

elrha



enhancing learning & research
for humanitarian assistance

Global Survey on Humanitarian Professionalisation



Catherine Russ

With support from Daniel Smith

Foreword

This report is the culmination of the second major global survey of the humanitarian workforce that has been undertaken by ELRHA. Our first scoping study on humanitarian professionalisation, published in 2010, aimed to map the provision of training and capacity building initiatives in the sector and explore the appetite for professionalisation amongst humanitarian workers. That original study consulted more than 1500 humanitarian workers and it demonstrated that there was a clear desire for greater professional standards and recognition of humanitarian work. However, the study also revealed that despite an extraordinary range of capacity building initiatives the humanitarian sector lacked the professional architecture and systems that could deliver on this desire.

Since the publication of the scoping study, there has been increasing attention on the need to accelerate and scale up the development of professional systems for the humanitarian sector. To do this, there was also a recognised need for more detailed research to understand the humanitarian career pathway and the access to professional development opportunities as experienced by staff in different regions of the world. In 2011, ELRHA created a number of advisory groups ('hubs') in key regions around the world in order to explore how the creation of a global system for humanitarian professional development could be achieved.

The global survey that is presented in this report has been developed in collaboration with these regional hubs. With their support our reach has been greatly extended. In particular we have substantially increased the number of respondents from Africa and Asia in comparison to our earlier survey. Equally we have increased the percentage of field-based respondents.

The findings present a worrying picture of our sector. Humanitarian workers continue to face major barriers to training and professional development opportunities. For field-based staff, these barriers appear particularly insurmountable. Perhaps unsurprisingly the survey findings suggest that the humanitarian career pathway and barriers to access are as much about organisational culture and planning as they are about the physical location and cost of courses. For a sector that expects remarkable personal and professional dedication from its workforce, we must surely acknowledge that this state of affairs is no longer good enough.

There is clearly much work that needs to be done, however the picture is not entirely bleak. Our research points to a number of initiatives that provide sign-posts for the way forward. In recent years we have witnessed the creation and application of competency frameworks to humanitarian training, a slow but important growth in accreditation of training courses, the development of cross-organisational capacity building programmes, the emergence of collaborative university networks and the arrival of new professional bodies acting in the humanitarian sector. All of these individual efforts are beginning to put together the pieces of what could be considered a professional system; we now need to focus our collective attention on building the bridges between them.

Front cover image

Credit: Mats Lignell/Save the Children

We have in front of us a unique opportunity to transform the landscape for professional development in the humanitarian sector, but it will only be through a collaborative effort that we will be able to build a global system that will truly serve the needs of the humanitarian workforce, wherever they live and work. It is our hope that the experiences of humanitarian staff that are captured in this report will provide the motivation to make this happen.



Jess Camburn

Director

Enhancing Learning and Research for Humanitarian Assistance (ELRHA)



ELRHA

ELRHA is a collaborative network dedicated to supporting partnerships between higher education institutions and humanitarian organisations and partners around the world.

ELRHA aims to stimulate and support collaborative partnerships between academic and humanitarian communities to produce research and training that delivers measurable impact in the prevention of and response to global humanitarian crises.

We work to achieve two principle objectives:

Objective one: To bring together the research community and the international humanitarian community to create world-leading partnerships, which produce research that has measurable impact in the humanitarian field.

Objective two: To further enhance the professionalisation of the humanitarian sector by bringing together organisations, initiatives and universities from around the world with existing experience in training, capacity development and quality assurance for the humanitarian sector, in order to build an international system for professional development and recognition for the humanitarian sector.

ELRHA is an independent initiative that is hosted by Save the Children on behalf of the humanitarian and the higher education communities. The initiative is directed by and managed through the ELRHA stakeholder's network with oversight being provided by our independent project steering committee.

For more details about ELRHA please visit our website at: www.elrha.org.

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Acronyms

AARTG	Australian Aid Resource and Training Guide
ACFID	Australian Council for International Development
ALNAP	Active Learning Network for Accountability and Performance in Humanitarian Action
APMG	Provides accreditation and qualification services to organisations. Created PRINCE2.
ATHA	Advanced Training Programme on Humanitarian Action
AusAID	The Australian government's overseas aid programme
BOND	The membership network for the UK international development sector
CBHA	Consortium of British Humanitarian Agencies
CBO	Community-based organisation
CDAC	Communicating with Disaster Affected Communities
CERAH	Geneva Centre for Education and Research in Humanitarian Action
CILT	Chartered Institute of Logistics and Transport
D&HACDP	Development and Humanitarian Aid Competency Development Project – Australia
DFID	Department for International Development – UK government
DRR	Disaster Risk Reduction
ECB	Emergency Capacity Building Project
ECHO	European Commission – Humanitarian Aid & Civil Protection
ELRHA	Enhancing Learning and Research for Humanitarian Assistance
ENHAnce	Expanding National Humanitarian Ability Project – ECB Project
EUPRHA	European Universities on Professionalisation of Humanitarian Action
HAP International	Humanitarian Accountability Project International
HERR	Humanitarian Emergency Response Review – DFID
HLA	Humanitarian Logistics Association
HR	Human resources
HRTG	Human Resources Task Group
IASC	Inter-Agency Standing Committee
IAWG	Inter-Agency Working Group – Nairobi
ICRC	International Committee of the Red Cross
ICVA	International Council of Voluntary Agencies
IFRC	International Federation of Red Cross and Red Crescent Societies
IHSA	International Humanitarian Studies Association
INGO	International non-governmental organisation
INTRAC	International NGO Training and Research Centre
ISA	International Studies Association
LINGOs	Learning in International NGOs
MANGO	Management Accounting for Non-Governmental Organisations
MSF	Médecins sans Frontières
NGO	Non-governmental organisation
NOHA	Network on Humanitarian Assistance
OCHA	Office for the Coordination of Humanitarian Affairs
PHAP	Professionals in Humanitarian Assistance and Protection
PRINCE2	Accredited process-based approach for project management
RedR	Register of Engineers for Disaster Relief
ToR	Terms of reference
ToT	Training of Trainers
UNHCR	United Nations High Commissioner for Refugees
USAID	US Agency for International Development
WASH	Water, sanitation and hygiene
WFP	World Food Programme

Acknowledgements

The reach of this survey would not have been possible without the support and help of a number of staff, agencies and networks. Special thanks go to ELRHA's hub leaders Peter Walker, Sheila Waruhui and Rory Downham for their help in circulating the survey and for their critique of the survey's findings. Hub members in Europe, Kenya and the US utilised their networks for distributing the survey and provided constructive critiques on early drafts, and Chris Piper provided feedback from an Asia Pacific perspective. Translations of the survey would not have been possible without the kind support of Nicolas Kröger at ELRHA for the French version and Davina Hayles for the Spanish version.

Thanks to Emily Whitehead and Dan Smith at ELRHA for their enthusiasm and dedication around this project and for stretching to make up for slim resources. Thanks to Sam Turner from Save the Children for his impromptu training on Excel graphs and lastly, a special thanks goes to Jess Camburn for her unwavering support and valuable input at every stage of this project.

Executive summary



Credit: Save the Children

The state of humanitarian professional development

The first global survey on professionalisation by Enhancing Learning and Research for Humanitarian Assistance (ELRHA) in 2010¹ informed the humanitarian sector of its uneven provision and fragmented and uncoordinated approaches to developing people and teams. The UK Government's Department for International Development (DFID)'s Humanitarian Emergency Response Review, published in 2011, further confirmed this when it highlighted that "the uneven quality of personnel is a major limiting factor in humanitarian response" and that "overall the level of professionalism in the humanitarian sector needs to be raised through better investment in skills and training".² ELRHA's second global survey focused on further exploring the state of professional development in the sector and questioned a total of 938 respondents through an online survey in English, French and Spanish on five key areas:

1. The current state of professional development
2. Barriers and blockages to professional development
3. Endorsement of humanitarian competencies for professional development
4. The concept of a learning and development passport
5. The possible development of a professional association for humanitarian workers

¹ Walker, P and Russ, C (2010) Professionalising the Humanitarian Sector: A scoping study, ELRHA.

² www.dfid.gov.uk/Documents/publications1/HERR.pdf – p 21 and executive summary

When questioned about accessing professional development opportunities, 60% of the respondents said they had been able to take up at least one training course or workshop towards their professional development in the past 12 months. Compared to 66% of English speaking respondents, only 46% of French-speaking respondents said they had been able to take up opportunities either in Europe or Africa, suggesting that language may play a part in accessing provision.

When asked if they felt opportunities were made regularly available to them or if they were supported to attend training if they wished, the overall percentage went down to 53%. This means roughly half the staff population is not being made aware of or being offered opportunities. Many comments indicated that people felt they were not able to break away from their current roles and cited widespread lack of planning for staff progression.

The three top reasons stated for not accessing training were, in order of frequency:

1. the lack of time and money in their organisation
2. the cost of courses: the ones people wanted to attend were too expensive and therefore not accessible
3. the lack of opportunities, due to small numbers of people being selected for training and development

This result was consistent for both field and headquarters staff and across the various continents. When those surveyed were asked what they thought prevented locally employed staff from taking up professional development opportunities, however, respondents in Africa registered a 25% higher response than those of other continents to the reason: 'lack of opportunities due to only a few being selected and offered training'. This suggests that in Africa fewer opportunities are being provided – and fewer people are being selected – for professional development. African respondents also said that additional issues hampering locally employed staff were a reluctance to trust and give responsibility to national staff, and selection criteria that favour people who can travel internationally. This view was also supported by their European and Asian counterparts.

This suggests that merely increasing the types and numbers of courses available will not necessarily increase the uptake of professional development opportunities by locally employed staff. It prompts the question: what roles do locally employed staff who feel opportunities are denied to them fulfil, and is this reluctance or failure to invest in them due solely to the fact that they are in junior roles? The results of the survey suggest that there is a need for more systematic change, with organisations and senior managers placing greater emphasis on recognising talent and increasing the trust and responsibility given to national staff, so that they can embark on professional development pathways and access opportunities in the same way as their counterparts in the North. This will mean both agencies and their donors pursuing a more strategic approach with regard to planning staff development.

Endorsement of core humanitarian competencies

In all, 85% of survey respondents felt that the featured humanitarian competencies represented those that were necessary for professional development of aid workers either very well or fairly well: 35% and 50% respectively. This result was consistent among the French-speaking and English-speaking communities, with the latter registering only a slightly

higher response (86%) than the former (83%), and there were few discernable differences between continents or field and headquarters levels.

When asked if there were any missing competencies, the majority of respondents (74%) were happy with the ones featured in the survey and did not feel any were missing. However, those that felt the framework was incomplete generally identified one competency missing from the current list.

The single most frequently identified omission was the competency *of communicating and working effectively with disaster-affected populations*, involving them in disaster response programmes and measuring overall performance against their expectations.

Learning and development passport

On the basis of feedback and ideas generated from two Humanitarian HR forums in Madrid and Nairobi, the concept of a learning and development passport was proposed, along the lines of the Europass.³ This could help to establish recognition of the broad range of experience acquired by workers in the field from any country or continent, and help to validate skills gained outside a training course.

Seventy-six per cent of respondents thought the idea of a learning and development passport would help to secure recognition of their experience by employers very well or fairly well. The idea was most enthusiastically received in Africa and Asia, with more than 90% of African respondents and 88% of Asian respondents saying they thought the idea would work very well or fairly well.

Some of the concerns aired suggest every effort would have to be made to ensure it benefited those people currently struggling to access opportunities; if not, it would be in danger of perpetuating the divide between those who have and those who don't have access to professional recognition. If it were to become a tool that helped redress the current imbalance in the system, initial efforts would be best concentrated on developing the passport in regions where there is less provision, such as Africa and Asia.

A professional association for humanitarian workers

The idea of a potential professional association for humanitarian workers has been the subject of many hotly-contested views and opinions and was one of the key areas highlighted for further consultation following the publication of the ELRHA scoping study. Legitimacy and authority were again an issue here, as was the question of such an association's mandate and purpose and whether it would serve individuals' interests as opposed to those of agencies.

In answer to the survey question, "Do you think an independent association dedicated to supporting integrity and excellence in humanitarian work along with the professional

³ Europass is a European Union (Directorate General for Education and Culture) initiative to increase transparency of qualification and mobility of citizens in Europe. It aims to be a 'lifelong learning portfolio' of documents containing descriptions of all learning achievements, official qualifications, work results, skills and competencies acquired over time, along with the related documentation. www.europass.cedefop.europa.eu/en/about

development and career needs of individual humanitarian workers is needed?" 67% of respondents replied yes, while 22% were unsure and 11% replied no. Those who supported its creation were distributed evenly between continents, and again field staff outweighed their headquarters counterparts in giving their support. The prevailing view was that to be of real use to the sector, a professional association would need to serve both individuals' and agencies' interests.



Credit: Mats Lignell/Save the Children

Recommendations

In all, seven recommendations have been made, with the aim of:

- encouraging agencies to explore access to learning and development for their staff, particularly those not currently being encouraged or able to access opportunities
- lobbying for agencies to undertake a more strategic approach to learning and development, particularly with regard to developing and promoting local staff
- informing donors so that they too can adopt a more strategic approach when funding capacity building in the sector
- consolidating humanitarian competencies for professional development and establishing one of the first sector-wide benchmarks for standard setting
- gaining stakeholder involvement in the development of the learning and development passport concept and the idea of a professional association for humanitarian workers

Recommendation 1

(a) ELRHA and interested agencies should better advertise updated information on available learning and development opportunities on their websites and make that information more accessible for all regions.

(b) Humanitarian employers should increase their attention and understanding of the particular barriers to learning and development opportunities for humanitarian staff, particularly field based staff, and should increase efforts to inform staff of available options within their agency, and through other agencies (inter-agency training), online courses etc.

Recommendation 2

Agencies should commit to working with senior managers and HR and training departments to address the lack of access by national staff to learning and development and career progression opportunities, as well as putting longer-term staff development more firmly on the strategic agenda.

Recommendation 3

Donors should provide funding for capacity building in the humanitarian sector more strategically and sustainably, and in particular, support should be provided for coordination efforts to rationalise and bring standards of practice to learning and development in the sector. Donors should also encourage efforts to improve and measure the quality and impact of training provision.

Recommendation 4

The 'missing' competency of communicating with disaster-affected populations, involving them in disaster response programmes and measuring overall performance against their expectations should be articulated in the final revision of the Core Humanitarian Competencies Framework.

Recommendation 5

Once the revision process by the Consortium of British Humanitarian Agencies is complete, the Essential Competencies should be renamed the 'Core Humanitarian Competencies Framework', and promoted within the humanitarian sector as a global benchmark for vocational and professional development.⁴

Recommendation 6

Care should be taken when developing a global concept for the recognition of skills (learning and development passport), to ensure that those with least access to provision are prioritised during the pilot and testing phases in order to ensure the system would increase parity between workers. Experts in the field of professional development and validation systems should be employed, because of the complexity of applying this globally.

Recommendation 7

ELRHA should continue work in consultation with regional advisory hubs to further develop these ideas, identify possible collaborative partners and explore the concept of a federated association built from existing associations working in the sector.

⁴ These are primarily intended for NGOs and training providers involved in learning and development in the sector. Universities may or may not wish to incorporate these into their programmes, but they can be useful information on what competencies agencies are focusing on.

Introduction to the survey

Objectives

This survey builds on the findings of ELRHA's scoping study and report *Professionalising the Humanitarian Sector*, which was published in April 2010. The survey collected feedback and opinion from almost 1,000 humanitarian workers around the world, providing a unique picture of the current state of professional development in the sector. It is hoped that the findings of the survey will be a useful resource for the humanitarian community and will also be used to directly inform and shape the next developments of ELRHA's work in this field.

The main objectives of this survey were to:

- seek agreement on the essential humanitarian competencies for professional development
- better understand the professional development needs of humanitarian workers
- consult on the idea of a learning and development passport
- determine the need for, and functions of, a professional humanitarian association

Design

The design⁵ and selection of the multiple options for key questions in the survey were determined through two Humanitarian HR conference workshops⁶ that were held in Madrid and Nairobi. Here more than 100 HR and Learning and Development professionals were consulted and asked to identify the main barriers and blockages to professional development in the sector and to contrast headquarters versus field-level provision; they were also consulted on what they felt staff would want from a professional association. At the end of every question, an 'other' option was provided, where respondents could add alternative suggestions: these have been collected and analysed for key trends.⁷ The various ELRHA hubs⁸ were consulted on the survey design, and feedback informed the revision prior to its launch. The SurveyMonkey tool was used to distribute the survey to respondents, and ELRHA utilised its extensive networks, including hub members, to ensure as wide a distribution as possible. This included newsletters, training providers' mailing lists, inter-agency group networks and newsletters, and LinkedIn professional groupings.

⁵ See Appendix 3 for survey templates in English, French and Spanish.

⁶ As part of People in Aid's two Humanitarian HR conferences held in 2010.

⁷ This was done in order to design a survey that was built on valid concerns from both the field and headquarters settings and formed the basis for the response options on key questions; it also helped to keep the survey as free from assumptions as possible.

⁸ ELRHA hubs are part of the Professionalisation Initiative and are located in Geneva, Nairobi, London and the USA. Individuals and agencies from NGO quality initiatives, INGOs, the UN, the Red Cross and academia who take an interest in the activities of the professionalisation initiative participate in bi-monthly meetings to provide feedback on its work.

Limitations

The survey was made available in English, French and Spanish. It is recognised that the survey cannot be completely representative of the humanitarian sector, since it was not made available in local languages. It is also recognised that the findings do not represent the many humanitarian workers whose location or job role would have meant they lacked the technology to access the survey. Many other groups, such as those wishing to work in the sector and those working for host governments, were also not well represented.

