

Professionalising the Humanitarian Sector

A scoping study



Joint Authors

Peter Walker, Feinstein International Center, Tufts University and Catherine Russ, RedR UK
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ELRHA

ELRHA is the first collaborative network dedicated to supporting partnerships between Higher Education institutions in the UK and humanitarian organisations and partners around the world.

Today, we face humanitarian crises of increasing complexity and severity and, as we anticipate a future of increasing human vulnerability to global events, the need for expertise and research dedicated to finding solutions to humanitarian challenges has never been more pertinent.

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ELRHA therefore works to identify and support partnerships between Higher Education and humanitarian partners that can:

- Work collaboratively to address current humanitarian challenges, and;
- Support and prepare the humanitarian community for the crises of the future.

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

For more details about ELRHA, or the professionalisation agenda, please visit our website at: www.elrha.org.

Front cover images; by row, from top left image

Mozambique - Morrumbala district Joaquim, a Save the Children Fund worker and head of the Morrumbala office. Boris Heger for Save the Children.

Bangladesh - Mahfuza, Save the Children Programme Manager for Child Protection. Tom Pietrasik for Save the Children.

Myanmar (Burma) - Save the Children staff co-ordinate emergency operations with Red Cross staff, North Okalapa Yangon. Save the Children.

Myanmar (Burma) - Save the Children staff give a hygiene education talk to villagers. Save the Children

Tibet - Mr Tenzin holds his seven-day-old baby while Ms Dolma, Save the Children's Senior Health Promotion Officer, tries a size of a knitted hat on the baby's head. Zhao Guanshen for Save the Children.

Georgia - Nato Gabashvili, Save the Children staff member in Tbilisi. Chris Stowers/Panos for Save the Children.

Kenya - Albashir, three, is examined by a Save the Children health worker. Colin Crowley for Save the Children.

Myanmar (Burma) - Saw Say Htaung, 19, (right) works for Save the Children in the Irrawaddy Delta. Tina Salsbury for Save the Children.

Pakistan - A volunteer from the community is helping Save the Children staff members unload a truck with non-food-items. Save the Children.

Haiti - Save the Children staff and volunteers organize a distribution. Laurent Duveillier for Save the Children.

Afghanistan - Fourzon, 19, a newly trained midwife, standing in the delivery room. Olivia Arthur/Magnum Photos for Save the Children.

Mozambique - Save the Children workers help distribute household kits to the families affected by the floods. Mansir Petrie for Save the Children.

Indonesia - Save the Children staff work side by side with local partners. Kullwadee Sumnalop for Save the Children.

Haiti - Kathryn Bolles, a Save the Children staff member, walks through a camp. Adriana Zehbrauskas/Polaris for Save the Children.

Afghanistan - Hamidullah, 42, with his children Najiba, nine, and Habibullah, seven, in Aqcha District. Olivia Arthur/Magnum Photos for Save the Children.

Foreword

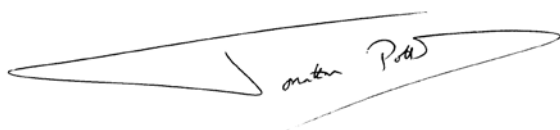
This report is an important, and challenging, contribution to the future of the humanitarian sector. It needs to be read by donors, by universities and learning providers, by NGOs, the Red Cross movement and the UN – and above all by humanitarian workers.

ELRHA commissioned this scoping study with a simple premise in mind: given the high levels of professionalism that humanitarian workers demand of themselves and each other and, given the increasing investment in capacity building and standard setting across the sector, is the time now right to create an internationally recognised humanitarian profession and put in place the coherent training and professional development structures that would normally be expected of an established profession?

In investigating this question, the report authors Dr Peter Walker and Catherine Russ consulted extensively with humanitarian workers, and key stakeholders in the humanitarian sector. Their findings reveal a unique international community that holds common values and principles dear and that is clearly committed to learning and self improvement. Their analysis of the sector and of the emergence of professions in other sectors begs the question: why have we not professionalised before?

Of course for many years the humanitarian community has been steadily moving towards professionalisation. This report provides ample evidence of the multiplicity of standards, training, and capacity building initiatives that have been created over the last three decades by NGOs, learning providers and universities. The principle challenge that emerges through this study is not a need to generate commitment to the training and capacity building of humanitarian staff, but to address the lack of coordination and cohesion between the standards, training courses, and investment that are on offer. This lack of coordination is further underpinned by a significant gap in our understanding of the sector as a whole: we simply do not know how many humanitarian workers there are in the world, let alone how many we might reasonably class as 'professional'. This is a gap in our knowledge that we must make every effort to fill.

The report's authors have presented us with an opportunity to pause for a moment on our journey, take stock of how far we have travelled and, as other professions have done before us, to reflect on where we believe we should be heading. Perhaps the most compelling piece of evidence they provide is the simple fact that of the 1500+ humanitarian workers they consulted during this study, more than 90% expressed a desire to see professionalisation become a reality. We hope that the findings and recommendations outlined here will provide a sign-post towards achieving the future that they desire.



Jonathan Potter
ELRHA Humanitarian Chair
Executive Director
People In Aid



Professor Brian Hobbs
ELRHA Academic Chair
Pro Vice-Chancellor (Research)
University of Glamorgan

