

Proposal for Training

Honest Ally Food International—Pilot Program

Instructional Design Team:

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Project Scope

Honest Ally Food International (HAFI), in global partnership with a consortium of other humanitarian non-government organizations (NGOs), is requesting proposals for the development of training for newly employed aid workers and professional development for existing employees and volunteers of local partners (e.g. local food banks and other resource providers). As a whole, the consortium includes over 200 organizations and more than 3,700 individuals, but this proposal concerns a pilot program in Nigeria, which is designed to accomplish the following organizational objectives:

- To promote organizational strategies aimed at addressing food insecurity
- To ensure consistency of practices among organizations belonging to the consortium
- To give guidance and advice to the consortium in disseminating resources
- To incorporate assessment and feedback mechanisms in all educational activities
- To provide feedback to directors, based on assessments during training, pertaining to:
 - Determination of each learner's progress and ability to comply with the organization's standards, policies and strategies
 - Identification of individuals needing additional support
 - Recommendation of staff advancement and/or job assignments according to experience, performance, and preference

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The following document outlines our plan to address training of prospective employees, current employees, and volunteers for the local partner, in Nigeria.

Global Training Strategy

In collaboration with three subject matter experts from within HAFI, we will design and develop an online training course for existing employees, new employees and volunteers. The course will meet the organizational objectives outlined in the RFP and Project Scope section of this document and feature custom designed learning objects and activities for the purpose of maximizing educational efficacy and scalability.

Keeping in mind that the pilot program is a testing ground for the larger operation, we plan to proceed as if this local pilot were being rolled out to the entire, multinational organization. Therefore, considering the variety of all the remote local partners, we will provide asynchronous e-learning and blended team-based learning experiences for learners. This combination will provide foundational content, while modeling a post-training coaching program to reinforce new knowledge, assessing performance in the actual environment after training, and providing continuous feedback in the work environment. Given the diversity of learners in the organization, everything must be grounded in Universal Design for Learning theory (multiple means of representation, multiple means of expression, multiple means of engagement), with particular attention to the Multimodal Diversity Model in terms of ensuring “that culturally biased language is not used and a level of comfort is maintained among learners” (Lewis & Sullivan, 2017, p. 313).

Certainly, the learners are a culturally diverse group, but there are also vast differences in experience levels from volunteers, to new employees, to seasoned staff members. Since novice learners (new employees and most volunteers

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would likely fall into this category) have little related knowledge to the subject areas, they are more susceptible to cognitive overload. “Differences in relevant prior knowledge...[are possibly the most important] feature to be considered when designing instruction” (Clark & Mayer, 2017, p. 261). Accommodations for novice learners would include judicious use of rich media, appropriate scaffolding of material for learners working at the edge of their zone of proximal development, discussion boards and forums to encourage knowledge sharing, and creating close-proximity job aids which Dirksen calls “putting knowledge resources into the environment” (Clark & Mayer, 2017, p. 260 & 261; Hoadley & Van Haneghan, 2017, p. 73; Wilson, 2017, p. 63; Stolovitch, 2017, p. 123-125; Dirksen, 2016, p. 264-266).

More experienced learners are current employees and some will need to assume the roles of coaches or mentors in the follow-up program; this exemplifies social construction and social interdependence theory in that both experienced and novice learners can benefit from participating in coaching programs and peer-assisted learning (Hoadley & Van Haneghan, 2017, p. 73; Johnson & Johnson, 2017, p. 270-271, Dirksen, 2017, p. 193). Dirksen advocates for the use of checklists and rubrics to communicate expectations and feedback between supervisors and learners; these tools encourage learners to evaluate their own performance (Dirksen, 2017, p. 280-281). During training modules, learners will participate in self-evaluation along with assessment and feedback by peers, which models the continuous feedback loop that will characterize new workplace procedures (Dirksen, 2017, p. 207).

Timeline

We propose a twelve-week timeline to design and develop this project. We will implement the Successive Approximation Model (SAM) method of rapid,

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iterative design and development in order to complete development within this timeframe according to the following outline:

Preparation

Week 1. Gather background information

Week 2. Savvy Start

Iterative Design Phase

Week 3. Project Planning and Design

Week 4. Additional Design

Week 5. Additional Design

Week 6. Additional Design

Iterative Development Phase

Week 7. Design Proof

Week 8. Alpha Production

Week 9. Review Alpha

Week 10. Beta Production

Week 11. Review Beta

Week 12. Gold Release

Evaluation

We will build evaluation into each step of the project—from design and development of the training to implementation of the program and follow-up afterward. First, to streamline the creation of the training program, we will utilize the Successive Approximation Model (SAM), a prototype-driven model, which is dependent on continuous evaluation throughout the design process. A key

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strength of the SAM approach is the Savvy Start where the design team meets (including stakeholders) to brainstorm the initial prototypes, constantly evaluating for weaknesses by asking themselves, “Why shouldn’t we do this?” From the outset, the team is committed to flexibility by generating multiple disposable prototypes, emphasizing evaluation and improvement with each iteration and creating a culture of teamwork and collaboration. SAM keeps the end in mind from the beginning. One potential weakness of SAM is the possibility of getting stuck in the cycle of revision and having trouble finalizing the product. To prevent this issue, we are planning from the outset to keep revisions to a reasonable number. Due its agility, flexibility, use of real-world models, and its system of feedback and innovation, we believe SAM is a great fit for this project.

After we roll the prototype out, we will initiate a Kirkpatrick-style program of evaluation. First, we will administer an open-ended questionnaire (using qualitative analysis tools) to evaluate the reaction to the learning experience itself: How do the learners feel about the training? Second, using e-learning data analysis and rubrics and checklists for team-based learning, we will make this assessment of learning, during training: To what degree are the participants building the knowledge, skills, and attitudes designed into the program? The answers to these questions will identify the employee and volunteers in need of additional supports from the eLearning modules and mentors. Third, in the post-training phase—through the ongoing staff evaluations of employees through the mentoring program—we will assess whether or not the learners have experienced the desired change in behavior: Are the participants able to apply the knowledge, skills, and attitudes learned during training? These evaluations will aid in providing recommendations about staff advancement and job assignments. Finally, we will create a meta-analysis instrument to assess overall results after training: To what degree have the organizational objectives been

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met, due to the training program and follow-up coaching? We will ask ourselves (and the Board of Directors): What improvements can be made to training to increase learner and organizational effectiveness? (Kirkpatrick & Kirkpatrick, 2009).

Budget and Staffing Requirements

Hourly rates include various equipment and materials costs for each team member. The following table details the pricing for delivery of the services outlined in this proposal. This budget is valid for 60 days from the date of this proposal*:

Team Members	Hourly Rate
Project Manager	\$55.00
Instructional Design Lead	\$45.00
Instructional Designer	\$35.00
Instructional Designer	\$35.00
Web Developer	\$40.00
Graphic Designer	\$40.00
UX Designer	\$50.00
Team Weekly Rate at 40 Hours per Week	\$12000.00
Project Length in Weeks	12
Total	\$144,000.00

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**Disclaimer: The prices listed in the preceding table are an estimate for the services discussed. This summary is not a warranty of final price. Estimates are subject to change if project specifications are changed or costs for outsourced services change before a contract is executed.*

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References

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