What is meant by ‘professionalisation’?

Professionalism⁹ or professionalisation in the sector is a term used to encapsulate the focusing of attention on the quality and rigour of capacity-building efforts. It is particularly important at a time of intense scrutiny from the public, the media and institutional donors and demand for greater accountability in all humanitarian activities. However, professionalisation has become an emotive word in the sector, dividing those who view the term ‘professional’ as describing “a person who does something with a high level of competence, commitment or expertise”¹⁰ and those who feel that a stronger focus on this might sacrifice humanitarian values and the vital human connection to affected communities. The literature quoted in the previous survey¹¹ suggested that this would not be the case, highlighting the constant emphasis on ‘belief in service’ and a ‘sense of calling’ as key characteristics of professionals.

As the sector struggles without any formal coordination to make sense of the various professionalisation initiatives, it also grapples with the question of whether humanitarianism is a profession in its own right or a collection of professionals from different disciplines working together in a joint mission. Cruess and Cruess describe the core elements of a profession as “possession of a specialised body of knowledge and commitment to service”.¹² They go on to identify the four main attributes of professions, which may help the reader to decide whether humanitarianism can be deemed a profession in its own right:

1. A monopoly over the use of specialised knowledge
2. Knowledge used in an altruistic fashion
3. Autonomy to establish and maintain standards of practice and self-regulation to ensure quality
4. Responsibility for the integrity of knowledge, its expansion and proper use

9 Professional quality, character or conduct, a professional system or method. The Oxford English Dictionary (2000) 2nd edn, Oxford University Press.

10 The Oxford English Dictionary (2000) 2nd edn, Oxford University Press.

11 Walker, P and Russ, C (2010) Professionalising the Humanitarian Sector: A scoping study, ELRHA, p 6.

12 Cruess, R, Cruess, S and Johnston, S (2000) ‘Professionalism: An ideal to be sustained’, The Lancet, 356 (9224) pp 156–159.

Background

Scoping study

ELRHA commissioned a scoping study¹³ in the latter part of 2009 to consider how a framework for the professionalisation of humanitarian staff would establish a recognised baseline for humanitarian work that is accepted across the sector.

It was noted that the humanitarian sector lacks consistent occupational standards such as those that exist within other professional sectors involved in humanitarian work,¹⁴ and that this leads to different interpretations by agencies, training providers and universities concerning how to undertake professional development of staff. This has resulted in gaps in provision and a lack of effective career pathways and progression routes within the sector, most critically for field level staff but also for those wishing to enter the sector and those wishing to develop professionally within the sector.

The first scoping study made 13 recommendations with the aim of:

- creating recognised professional pathways and progression routes into the humanitarian sector
- adopting core humanitarian competencies for professional development
- ensuring coherence of core content within humanitarian master's degree programmes
- addressing the lack of entry and mid-level qualifications
- formalising occupational standards for humanitarian work
- establishing a quality-marking system for learning and development providers
- developing a system of certification for humanitarian qualifications
- creating international relationships for the promotion of global standards

To coincide with the publication of this scoping study, the working forum on humanitarian professionalisation was held in June 2010 in London to formally consult with a wider humanitarian audience on the findings and recommendations of this study. The event also provided a platform to gather advice on the best process to take the initiative forward.

Moving forward

On the basis of the findings, the forum reached a general agreement that ELRHA should continue to move forward and further explore the idea of supporting professionalisation within the humanitarian sector. However, the forum highlighted a clear demand for further research and consultation on this issue with a diverse international stakeholder group, particularly with southern stakeholders; it was felt that this would be required before the sector could commit to one particular model.

The feedback from this forum included the need to:

¹³ Walker, P and Russ, C (2010) Professionalising the Humanitarian Sector: A scoping study, ELRHA.

¹⁴ such as logistics, nutrition, health, engineering etc.

- ensure that greater evidence on the demand and expectations for professionalisation is collected from the South, particularly from the field level of humanitarian programmes¹⁵
- gather more evidence on the best approach to professionalisation, and further explore and ideally test alternative models for professionalisation
- explore the arguments against professionalisation and demonstrate further evidence on the impact of professional associations on quality
- explore the value of varying professionalisation models to ensure they can be applied locally and in a self-sustained model, particularly with countries that are moving away from dependency on international assistance

This global survey is one mechanism in a range of activities that ELRHA has used over the past year to further consult and research on these issues. Other activities have included presentations at conferences, at network events and to donors, with CERAH,¹⁶ co-hosting a dedicated training and education conference in October 2011 for a wide range of stakeholders in the humanitarian sector, and becoming a member of the Quality and Accountability Working Group¹⁷ and the UK Training Providers Forum.¹⁸ ELRHA also hosted dedicated working groups for those universities wishing to work more closely with the humanitarian sector.

15 Data has been collected in the past year via ELRHA's hub in Nairobi, which is connected to the inter-agency and capacity-building working groups representing East Africa.

16 Centre for Education and Research in Humanitarian Action, based in Geneva.

17 Members include ALNAP, People in Aid, Sphere, HAP, RedR UK, Groupe URD, Transparency International and the Listening Project.

18 Members include BOND, INTRAC, Mango, People in Aid, Bioforce and RedR UK.

Global reach: demographics, languages



Credit: Save the Children

Respondents

A total of 938 people responded to the survey,¹⁹ 59% of whom were male and 41% female. Given a projected global total of more than 26,000 professional humanitarian workers,²⁰ this represents a snapshot of around 5% of that population.

<p>637 English-speaking respondents: 67.9%</p>	<p>279 French-speaking respondents: 29.7%</p>	<p>22 Spanish-speaking respondents: 2.34%</p>
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The responses came from six continents, with the largest representation coming from Europe (46%) (Fig. 1) and the second largest coming from Africa (23%). Efforts to increase the number of African and Asian respondents (under-represented in the first survey) paid off, with twice as many Asian and African responses in this survey as in the previous one.

¹⁹ The graphs shown throughout the report represent combined responses from the English-speaking, French-speaking and Spanish-speaking respondents unless otherwise specified.

²⁰ Walker, P and Russ, C (2010) Professionalising the Humanitarian Sector: A scoping study, ELRHA, p 13.

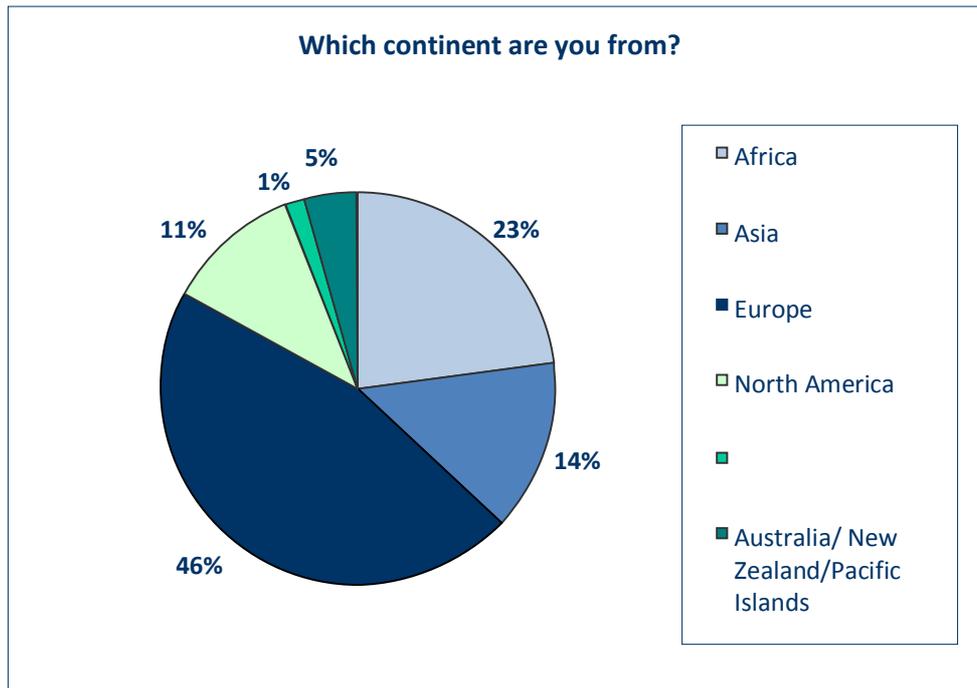


Fig. 1: Respondents' continent of origin

In comparison with the first global survey, there has also been a significant increase in French-speaking respondents²¹ – from less than 20% of overall respondents in the first survey to more than 40% in this one. The survey was able to reach more field-level staff (53% of respondents) than headquarters staff (47%), giving a strong voice to the professional development needs of staff in the South.

The late release²² of the Spanish survey and lack of access to Spanish-speaking networks meant the survey was unable to achieve a significant increase in Spanish-speaking respondents, despite tapping into OCHA in South America and forwarding the survey to agencies based in Latin American countries. There was, however, a doubling of Spanish-speaking respondents despite the small numbers overall. This has highlighted the need to increase efforts in the future to reach Spanish-speaking counterparts and better tap into the relevant networks. Despite lack of resources to provide the survey in Arabic, it is acknowledged that Arabic-speaking practitioners are an important group to engage with. Australian (and New Zealand/Pacific) feedback could also be improved in the future by flagging surveys earlier through networks such as the Australian Council for International Development.

The majority of respondents described themselves as veteran aid workers (52%) with more than five years' experience (Fig. 2), and the next largest group represented was those with two to five years' experience. Sixty-one per cent of respondents listed themselves in the 25–40 age category (Fig. 3), with 36% placing themselves in the 41 and over category.

²¹ French-speaking respondents identified themselves as being almost exclusively from Europe and Africa.

²² As a result of lack of resources, a free translation service was needed to launch this survey, and this delayed the launch of the Spanish version.

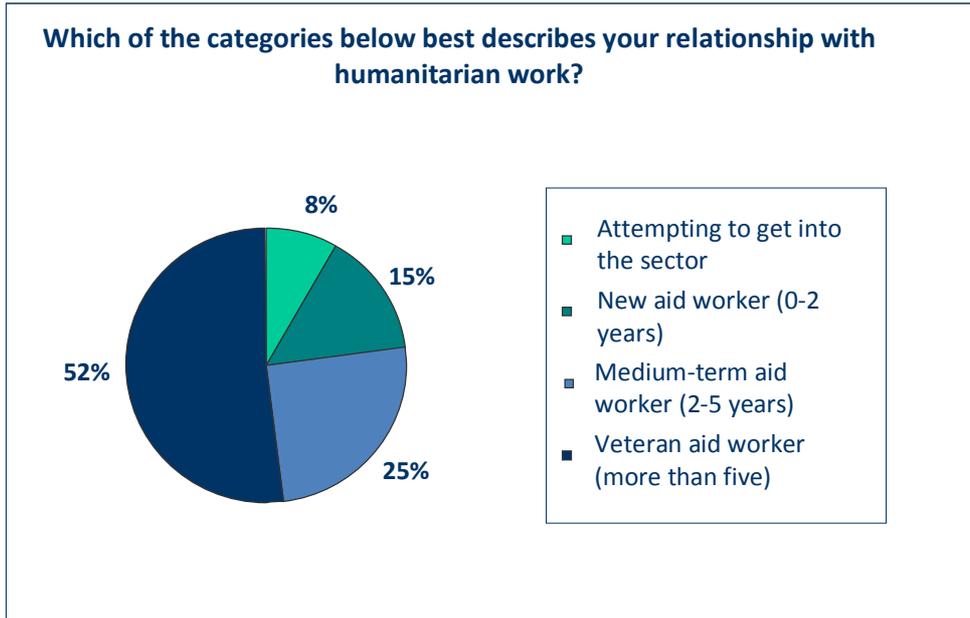


Fig. 2: Respondents' level of experience

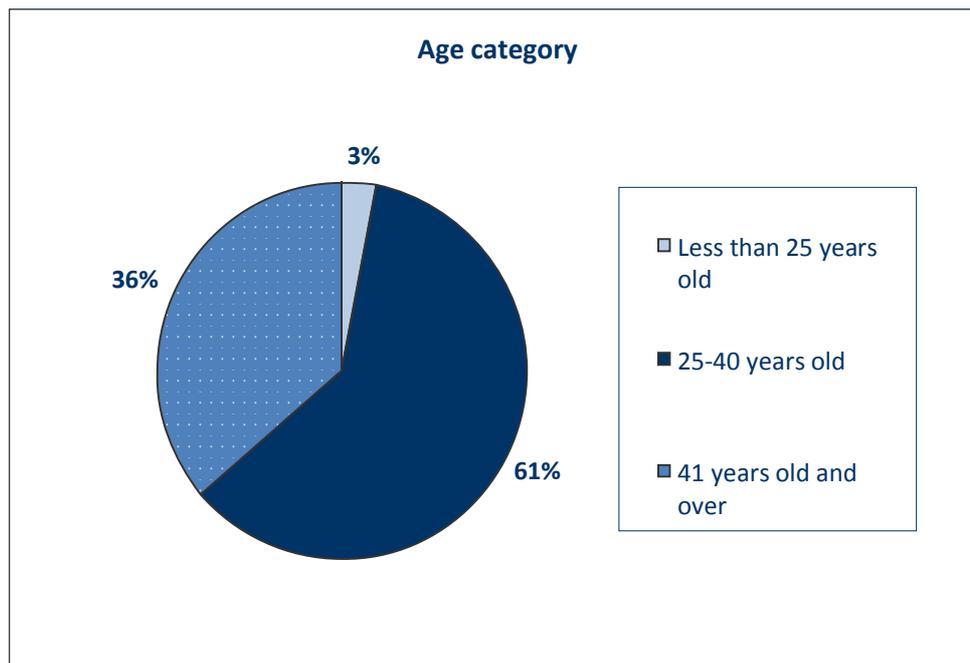


Fig. 3: Age of respondents

Professional development: the current state



Credit: Suhair Karam/IRIN

Measures in place

The purpose of the survey in relation to professional development in the humanitarian sector was to establish a picture of what measures are in place to develop and support professional development opportunities for staff working in the field and at headquarters of agencies, and how supported staff feel in this respect. This did not include the informal learning that can take place through on-the-job training, coaching, mentoring or shadowing unless it was as part of a course or development programme. The context for this is the general impression of learning and development provision in the sector as expressed through the Humanitarian Emergency Response Review published in 2011: this found that “the uneven quality of personnel is a major limiting factor in humanitarian response” and concluded that “overall the level of professionalism in the humanitarian sector needs to be raised through better investment in skills and training”.²³

Access

Having discovered in the previous survey that the majority of learning and development opportunities were situated in the North, with only a few of the 85 master’s programmes and one or two diploma courses located in the South,²⁴ the ELRHA initiative was curious to find out

²³ www.dfid.gov.uk/Documents/publications1/HERR.pdf – p 21 and executive summary.

²⁴ Walker, P and Russ, C (2010) Professionalising the Humanitarian Sector: A scoping study, ELRHA, p 18.

just how many learning opportunities were being offered to staff. When questioned about accessing professional development opportunities, 60% of respondents said that they had been able to take up at least one training course²⁵ or workshop towards their professional development in the past 12 months. It's interesting to note that in comparison to 66% of English-speaking respondents only 46% of French-speaking respondents stated that they had accessed opportunities either in Europe or Africa, which suggests that language may play a part in accessing provision.

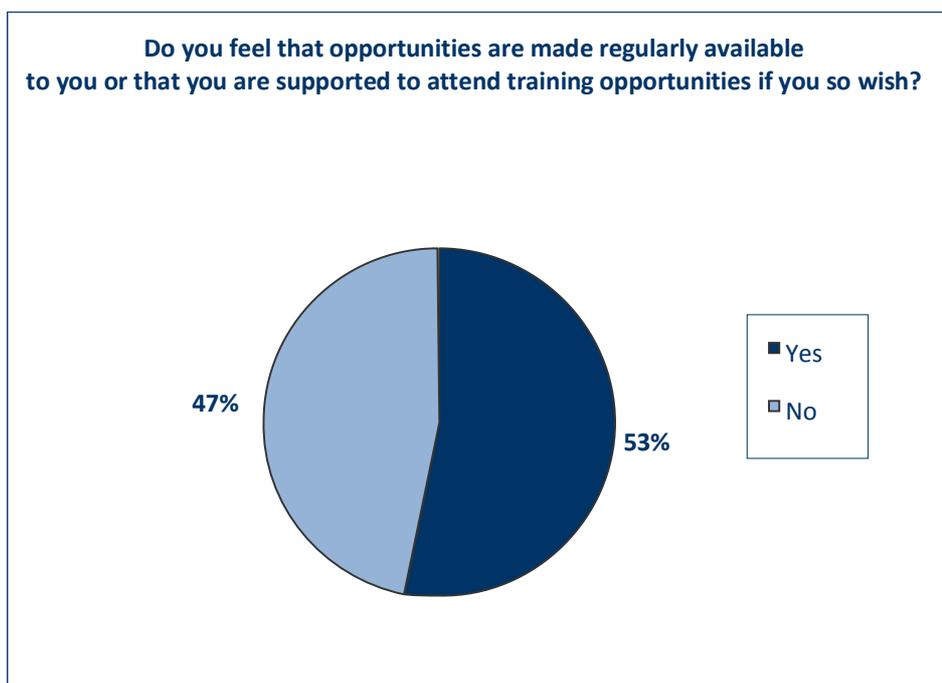


Fig. 4: Access to training opportunities

When asked if they felt opportunities were made regularly available to them or if they were supported to attend training opportunities if they so wished, the overall percentage went down to 53%, as seen in Fig. 4. Only 48% of French-speaking respondents reported that opportunities were made regularly available to them.