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Acronyms

AAA	Accra Agenda for Action	IDP	Internal Displacement
ABA	American Bar Association	IHL	International Humanitarian Law
ALNAP	Active Learning Network on Accountability and Performance in Humanitarian Action	IHSA	International Humanitarian Studies Association
AMBS	American Board of Medical Specialties	INGO	International Non-governmental Organisation
ANAB	American National Accreditation Board	INSSA	International NGO Safety and Security Association
AQF	Australian Qualifications Framework	IPC	Integrated Food Security Phase Classification
ASPH	Association of Schools of Public Health	IPHA	International Professional Humanitarian Association
BRAC	Bangladesh Rural Advancement Committee	IWG	Interagency Working Group on Emergency Capacity
CDC	Centre for Disease Control and Prevention	JAB	Japan Accreditation Board
CERF	UN Central Emergency Response Fund	JAS-ANZ	Joint Accreditation System of Australia and New Zealand
CHL	Certification in Humanitarian Logistics	LINGOs	Learning for International NGOs
CHSCM	Certification in Humanitarian Supply Chain Management	LLA	Logistics Learning Alliance
CILT	Chartered Institute of Logistics and Transport	MANGO	Management Accounting for NGOs
CIPS	Chartered Institute of Purchasing and Supply	Medlog	Certification in Humanitarian Medical Logistics Practices
CNAB	China National Accreditation Board	MOSS	Minimum Operating Security Standards
CSP	Chartered Society of Physiotherapy	MSF	Médecins Sans Frontières
CWS	Church World Service	NALA	National Association of Legal Assistants
D&HA	Development and Humanitarian Assistance	NBME	National Board of Medical Examiners
DAC	Development Assistance Committee	NGO	Non-governmental Organisation
EC	European Commission	NIETN	Nutrition in Emergencies Training Network
ECB	Emergency Capacity Building project	NOHA	Network on Humanitarian Assistance
ECFMG	Education Commission for Foreign Medical Graduates	NTO	National Training Organisation
ELRHA	Enhanced Learning and Research for Humanitarian Assistance	NVQ	National Vocational Qualification
EMA	Entidad Mexicana de Acreditación in Mexico	OCHA	UN Office for the Coordination of Humanitarian Affairs
EPN	Emergency Personnel Network	OECD/DAC	Organisation for Economic Co-operation and Development/ Development Assistance Committee
GHA	Global Humanitarian Assistance	OFDA	Office of U.S. Foreign Disaster Assistance
GHWA	Global Health Workforce Alliance	OFSTED	Office for Standards in Education, Children's Services and Skills
GISCI	Geographic Information Systems (GIS) Certification Institute	PHAP	Professionals in Humanitarian Assistance and Protection
HAP Int	Humanitarian Accountability Partnership International	PMD-Pro	Project Management in Development
HCP	Humanitarian Competencies Project	QCI	Quality Council of India
HLA	Humanitarian Logistics Association	RvA	Raad voor Acreditatie in the Netherlands
HPCR	Harvard Humanitarian Policy and Conflict Research programme	UKAS	United Kingdom Accreditation Service
HPN	Humanitarian Practitioners Network	UKAS	United Kingdom Accreditation Service
IACET	International Association of Continuing Education and Training	UNDP	United Nations Development Programme
IAF	International Accreditation Forum	VET	Australia's vocational educational and training sector
IASC	Inter-Agency Standing Committee	WADEM	World Association for Disaster and Emergency Medicine
		WHO	World Health Organization

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Credit: Save the Children

Executive Summary

This is a scoping study commissioned 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.

In a sector where consistent humanitarian occupational standards do not exist, several NGOs, INGOs, learning providers and universities have unilaterally moved, over the years, to address the learning and capacity building needs of workers based on their particular interpretations of identified needs. This has led to an ad hoc training offering, with gaps in provision and a lack of pathways and progression routes for the sector, both for those wishing to enter the sector and those wishing to develop professionally within the sector.

With an identified lack of entry and mid-level qualifications, often the only qualifications available to humanitarian workers in developing countries are expensive master's degrees in a range of non-humanitarian subjects such as business, the environment, geography and human resources amongst others. This has had and continues to have implications for the adherence of humanitarian principles and ethics within organisations and raises the issue of equity of access for those staff not able to access higher education.

For those master's degrees on offer in humanitarian work around the world, there is no agreed core curriculum, leading to a variety of interpretations of what is essential humanitarian knowledge, and only a proportion of these programmes offer practical internships and secondments. This can lead to recruitment difficulties with agencies' recruiters having little understanding of the knowledge and skills with which these graduates present themselves.

The added complexities that exist in the humanitarian sector include the interface of a variety of professions; medical, engineering, logistical, security and others all coming with their own affiliations to professional bodies and institutions but often missing the core competencies deemed necessary to be fit to operate in the humanitarian field. In a sector that is growing at a projected 6% per year, there is a need to ensure that its infrastructure and support systems are fit for purpose and serving beneficiaries in as efficient a way as possible.

Following a decade in which the humanitarian sector has sought to develop global standards, codes and representative bodies, there is growing momentum to explore the potential for creating a unified system of professional development, accreditation and association, which could increase accountability, raise the quality and consistency of humanitarian service, open up the profession to talented new recruits, and raise the status of the humanitarian service provider to a level on a par with other professional groups. This would support the infrastructure for career paths with lifelong learning opportunities and support the retention of humanitarian workers over decades to come. This also prepares for the forecasted increases in natural and complex disasters where large swathes of civil society in many countries will necessarily be involved in relief work.

In carrying out this task we have received feedback from over 1,500 people through the use of online surveys, focus groups and one-on-one interviews within the aid community. We have also conducted an extensive review of the existing academic and grey literature as well as a review of the history of attempts to professionalise and standardise humanitarian work.

The study reviews the nature of professionalism today and how this relates to the humanitarian endeavour. We explore the role that certification can play in enhancing standards of professionalism.

With the overwhelming backing of over 90% of respondents wishing to see professionalisation a reality in the sector, we also propose that a system of certification be developed to be applied at the international level but that is capable of being applied nationally. Alongside systems of certification we describe what we believe is the most critical need; the establishment of a true international professional association for humanitarian workers and the necessary supportive academic and training infrastructure. In all, thirteen key recommendations (see pp. 87-77) have been made with the aim of:

- Creating 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
- Addressing inequity of access to qualifications in Southern countries
- Formalising occupational standards for humanitarian work
- Quality marking of learning and development providers
- Developing a system of certification for humanitarian qualifications
- Creating international relationships for the promotion of global standards

The establishment of the proposed systems would benefit not just the individual professionals but also the beneficiaries of aid programmes, humanitarian employers, host governments and the donor community.

1. Who Benefits and How?



Credit: Ruby Kitching for RedR

We believe that the analysis, recommendations and suggested systems we lay out in this report can bring wide benefits across the humanitarian community; to those who fund it and those who seek its services.

Humanitarian workers: These proposals are overwhelmingly aimed at improving the competence, credibility and effectiveness of humanitarian workers. Shifting to a truer professional basis will allow humanitarians to better defend their independence and commitment to the values of humanitarian service and impartiality. Having common standards for certification and a global professional body will encourage equity of opportunity across national boundaries and provide humanitarian professionals with a sound basis upon which to negotiate contracts and compensation packages with their employers. A map of pathways and progression routes into the sector will allow both new entrants and experienced humanitarians the ability to make informed choices for their professional development.

