating (Specialist)****4 = Creating (Expert)** | **0 = No knowledge****1 = Remembering and understanding (Entry)****2 = Applying(Generalist)****3 = Evaluating (Specialist)****4 = Creating (Expert)** |
|   | **0** | **1** | **2** | **3** | **4** | **0** | **1** | **2** | **3** | **4** |
| Myths, advantages and disadvantages of Cash Transfer Programming (CTP) and arguments for the use of CTP  |   |   |   |   |   |   |   |   |   |   |
| Types of CTP: description, advantages and disadvantages of each one  |   |   |   |   |   |   |   |   |   |   |
| Context and sectors where CTP can be used |   |   |   |   |   |   |   |   |   |   |
| Feasibility of CTP: factors of feasibility in different contexts and sectors  |   |   |   |   |   |   |   |   |   |   |
| Response analysis matrix  |   |   |   |   |   |   |   |   |   |   |
| Cost-efficiency and cost-effectiveness |   |   |   |   |   |   |   |   |   |   |
| Existing methodologies and tools for market analysis  |   |   |   |   |   |   |   |   |   |   |
| Identify critical markets for a CTP, produce and interpret a baseline and emergency map  |   |   |   |   |   |   |   |   |   |   |
| Identify and mitigate CTP risks for markets  |   |   |   |   |   |   |   |   |   |   |
| Factors that determine the value of the cash transfers and to consider aspects related to size; frequency and flexibility of the grants |   |   |   |   |   |   |   |   |   |   |
| Delivery mechanisms: traditional and new technologies; advantages and disadvantages of each one  |   |   |   |   |   |   |   |   |   |   |
| Risks of the CTP and mitigation measures  |   |   |   |   |   |   |   |   |   |   |
| Accountability and response mechanisms in CTP  |   |   |   |   |   |   |   |   |   |   |
| Monitoring, analysis and response  |   |   |   |   |   |   |   |   |   |   |
| Contingency plans and their importance for CTP  |   |   |   |   |   |   |   |   |   |   |
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**Survey for “Emergency and Recovery Livelihoods Assessment” trainings**

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| **Competency and knowledge self-assessment** |
| **Please indicate the level of knowledge and competency related to the subjects below**  | ***Pre training*** | ***Post training*** |
| **0 = No knowledge****1 = Remembering and understanding (Entry)****2 = Applying(Generalist)****3 = Evaluating (Specialist)****4 = Creating (Expert)** | **0 = No knowledge****1 = Remembering and understanding (Entry)****2 = Applying(Generalist)****3 = Evaluating (Specialist)****4 = Creating (Expert)** |
| **0** | **1** | **2** | **3** | **4** | **0** | **1** | **2** | **3** | **4** |
| HES: Household Economic Security |   |   |   |   |   |   |   |   |   |   |
| HEA: Household Economic Analysis |   |   |   |   |   |   |   |   |   |   |
| Sustainable Livelihoods Framework (SLF) |   |   |   |   |   |   |   |   |   |   |
| Food security and nutrition  |   |   |   |   |   |   |   |   |   |   |
| Economic Security- ECOSEC (CICR) |   |   |   |   |   |   |   |   |   |   |
| Sphera standards |   |   |   |   |   |   |   |   |   |   |
| Livelihoods zoning |   |   |   |   |   |   |   |   |   |   |
| Livelihoods groups  |   |   |   |   |   |   |   |   |   |   |
| Livelihoods strategies and coping strategies |   |   |   |   |   |   |   |   |   |   |
| Participatory tools for needs assessments (VCA, Oxfam 48 h, etc.)  |   |   |   |   |   |   |   |   |   |   |
| Cash transfer programming  |   |   |   |   |   |   |   |   |   |   |
| Markets assessment and analysis  |   |   |   |   |   |   |   |   |   |   |
| Baselines design and tools for monitoring  |   |   |   |   |   |   |   |   |   |   |
| Response analysis matrix  |   |   |   |   |   |   |   |   |   |   |
| Response options identification and selection  |   |   |   |   |   |   |   |   |   |   |
| Types of interventions: food distributions |  |  |  |  |  |  |  |  |  |  |
| Types of intervention: incomes and employment  |  |  |  |  |  |  |  |  |  |  |
| Types of intervention: access to markets and services  |  |  |  |  |  |  |  |  |  |  |
| Types of interventions: support to production  |  |  |  |  |  |  |  |  |  |  |
| Accountability to beneficiaries  |  |  |  |  |  |  |  |  |  |  |

**Annex 3. Adaptation to the training level of the LRC and FICR for Livelihoods and CTP**

The box below summarizes the LRC training program related to staff functions and learning and competency framework level.

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| **LTCF level** | **Type of trainings** | **LRC trainings catalogue**  | Objective |
| **1. Entry level** | **Introduction** | Basic of livelihoods  | To improve general understanding around livelihoods |
| Awareness sessions on LH |
| Introduction to Cash Transfer Programming |
| Workshop on livelihoods |
| **2. Generalist** | **Core Training courses** | Livelihoods Programming Course (LPC) | To give to practitioners the theory and practical knowledge to assess, design and implement livelihoods projects |
| Cash transfer programming in emergencies |
| **3. Specialists and 4. experts**  | **Specialised training modules** | Emergency and recovery livelihoods assessment (ERLA) | To prepare field workers in order to identify gaps and needs to be covered to protect and recover livelihoods in emergency and early recovery phases |
| Projects design: employment, microeconomic initiatives, DRR, |
| Complementary sessions to LPC. F.i.: urban livelihoods, livestock, agriculture: seeds-tools-food banks. |