Thus only about half of the overall respondents feel opportunities are being made available to them, which means a significant staff population is being denied or not offered opportunities. Many comments indicated that people felt unable to break away from their current roles and cited widespread lack of planning for staff progression. There is a need to gather further information on the types and quality of provision they are accessing²⁶ and how people who are currently accessing learning and development opportunities are able to develop and progress as a result of them.

²⁵ What constitutes a legitimate professional development course was not defined for this question.

²⁶ Judging by the findings of the first Scoping Study on Professionalisation in the Humanitarian Sector, one can deduce that the majority of courses and workshops being accessed are non-formal, non-assessed and non-certificated courses, often provided in-house within NGOs or through local training providers.

Quality

The survey went on to question whether courses had provided detailed learning objectives, assessments at the end and pass or fail grading, and whether they had required submission of a learning journal. While most people reported that courses provided detailed learning outcomes, as seen in Fig. 5, it was clear that fewer courses provided assessments, and even fewer provided a pass or fail grading. This tallies with the findings of the last professionalisation survey, which identified a glaring gap in entry and mid-level qualifications. This suggests that by and large, the majority of training courses that people attended were informal, presenting certificates of attendance at the end, and may have been organised through their own employer or external training providers.

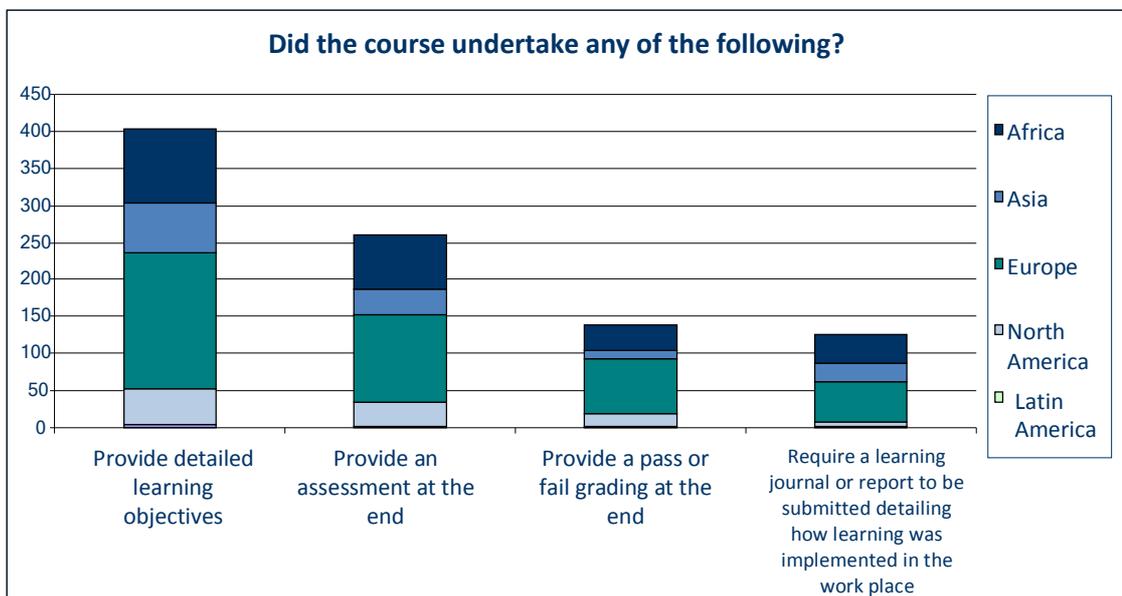


Fig. 5: Course characteristics

Barriers to access

Despite the fact that 60% of respondents stated they had accessed opportunities, the 40% that did not have access still represent a significant number of people being hampered in their professional development. The top three reasons stated for not accessing training were, in order of frequency:

1. the lack of time and money in their organisation
2. the cost of courses: the ones people wanted to attend were too expensive and therefore not accessible
3. the lack of opportunities, due to small numbers of people being selected for training and development

This result was consistent between field and headquarters staff as well as across the various continents, as seen in Fig. 6.

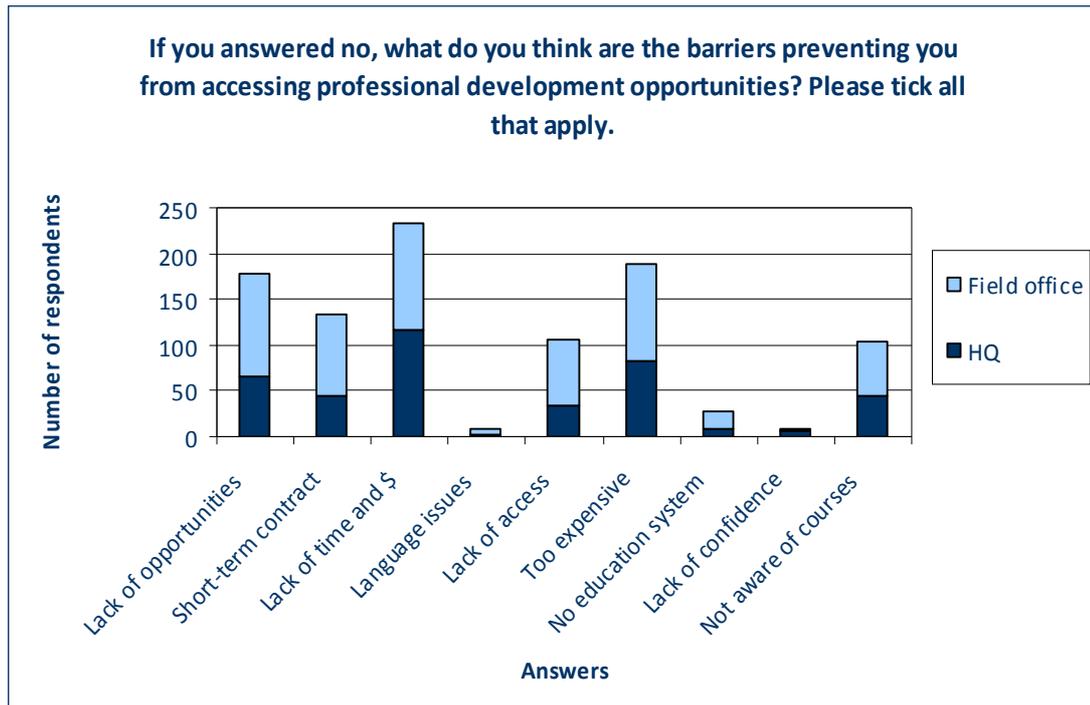


Fig. 6: Barriers to access

Other barriers recognised by significant numbers of respondents included:

- the prevalence of short-term contracts, with agencies consequently being less inclined to invest in staff
- courses they wanted to attend being located too far away and therefore too expensive
- not being aware of what courses they could access

Although language was given as a possible barrier to attending professional development opportunities, the responses did not signify it was an important issue. However, this should be explored further, as it could be construed that those who responded may not have had language difficulties and may have been free to select training opportunities in more than one language. Anecdotal evidence suggests that in many Arabic countries, offering training in Arabic would significantly alter the demographics of those being selected and offered training opportunities.²⁷ Training organisations such as RedR, Bioforce and Mango are among those adapting and offering training in local languages, such as Arabic in Sudan, Urdu in Pakistan, Creole in Haiti and French in Chad.

Recommendation 1

(a) ELRHA and interested agencies should better advertise updated information on available learning and development opportunities on their websites and make that information more accessible for all regions.

²⁷ Over the past six years, the author has experienced delivering a range of management courses overseas to groups largely made up of staff with English as a second language. Even though staff spoke English, this proved to be far more challenging than if the training had been offered in Arabic or other first languages and it also prevented some key staff from attending, because of lack of spoken English.

(b) Humanitarian employers should increase their attention and understanding of the particular barriers to learning and development opportunities for humanitarian staff, particularly field based staff, and should increase efforts to inform staff of available options within their agency, and through other agencies (inter-agency training), online courses etc.

Barriers and blockages to professional development

Responsibility

When addressing barriers and blockages to professional development, it is important to note that in every profession there is an implicit expectation that individuals will take some responsibility to pursue their own development and that employers from time to time will invest in individuals or teams around particular themes. The high turnover of staff in some regions may reflect an agency’s lack of willingness to invest directly in their professional development.

Lack of opportunities

When the respondents were asked what they thought prevented locally employed staff from taking up professional development opportunities, they replied along lines similar to those who stated that they were not offered opportunities. Again, the responses showed that lack of opportunities and high costs combined with lack of time and money in an organisation were the main barriers to people’s development (Fig. 7). ‘Lack of opportunities, due to only a few being selected and offered training’, however, scored 25% higher among African respondents than among those from other continents, suggesting that with regard to professional development, fewer opportunities are being given and fewer people are being selected in Africa.

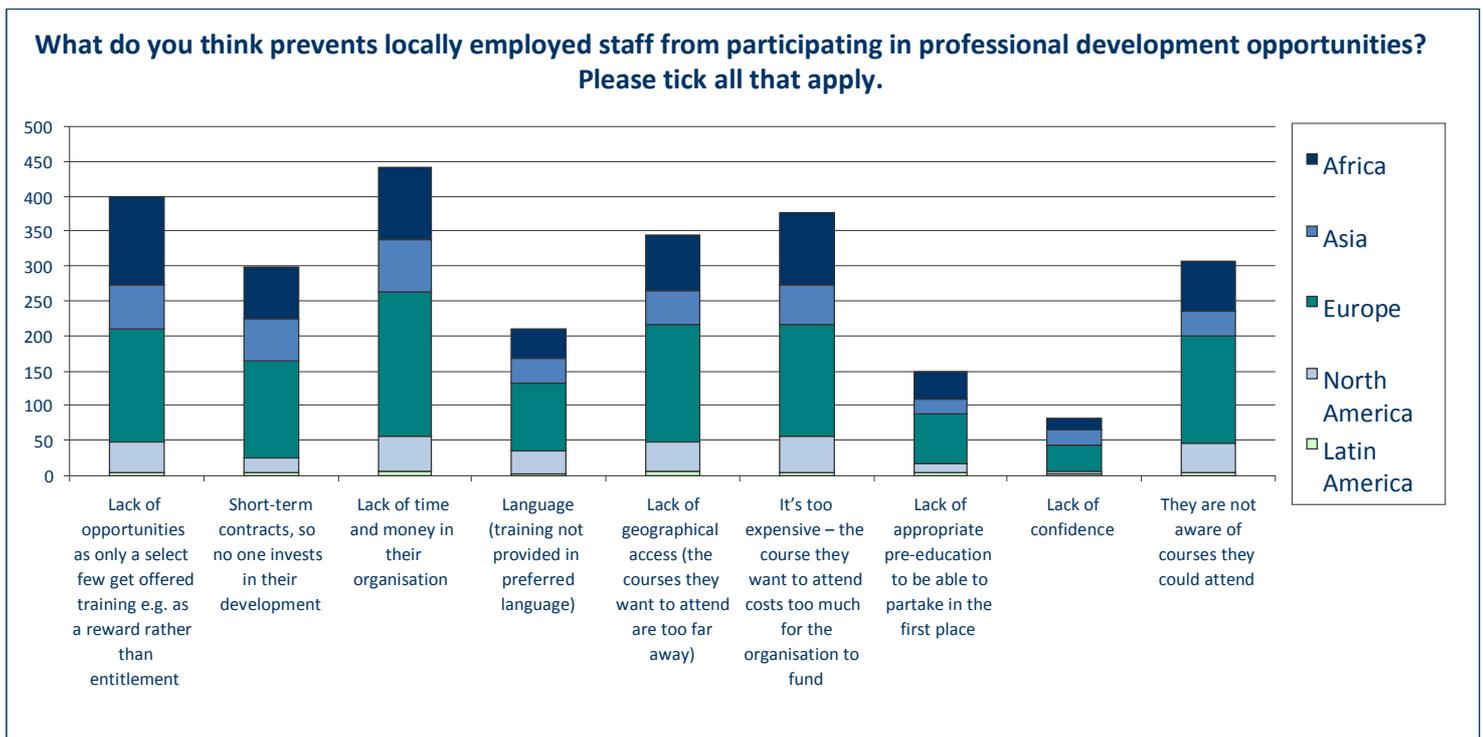


Fig. 7: Factors hampering locally employed staff

This is a significant finding, as it also featured strongly when respondents were asked to list the current blockages in the system for locally employed staff (Fig. 8).

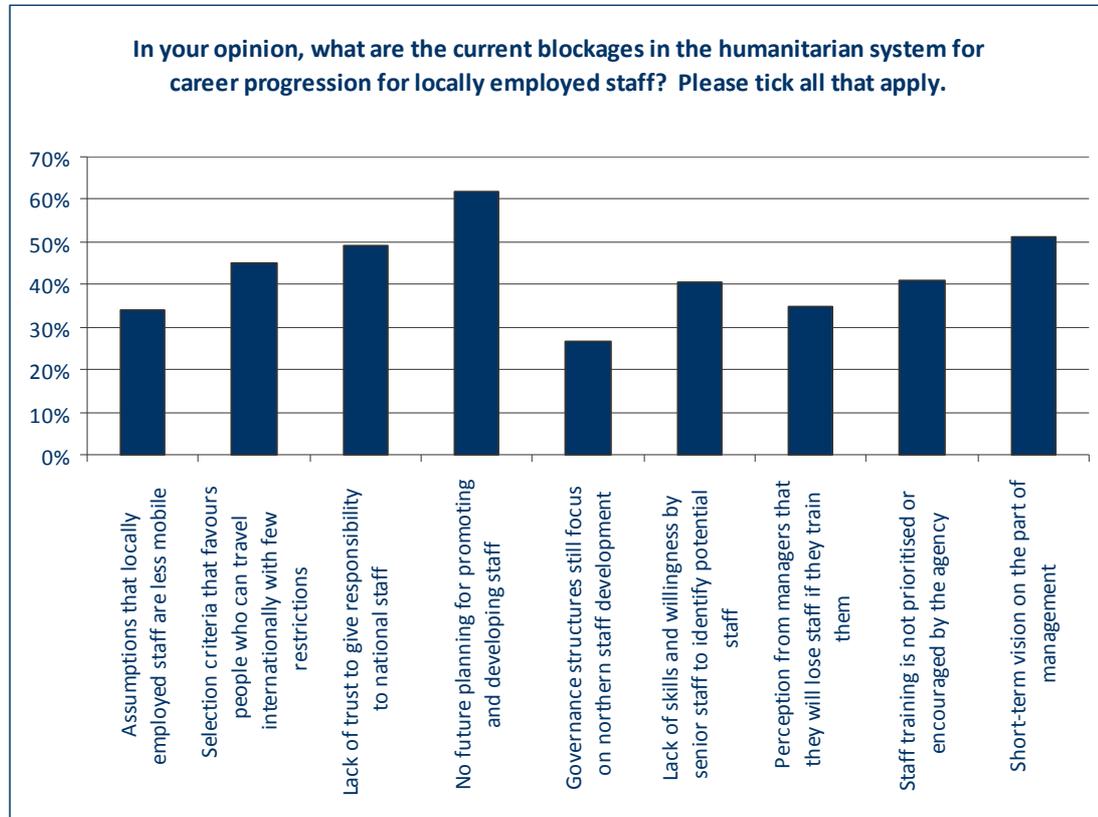


Fig. 8: Blockages to career progression

Planning and trust

Overall, the biggest issue identified was lack of future planning for promoting and developing staff:

‘High turnover in management positions, therefore trainings often have to be repeated for this level of staff and rarely filter down to junior staff, and also lack of NGO facilitation of access to distance or online training options for staff in remote locations.’

North American respondent

African respondents cited lack of trust in giving responsibility to national staff and selection criteria that favour people who can travel internationally as additional issues that hamper locally employed staff. This view was supported by their European and Asian counterparts.

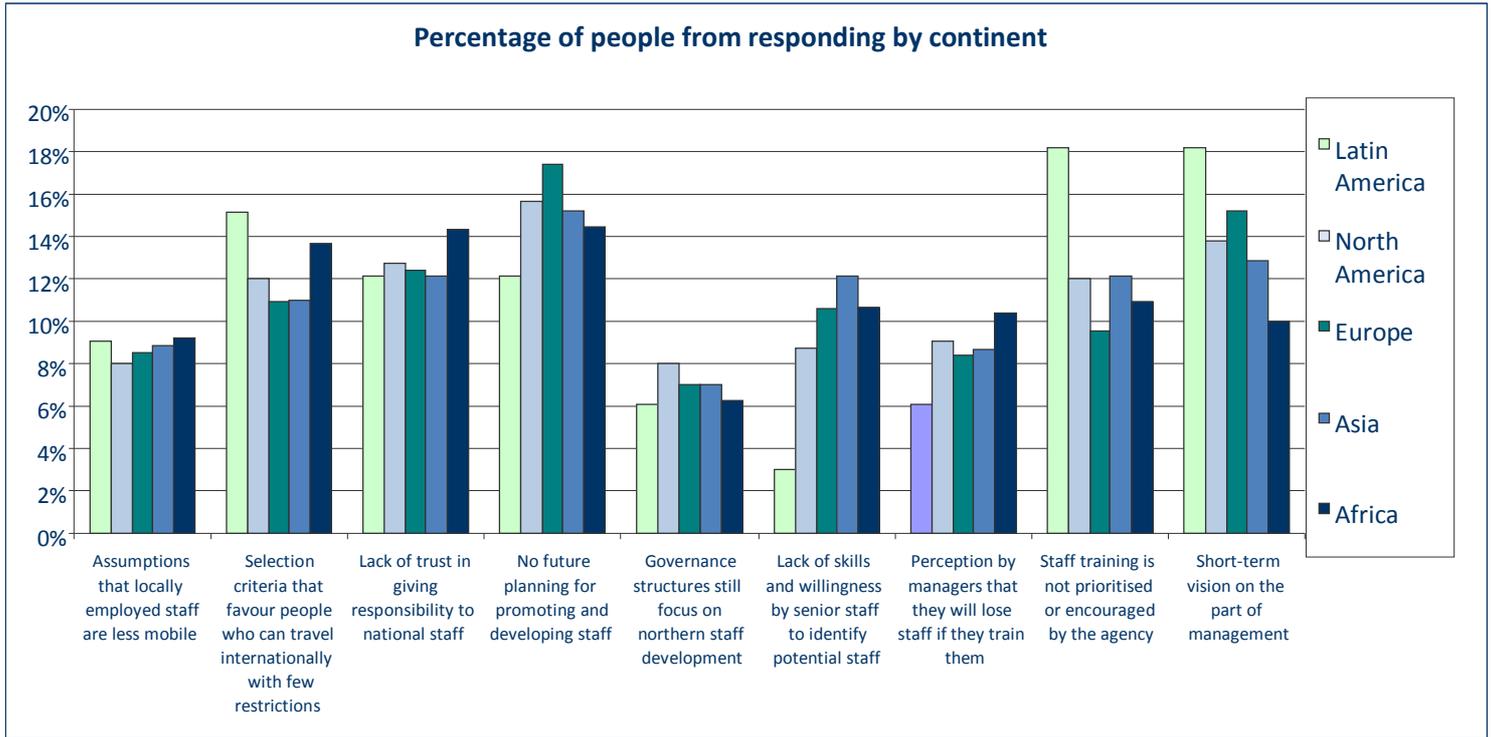


Fig. 9: Blockages to career progression, by continent

Priorities

An interesting continental difference can be seen in Fig. 9, with Latin America highlighting non-prioritisation of staff training and short-term vision on the part of management as glaring issues.²⁸ The following quotes from Asian respondents reflect the concerns in that part of the world:

'Unable to leave the country due to travel restrictions.'