Employers of humanitarian workers:

For employing agencies, a more professional and internationally certified system will allow the employer to have a better grasp of the competencies being engaged. It will allow them to move away from

agency-specific training to rely more on internationally recognised training. It will enable them to expect (and indeed demand) professional standards of behaviour and competence. In short, employers will have a more skilled and competent workforce. Collectively, employers will be able to spend less on capacity building and training initiatives as employees trained by other agencies with recognised standards will more readily be recognised. It will make it easier for employers to gauge the level of competence of their staff and to be able to plot their development.

Donors to humanitarian programmes:

For donors, the proposed system will increase the assurance that their funds will be spent competently, ethically and to good effect. With new approved professional standards set for learning providers, it should allow them to make better choices between various agencies vying for their funding and enable them to consider funding more on the basis of proven competence than that of nationality and past record. By funding professionally approved capacity building programmes, it will reduce the duplication of funding for similar training initiatives.

Beneficiaries of aid programmes: This system should increase the competence with which aid programmes are designed and implemented. It should increase commitment to and implementation of accountability mechanisms. It should ultimately create a relationship where humanitarian professionals expect to be held to account by the clients they serve.

National Governments: For those national governments responding to humanitarian crisis, a robust certified international capacity building system can support transferability of skills between their own national workers and those of incoming international humanitarian workers thereby enhancing the quality of the response. The benefits will also extend to smaller and local NGOs.

2. Purpose and Method

Purpose

This study was commissioned by the Enhancing Learning and Research for Humanitarian Assistance project (ELRHA) to provide the analysis and conceptual thinking needed to progress the long-term debate over the need to professionalise the humanitarian workforce from a position of discussion to one of action. The study seeks to pull together and galvanise a considerable body of work and opinion from humanitarian agencies and individuals across the world, and by doing so provide a comprehensive assessment of the needs of the sector and the leadership and direction from which to build a framework for its professionalisation.

Specifically the study aims to:

- Identify an agreed set of core competencies for the humanitarian worker. These must incorporate both the minimum knowledge and skills required, but also the behaviour and the moral and ethical motivation that should be present for an individual to be considered 'competent' to work in the humanitarian sector
- Develop a certification system which will create a scale of recognised professional qualifications, from entry-level through skills certificates to professional master's degrees, applicable in the UK but sufficiently flexible that it can be adapted and adopted by other countries
- Explore the potential for additional professional structures; such as a professional association for humanitarian workers, an academic studies association and an association of humanitarian organisations, which could institutionally support and legitimise the professional accreditation of individuals
- Provide a roadmap whereby the above three issues might be carried forward in the UK and internationally

Method

The study was carried out between October 2009 and March 2010 and employed a combination of literature reviews, online surveys, focus groups and individual interviews.



Credit: John Nyaga/IRIN

Online Surveys

Two online surveys were conducted using the 'SurveyMonkey' platform.

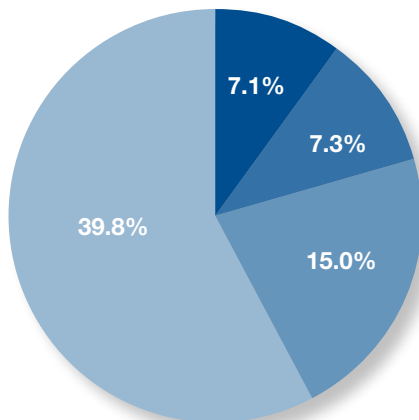
The larger survey, which took place over the course of eight weeks at the end of 2009, was targeted at individual aid workers and academics and was sent out in three languages: English, French and Spanish.

In developing the online questionnaire, use was made of:

- A sample of existing competency frameworks that exist within the INGO/NGO sector
- A selection of job descriptions used in advertisements for humanitarian roles in the sector
- The Humanitarian Coordinators Pool Mapping Exercise produced by OCHA which included a selection of agency frameworks
- Learning outcomes from a cross-section of humanitarian related training courses across the sector
- People In Aid's 'Behaviours which lead to Effective Performance in Humanitarian Response' publication which identified eight common competency areas consistently applied to humanitarian roles

The survey was completed by 1,166 people in English and a further 194 in French. Six people completed the survey in Spanish (see Annex 2 for the full text of the surveys). The majority of respondents (60%) were existing aid workers, and most (40%) had at least five years of experience. The rest of the survey population consisted of those active in humanitarian research, teaching and policy making.

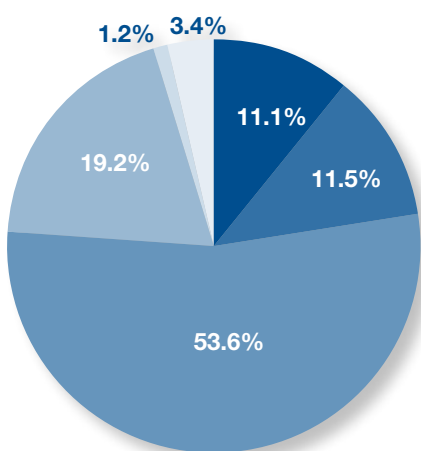
Which of the categories below best describes your relationship with humanitarian work?



- Attempting to get in the sector
- New aid worker (0-2 year experience)
- Medium term aid worker (2-5 years experience)
- Veteran aid worker (more than 5 year experience)

Figure 1a: 1,166 aid workers took our online survey in English. The majority of them had worked for more than five years in the sector.

Which continent are you from?



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

Figure 1b: Breakdown of survey respondents by continent.

The second survey was sent to 16 universities known to offer master's degree courses in humanitarian studies. 14 universities completed the survey (see Annex 2).

Focus groups

14 focus groups were consulted in Islamabad (2), Colombo (1), Geneva (2), Washington (1), New York (1), Boston (1), Lyon (1), London (4) and Oxford (1), with a total of 106 participants. Focus groups consisted of groups of between 3 and 40 individuals with a known interest and expertise in humanitarian issues. Some were field practitioners, others were students, and others comprised humanitarian diplomats and policy makers (see Annex 1 for a list of participants within each focus group).

Individual Interviews

37 individual interviews were carried out by the principal research investigators either in person or by telephone using a check list of questions. Individuals were selected by virtue of their pivotal role in the humanitarian system or their track record in the field of professionalising humanitarianism. The duration of the individual interviews was between 30 minutes and one hour (see Annex 1 for a list of those interviewed).