'Agencies do not encourage their employees to go through such needed and important trainings which help them in their working careers.'

'Lack of available training to accommodate the needs of the organisational development plan.'

'There is a lack of proper analysis and a plan to make people grow with specific skill and expertise.'

'Humanitarian agencies do not always consider the personal development of national staff seriously.'

'Sometime supervisors and even humanitarian managers don't show willingness and give excuse in the name of workload, need to achieve project outputs within timeframe and donors' deadline.'

²⁸ The relatively low number of Latin American respondents may not be representative of the whole community.



Credit: Jason Tanner

Systematic change

This suggests that merely increasing the types and numbers of courses available will not necessarily increase the uptake of professional development opportunities by locally employed staff. It prompts the question: what roles do locally employed staff who feel opportunities are denied to them fulfil, and is this reluctance or failure to invest in them due solely to the fact that they are in junior roles? The results of the survey suggest that there is a need for more systematic change, with organisations and senior managers placing greater emphasis on recognising talent and increasing the trust and responsibility given to national staff so that they can embark on professional development pathways and access opportunities in the same way as their counterparts in the North. This will mean pursuing a more strategic approach with regard to planning staff development.

Recommendation 2

Agencies should commit to working with senior managers and HR and training departments to address the lack of access by national staff to learning and development and career progression opportunities, as well as putting longer-term staff development more firmly on the strategic agenda.

Who should be involved?

While training courses and workshops per se may not be the holy grail of professional development,²⁹ and more training does not necessarily mean better-skilled workers, they do represent an important component in the portfolio of available options for staff development. In a sector lacking entry and mid-level qualifications, and with a widely acknowledged chronic shortage of mid-level managers, it would seem important to consider provision for their systematic scale-up.³⁰

When asked who should be involved in order to make professional development more accessible to locally employed staff, respondents most frequently selected local NGOs and INGOs first, closely followed by the other options, including local vocational training providers, local governments and disaster management authorities (Fig. 10). Additional comments referred to donors, calling for them to work more strategically when funding capacity building, and to individual learners, putting the onus on them to take more ownership of their learning.

Recommendation 3

Donors should provide funding for capacity building in the humanitarian sector more strategically and sustainably, and in particular, support should be provided for coordination efforts to rationalise and bring standards of practice to learning and development in the sector. Donors should also encourage efforts to improve and measure the quality and impact of training provision.

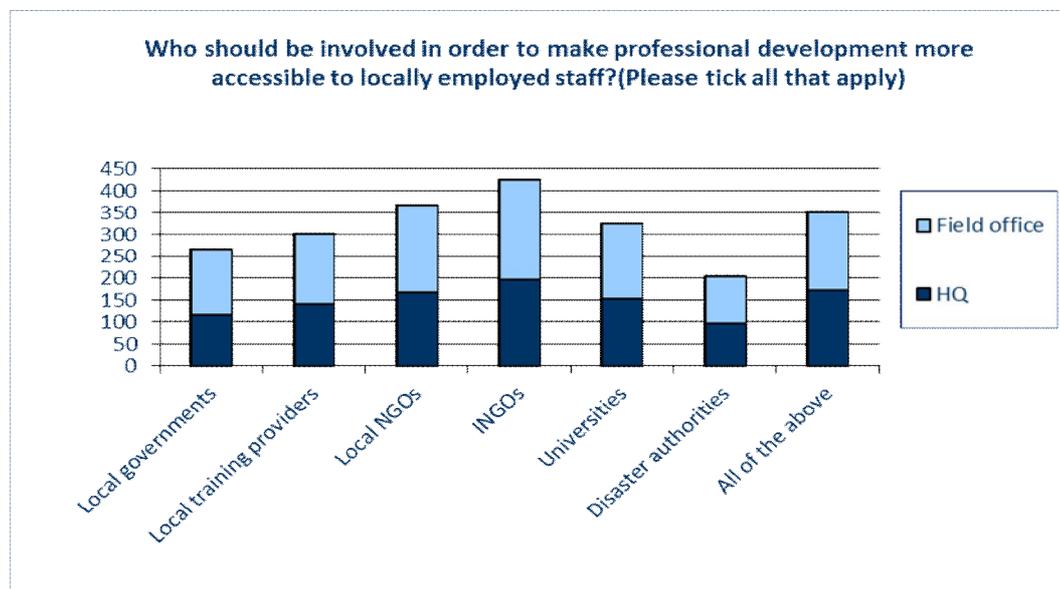


Fig. 10: Who should be involved in improving access to professional development

29 Training courses are in danger of being seen as a means to an end rather than as part of the larger learning journey.

30 The Consortium of British Humanitarian Agencies (CBHA) programmes, such as the Humanitarian Leadership Development 12-month programme delivered by Save the Children for entry-level positions and Oxfam’s National Staff Development six- and nine-month programmes for mid-level managers, have begun to address this, but they represent a drop in the ocean in terms of available provision versus sector needs.

Essential humanitarian competencies for professional development



Credit: Jenn Warren/Save the Children

Identifying, testing and adapting

The humanitarian competencies featured in the survey represent the following iteration of the original 21 humanitarian competencies featured in the first scoping study.³¹ Since then, the 15 agencies in the CBHA have collectively identified six of these competencies³² with their corresponding behaviours and recently published their revision³³. These could be utilised by all the agencies in the consortium and adopted by them for capacity building and other purposes in a range of countries and continents, in both French and English.

Throughout 2011 the CBHA agencies tested the competency framework in five countries and in three languages³⁴ to ensure local relevance and appropriateness. At the same time training providers³⁵ started adapting their programme offers to utilise these competencies. This process of testing by a range of actors meant that a critical mass of stakeholders could give substantial feedback on the eligibility of the framework for use by the wider sector. Given the

31 Walker, P and Russ, C (2010) Professionalising the Humanitarian Sector: A scoping study, ELRHA, pp 34–38.

32 See appendix 1

33 See appendix 2

34 In Bangladesh, Bolivia, Indonesia, Kenya and the UK, in English, French and Spanish.

35 Such as Bioforce and RedR.

substantial process of consultation and development, ELRHA decided to feature this competency framework in the global survey in order to consult with a wider audience and gauge the support for adopting the framework as a tool for professional development in the sector.³⁶ ELRHA ensured this framework was made available for comment to local communities via the Nairobi hub, local Save the Children offices and the extensive networks of other ELRHA hub members.

Recognition of the competencies

Eighty-five per cent of survey respondents felt the featured competencies represented those necessary for professional development of aid workers very well or fairly well: 35% and 50% respectively.³⁷ This result was consistent among the French-speaking and English-speaking communities, with the latter rating it only slightly higher (86%) than the former (83%), and there were few discernable differences between continents or between field and headquarters levels.

'The framework is good...'

'There is a strong (and understandable) emphasis on the soft skills...'

'Very well, yes...'

'I think this is pretty good...'

This represents significant progress in terms of sector-wide adoption. Only five years ago, most agencies had developed and adopted their own humanitarian competency frameworks and cited irreconcilable differences when pressed to look at the possibility of adopting a sector-wide framework. The findings also suggest that the sector is starting to establish professional development standards which could allow for baseline setting and benchmarking of learning and development provision.

Many of the respondents who were positive also had questions about the applicability of the competencies, as this Asian respondent explained:

'I agree, as different humanitarian NGOs do have their standards, as one can see by just reading through their vacancy and their requirements for the post. My question is: how would you operationalise this approach?'

The feedback from the 15% of respondents who did not recognise the competencies reflected conceptual differences of understanding concerning how they were communicated. Some thought there was too much detail in the survey, while others felt it was impossible to judge

³⁶ These findings have informed the latest revision conducted by CBHA and key comments have been incorporated into the revised version. The combined findings will be called the Core Humanitarian Competencies Framework.

³⁷ With respect to those who selected the 'fairly well' option, there were no corresponding comments to suggest that this may be a problem.

how competencies per se could improve delivery in the field, stating that there was too much focus on results and too little on process. As one respondent noted:

'The competencies are very "projectised", and surely humanitarian response is about more than this?'

Another felt the competencies were too aspirational:

'These competencies correspond to at least five years of university education and training. Some of us will never reach that level of competencies.'

The comment above may highlight widespread misunderstanding and confusion about how competencies work and how they normally relate to work place learning in a staged approach rather than through academic education.

There was also some confusion over how the competencies in the framework related to technical competencies and whether or not they were intended to replace technical competencies. Fig. 10 illustrates where the competencies sit in relation to specific job roles or functions, technical competencies and even other disciplines.

The humanitarian competencies are intended to underpin any discipline or role in the sector and to provide guidance on the skills, knowledge and behaviours expected of people working in this field.



Fig. 11: How the various competency frameworks can work alongside each other in the humanitarian sector

Another principal concern was over how these competencies could be evidenced, and how easily they could be assessed in order to determine whether individuals were in fact able to fulfil their requirements.³⁸

There was a plea by a significant number of people to place a greater emphasis on the capacities, experience and skills of other non-agency stakeholders, especially beneficiaries themselves.

Gaps and missing competencies

The majority of respondents (74%) were happy with the essential humanitarian competencies featured in the survey and did not feel any were missing. However, those that felt the framework was incomplete generally identified one competency missing from the current list. Opinions varied on what that missing competency was, as shown by these responses from Asia:

'Psycho-social/psycho-spiritual.'

'Humanitarian coordination.'

'Cultural sensitivity.'

'Management commitment to developing staff.'

and by these from Africa:

'Self-management.'

'Linking traditional humanitarian aid work to global standards. This, I think, will infuse an acceptable culture in humanitarian work.'

A few respondents wanted to see the concept of leadership featured more clearly. This one from Europe highlights specific areas:

'Motivation, communication, initiatives, teamwork.'

The single most frequently identified gap was the competency of communicating and working effectively with disaster-affected populations, involving them in disaster response programmes and measuring overall performance against their expectations. This issue was raised in every continent in both the French and English surveys:³⁹

³⁸ The CBHA produced a competencies guide to this end which contains a variety of assessment tools, including indicative criteria, limiting behaviours and interview questions.

www.thecbha.org/media/website/file/CBHA_Core_Humanitarian_Competerencies_Guide_Finalpdf.pdf

³⁹ It is important to note that the small number of responses to the Spanish survey made it difficult to get representative data.

‘Competencies associated with listening, communicating, understanding how to work as an equal with affected people.’

‘I would add some reference to seeking to build local capacity (of individuals and partner organisations) as a core part of what we should be trying to do.’

‘Nowhere in here is a competency – at either level – that grapples with aid staff’s communication skills, yet this is fundamental to aid effectiveness... The skills seem to be very project skills-focused and need to be broader than this. And we are increasingly finding that lack of the ability to communicate – effective two-way communication, in addition to understanding that information and communication are aid deliverables – totally impedes aid effectiveness and makes a mockery of accountability.’

Cultural competencies and local knowledge related to the given humanitarian context were also identified as a gap in all continents and languages, as this comment from Asia shows:

‘Most professional humanitarians have little or only superficial knowledge about the communities or national systems within or in relation to which their interventions take place.’

Other less frequently mentioned but no less important issues raised included risk taking and knowing when and how to do this responsibly, as well as the need for more emphasis on conflict sensitivity and the ‘do no harm’ principle as part of conflict-sensitive approaches. One respondent asked for the inclusion of a cross-cutting competency:

‘Creativity!... Cross-cutting and essential to break outdated modes of operation and maintain necessary progressive approach and provide vital engine of new ideas and methods!’

In addition to personal and professional performance criteria, respondents raised the issue of rapid expansion and new actors entering the sector, such as commercial and military entities and host-government national disaster management authorities. A few responses argued for a wider and more delineated understanding of what is, and is not, legitimately considered to fall within the ‘humanitarian profession’. One North American respondent in particular said:

‘While these and similar engagements fly under humanitarian colors, they can seriously compromise any efforts to rationalize and bring standards to the profession.’

Recommendation 4

The ‘missing’ competency of communicating with disaster-affected populations, involving them in disaster response programmes and measuring overall performance against their expectations should be articulated in the final revision of the Core Humanitarian Competencies Framework.

Communicating the competencies

When asked if participants felt this framework was able to clearly communicate what the requirements are to meet each competency, the French-speaking and English-speaking communities were again in a good measure of agreement (a total of 80% stating very well or fairly well), albeit with the former giving a slightly lower rating (74% French versus 82% English). Some of the reasons given for this pointed to the difficulties and complications inherent in evidencing the competencies:

'The framework is good. However, (1) care needs to be taken that agencies (and staff) do not feel that they have to have all the answers and be "perfect" – this is not accurate, and (2) greater emphasis should be placed on the capacities, experience, skills of other non-agency stakeholders, especially beneficiaries themselves.'

European respondent

There was a call for good understanding of humanitarian principles (especially impartiality, neutrality and independence) and of the terms of the debate around these principles:

'From my point of view, the fact that there are still controversies on what should be understood by independence and neutrality should not forbid us to carry on the debate. Being better aware of this will contribute to taking the right decision at the right time.'

Another satisfied respondent qualified his response:

'I believe they meet the current operational needs of an aid worker well. But... I have noticed a line drawn between aid and development work. This is absurd because focusing on humanitarian aid without considering development will mean that problems continue to repeat themselves. In a time of heightened security and ever pressing threats from climate change it is nonsensical to spend huge amounts of money on short-term programmes that do not transfer themselves to sustainable development effectively.'

And finally, as this respondent from Africa highlights, there is a need to make the competencies operational if they are to work:

'Humanitarian HQ offices also need to understand the realism of such competencies as opposed to simply box ticking in order to meet donor requirements.'

Recommendation 5

Once the revision process by the Consortium of British Humanitarian Agencies is complete, the Essential Competencies should be renamed the 'Core Humanitarian Competencies'

Framework', and promoted within the humanitarian sector as a global benchmark for vocational and professional development.⁴⁰

It is important to state here that adopting these competencies does not suggest that they are the only knowledge and skill sets required for humanitarian work, but they can serve to provide a common starting point and baseline across a diversity of actors and training providers. It is intended that they will work alongside established technical competencies for various disciplines.⁴¹

⁴⁰ These are primarily intended for NGOs and training providers involved in learning and development in the sector. Universities may or may not wish to incorporate these into their programmes, but they can be useful information on what competencies agencies are focusing on.

⁴¹ Such as those developed in logistics by CILT, disaster medicine by WADEM, child protection by the Child Protection Working Group (UN Protection Cluster), nutrition by the UN Nutrition Cluster, and project management by PMD Pro 1, PM4NGOs etc.

Learning and development passport

What would a learning and development passport do that a CV wouldn't?

A learning and development passport would be a tool to recognise and validate:

- humanitarian experience gained in the field
- informal learning gained through training, coaching or mentoring

The aim of this tool would be to increase inter-operability of staff within agencies and transparency of competence from one country to another. This would help to address the inequity of access to professional development in the South by giving credence to the wealth of experience gained in the workplace. This would entail quality-marking informal training providers and providing ways for individuals to evidence their skills and competence in particular areas of work, for example through assessments, learning journals, endorsements from employers etc.

The concept

On the basis of feedback and ideas generated from two Humanitarian HR forums in Madrid and Nairobi, the concept of a Learning and Development Passport concept was proposed along the lines of the Europass⁴². This could help to establish recognition of the broad range of experience acquired by workers in the field from any country or continent, and help to validate skills gained outside a training course.

For example, a worker with experience of responding to emergencies could be assessed following their field work and given credits of competence by a registered assessor. These would be recorded in their passport; providing evidence of competence to recruiting agencies and helping to promote inter-operability between agencies. Agencies running a course could apply to have their course recognised for quality on the learning and development passport scheme even if it was not a formal qualification. If the course met the given criteria, the individual could be given credits on their passport and work towards a qualification.⁴³

42 Europass is a European Union (Directorate General for Education and Culture) initiative to increase transparency of qualification and mobility of citizens in Europe. It aims to be a 'lifelong learning portfolio' of documents containing descriptions of all learning achievements, official qualifications, work results, skills and competencies acquired over time, along with the related documentation. www.europass.cedefop.europa.eu/en/about

43 The lack of a dedicated professional development body in the humanitarian sector would necessitate identifying who could do the assessing and who could do the quality-marking of agencies.

Overall, the scheme would aim to bring coherence to the currently disparate approaches to learning and development in the sector and create a new global currency for knowledge and skills; it would thus provide more valuable information than is usually found on CVs.

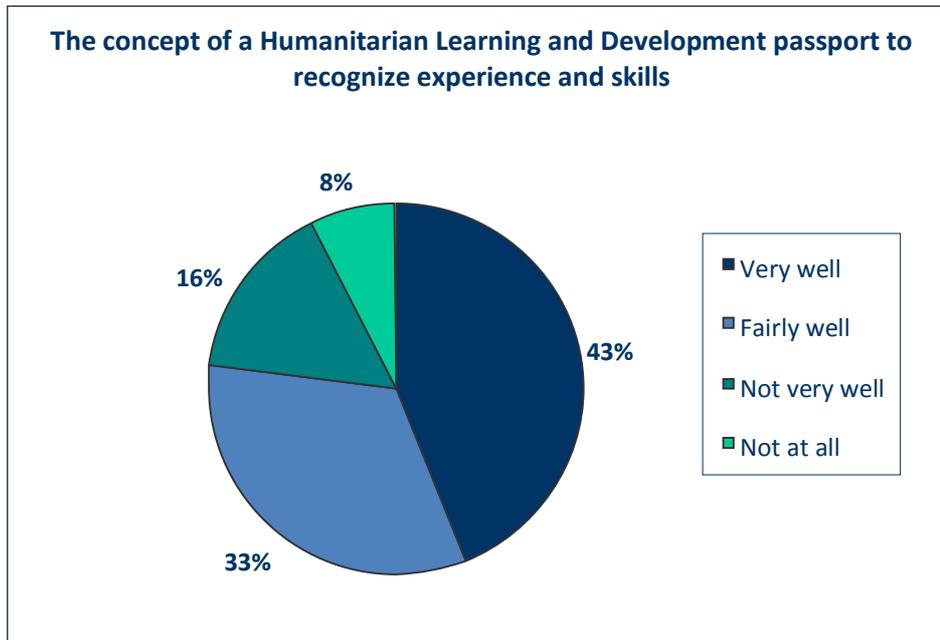


Fig. 12: Helpfulness of a learning and development passport

Recognition

Seventy-six per cent of respondents thought the idea of a learning and development passport would help to secure recognition of their experience by employers very well or fairly well (Fig. 12). The idea was most enthusiastically received in Africa and Asia (Fig. 13), with more than 90% of African respondents and 88% of Asian respondents saying they thought the idea would work very well or fairly well:

'It is what we need.'

'Such an internationally recognised passport will make the workers more marketable and bring new global linkage through human resource for all countries that do recognise it.'

'This would be an equivalent of a UN passport. Humanitarian work has global impact – which needs to be recognised internationally.'

Do you think a learning and development passport would help to secure recognition of your experience by humanitarian employers?							
Answer options	Africa	Asia	Europe	North America	Latin America	Response percentage	Response count
Very well	66.30%	59.05%	25.87%	28.00%	33.33%	41.9%	288
Fairly well	23.76%	29.52%	44.16%	36.00%	55.56%	35.8%	246
Not very well	5.52%	9.52%	21.77%	21.33%	11.11%	15.4%	106
Not at all	4.42%	1.90%	8.20%	14.67%	0.00%	6.8%	47
Other							88

Fig. 13: Respondents’ assessment of usefulness of a learning and development passport

Perspectives and concerns

Again, when comparing field and headquarters responses, twice as many people from the field felt the idea of a learning and development passport would work very well. This does suggest that in continents and locations with less available provision, ways are needed to help national staff gain parity with colleagues in countries where qualifications are more accessible. Field staff often mentioned that they have far less mobility and means to progress within their agencies. The concept of the learning and development passport may provide a way to recognise staff’s competencies and abilities apart from any training, as this comment from Africa suggests:

‘It must be fair, especially to local (South) workers who might not have as much access to development opportunities. Also, it must value local informal training/development and value experience on the ground. Minimum educational thresholds should be flexible and recognise prior learning.’

Many respondents cited the well-known phenomenon of coming across impressive CVs filled with authoritative-looking courses, yet not necessarily finding competent people attached to them:

‘I have seen CVs which need two pages to list all the training courses a person has been on and yet that person does not perform well in the field.’

‘Being constantly in trainings does not make a person a practical and hands-on successful field worker.’

The general enthusiasm was sometimes qualified by words of caution:

‘Depends on buy-in by major employers.’ – Asia

‘If the passport contains information that is universally understood and asked for.’ – Europe

'Again depends how this is implemented and what the purpose is.' – Asia

'There are no globally accepted qualities. Every employer has his criteria.' – Africa

'It depends on the perceived quality and standard of the humanitarian learning and development passport.' – Europe

'The danger with this is quality control on informal trainings.' – Europe

There was some concern about who would be the authority to decide what is relevant and recognised training, about the fact that training providers regarded as useful by some individuals and organisations might not be listed as approved organisations, and about the possible implications of this.

Other comments highlighted the range of perceptions and understanding of what this passport might do, but the main worries concerned the possibility of creating a two-tier system – those with easy access to opportunities and recognition and those without:

'This will create an elite class: the ones with opportunities have more stamps in their passport.'

Asian respondent

'This is elitist: could be used by governments to deny access to country. Could be very costly to implement, and cash may better be put into staff development.'

European respondent

It is clear from the data and feedback collected in response to this question that if a passport were to be developed, it would have to do more than a CV currently does, which is list the achievements of a prospective employee and nothing more. It would need to add value through measuring or assessing a person's ability to do a job and recognise prior learning and experience. Most importantly, every effort would have to be made to ensure it benefited those people currently struggling to access opportunities: if not, it would be in danger of perpetuating the divide between those who have and those who don't have access to professional recognition. If it were to become a tool that helped redress the current imbalance in the system, initial efforts would be best concentrated on developing the passport in regions where there is less provision, such as Africa and Asia.

An undertaking on this scale would necessarily be a long-term project and would need to involve multiple stakeholders in order to have traction and be recognised by employers and local governments. It could, however, start with modest aims and work towards building up its functionalities in a phased approach. Concern over the quality and standard of such a product could be addressed by working with professionals in the education and assessment industry who have been involved in similar developments: this would ensure the best of what exists is being employed and would increase the credibility of the learning and development passport.

The issue of legitimacy and who would exercise authority over it could evolve with input from the stakeholder groups involved in its development.

Recommendation 6

Care should be taken when developing a global concept for the recognition of skills (learning and development passport), to ensure that those with least access to provision are prioritised during the pilot and testing phases in order to ensure the system would increase parity between workers. Experts in the field of professional development and validation systems should be employed, because of the complexity of applying this globally.

A professional association for humanitarian workers

'There is clearly a need to create an environment where individuals can receive training, and best practice is encouraged and implemented.'

European respondent

Measuring the demand

The idea of a professional association for humanitarian workers has been the subject of many hotly contested views and opinions and was one of the key areas highlighted for further consultation following the publication of the ELRHA scoping study. Legitimacy and authority were again an issue here, as were its mandate and purpose and whether it would serve the interests of individuals over those of agencies. These questions were also explored at the CERAH/ELRHA Conference on Humanitarian Education and Training,⁴⁴ where the prevailing view was that a professional association would need to serve both individuals' and agencies' interests if it were to have real support in the sector.

The survey asked: *'Do you think an independent association dedicated to supporting integrity and excellence in humanitarian work along with the professional development and career needs of individual humanitarian workers is needed?'* Sixty-seven per cent of respondents replied yes, while 22% were unsure and 11% replied no (Fig. 14). One Asian respondent felt it would help to put marginalised people on the map:

'South Asians, particularly those from countries like Bangladesh, Nepal, Bhutan etc, are not given due opportunity, because of their identity.'

Supporters of the idea were evenly spread between continents, and again field staff outweighed their headquarters counterparts in giving their support. This question elicited more than 100 comments and questions to do with wanting more information on the concept, its objectives, membership criteria, costs, who would run it, etc, while some expressed guarded enthusiasm:

'There are both positives (professionalisation, quality, accountability) and negatives (potential to be unmanageable, restrictive, meaningless without accountability), expensive to manage with such a large number of aid workers.'

European respondent

⁴⁴ Held in Geneva in October 2011.

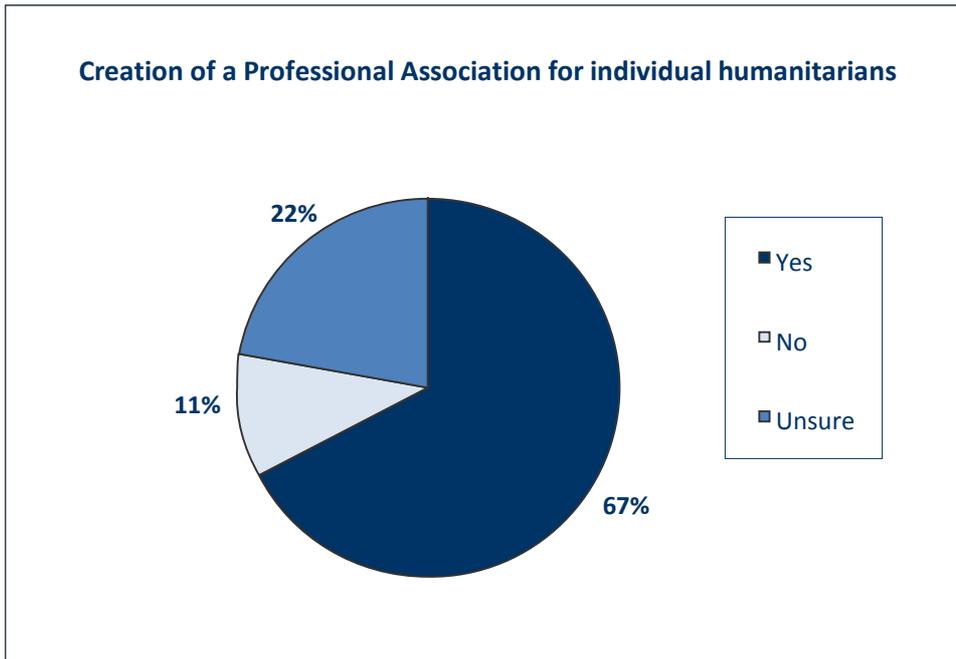


Fig.14: Respondents’ views on creating a professional association

And some were less sure:

‘It depends on what the organisation does, how it is structured etc.’ – Asia

‘If it is "just another" organisation where some expat experts will have jobs, it wouldn’t work. But if it is a plan embedded in each organisation.....I think it would work better.’ – Asia

‘It depends on what are the goals and aims, as well as whether it’s the same old boys’ club or a true attempt to enable all in the profession to participate.’ – Asia

‘It might further stratify the sector and exclude the least well resourced and supported workers.’ – Africa

‘It depends on the scope of the organisation and the advocacy capacity... As humanitarian organisations and workers are so decentralised,... I hardly imagine one institution dealing with it.’ – Latin America

‘May end up being an exclusive club. There is also potential confusion with existing professional associations which exist for logistics, engineering. Would need more buy-in from employers in the sector.’ – Europe

Collaboration and unity

These comments express a genuine fear that an association could create further divisions and an elite type of structure which would potentially engender a divide between those who are eligible to belong and those who aren’t. It is clear from this commentary that any professional association would need to be a supportive and enabling body, helping to navigate and develop

individuals within an expanding sector and not barring entry to all those who are not ‘super-qualified’. It suggests that any membership should be tiered and should reflect the individual’s experience and provide the necessary steps for attaining the next tiers.

There was a strong call for collaboration, for existing initiatives and learning institutions to work together to provide this, rather than for an entirely separate body to be developed. In particular, some questioned whether those already belonging to existing groups would want to join yet another one:

‘Nowadays there are many institutions/organisations/universities providing training and/or centres of excellence for the sector. Therefore I am unsure that another would make a significant change, unless the institution could ensure a holistic approach and actively coordinate with other existing institutions/universities to create an environment where resources and opportunities are shared.’

European respondent

The relevant existing associations in the humanitarian sector are:

- the Humanitarian Logistics Association (HLA)⁴⁵
- Professionals in Humanitarian Assistance and Protection (PHAP)⁴⁶
- the International Humanitarian Studies Association (IHSA)⁴⁷
- the World Association for Disaster and Emergency Medicine (WADEM)⁴⁸
- the International NGO Safety and Security Association (INSSA).⁴⁹

These are all international in nature, albeit focusing on specific areas of the profession, yet none of them represents the broad base of stakeholders present in the humanitarian sector, instead representing only their own alumni or disciplines.

Whatever structure eventually evolves would need to adequately represent the myriad stakeholders and achieve change both internally and externally to be fully effective. The joint interests of individuals and agencies could be promoted successfully by a professional association enjoying credibility and influence within and around the sector with learning providers, private sector agencies, employers, donors etc. If the independent body remained solely an external ‘support’ for individuals and did not engage in dialogue within the sector, it would result in a limited entity.

‘Gaining internal influence is challenging but could be done through partnerships, relationships, auditing (as HAP does) etc.’

North American respondent

45 www.humanitarianlogistics.org

46 www.phapinternational.org

47 www.ihsa.info

48 www.wadem.org

49 www.ingossa.org

The other danger highlighted was the split between headquarters and field staff and the need to ensure the needs of field staff were met with regard to the potential cost of joining fees:

‘Not sure how field staff could be reached and networked for such an organization. How to pay membership dues?’ – North America

‘How would you separate from development work? It could be really complex – local staff are much more likely to work on both development and humanitarian projects. The split is clearer for expat staff, so a humanitarian association might be very expat-focused.’ – Europe

Services

There was less contention when the question moved to what kind of services a professional association might provide (Fig. 14). There was an even spread of responses across the range of options, suggesting that despite the many initiatives around there is still a gap for a central focal point of information for professional development and related areas.

What services do you think it should provide? (Please tick all options that apply)		
Answer options	Response percentage	Response count
Career advice	77.3%	426
Course information	74.0%	408
Job opportunities in the sector	63.9%	352
Traineeship and internship opportunities	70.8%	390
Humanitarian sector news	60.4%	333
Information on networks	61.9%	341
Information on humanitarian talks and events	61.0%	336
Refining and developing new global standards	57.7%	318
Sponsoring research	52.8%	291
Communication with aid provider institutions over the quality and efficiency of aid	69.1%	381
Other (please specify)		47
<i>Answered question</i>		551
<i>Skipped question</i>		365

Fig. 15: Services a professional association should provide

Various concerns around safeguarding the profession and monitoring accountability were raised under the ‘other’ category, further reinforcing the view that a central information point for all the listed services was needed.

‘Should also include a basic code of conduct, i.e., those that engage in graft or inappropriate behaviour could be stripped of their membership.’

North American respondent

'Combining various standards and getting those endorsed by all, rather than having too many different standards.'

Asian respondent

'Accountability!!!! The main purpose of any chartered profession – which is what this sector needs – is accountability. Professional development and all of the above are secondary at best since there are so many providers already.'

European respondent

Some, however, simply did not recognise humanitarianism as a profession. Instead, they saw the workforce as a collection of disciplines or professions brought together in a shared endeavour:

'Just to restate that I feel the attempt to separate the "humanitarian" element of our professionalism is counter-productive. We should be professionals who work in humanitarian contexts – not "humanitarian professionals".'

European respondent

There is scope to think of a professional association in a loosely federated way, bringing together representatives from the various professional associations who work in the sector to provide a focal point for career development, information and opportunities, all under one roof. This idea was explored at the aforementioned CERAH/ELRHA conference as a way of increasing the level of coordination and information sharing that is so lacking, and of reducing the number of start-up initiatives that ultimately result in duplication.

Recommendation 7

ELRHA should continue work in consultation with regional advisory hubs to further develop these ideas, identify possible collaborative partners and explore the concept of a federated association built from existing associations working in the sector.

Commentary and analysis



Credit: Nyani Quarmyne/Save the Children

Past efforts and progress

It can be deduced from the survey feedback that there has been some progress in providing learning and development opportunities for staff (60% of staff accessing some form of learning and development is a definite improvement). However, the lack of identified minimum standards, the previously identified dearth of entry and mid-level qualifications,⁵⁰ and the fact that only one or two master's programmes with a humanitarian focus are available outside Western countries, leave the sector with major gaps in its collective offer.

The larger NGOs have traditionally addressed the lack of minimum standards and the scarcity of entry and mid-level qualifications themselves,⁵¹ recognising that with little or no external provision to train their staff, they have to make up the deficiency by their own efforts. This was one of the key factors leading to the formation of the Consortium of British Humanitarian Agencies (CBHA), with a mandate to provide inter-agency staff development programmes, and also the Emergency Capacity Building (ECB) Project. But staff working in smaller NGOs have often lost out, as their organisations rarely have the human or financial resources to develop and deliver their own programmes.

50 Walker, P and Russ, C (2010) Professionalising the Humanitarian Sector: A scoping study, ELRHA.

51 Agencies like World Vision, Care, Save the Children, and Oxfam invest considerably in their staff development programmes.

The problem of reluctance to trust to give responsibility to national staff, together with selection criteria that favour people able to travel internationally, which was emphasised by African respondents and supported by their Asian and European counterparts, is not new in the sector. Over the past decade a paradigm shift has been apparent, with the rhetoric of expat domination in humanitarian response slowly being replaced by a recognition of the need to build local capacities in-country. This does suggest that the old legacy of trained Europeans flying in to occupy key positions still needs to be further eroded if local talent is truly to be spotted and developed. In essence, we've been good at talking the talk of local capacity building and now we need to become better at achieving it in practice.