Document reviews

A wide range of relevant documentation on human resource management, professionalisation and core competencies in the humanitarian sector was reviewed. This included published literature and internal agency documents. In addition the academic literature on "modern professionalism", "certification" and "accreditation" was also reviewed.

In the course of the study a database was compiled of universities and other institutions offering degree-level qualifications in humanitarian training (see Annex 3 for a full listing).

Following completion and analysis of the online survey, focus groups, individual interviews and reviews of existing agency competency frameworks, a set of recommended core competencies for the humanitarian sector was developed and is offered here as a foundation for the sector to build upon.

3. What do we mean by Professionalisation?

Professionalism and Professionalisation

The Oxford English Dictionary defines “professionalism” as “professional quality, character, or conduct; a professional system or method”; and “a professional” as “a person who does something with a high level of competence, commitment, or expertise.”¹ In this broad sense, professionalism is identified with high personal standards in the working context. While in the survey of humanitarian workers there were concerns that professionalisation would sacrifice humanitarian values, the literature suggests that this would not be the case. There is the constant emphasis of “belief in service” and “a sense of calling” as key characteristics of professionals. This was reflected by many of the respondents, discussants and interviewees during this study. In our online survey, 84.7% of respondents thought that enhancing “respect for the victim/beneficiary and their community” was the prime reason to pursue professionalisation.

‘A more professional practice would be more relevant, more effective and more efficient in keeping the human dimension at the centre of its practice.’²

In his classic presentation of the “professional model”, R.H. Hall differentiates between the “structural” and the “attitudinal” attributes of professionals. Whereas the structural attributes include “such things as formal education and entrance requirements”; Hall states that attitudinal attributes are more concerned with the “sense of calling of the person to the field”:

1. A belief in service to the public – including the idea that the work benefits both the public (‘beneficiaries’ in the case of humanitarian work) and the practitioner
2. Belief in self-regulation – professional members are best qualified to judge the work of others within the profession



Credit: RedR UK

3. A sense of calling to the field – the dedication of the professional to his or her work rather than monetary rewards
4. Autonomy – the professional is free to make decisions without external pressures

A similar distinction between systems and attitudes is made by Cruess and Cruess, who describe the core elements of a profession as “possession of a specialised body of knowledge and commitment to service”.⁴ They explain that “because knowledge is used in serving others, professions are identified as being altruistic and value laden”. They go on to identify four main attributes of professions:

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

In another paper Cruess and Cruess provide a more exhaustive listing of the characteristics of professions.

1 The Oxford English Dictionary. (2000). 2nd ed. Oxford: Oxford University Press.

2 Professionalisation survey of humanitarian workers carried out as part of this study (2009); please see Annex 1 & 2.

3 Hall, Richard H. (1968) Professionalization and Bureaucratization. *American Sociological Review*. 33 (1) p. 92-104.

4 Cruess, Richard L., Cruess, Sylvia R., & Johnston, Sharon E. (2000). Professionalism: an ideal to be sustained. *The Lancet*. 356 (9224) p. 156-159

Table 1: Characteristics of Professions⁵

- A profession possesses a discrete body of knowledge and skills over which its members have exclusive control
- The work based on this knowledge is controlled and organised by associations that are independent of both the state and capital
- The mandate of these associations is formalised by a variety of written documents, which include laws covering licensure and regulations granting authority
- Professional associations serve as the ultimate authorities on the personal, social, economic, cultural, and political affairs relating to their domains. They are expected to influence public policy and inform the public within their areas of expertise
- Admission to professions requires a long period of education and training, and the professions are responsible for determining the qualifications and (usually) the numbers of those to be educated for practice, the substance of their training, and the requirements for its completion
- Within the constraints of the law, the professions control admission to practice and the terms, conditions, and goals of the practice itself
- The professions are responsible for the ethical and technical criteria by which their members are evaluated, and they have the exclusive right and duty to discipline unprofessional conduct
- Individual members remain autonomous in their workplaces within the limits of rules and standards laid down by their associations and the legal structures within which they work
- It is expected that professionals will gain their livelihood by providing service to the public in the area of their expertise
- Members are expected to value performance above reward and are held to higher standards of behaviour than non-professionals are

Schön describes how professionals are required to do more than simply apply their specialist knowledge unthinkingly to their practice.⁶ The true professional has to “think like a professional”. Schön refers to the “reflective practitioner” as somebody capable of thinking on his or her feet, essentially developing a new understanding in response to every professional situation. It is a concept of professionalism that seems very compatible with humanitarian work, where in the midst of an emergency the clear-headed humanitarian is expected to respond calmly and intuitively in a situation that may be totally new and unexpected.

‘Humanitarian workers need to be more professional because their actions and decisions affect so many lives, sometimes in very dramatic ways.’⁷

Some 8.1% of respondents to the English language online questionnaire worried that professionalisation of humanitarian work would value qualifications above experience. However there is no reason to think that experience could not be subjected to standards just as qualifications should be. Often, three issues are being conflated here. Firstly, there is a concern to ensure that young professionals in the field have more than book-learning. Experience, though harder to measure and grade, is seen as indispensable to the true professional; witness the necessity for medical professionals to do a period of residency before qualifying or lawyers to serve as interns. Secondly, there is a concern amongst existing humanitarians, who have gained their positions more through experience than through formal qualifications, that they will be pushed aside in the drive for professional standards. Thirdly, there is concern that this system would exclude community workers

5 Cruess, Richard L., Cruess, Sylvia R. (1997). Professionalism must be taught. *British Medical Journal*. 315 (7123) p. 1674-1677.

6 Schön, Donald A. (1983). *The reflective practitioner: how professionals think in action*. New York: Basic Books.

7 Professionalisation survey (2009); Annex 1 & 2.

and volunteers. Building on the pioneering work of the “community health worker’s movement”; as articulated by WHO’s Global Health Workforce Alliance (GHWA), a professional approach also acknowledges that knowledge and basic skills are the underpinnings of self help and community resilience and would thus encourage community and volunteer workers to be included in the learning community.⁸

Experience and training are both important components of an overall package of professional values. In practice there is a need to reconcile the interests of existing practitioners with those of new entrants. It is understandable that existing practitioners may be resistant to heightened standards that exceed their own qualifications. Wilensky describes “a contest between the home guard who learned the hard way on the one hand, and the newcomers who took the prescribed course”.⁹ Merton identifies this as a trend particular to emerging professions and suggests that the solution to this “familiar problem” might be “a grandfather clause, which exempts current members from having to meet the newly instituted and more rigorous standards of the profession”.¹⁰

‘It will improve the quality of people who are applying and securing jobs, which ultimately will improve the humanitarian response.’¹¹

Professional Associations

Cruess and Cruess suggest that professional associations are vital to professionalism.¹² Associations have a dual role: to ensure standards within the profession as well as to “discipline unprofessional and incompetent behaviour”. Merton also describes the setting and enforcement of “rigorous standards” as the foremost obligation of a professional association.¹³ He describes the roles of the professional association as a “clearing house of professional knowledge” and as a voice for the profession, “able to speak authentically and authoritatively on behalf of the profession”. He emphasises that for a professional association to

have legitimacy it “must be representative of as many of the professions as possible”. In the absence of some form of humanitarian association with agreed standards, professionalism presently arises within the humanitarian sector in an ad hoc manner through the best efforts of individuals and organisations.

We saw earlier a concern that professionalisation might favour humanitarian workers from more developed countries at the expense of those from other backgrounds. But there is no evidence to suggest that humanitarian workers from less-developed countries are any less inclined or any less equipped to be professional.

Evetts describes how professionalism is an ideal that transcends national boundaries:

“The expansion of the service sector and knowledge work in the developed world and the growth or re-emergence of professions in both developing and transitional societies, indicate the appeal of the concept of ‘professionalism’ as well as the strength and persistence of ‘professions’ as an occupational form”.¹⁴

Indeed, in the development of universal professional standards lies an opportunity to build training programmes in many more nations, not just those with the traditional monopoly on the hiring of humanitarian workers.

What the study did not encompass was an examination of the varying motivations of humanitarian workers and an analysis of their movements in the sector. This could help to highlight important areas to build into professional development programmes and ways of addressing myths and realities at the onset.

Accountability

Less than 10% of those responding to the online questionnaire objected to the professionalisation of humanitarian work. Some suggested that it would widen the gap between humanitarian workers and

8 Global Health Workforce Alliance (2009) About the Alliance. [Online]. Available from: <http://www.who.int/workforcealliance/about/en>

9 Wilensky, H.L. (1964). The Professionalization of Everyone. *American Journal of Sociology*, 70 (2) p. 137-158.

10 Ibid.

11 Professionalisation survey (2009); Annex 1 & 2.

12 Cruess, Cruess, & Johnston (2000). Professionalism.

13 Merton, R.K. (1958). The Functions of the Professional Association. *American Journal of Nursing*, (58) p. 50-54.

14 Evetts, J. (2003). The sociological analysis of professionalism - Occupational change in the modern world. *International Sociology*, 18 (2) p. 395-415.

the beneficiaries of aid. Cruess and Cruess have written extensively on the notion of a 'social contract' between society and the professional.¹⁵ In the case of the medical profession there is a clear, but mostly unwritten, agreement with expectations on the part of both sides to the arrangement. In the case of humanitarian work the idea of a contract between humanitarian workers and the beneficiaries of aid is equally compelling. The Humanitarian Charter and Minimum Standards developed by the Sphere Project are a recognised step in this direction.¹⁶

*'Making humanitarian work more professional would bring quality and consistency to our work, a better understanding of cultural issues and hopefully greater accountability to beneficiaries.'*¹⁷

Wilensky carried out an influential study into how occupations become "professionalised".¹⁸ By examining the history of eighteen professions he describes "a typical process by which the established professions have arrived". While some commentators have questioned the ordering and inclusion of all these stages, it provides a useful reference:

- a. Creation of a full time occupation and potential for life-long learning over a lifespan or whole career, not just a chapter in one's career
- b. Establishment of training – through both new and existing institutions
- c. Creation of a professional association – sometimes accompanied by a change in the name of the occupation, efforts to remove incompetent practitioners, definition of core competencies and competition with similar occupations
- d. Legal protection for the profession – in the form of licensing and certification
- e. Adoption of a formal code of ethics – enforced by the professional association, often with legal support

Over the last three decades humanitarian work has evolved to become a well-established full time occupation in the absence of most of the typical characteristics of a profession. Although training is being widely carried out, it does not take place in an agreed or systematic way. Because there is no professional association for humanitarian workers, no agreed definition of competencies nor any means of distinguishing competent from incompetent practitioners have been established. Similarly, there are no legal mechanisms in place within the humanitarian sector, neither in terms of licensing/certification nor in terms of a code of ethics. So, as in Wilensky's model, humanitarianism is stuck on the second rung of the ladder to professionalism, which would suggest that the creation of a professional association is the next necessary step.

15 Cruess, Cruess, & Johnston (2000). Professionalism.

16 Sphere Project. (2004). *Humanitarian Charter and Minimum Standards in Disaster Response*. 2004th ed. Geneva, Switzerland: Sphere Project.

17 Professionalisation survey (2009); Annex 1 & 2.

18 Wilensky, H.L. (1964). The Professionalization of Everyone.

19 Global Humanitarian Assistance. (2009). Development Initiatives Global Humanitarian Aid Summary Report 2009. Wells: Global Humanitarian Assistance.

4. The Humanitarian System: Its Structure, Composition and Evolution

In 2008 GHA ‘guestimated’ the total value of Global Humanitarian Assistance to be US\$18 billion.¹⁹ In the same report, GHA also revealed the major role played by NGOs as humanitarian actors: in 2007 NGOs accounted for US\$4.9 billion of humanitarian assistance spending (one-third of the total) of which US\$2.6 billion came from public or corporate donations, with the remaining US\$2.3 billion funded by multilaterals and DAC (Development Assistance Committee) donors.

“To give a sense of scale, the public’s contributions to NGOs in 2007 were more than three times the total expenditure of the CERF and country-level pooled funds. NGOs are also major players in terms of volume of aid. Caritas and Médecins Sans Frontières (MSF) reported the highest levels of humanitarian assistance in 2007; both are international groups made up of individual agencies in different countries and both were exercising decisions on funds far above those of many nation states. For example, MSF’s humanitarian expenditure outstripped that of all DAC donors except the EC and the United States, whilst World Vision and Caritas provided more than all but four DAC donors.”²⁰

How many Aid Workers are there?