Problems caused by donor funding

Patchy and inconsistent training provision is widely recognised as a weakness by those who work in the humanitarian sector. It is a problem characterised by hastily-written applications to donors to fill critical gaps and exacerbated by inconsistency of donor funding. As soon as a funding period (typically one to three years) is over, the likelihood is that a particular course will disappear and the funding will go to another agency to fill the critical gap. This essentially removes any possibility of setting benchmarks and measuring the long-term impact of investments in capacity building in the sector. It also makes mapping of training provision in the sector a constantly moving target that has to be readjusted annually, and this has implications for conducting sector-wide analysis of training gaps.

Since training has traditionally been provided through a 'hands-on' approach in the humanitarian sector, for example when applying technical skills in the field, donors are still responding to funding applications which view training as a product and an end in itself rather than as one of many interventions in a learning continuum which would normally include, for example, self-learning, coaching and mentoring. This lack of strategic planning has ultimately left the sector bereft of established career pathways and progression routes.

The weakness of the Training of Trainers model

The pressure to scale up when funding arrives can often mean that programmes are hastily thrown together, with the ever-present Training of Trainers (ToT) thrown in at the end to justify the funding.⁵² ToT is not regarded as a technical speciality in its own right in this sector, so there is no appreciation of the length of time which is considered appropriate for a professional trainer to learn his or her trade.⁵³

Additionally, little attention has been given over the years to the quality and skills of those delivering the training. This is reflected by the lack of minimum standards for trainers and the reliance on short ToT courses for the sector; this means that there are few, if any, limits to who can deliver training courses. The traditional preference for practitioners in the field to develop the skills of new workers with a 'hands-on' approach has worked well in many instances, but there is no guarantee that the practitioner has the requisite competencies to understand adult

⁵² Most funders judge the value of an application by its replication of a proposed capacity-building programme into the wider sector, and ToT is usually the model put forward.

⁵³ A typical trainer certification programme will take a minimum of a year to complete.

learning and the process of transferring learning methodologies to maximise knowledge retention.

The problem of ToT in the humanitarian sector

Staff who have just been trained in a given skill (eg, WASH, shelter, project management etc) on a course lasting anywhere between two and five days are often expected to go on a (typically two- to three-day) ToT course⁵⁴ and then train others in the skills they've just learned. This model is deeply flawed, as the skills recently picked up and yet to be applied are not ready to be transferred to another staff member – that is, if typical content retention rates on any given course are anything to go by. The numbers of people who have been through a ToT course in the sector⁵⁵ should mean there are hundreds if not thousands of trained trainers, but of hugely variable quality and effectiveness, and it's anyone's guess where they are when someone needs a trainer.

The same goes for training manuals, which have proliferated in the sector in the anticipation that anyone with experience in a given discipline can become the focal trainer for their staff. This model has not worked either, as staff turnover often means the manual is lost on a bookshelf, never to be seen again, or the training does not have the desired outcome. Anyone attending informal courses such as those described above will know that their quality spans a spectrum ranging from surprisingly good to shockingly bad.

To address the lack of quality and standards for trainers in the sector, training providers Bioforce and RedR UK have recently spearheaded the development of the first International Development and Humanitarian Training Competency Framework.⁵⁶ Supported by a range of agencies⁵⁷ in the sector, it promotes minimum standards for informal and formal training provision, and there are plans to develop a trainer certification programme for the sector in the near future.

This certification programme will be promoting the notion that a trainer is not created through one ToT course, but rather through a longer-term development in which while ToT would play a significant part; it would sit alongside coaching, further training and practical experience followed by assessed observation of a delivered training session. This will start to engender the idea that a trainer needs to develop their skills in the way that a technical expert does, through the application of particular competencies over a longer period of time. It may also start to dispel the myth that trainers can be mass-produced on a ToT-style assembly line.

54 A model familiar to most people working in the humanitarian sector and used by many NGOs and UN clusters. It assumes that anyone can be a trainer with a couple of days' training, overlooking the years needed to become a teacher or educator.

55 Judging by the number of ToT courses advertised on ReliefWeb and other training websites, one can assume the numbers are considerable.

56 Download Training Competency Framework from the RedR UK website:

www.redr.org.uk/en/Resource_Document/Resource_Download.cfm/rid/EA2726FF-85F7-4E90-BECD8BEE2DE3CD28

57 BOND, ELRHA, INTRAC, Mango and People in Aid.

Defining professional capacity building

With little quality control and few baseline requirements, there is widely varying interpretation of what is considered appropriate professional development. The failure to professionally define capacity building also makes it extremely difficult to judge performance: if each stage of the process is not clearly defined it is impossible to decide whether particular interventions have been a success or a failure. As a result, the question of what people get when they attend a course has largely been a lottery.

What is capacity building – and how different is it from training?

'Capacity building' is a term mostly misused and confused with 'running training'. Learning and training are important instruments of capacity building, but they are not capacity building.

- Capacity is the ability to achieve your objectives.
- Capacity building is increasing your ability to achieve your objectives through systems and processes.
- Capacity building is both a means and an end.
- Capacity and capacity building applies to all domains of individuals, teams, organisations, communities and societies.
- Building capacity leads to development of performance.
- Capacity inputs rarely guarantee outcome.
- Capacity can be fragile. What capacity is today is likely to be inadequate tomorrow. A team's capacity can be full this year and empty the next. Capacity is easily fractured and lost. Staff turnover, management de-prioritises capacity building and therefore financial and staff investment is diminished, disaster management structures and systems are left to rot and mitigation activities ignored or closed.
- Capacity building is iterative and takes time and discipline. It is dynamic. We keep seeing new things. The journey teaches us new insight and we adapt to learning along the way.

Adapted from work developed by John West (@ Real Capacity Services) initially for use in humanitarian and national programmes for World Vision. See http://www.realcapacity.org/index.php/capacitycategory/capacity_for_a_comprehensive_capacity_building_model.

Certificated and assessed courses

In recent years, however, there has been a recognisable shift, as agencies increasingly recognise the need for quality control and impact measurement. Certificated and assessed courses have started to find their way into the sector through new collaborative relationships between NGOs and universities or professional institutions, as this snapshot list highlights:

- Tearfund's Disaster Management Development Programme, a three-module certificate recognised by the Institute of Leadership and Management (currently being delivered in Darfur)
- IFRC's online postgraduate Certificate, Diploma, MSc and PhD in Global Health, through Manchester University
- PMD Pro 1 certification – project management certification for the development and humanitarian sectors – globally recognised by APMG (PRINCE2 accreditors): two levels, with Level 3 planned (more than 1,000 people trained to date)
- Mango – credit-rated finance course through Liverpool School of Tropical Medicine
- RedR – credit-rated courses through Oxford Brookes University
- Plan International and Save the Children UK – exploring accreditation of their in-house programmes through Edexcel
- UN Child Protection Cluster – developing an inter-agency Child Protection Diploma with University of KwaZulu-Natal, Columbia University and University of Indonesia
- UN Global Nutrition Cluster – course developed through University College London with university partners in Uganda, Lebanon and Thailand
- TorqAid – Disaster Risk Management (DRM) and Participatory Project Management (PPM) workshops, which when accompanied by follow-up assignment, and for otherwise eligible students, are accredited at postgraduate level on specific courses by five Australian universities.

Even volunteering efforts are undergoing professionalisation, with the launch in 2011 of the first European Voluntary Humanitarian Aid Corps pilot,⁵⁸ run by Save the Children, Bioforce and the NOHA Network. These organisations are considering mutual accreditation options, with further such options with the Red Cross and Voluntary Service Overseas planned for 2012.

Professionalisation initiatives are currently emerging in an uncoordinated way from various corners of the sector, and the appetite for professionally recognised courses is high; this is even more pronounced in countries with less provision and in the more remote locations.⁵⁹ This suggests that the sector is moving away from the argument about whether or not to professionalise and towards focusing on the need to bring greater cohesion between these various initiatives and explore how they might comfortably sit alongside each other.

This all calls for better support for these efforts through coordination and access, to ensure that those benefiting from professional development in the international humanitarian community are truly representative of the whole range of people playing a critical role in its impact and effectiveness both today and in the future.

58 The European Humanitarian Volunteer Programme – a 12-month programme for new humanitarian workers, involving self and distance learning, face-to-face training and simulations, work placements, deployments, coaching and mentoring.

59 Save the Children's most downloaded online courses are those offering certificates recognised by Cornell University and are most often requested by those with little access to alternative training. World Vision is putting its field staff in Africa through PMD Pro project management certification.

Summary of recommendations

ELRHA has responded to specific recommendations where it is able to provide resources or commitment to seeking resources.

Recommendation 1

(a) ELRHA and interested agencies should better advertise updated information on available learning and development opportunities on their websites and make that information more accessible for all regions.

(b) Humanitarian employers should increase their attention and understanding of the particular barriers to learning and development opportunities for humanitarian staff, particularly field based staff, and should increase efforts to inform staff of available options within their agency, and through other agencies (inter-agency training), online courses etc.

ELRHA's response: ELRHA will work to develop an online global register of training provision at local and regional level, which can be searched by individuals and agencies. The resource will be hosted on the elrha website with links made to key regional networks.

Ideas for humanitarian employers

- Analyse internal training statistics by region and office location to identify key trends in training provision/uptake
- Use surveys and face-to face consultations with staff to discuss the barriers and incentives to accessing professional development activities
- Provide your staff (particularly field based) with information about external training and professional development opportunities and sign-post to any grants they can access.
- Identify appropriate online learning resources (many of which are free of charge) and make sure that all staff are provided time and access to equipment to enable them to take part in these.

Recommendation 2

Agencies should commit to working with senior managers and HR and training departments to address the lack of access by national staff to learning and development and career progression opportunities, as well as putting longer-term staff development more firmly on the strategic agenda.

Ideas for humanitarian agencies

- Link training clearly to role and professional development need and hold back from using it as a reward.
- Address blockages that are preventing national staff from progressing professionally within organisations.
- Develop a minimum standard for the provision of learning and development opportunities for staff on short-term contracts

- Ensure systems are in place to monitor the impact of organisational investments in professional development programmes over the long-term; this should collect data both on the impact on organisation performance and on individual career paths.

Recommendation 3

Donors should provide funding for capacity building in the humanitarian sector more strategically and sustainably, and in particular, support should be provided for coordination efforts to rationalise and bring standards of practice to learning and development in the sector. Donors should also encourage efforts to improve and measure the quality and impact of training provision.

Ideas for humanitarian donors

- Reduce the prevalence of short-term funding provision for capacity building programmes and invest in multi-year programmes
- Provide dedicated funding streams for capacity building and support the establishment of standard setting for both content and delivery of training
- Support capacity building programmes that work in partnership with local institutions and provide training in local languages
- Support longitudinal evaluations that measure the impact of investments in capacity building programmes over time

Recommendation 4

The 'missing' competency of communicating with disaster-affected populations, involving them in disaster response programmes and measuring overall performance against their expectations should be articulated in the final revision of the Core Humanitarian Competencies Framework.

ELRHA's response: This feedback has been forwarded to the team revising the CBHA Core Humanitarian Competencies Framework, and it is hoped the articulation will be addressed in the final version.

Ideas for humanitarian agencies

- Ensure that working with disaster-affected people are at the centre of operational approaches taught by organisations
- Mainstream the commitment to working with disaster affected people at every stage of humanitarian response within agencies

Recommendation 5

Once the revision process by the Consortium of British Humanitarian Agencies is complete, the Essential Competencies should be renamed the 'Core Humanitarian Competencies Framework', and promoted within the humanitarian sector as a global benchmark for vocational and professional development.⁶⁰

⁶⁰ These are primarily intended for NGOs and training providers involved in learning and development in the sector. Universities may or may not wish to incorporate these into their programmes, but they can be useful information on what competencies agencies are focusing on.

ELRHA's response: ELRHA will endorse the Core Humanitarian Competencies Framework once revised by the CBHA to take in to account the 'missing competency' and will promote it as a benchmark for professional development through its networks, website and ongoing professionalisation work.

Ideas for humanitarian agencies and training providers

- Incorporate/align the core humanitarian competencies into professional development and training programmes for humanitarian staff.
- Promote the competency framework to external training providers and universities as an industry benchmark for training.
- Support ways for staff to have their work experience validated against the core competency framework without necessarily having to attend training.

Recommendation 6

Care should be taken when developing a global concept for the recognition of skills (learning and development passport), to ensure that those with least access to provision are prioritised during the pilot and testing phases in order to ensure the system would increase parity between workers. Experts in the field of professional development and validation systems should be employed, because of the complexity of applying this globally.

ELRHA's response: ELRHA will seek funding and identify partners with appropriate expertise to further develop and test the learning and development passport concept.

Ideas for humanitarian agencies and training providers

- Engage and contribute to the concept of a learning and development passport and help to promote engagement of local and partner organisations that are harder to reach and who are less represented generally

Recommendation 7

ELRHA should continue work in consultation with regional advisory hubs to further develop these ideas, identify possible collaborative partners and explore the concept of a federated association built from existing associations working in the sector.

ELRHA's response: ELRHA will work with hubs to further explore and consult on the idea of a professional association for humanitarian workers, ensuring it is engaging with a wide cross-section of the sector.

Ideas for humanitarian agencies and training providers

- Contribute expertise and ideas to a process which can be representative of both individuals and agencies in relation to the creation of a professional association.

Appendix 1: Original humanitarian competencies framework

Core Humanitarian Competencies Framework

Keeping disaster and conflict affected people at the centre of what we do



Competencies	<u>Understanding of humanitarian contexts and application of humanitarian principles</u> <i>Key issues and practices impacting current and future humanitarian interventions</i>	<u>Achieving results effectively</u> <i>Behaviours to use resources efficiently and effectively to achieve results, considering the need for speed, scale and quality</i>	<u>Developing and maintaining collaborative relationships</u> <i>Behaviours to develop and maintain collaborative, coordinated relationships at times of heightened complexity and risk</i>	<u>Operating safely and securely in a humanitarian response</u> <i>Behaviours required to take responsibility to operate safely in a pressured environment</i>	<u>Managing yourself in a pressured and changing environment</u> <i>Essential personal behaviours required to operate effectively within a humanitarian context</i>	<u>Leadership in humanitarian response</u> <i>Seeing the overall goal within the changing context and taking responsibility to motivate others to work towards it, independent of one's role, function or seniority.</i>
Core Behaviours for all staff in humanitarian response, informed by skills and knowledge	<p>The humanitarian context Demonstrate understanding of phases of humanitarian response including preparedness and contingency, DRR, response and recovery</p> <p>Apply understanding of the political and cultural context and underlying causes of the humanitarian crisis</p> <p>Demonstrate understanding of the gender and diversity dimensions of humanitarian situations</p> <p>Keep vulnerable people at the centre of the humanitarian response</p> <p>Applying humanitarian standards / principles Ensure that programme goals</p>	<p>Programme quality Demonstrate understanding of agency project cycle management</p> <p>Participate in the design and implementation of effective projects and programmes</p> <p>Accountability Collect, analyse and disseminate information to and from communities and other stakeholders</p> <p>Demonstrate accountability to partners and disaster and conflict affected people and communities</p> <p>Decision making Demonstrate flexibility to adapt plans and make decisions in rapidly changing environments</p> <p>Demonstrate understanding of when a decision can be taken and when to involve others</p>	<p>Listening & dialogue Actively listen to different perspectives and experiences of stakeholders</p> <p>Establish and maintain clear communication and dialogue with disaster and conflict affected people and other stakeholders</p> <p>Working with others Contribute positively in the team to achieve programme objectives</p> <p>Share appropriate information and knowledge with colleagues and partners as and when appropriate</p> <p>Actively participate in networks to access and contribute to good practice</p> <p>Challenge decisions and behaviour which breach the</p>	<p>Security context and analysis Identify and communicate risk and threats and minimise these for you and your agency</p> <p>Personal safety & security Build and maintain a reputation in line with humanitarian standards and acceptance for your work</p> <p>Take appropriate, coordinated and consistent action to handle situations of personal risk and situations of risk for others</p> <p>Reduce vulnerability by complying with safety and security protocols set by your organisation and contextualise appropriately to local scenarios</p> <p>Champion the importance of safety and keep the safety of colleagues</p>	<p>Resilience Recognise stress and take steps to reduce it</p> <p>Remain constructive and positive under stress to be able to tolerate difficult and sometimes threatening environments</p> <p>Remain focused on your objectives and goal in a rapidly changing environment</p> <p>Able to adapt to changing situations</p> <p>Keep yourself emotionally stable when helping others</p> <p>Maintaining professionalism Take responsibility for your own work and for the impact of your actions</p> <p>Plan, prioritise and perform tasks well under pressure</p> <p>Maintain ethical</p>	<p>Self-awareness Show awareness of your own strengths and limitations and their impact on others</p> <p>Demonstrate understanding of your skills and how they complement those of others to support team effectiveness</p> <p>Seek and reflect on feedback to improve your performance</p> <p>Motivating and influencing others Communicate humanitarian values and motivate others towards them</p> <p>Inspire confidence in others</p> <p>Speak out clearly for organisational beliefs and values</p> <p>Demonstrate active listening to encourage team collaboration</p>