How many humanitarian aid workers are there in the sector, and how many of these are professional humanitarian aid workers?

We are using a working model of the humanitarian profession which assumes first that most people entering this line of work come in with an existing skills-base or profession. Thus being a “humanitarian” professional is essentially about practising an existing profession or skill-set in a specific environment: the environment of the disaster, the complex emergency or the conflict zone, in the pursuit of humanitarian goals. The second assumption is that within the community of practice there is a core set of values, knowledge and skills that all professional workers need, and it is this



Credit: Robert Hodgson for Merlin

core set on which most of this scoping study focuses. Thirdly, there are specialisations, nutrition, logistics and water engineering to name a few, which require additional sets of knowledge and skills on top of the core values, knowledge and skills mentioned earlier. Many of these specific and well defined skill-sets already have the beginnings of professional associations.

Most professions organised themselves when they reached a certain critical mass. This required both numbers and connectivity. In 18th century Europe medical and scientific associations became prominent when there were sufficient interested people in close contact with one another and with sufficient time to devote to building their new profession. Connectivity came through living in the same town, or as travel between towns eased when turnpikes for horse-drawn carriages replaced narrow tracks for foot traffic.²¹ Crucially connectivity permitted the majority of potential members of a profession to be in touch with one another. Where connectivity was weak and competing groupings flourished, professionalisation faltered. The role of connectivity in humanitarianism is discussed in the next section, Connectivity.

There is no easy way to count the number of aid workers worldwide. It is not a clear category of work in the way soldiering or teaching is. And even if it was, most aid agencies do not keep centrally gathered data on their work forces and in turn have no agreement on

20 Ibid. p.14.

21 As an example see the formation of the Lunar Society in Birmingham, England in the early 1700s, where the coming together of five scientists and would be industrialists, including Erasmus Darwin and Josiah Wedgwood, is credited with kick-starting the industrial revolution. Uglow, J. (2003) *The Lunar Men: Five Friends Whose Curiosity Changed the World*. London: Farrar, Straus and Giroux.

sharing and consolidating this data. Most studies on aid worker numbers (see below) have opted for a very conservative approach. They have essentially confined the humanitarian aid community to those who work for the international NGOs and UN organisations primarily funded by the OECD/DAC nations and their general publics. But this is a definition from the past; increasingly today humanitarian assistance is carried out by national state organisations, as we have seen in China, Iran and Pakistan. It is carried out by local NGOs, as we see with BRAC (Bangladesh Rural Advancement Committee); by southern based international NGOs like Mercy Malaysia; or by diaspora groups or corporate networks. We have no idea what size this population is. The best approach to answering the question may be to approach it differently and look to the International Professional Humanitarian Association (IPHA), anticipated in this report, to agree on what it believes should be the entry criteria for people wishing to join the association, and let that filter define who is, and who is not, a professional humanitarian.

This position is shown diagrammatically on the following page. We have a large but ill-defined population of global aid workers. Within that group we have a smaller, but still ill-defined population of humanitarian aid workers; and within that population is a smaller still population of professional humanitarian aid workers.

Aid workers, humanitarians and professionals



Figure 2: Due to poor data and vague definitions we really do not know how many aid workers there are in the world, how many of them work in the humanitarian field and how many of that subset could be termed professionals.

Aid Demographics

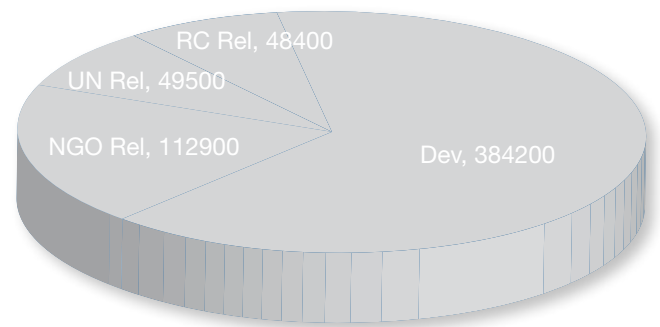


Figure 3: Estimates for total global aid workers, a work force growing at just over 6% a year.

With these strong and unanswered caveats we can move on to look at what the literature does tell us about worker numbers. In a study attempting to understand the significance of increased numbers of attacks on aid workers, Stoddard et al worked with data from a number of the main humanitarian agencies and used it to extrapolate possible global figures for the world aid community.²² For a full description of their methodology see their previous 2006 paper.²³ They estimate that in 2008 there were approximately 595,000 aid workers active worldwide. Note that this figure covers UN agencies, the Red Cross and Red Crescent Movement and most NGOs. It does not include peace-keepers and human rights workers, nor does it include national organisations active only in their own country. Most agencies' human resource databases do not allow them to distinguish between humanitarian and other aid workers. Stoddard et al reasoned that, as a first approximation, the relative populations of humanitarian workers to total work force would be comparable to the relative proportion of humanitarian spending as compared to total aid spending. Using this approach they came up with a figure for 2008 of approximately 210,800 humanitarian aid workers in the world and, again working from the financial data, a suggestion that this workforce might be growing at a 6% annual growth rate.

22 Stoddard, A., Harmer, A. & Di Domenico, V. (2009) *Providing Aid in Insecure Environments: 2009 Update. Trends in Violence against Aid Workers and the Operational Response: Why Violent Attacks on Aid Workers Are on the Increase*. London: HPG, ODI.

23 Stoddard, A., Harmer, A. & Haver, K. (2006) *Providing aid in insecure environments: trends in policy and operations*. London: HPG, ODI.

Who is a professional humanitarian aid worker?



Figure 4: Many different professions contribute staff to the pool of professional humanitarian workers. The boundaries are unclear. Should the thousands of drivers, enumerators and book-keepers who are involved with humanitarian programmes also be included? Should the economists who temporarily shift from development to humanitarian work and back again be included too?