	<p>and activities uphold the principles of the key national and international humanitarian frameworks, codes and commitments under which humanitarian organisations operate</p> <p>Demonstrate understanding of your role and that of your organisation and others within the humanitarian system</p> <p>Integrate beneficiary accountability principles into your approach</p> <p>Demonstrate an understanding of coordination mechanisms</p>	<p>Consider the wider impact of the decisions you make in your work to achieve positive results</p> <p>Impact Maintain focus on delivery of timely and appropriate results using available resources</p>	<p>ICRC/NGO and individual agency Codes of Conduct</p>	<p>and team members in mind at all times</p> <p>Minimising risk to communities and partners Take measures to do no harm and to minimise risks for your partners and the communities you work with</p>	<p>and professional behaviour in accordance with relevant codes of conduct</p> <p>Demonstrate personal integrity by using one's position responsibly and fairly</p> <p>Be aware of internal and external pressures and how they might impact your effectiveness</p>	<p>Influence others positively to achieve programme goals</p> <p>Critical judgement Analyse and exercise judgment in new situations in the absence of specific guidance.</p> <p>Demonstrate initiative and ingenuity Demonstrate tenacity to achieve solutions</p> <p>Address difficult situations and make tough decisions confidently and calmly</p> <p>Suggest creative improvements and different ways of working</p>
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Leadership Behaviour Framework for Humanitarian Response

Keeping disaster and conflict affected people at the centre of what we do

Competencies	<u>Understanding of humanitarian contexts and application of humanitarian principles</u>	<u>Achieving results effectively</u>	<u>Developing and maintaining collaborative relationships</u>	<u>Operating safely and securely in a humanitarian response</u>	<u>Managing yourself in a pressured and changing environment</u>	<u>Leadership in humanitarian response</u>
<p>Additional Behaviours for 1st level line managers* in humanitarian response, informed by skills and knowledge</p> <p>*as defined in report</p>	<p>The humanitarian context Able to assess and analyse key issues in the humanitarian situation and formulate actions around them</p> <p>Applying humanitarian standards / principles Participate in the development of an organisational response based on an understanding of the contexts</p> <p>Actively engage in disaster coordination mechanisms and interagency</p>	<p>Programme Quality Set standards in your work and follow agreed procedures of work</p> <p>Document lessons learned and apply them to future projects</p> <p>Accountability Ensure efficient and transparent use of resources in accordance with internal controls</p> <p>Establish community engagement mechanisms</p> <p>Impact Clarify roles and</p>	<p>Listening & dialogue Ensure beneficiary and partner feedback is incorporated into programme design, planning and learning</p> <p>Working with others Establish clear objectives with teams and individuals and monitor progress and performance</p> <p>Establish agreed ways of working at a distance with partners and staff</p> <p>Work with your</p>	<p>Security context and analysis Demonstrate an understanding of wider UN/NGO security co-ordination and how your organisation can benefit from, and contribute to, those mechanisms</p> <p>Undertake effective risk assessments and develop contingency plans</p> <p>Personal safety & security Monitor security risks and ensure organisational protocols are consistently followed by staff</p>	<p>Resilience Help team members to practise stress management through prioritisation of workloads and modelling of appropriate self care</p> <p>Maintaining professionalism Set realistic deadlines and goals</p> <p>Facilitate others to carry out their roles and responsibilities</p> <p>Make time to learn from experience and feedback, and apply the lessons to</p>	<p>Motivating and influencing others Inspire others by clearly articulating and demonstrating the values, core purpose and principles that underpin humanitarian work</p> <p>Provide regular and ongoing informal and formal feedback to recognise the contribution of others</p> <p>Adapt leadership approach to the situation</p> <p>Critical judgment Maintain</p>

	<p>cooperation from an understanding of your agency's perspective and approach.</p>	<p>responsibilities within your team to maximise impact</p> <p>Continuously provide feedback and updates to achieve improved results</p> <p>Coordinate with stakeholders to avoid duplication and maximise resources</p>	<p>team to build trust with partners, communities and stakeholders</p> <p>Foster collaborative, transparent and accountable relationships through partners to formalise and operationalise partnering agreements</p> <p>Use negotiation and conflict resolution skills to support positive outcomes</p>	<p>Take appropriate action and provide appropriate direction and support to team members in the event of a critical incident</p> <p>Minimising risk to communities and partners</p> <p>Undertake effective risk assessments with communities and partners</p>	<p>a new situation</p>	<p>simultaneously a broad strategic perspective and awareness of the detail of a situation</p> <p>Adapt plans quickly in response to emerging situations and changing environments</p> <p>Take calculated risks to improve performance</p> <p>Able to act decisively and quickly</p>
Key characteristics of humanitarian response programmes	<ol style="list-style-type: none"> 1. Large programmes, resources, team management and large budgets and cash flow 2. Fast moving & pressured working environments, including 24-hour programme support 3. Complexity (security, political, social, economic, government, media, organisational profile) 4. Large amount of internal/external communication, advocacy and lobbying 5. Significant increase in internal pressure and demand for information 					
	<p>Self-awareness</p> <p>Self Awareness, Commitment to personal development</p> <p><i>Our people are self aware and their drive for achievement is aligned to codes of conduct and anchored by integrity and humanitarian values</i></p>		<p>Motivation and influence</p> <p>Relationship building, Communication, Develop individuals and teams</p> <p><i>Our people are known for their ability to communicate effectively and to build excellent collaborative relationships</i></p>		<p>Critical judgement and decision making</p> <p>Problem analysis, judgment, handling ambiguity and decision making</p> <p><i>Our people excel in taking decisive action to achieve goals in times of uncertainty and in fluid contexts</i></p>	
Core leadership behaviours for all staff in humanitarian response	<ul style="list-style-type: none"> • Show awareness of your own strengths and limitations and their impact on others • Plan, prioritise and perform tasks well under pressure • Demonstrate understanding of your skills and how they complement those of others within the team to build overall effectiveness. • Keep yourself emotionally stable when helping others • Seek and reflect on feedback to improve yourself and your performance. • Take responsibility for your own work and impact of your actions 		<ul style="list-style-type: none"> • Communicate humanitarian values and motivate others towards them • Demonstrate accountability to partners and disaster and conflict affected people and communities • Demonstrate a commitment to humanitarian principles • Inspire confidence in others • Speak out clearly for organisational beliefs and values • Demonstrate active listening to encourage team collaboration • Influence others positively to achieve programme goals 		<ul style="list-style-type: none"> • Able to adapt to changing situations • Analyse and exercise judgment in new situations in the absence of specific guidance • Demonstrate initiative and ingenuity • Demonstrate tenacity to achieve solutions • Address difficult situations and make tough decisions confidently and calmly • Suggest creative improvements and different ways of working 	
Additional leadership behaviours for 1st level line managers* in humanitarian response	<p><i>Self-awareness is core behaviour for all staff.</i></p>		<ul style="list-style-type: none"> • Inspire others by clearly articulating and demonstrating the values, core purpose and principles that underpin humanitarian work • Work with your team to build trust with partners, communities and stakeholders. • Provide regular and ongoing informal and formal feedback to recognise the contribution of others • Use negotiation and conflict resolution skills to support positive outcomes • Adapt leadership approach to the situation 		<ul style="list-style-type: none"> • Able to assess and analyse key issues in the humanitarian situation and formulate actions around them • Make time to learn from experience and feedback and apply the lessons to a new situation • Maintain simultaneously a broad strategic perspective and awareness of the detail • Adapt plans quickly in response to emerging situations and changing environments • Take calculated risks to improve performance • Able to act decisively and quickly 	
<p>*as defined in report</p>						

Appendix 2: Revised core humanitarian competencies framework

Core Humanitarian Competencies Framework

Keeping disaster and conflict affected people at the centre of what we do



Competency Domains	Understanding humanitarian contexts and applying humanitarian principles	Achieving results	Developing and maintaining collaborative relationships	Operating safely and securely at all times	Managing yourself in a pressured and changing environment	Demonstrating leadership in humanitarian response
Outcomes	<p>Understand operating contexts, key stakeholders and practices affecting current and future humanitarian interventions</p>	<p>Be accountable for your work and use resources effectively to achieve lasting results</p>	<p>Develop and maintain collaborative and coordinated relationships with stakeholders and staff</p>	<p>Operate safely and securely in a pressured environment</p>	<p>Adapt to pressure and change to operate effectively within humanitarian contexts</p>	<p>Demonstrate humanitarian values and principles, and motivate others to achieve results in complex situations, independent of one's role, function or seniority</p>
Competencies and Core Behaviours for all staff in humanitarian response, informed by skills and knowledge	<p>Understanding the humanitarian context Demonstrate understanding of the phases of humanitarian response including preparedness and contingency, Disaster Risk Reduction, response and recovery</p> <p>Apply understanding of the political and cultural context and underlying causes of the humanitarian crisis</p> <p>Demonstrate understanding of the gender and diversity dimensions of humanitarian situations</p> <p>Take into account the needs, skills, capacities and experience of crisis-affected people and apply these in the</p>	<p>Ensuring programme quality and impact Demonstrate understanding of agency project cycle management</p> <p>Actively participate in the design and implementation of effective projects and programmes</p> <p>Maintain focus on delivery of timely and appropriate results using available resources</p> <p>Working accountably Be answerable to crisis-affected people for your actions and decisions</p> <p>Collect, analyse and disseminate relevant and useful information and feedback with crisis-affected people and other stakeholders</p> <p>Making decisions</p>	<p>Listening and creating dialogue Actively listen to new and different perspectives and experiences of crisis-affected people, stakeholders and team members</p> <p>Establish and maintain clear dialogue with crisis-affected people or other stakeholders</p> <p>Working with others Contribute positively in the team to achieve programme objectives</p> <p>Share useful information and knowledge with colleagues, partners and crisis-affected people as and when appropriate</p> <p>Actively participate in networks to access and</p>	<p>Minimising risk to communities, partners and stakeholders Pay attention to the safety of crisis-affected people and other key stakeholders</p> <p>Identify and communicate risk and threats and mitigate these for you and your agency</p> <p>Take measures to 'do no harm' and to minimise risks for your partners and the crisis-affected people you work with</p> <p>Managing personal safety and security Build and sustain acceptance for your work in line with humanitarian principles and standards</p> <p>Reduce vulnerability by complying with safety and security</p>	<p>Adapting and Coping Remain focused on your objectives and goals in a rapidly changing environment</p> <p>Adapt calmly to changing situations and constraints</p> <p>Recognise personal stress and take steps to reduce it</p> <p>Remain constructive and positive under stress to be able to tolerate difficult and challenging environments</p> <p>Remain emotionally stable when helping others</p> <p>Maintaining professionalism Take responsibility for your own work and its impact on others</p> <p>Plan, prioritise and perform tasks well</p>	<p>Self-awareness Show awareness of your own strengths and limitations and their impact on others</p> <p>Demonstrate understanding of your skills and how they complement those of others to build team effectiveness</p> <p>Seek and reflect on feedback to improve your performance</p> <p>Motivating and influencing others Communicate humanitarian values and encourage others to share them</p> <p>Inspire confidence in others</p> <p>Speak out clearly for organisational beliefs and values</p> <p>Demonstrate active listening to encourage team</p>

	<p>response</p> <p>Applying humanitarian standards and principles Ensure that programme goals, activities and staff behaviour uphold key national and international humanitarian frameworks, standards, principles and codes which your organisation has committed to</p> <p>Use your power responsibly, in line with accountability principles and standards</p> <p>Demonstrate understanding of your role and that of your organisation and others within the humanitarian system</p> <p>Demonstrate an understanding of coordination mechanisms</p>	<p>Demonstrate flexibility to adapt in situations of rapid change, always informed by a focus on crisis-affected people</p> <p>Demonstrate understanding of when a decision can be taken and when to involve others</p> <p>Consider the wider impact of your decisions in order to achieve results</p>	<p>contribute to good practice</p> <p>Challenge decisions and behaviour which breach the International Red Cross and Red Crescent and NGOs / individual agency Codes of Conduct</p>	<p>protocols set by your organisation and adapt them to the local context</p> <p>Champion the importance of safety and keep the safety of colleagues and team members in mind at all times</p>	<p>under pressure</p> <p>Maintain ethical and professional behaviour in accordance with relevant codes of conduct</p> <p>Demonstrate personal integrity by using one's position responsibly and fairly</p> <p>Be aware of internal and external influences that affect your performance</p>	<p>collaboration</p> <p>Influence others positively to achieve programme goals</p> <p>Critical judgement Analyse and exercise judgment in challenging situations in the absence of specific guidance</p> <p>Demonstrate initiative and suggest creative improvements and better ways of working</p> <p>Demonstrate tenacity to achieve results</p>
Competency Domains	<u>Understanding humanitarian contexts and applying humanitarian principles</u>	<u>Achieving results</u>	<u>Developing and maintaining collaborative relationships</u>	<u>Operating safely and securely at all times</u>	<u>Managing yourself in a pressured and changing environment</u>	<u>Demonstrating leadership in humanitarian response</u>
<p>Additional behaviours for 1st level managers in humanitarian response, informed by skills and knowledge</p> <p>Responsibilities typically include:</p> <ul style="list-style-type: none"> ● leading a functional team, ● managing operational delivery ● line management ● budget and resource management 	<p>Understanding the humanitarian context Assess and analyse key issues in the humanitarian situation and formulate actions to respond to them</p> <p>Applying humanitarian standards and principles Participate in the development of an organisational response based on an understanding of the operating context</p> <p>Respect</p>	<p>Ensuring programme quality and impact Set standards in your work and follow agreed operating procedures</p> <p>Clarify roles and responsibilities within your team to maximise impact</p> <p>Collaborate with stakeholders to avoid duplication and maximise resources</p> <p>Regularly provide feedback and information to</p>	<p>Listening and creating dialogue Ensure feedback from crisis-affected people, partners and other stakeholders is incorporated into programme design, implementation and learning</p> <p>Working with others Establish clear objectives with teams and individuals</p> <p>Monitor work progress and individual performance</p>	<p>Minimising risk to communities, partners and stakeholders Undertake effective risk assessments with crisis-affected people and partners</p> <p>Demonstrate an understanding of wider UN/NGO security co-ordination and how your organisation participates in those mechanisms</p> <p>Develop contingency plans</p> <p>Managing personal</p>	<p>Adapting and coping Help others to recognise and manage their own stress by modelling appropriate self care and prioritising your workload</p> <p>Promote well-being and a 'duty of care' culture</p> <p>Maintaining professionalism Set realistic deadlines and goals</p> <p>Enable others to carry out their roles and</p>	<p>Motivating and influencing others Inspire others by clearly articulating and demonstrating the values, core purpose and principles that underpin humanitarian work</p> <p>Provide regular and ongoing informal and formal feedback</p> <p>Recognise the contribution of others</p> <p>Adapt leadership style to the time frame and changing</p>

	<p>International humanitarian law and relevant treaties</p> <p>Actively participate in disaster coordination and interagency cooperation, based on a clear understanding of your organisation's perspective and approach</p>	<p>achieve improved results</p> <p>Document lessons learned and apply them to future projects</p> <p>Working accountably</p> <p>Establish processes through which crisis-affected people can participate in the response and share their expectations and concerns</p> <p>Ensure efficient and transparent use of resources in accordance with internal controls</p>	<p>Establish agreed ways of working at a distance with partners and staff</p> <p>Work with your team to build trust with communities and stakeholders</p> <p>Foster collaborative, transparent and accountable relationships through partners to formalise and implement partnering agreements</p> <p>Use negotiation and conflict resolution skills to support positive outcomes</p>	<p>safety and security</p> <p>Monitor security risks and ensure organisational protocols are understood and consistently followed by staff</p> <p>Take appropriate action and provide direction and support to team members in the event of a crisis</p>	<p>responsibilities</p> <p>Monitor commitments and actions transparently</p> <p>Take time to learn from experience and feedback and apply the learning in new situations</p>	<p>situation</p> <p>Critical judgment</p> <p>Maintain a broad strategic perspective at the same time as an awareness of the detail of a situation</p> <p>Act decisively and adapt plans quickly to respond to emerging situations and changing environments</p> <p>Take informed and calculated risks to improve performance</p>
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Acknowledgement:

This framework has been developed for those working in the humanitarian sector. It was created following a two year global consultation process led by the Consortium of British Humanitarian Agencies and People In Aid 2012.

Appendix 3: Surveys in three languages

Survey in English

PERSONAL PROFILE

1. Which of the categories below best describes your relationship with humanitarian work?

- Attempting to get into the sector
- New aid worker (0-2 years experience)
- Medium term aid worker (2-5 years experience)
- Veteran aid worker (more than 5 years' experience)
- Other (please specify)

2. If you are working as an aid worker, please state which best describes where you work.

- Field office
- HQ

3. Which continent are you from?

- Africa
- Asia
- Europe
- North America
- Latin America
- Australia/ New Zealand/Pacific Islands

4. Gender (please select one)

- Female
- Male

5. Age category

- Less than 25 years old
- 25-40 years old
- 41 years old and over

PROFESSIONAL DEVELOPMENT OF STAFF IN THE HUMANITARIAN SECTOR

6. Have you undertaken any professional development over the past 12 months such as a training course or workshop that addressed your personal or professional skill development?

- Yes
- No

7. Did the course undertake any of the following?

- Provide detailed learning objectives
- Provide an assessment at the end
- Provide a pass or fail grading at the end
- Require a learning journal or report to be submitted detailing how learning was implemented in the work place
- Other (please comment)

8. Do you feel that opportunities are made regularly available to you or that you are supported to attend training opportunities if you so wish?

- Yes
- No

9. If you answered no, what do you think are the barriers to preventing you from accessing professional development opportunities? Please tick all that apply.

- Lack of opportunities as only a few select get offered Training e.g. as a reward rather than entitlement

- Short-term contract so no one invests in my development
- Lack of time and money in my organisation
- Language (training not offered in preferred language)
- Lack of geographical access (the courses I want to attend are too far)
- Too expensive – the course I want to attend costs too much for my organisation to fund
- Lack of educational system to be able to partake in the first place
- Lack of confidence
- Not aware of what courses I could take
- Other (please specify)

PROFESSIONAL DEVELOPMENT

10. What do you think stops locally employed staff from participating in professional development opportunities? Please tick all that apply.

- Lack of opportunities as only a few select get offered Training e.g. as a reward rather than entitlement
- Short-term contract so no one invests in my development
- Lack of time and money in my organisation
- Language (training not offered in preferred language)
- Lack of geographical access (the courses I want to attend are too far)
- Too expensive – the course I want to attend costs too much for my organisation to fund
- Lack of educational system to be able to partake in the first place
- Lack of confidence
- Not aware of what courses I could take
- Other (please specify)

11. In your opinion, what are the current blockages in the humanitarian system for

career progression for locally employed staff? Please tick all that apply.

- Assumptions that locally employed staff are less mobile
- Selection criteria that favours people who can travel internationally with few restriction
- Lack of trust to give responsibility to national staff
- No future planning for promoting and developing staff
- Governance structures still focus on northern staff development
- Lack of skills and willingness by senior staff to identify potential staff
- Perception from managers that they will lose staff if they train them
- Staff training is not prioritised or encouraged by the agency
- Short-term vision on the part of management
- Other (please specify)

12. Who should be involved in order to make professional development more accessible to locally employed staff?(Please tick all that apply)

- Local governments
- Local vocational and training providers
- Local NGOs
- INGOs
- Universities to explore the potential for undergraduate training
- Disaster management authorities
- All of the above
- Other (please specify)

PROFESSIONAL ASSOCIATION FOR HUMANITARIAN WORKERS

13. One of the ELRHA Scoping study recommendations is to consult further on the idea of a professional association for individual humanitarians. Do you think an

independent association dedicated to supporting integrity and excellence in humanitarian work along with the professional development and career needs of individual humanitarian workers is needed?

- Yes
- No
- Unsure

14. Please expand on why you are unsure.

15. What services do you think it should provide? (Please tick all options that apply.)

- Career advice
- Course information
- Job opportunities in the sector
- Traineeship and internship opportunities
- Humanitarian sector news
- Information on networks
- Information on humanitarian talks and events
- Refining and developing new global standards
- Sponsoring research
- Communication with aid provider institutions over the quality and efficiency of aid
- Other (please specify)

LEARNING AND DEVELOPMENT PASSPORT

16. The idea of a Humanitarian Learning and Development passport is being explored. This passport would provide individual humanitarian workers with international recognition of approved formal and informal training undertaken in the sector. Do you think this would help to have your experience recognised by humanitarian employers?

- Very well
- Fairly well

- Not very well
- Not at all
- Other (please specify)

17. Do you agree that the 'Essential Humanitarian Competencies for Professional Development' adequately represent the essential humanitarian competencies necessary for professional development?

- Very well
- Fairly well
- Not very well
- Not at all
- Other (please specify)

18. Do you feel this framework is able to clearly communicate what the requirements are to meet each competency?

- Very well
- Fairly well
- Not very well
- Not at all
- Other (please specify)

19. As you've answered 'not well' or 'not at all', can you explain what the areas are that need further clarification please?

20. After careful examination of the listed competencies, are there any you feel are missing from this list?

- Yes
- No

21. Please could you list the areas that you think need to be added?

22. If you would like to share any further views or comments about this survey please share them with us below.

Survey in French

PROFIL

1. Quelle est votre niveau d'expérience dans le secteur humanitaire:

- Aucune (j'essaie de rentrer dans le secteur)
- Nouveau (0-2 d'expérience)
- Moyen (2-5 années d'expériences)
- Vétéran (+ de 5 ans d'expériences)
- Autre (précisez)

2. Si vous êtes actuellement un travailleur humanitaire, veuillez indiquer si vous êtes:

- Sur le terrain
- Au siège

3. Quel est votre continent d'origine?

- Afrique
- Asie
- Europe
- Amérique du Nord
- Amérique Latine
- Australie / Nouvelle Zélande / Iles du Pacifique

4. Sexe

- Féminin
- Masculin

5. Age

- moins de 25 ans
- 25-40 ans
- 41 ans et plus

DEVELOPPEMENT PROFESSIONNEL DU PERSONNEL DANS LE SECTEUR HUMANITAIRE

6. Avez-vous bénéficié d'un développement professionnel au cours

des 12 derniers mois tel qu'un cours ou un atelier de formation qui a contribué au développement d'une compétence personnelle ou professionnelle

- Oui
- Non

7. La formation comprenait elle les éléments suivants?

- des objectifs d'apprentissage détaillés
- une évaluation finale
- une note finale indiquant le succès ou l'échec
- l'obligation de soumettre un compte rendu détaillant comment ce qui a été appris a été adopté et mis en œuvre dans le cadre professionnel
- Autre (précisez)

8. Avez-vous l'impression qu'il vous est régulièrement donné l'opportunité de suivre une formation ou que vous êtes soutenu si vous désirez suivre une formation ?

- Oui
- Non

9. Si vous avez répondu non à la question précédente, quelles sont, d'après vous, les barrières qui vous empêchent d'accéder aux opportunités de développement professionnel? (Plusieurs réponses possibles)

- L'absence d'opportunités parce que les formations ne sont proposées qu'à un petit nombre (la formation est vue comme une récompense plutôt que comme un droit)

- Contrat de travail à court terme donc personne ne veut investir dans mon développement
- Manque de temps et d'argent dans mon organisation
- Langue (la formation n'est pas offerte dans une langue parlée)
- Absence d'accès géographique (les cours que je veux suivre sont situés trop loin)
- Trop cher – le cours que je veux suivre coûte trop cher pour mon organisation
- Pas de système éducatif pour être capable de suivre des cours en premier lieu
- Manque de confiance
- Pas au courant des formations disponibles
- Autre (précisez)

DEVELOPPENT PROFESSIONNEL

10. D'après vous, qu'est ce qui empêche le personnel employé localement et le potentiel personnel futur d'accéder aux opportunités de développement professionnel? (Plusieurs réponses possibles)

- L'absence d'opportunités parce que les formations ne sont proposées qu'à un petit nombre (la formation est vue comme une récompense plutôt que comme un droit)
- Contrat de travail à court terme donc personne ne veut investir dans mon développement
- Manque de temps et d'argent dans mon organisation
- Langue (la formation n'est pas offerte dans une langue parlée)
- Absence d'accès géographique (les cours que je veux suivre sont situés trop loin)
- Trop cher – le cours que je veux suivre coûte trop cher pour mon organisation

- Pas de système éducatif pour être capable de suivre des cours en premier lieu
- Manque de confiance Pas au courant des formations disponibles
- Autre (précisez)

11. A votre avis, quels sont les barrières dans le secteur humanitaire qui empêchent la progression professionnelle du personnel employé localement? (Plusieurs réponses possibles)

- La supposition que le staff employé localement est moins mobile
- Les critères de sélection jouent en faveur des personnes qui peuvent se déplacer facilement à l'international
- Manque de confiance pour donner des responsabilités au personnel employé localement
- Pas de plans à long terme pour promouvoir et développer le personnel
- Les structures de gouvernance continue de se focaliser sur le développement du personnel des pays développés
- Manque de compétences et de volonté du management pour l'identification de potentiels employés
- Perception de la part du management qu'ils vont perdre leur personnel s'ils les forment
- La formation du personnel n'est pas une priorité et n'est pas encouragée par l'organisation
- Vision à court terme de la part du management
- Autre (précisez)

12. Qui devrait être impliqué afin de rendre le développement professionnel plus accessible au personnel employé localement? (Plusieurs réponses possibles)

- Local governments
- Autorité locale
- Centre de formation professionnel local
- ONG locale
- ONG internationale
- Universités afin d'explorer les possibilités de formation pré-universitaire
- Autorité de gestion des catastrophes
- Tous les acteurs énumérés ci-dessus Tous les acteurs énumérés ci-dessus
- Autre (précisez)

UNE ASSOCIATION PROFESSIONNELLE POUR LES TRAVAILLEURS HUMANITAIRES

13. L'une des recommandations de l'étude exploratoire d'ELRHA est de poursuivre les consultations sur l'idée d'une association professionnelle pour le personnel humanitaire. Pensez-vous qu'une association indépendante dédiée à la promotion de l'intégrité et de l'excellence du travail humanitaire ainsi qu'aux besoins du développement professionnel et de la carrière du personnel humanitaire soit nécessaire?

- Oui
- Non
- Indécis

14. Quels prestations pensez vous qu'une telle association devrait offrir? (Plusieurs réponses possibles)

- Conseil sur l'orientation professionnelle
- Information sur les formations
- Offres d'emploi dans le secteur
- Opportunités de stages et de formations en entreprises
- Informations sur le secteur humanitaire
- Information sur les réseaux
- Informations sur les événements et conférences humanitaires

- Améliorer et développer de nouveaux standards universels
- Sponsoriser la recherche
- Dialoguer avec les institutions qui fournissent une aide humanitaire à propos de la qualité et l'efficacité de l'aide
- Autre (précisez)

15. Expliquez pourquoi vous êtes indécis à propos de la création d'une association indépendante dédiée à la promotion de l'intégrité et de l'excellence du travail humanitaire ainsi qu'aux besoins du développement professionnel et de la carrière du personnel humanitaire?

16. Il a été proposé de créer un passeport de développement et de formation humanitaire qui constituerait un portfolio de formations formelles et informelles. Celui-ci serait complémentaire à qualifications formelles telles que les diplômes et serait universellement reconnu dans le secteur. Pensez vous que ceci serait utile afin de reconnaître la diversité des expériences dans le secteur?

- Très utile
- Plutôt utile
- Pas du tout utile
- Pas du tout utile
- Autre (précisez)

17. Pensez-vous que les "Compétences Humanitaires Essentielles pour le Développement Professionnel" représentent de manière adéquate les compétences humanitaires essentielles nécessaires pour le développement professionnel?

- Tout à fait d'accord
- D'accord
- Plutôt pas d'accord
- Pas du tout d'accord
- Autre (précisez)

18. Pensez vous que la structure communique clairement quelles sont les

spécifications requises pour chaque compétence ?

- Tout à fait d'accord
- D'accord
- Plutôt pas d'accord
- Pas du tout d'accord
- Autre (précisez)

19. Si vous avez répondu « Plutôt pas d'accord » ou « Pas du tout d'accord » à la question précédente, pouvez vous

expliquez quels sont les domaines qui nécessitent plus de clarifications?

20. Après examen minutieux des compétences répertoriées, pensez vous qu'il manque certaines compétences à cette liste?

- Oui
- Non

21. S'il vous plait, indiquez les domaines que vous pensez devraient être ajoutés à la liste?

Survey in Spanish

PERFIL PERSONAL

1. ¿Cuál de las siguientes categorías describe a qué nivel está usted involucrado en el trabajo humanitario?

- Intentando entrar en el sector
- Trabajador humanitario reciente (0-2 años de experiencia)
- Trabajador humanitario a medio plazo (2-5 años de experiencia)
- Trabajador humanitario veterano (5 años de experiencia)
- Otro (por favor especifique)

2. Si está trabajando actualmente en humanitario por favor indique que describe mejor su lugar de trabajo

- Oficina en el terreno
- Oficina Central

3. ¿De qué continente proviene?

- África
- Asia
- Europa
- Norte América
- Latino América
- Australia/Nueva Zelanda/Islands en el Pacifico

4. Genero (por favor elija uno)

- Femenino
- Masculino

5. Edad

- Menos de 25 años de edad
- 25-40 años de edad
- 41 años de edad y mas

DESARROLLO PROFESIONAL DE EMPLEADOS EN EL SECTOR HUMANITARIO

6. ¿Ha participado en alguna actividad de desarrollo profesional, en los últimos 12 meses, tales como cursos o talleres enfocados hacia su desarrollo profesional o personal?

- Si
- No

7. ¿Intento el curso incluir alguna de las siguientes cosas?

- Objetivos de aprendizaje concretos
- Una evaluación al final
- Una nota de aprobado o no al final
- Requería presentar un diario de aprendizaje o informe detallando

como el aprendizaje fue implementado en el lugar de trabajo

- Otro (por favor de detalles)

8. ¿Siente que se le presentan oportunidades de aprendizaje regularmente o que se le da el apoyo necesario para ir a estas oportunidades si surgen?

- Si
- No

9. ¿Si contestó que no, cuáles cree que son las barreras que le impiden poder acceder a estas oportunidades de desarrollo profesional? (por favor indique todas las opciones relevantes).

- Una falta de oportunidades ya que solo se les ofrecen estas a unas cuantas personas selectas. Por ejemplo más bien como un premio que un derecho
- Un contrato a corto plazo, por lo tanto no invierten en mi desarrollo
- La falta de tiempo y dinero en mi organización
- El idioma (no se ofrece el curso en mi idioma preferido)
- Falta de acceso geográfico (los cursos a los cuales quiero ir se ofrecen en lugares demasiado lejanos)
- Demasiado caros- el curso al cual hubiese querido ir era demasiado caro para que mi organización quisiera financiarlo
- Falta de sistema educativo para poder atender
- Falta de confianza
- No sé qué cursos podría cursar
- Otro (por favor especifique)

DESARROLLO PROFESIONAL

10. ¿En su opinión que cree que hace que los empleados locales no puedan participar en oportunidades de desarrollo

profesional? (por favor indique todos los relevantes).

- Una falta de oportunidades ya que solo se les ofrecen estas a unas cuantas personas selectas. Por ejemplo más bien como un premio que un derecho
- Un contrato a corto plazo, por lo tanto no invierten en mi desarrollo
- La falta de tiempo y dinero en mi organización
- El idioma (no se ofrece el curso en mi idioma preferido)
- Falta de acceso geográfico (los cursos a los cuales quiero ir se ofrecen en lugares demasiado lejanos)
- Demasiado caros- el curso al cual hubiese querido ir era demasiado caro para que mi organización quisiera financiarlo
- Falta de sistema educativo para poder atender
- Falta de confianza
- No sé qué cursos podría cursar
- Otro (por favor especifique)

11. ¿En su opinión cuales son las barreras actuales en el sistema humanitario para una progresión profesional, en la carrera de los trabajadores locales? (por favor indique todos los relevantes).

- Suposiciones que los trabajadores locales son menos móviles.
- Criterios de selección que favorecen a gente que puede viajar a nivel internacional con menos restricciones.
- Falta de confianza en dar más responsabilidad a trabajadores nacionales.
- Falta de planificación de futuro para promocionar ni desarrollar a los empleados.
- La gobernanza en las estructuras todavía va enfocada en

desarrollar a empleados del Norte.

- La carencia en habilidad y voluntad por parte de empleados gerentes en identificar a empleados potenciales.
- La percepción por parte del equipo de gestión que si forman a sus empleados los perderán.
- La formación de los empleados no es una prioridad ni se potencia en la organización.
- Visión a corto plazo por el equipo directive
- Otro (por favor especifique)

12. ¿Quién debería estar involucrado para que el desarrollo profesional sea más accesible para empleados locales? (por favor marque todo los relevantes).

- Gobiernos locales
- Centros de formación profesional locales
- ONGs locales
- ONGs Internacionales
- Las Universidades, para poder explorar la posibilidad de formación de grado.
- Las autoridades de Gestión de Desastres.
- Todos los mencionados arriba

ASOCIACIÓN PROFESIONAL PARA TRABAJADORES HUMANITARIOS

13. Una de las recomendaciones del estudio de alcance de ELRHA fue el de consultar mas allá sobre la idea de una asociación profesional para humanitarios. ¿Cree que una asociación independiente dedicada a apoyar la integridad y excelencia en el trabajo humanitario en conjunto con el desarrollo profesional y necesidades de carrera de los individuos humanitarios es necesaria?

- Si
- No
- Indeciso

14. Por favor desarrolle el porqué de su indecisión

15. ¿Qué servicios cree que debería proveer? (por favor marque todos los relevantes).

- Asesoramiento profesional
- Información sobre cursos
- Oportunidades de empleo en el sector
- Oportunidades de prácticas
- Noticias sobre el sector humanitario
- Información sobre redes
- Información sobre eventos y charlas sobre temas humanitarios
- Refinar y desarrollar unos nuevos estándares globales
- Patrocinar la investigación
- Comunicación con instituciones que proveen ayuda humanitaria sobre la calidad y eficiencia de la ayuda
- Otro (por favor especifique)

LEARNING AND DEVELOPMENT PASSPORT

16. La idea de un pasaporte humanitario de aprendizaje y desarrollo está siendo explorada. Este pasaporte le proporcionaría a los trabajadores humanitarios con un documento reconocido a nivel internacional con la información sobre toda la formación reglada y no reglada, pero aprobada, hecha por esa persona. ¿Cree que esto le ayudaría a que se reconociera su experiencia a la hora de buscar trabajo y entre organizaciones humanitarias?

- Mucho
- Bastante
- No mucho
- En absoluto
- Otro (por favor especifique)

17. “Está de acuerdo con que “Las Competencias Esenciales Humanitarias para el Desarrollo Profesional”

representan adecuadamente las competencias esenciales humanitarias requeridas para el desarrollo profesional?

- Mucho
- Bastante
- No mucho
- En absoluto
- Otro (por favor especifique)

18. ¿Cree que este marco es capaz de comunicar claramente que se requiere para cumplir cada competencia?

- Mucho
- Bastante
- No mucho
- En absoluto
- Otro (por favor especifique)

19. Como ha contestado “nada bien” o “en absoluto” ¿podría desarrollar su opinión sobre las áreas que necesitan más aclaración por favor?

20. ¿Después de haber leído y examinado la lista de competencias cree que hay algunas que faltan en esta lista?

- Si
- No

21. ¿Por favor puede indicar que áreas cree que deberían añadirse?

22. Si quisiera compartir cualquier otra opinión o comentario sobre este sondeo por favor escríbalo aquí debajo.