This figure of 210,800 humanitarian aid workers includes all personnel engaged in humanitarian work; from office cleaners and food baggers to relief programme managers. What we are interested in is that portion of this workforce which can be considered “professional”. And here we have a problem. The reason Stoddard used financial data to estimate the proportion of humanitarian workers is because the aid agencies do not keep complete enough records to allow anything other than gross total employee numbers to be extracted. However, one major aid agency, Oxfam GB, has recently completed putting together a truly global database of all its employees, from the CEO in Oxford to the truck driver in Kigali. For every staff member they can determine whether they are a humanitarian worker on the basis of their

job title. Further, on the basis of their pay grade they can determine whether these posts constitute professional level posts.²⁴ Oxfam GB worldwide has 4,603 employees. Of these, 203 (or 4.4% of the workforce) are classed as filling professional humanitarian posts. If we were to assume that this percentage is valid across all agencies, we would reach a figure of 29,239 professional humanitarian posts in the global workforce. The Oxfam data does not allow us to say anything about what specialisations these humanitarian professionals follow. We know that as well as generalists and programme managers there are also logisticians, nutritionists, public health experts, water engineers, etc. Whilst it would be good to say something about the relative scale of employment in these specialisations the data is simply not available.

24 Data provided by Craig ASH, Corporate HR Systems Manager, Oxfam GB 20th November 2009..

Oxfam GB Employees (4,603)

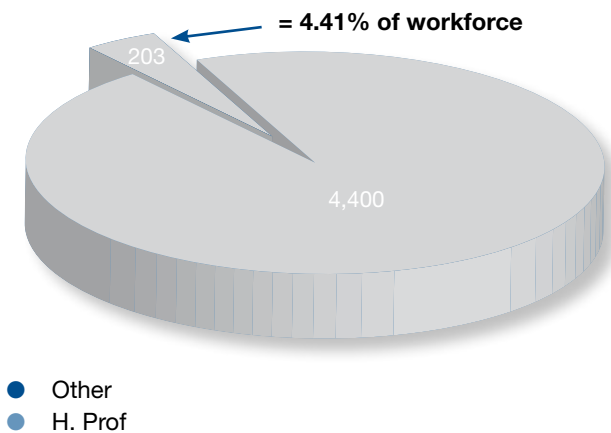


Figure 5: Oxfam GB is one of the few agencies that keep central records of its entire global workforce. Oxfam GB estimates that just 4.4% of its workforce should be classified as 'professional humanitarian workers'.

595,000 Aid Workers

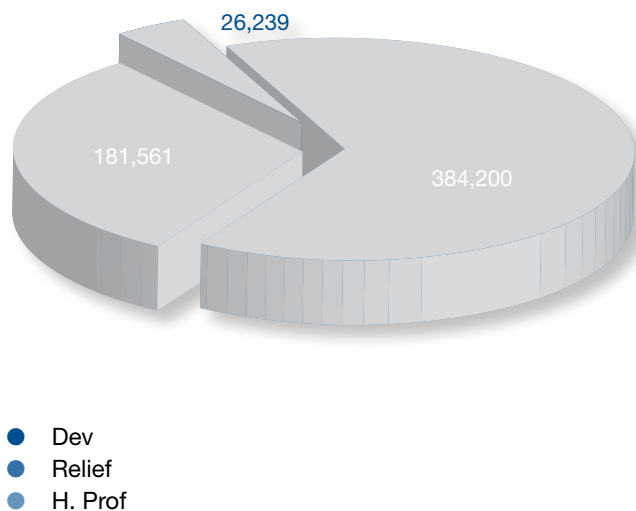


Figure 6: If the percentage of professional humanitarian aid workers employed by Oxfam GB is typical then we could assume a total global population of slightly more than 26,000 professional humanitarian workers.

There are of course major problems with this approach. It assumes that Oxfam GB is typical of all aid agencies. It also counts agency posts, not numbers of professionals and thus ignores people not presently in employment (imagine if the number of screen actors in a country was only counted by the numbers presently drawing a salary) and thus is an underestimation of the total population.

In searching for a reasonable estimate of the global population we are seeking to target we can also use figures for how many people access the most popular professional humanitarian publications. Disasters journal is the longest established and one of the most highly respected journals in the profession. It is now available online. Latest figures show that in 2008 articles from the journal were downloaded 95,145 times. The most popular article, on climate change, was downloaded 1,738 times. The online journal, Journal of Humanitarian Assistance received 60,000 unique hits in 2009, i.e. 60,000 different people visiting it. Moving to the humanitarian equivalent of trade magazines, the Humanitarian Practitioners Network (HPN) publications are distributed to a mailing list of 5,042 individuals, and their most popular articles are downloaded between 19,000 and 20,000 times per year. The well established online Humanitarian Assistance and Protection in Practice courses and discussion groups run by Harvard University, regularly attract people from up to 80 different countries; they estimate that they have some 10,000 regular contributors to their online community and some 16,000 people in total visiting their website each year.

The Feinstein Center's website, which provides access to humanitarian research publications, receives between 4,000 and 5,000 hits a month. Over the course of one year these come from some 60,000 different IP addresses (i.e. individual computers). RedR's website, devoted to humanitarian work, received 83,800 unique hits in 2009.

Considering all of these estimates, and recalling the earlier caveats about potential major errors of exclusion from this population, the most we can conclude is that there are probably tens of thousands of professional aid workers in the world and maybe many more. It is they who represent the target population for the promotion of any professional system or certified training initiative.

In addition to numbers, longevity matters. If most people only come into the humanitarian sector for one or two years, such rapid turnover would not warrant the creation of a professional, certification system. In the online survey conducted as part of this study, people were asked how many years they had worked in the humanitarian sector.

Of the 1,366 people who responded, 40% stated that they had been in the sector for five or more years.

A further 15% had been working for between two and five years. Less than 10% had under two years of experience. If these figures are reflective of the total population they suggest that people do try to make a career in humanitarian work, and this longevity of service would add weight to the argument for creating a more professional system. It is important to note that there have been identifiable obstacles and difficulties to maintaining careers in the long term, namely the lack of clear career paths and professional development, as well as the rigour of the work and demanding physical conditions workers can be faced with.

A surprising and unexpected finding of this research was just how poor the data is on the nature of the professional humanitarian population. We cannot say with any accuracy how many workers there are, what their specialisations are, how frequently they changes jobs or any of the other things one would like to know in order to better understand the demographics and sociology of the population. This data can only be generated through aid agencies keeping more complete and accurate HR data and being willing to share it.

Recommendation on basic Human Resource Data

Recommendation 1: Humanitarian agencies should seek to implement complete, agency-wide human resources databases which allow for basic data on employees to be shared in a way that does not breach data protection legislation.

Connectivity

Professions take off when professionals can talk to each other and collaborate with ease. This used to mean having enough people within walking distance of each other, and later grew to within driving distance. Thus, most professions have started locally, usually in a city, and then grew to become nationwide. Much later these national associations and training systems came together to form international associations and accreditation systems. This system serves its beneficiaries well, as most professions are practiced locally. For the most part Rwandan lawyers represent Rwandan citizens; Russian doctors treat Russian citizens, and it can be even more local than that. For the vast majority of medical or legal issues people consult a professional within their local community. For these professions, organising locally makes sense.

For humanitarianism, it does not. Humanitarianism has long been organised globally, as opposed to the locally organised professions mentioned in the previous section. Its *raison d'être* has been the need to rapidly supply resources from outside because the local community has been devastated and the country in question either cannot or will not fulfil the resultant need.

For the humanitarian sector, organising into an international profession, not a national one, is the logical first step. Until recently the ability of humanitarian workers to organise and communicate as a global community was severely limited. Humanitarians came together for limited periods of time at various crisis spots of the world and then dispersed, returning home or moving onto the next crisis. It is really only in the last decade, with the advent of web-based tools, that it has been possible to talk in any meaningful way about a global humanitarian community. Email, interactive websites, webinars and social networking tools such as LinkedIn and Facebook have allowed workers, dispersed across the globe, to interact with each other and form the beginnings of a truly global community.

One of the basic questions to ask, when trying to promote a profession and its associated trainings, is “why has it not happened already?” History tells us that the turning point comes when enough people who want to do something are sufficiently connected that they have the confidence, resources and political will to move forward. It may simply be that, although there were enough humanitarians in the 1980s and 1990s, they simply had not achieved the necessary level of connectivity.

During the mid-1970s disaster relief and humanitarian assistance moved from being a small quirky undertaking to an internationally recognised and expected endeavour, in the wake of major world crises. With the Sahelian and Ethiopian famines of that decade, followed almost immediately by the fall of Pol Pot in Cambodia and the huge relief operations in that country and along its borders, humanitarian aid became big news and an accepted part of how the world reacted to crisis and tragedy. In the mind of the funding public and funding governments it shifted from an ad hoc, essentially amateur arrangement, to a service delivery undertaking which was expected to be reliable. This shift brought out into the open a basic contradiction that aid agencies had lived with for decades: they had accepted donations and grants on the premise that the aid agencies' commitment

to compassion and to “doing the right thing” was sufficient justification to trust them. Yet the reality had always been that agencies were entrusted with other people’s money to carry out acts on behalf of a broad public, targeted at those who were suffering but essentially doing so for the common good. Such a system demands complex layers of accountability and the balancing of competing tensions. If agencies are about reliable service delivery, who are they reliable for? For the beneficiaries, for the agency or for the donor? And is the mission of humanitarianism reducible to service delivery? What about the promotion of social change, justice and self determination?

For individuals working in this complex field, and within these organisations with multiple accountabilities and bottom lines, the adoption of a professional framework for their work has the potential to provide many of the tools and structures which will allow them to navigate these difficult waters honestly, with integrity and with their commitment to altruism unhindered. We will proceed to review some of the recent initiatives which have tried to put humanitarianism onto a more professional, accountable and rigorous footing.

Initiatives aimed at improving the quality and accountability of humanitarian assistance

In the late 1980s and early 1990s a number of initiatives were started, all aiming, in one way or another, to improve the quality and reliability of humanitarian assistance. These really represented the first steps in professionalisation of the humanitarian system:²⁵

- Institutional capacity to deliver services
- Governance and management structures, systems and policies for NGO transparency and effectiveness
- Professional skills and competencies of staff

Progress has been made on the first two strands. One of the earliest initiatives, the NGO Code of Conduct, focused on individual aid workers rather than the institutions that employed them.²⁶ It was a code of behaviour for aid workers who found themselves

guests in another country; however, it was drafted and promoted and signed up to by aid agencies, not by the community of aid workers who were not individually held accountable. At its heart was an assumption that there is a shared set of core values. Professions start from a set of values which describe the relationship between the privileged professional and the less privileged population to whom they provide a service.

Following the NGO Code of Conduct, four other initiatives arose from within the aid community all focussing on improving the quality of humanitarian work. Although many of these initiatives dealt with the competence of individuals, they all sought change through bringing together aid agencies as institutions, not individual workers as free agents. ALNAP, the Sphere Project, People In Aid and HAP International all promote notions of professionalism but do so through the agency of the employing institution. **It is the agency, not the individual, that is urged to meet minimum standards.**

The least progress has been made on the third strand identified above, which draws from professional institutions to validate the professional skills and competencies of humanitarian staff.

25 UN (2006) *NGO Impact Initiative: An Assessment by the International Humanitarian NGO Community*. [Online]. Available from: <http://www.redcross.org/www-files/Documents/International%20Services/ngoreport.pdf>

26 Walker, P. (2005). Cracking the Code: The genesis, use and future of the Code of Conduct. *Disasters Journal*, 29 (4) p. 323-326.

5. Initiatives Aimed at Improving Human Resource Quality for the Field

In a few specialised fields, individual aid workers have organised themselves to form associations to supply qualified professionals for the humanitarian aid system. Two examples will suffice.

RedR started in 1980. In 2003, RedR London merged with the International Health Exchange to become RedR-IHE. The International Health Exchange, like RedR was a register of qualified individuals, but in the health, not engineering sector.

The original concept of RedR was to create a register of carefully selected engineers who could be called on at short notice to work for up to three months with front-line relief agencies on secondment from their regular employer. The scheme was backed by the major engineering employers in the UK. The register went on to add a range of technical and managerial specialists for disaster response and a technical competency framework was developed. In 2008 the organisation was rebranded to become RedR UK.

Mango (Management Accounting for Non Governmental Organisations) was started in 1999 to strengthen the financial management of non governmental organisations by providing:

- Financial training for NGO programme and finance staff
- Finance staff to work with NGOs
- Publications, including a free Guide
- Professional networking opportunities
- Consultancy services

Mango maintains a register of finance staff who they place to work with NGOs in the field and at HQ-level.

Critically Mango and RedR undertake to directly interview every person applying to their registration list.



Credit: RedR UK

Another notable development over the past few years has been the creation of agencies' own emergency rosters for deployments during disasters.

Systems of Certification

In 2003, Alex Jacobs, one of the founders of Mango, called for the “setting up [of] a self-regulating professional body for humanitarian managers: an “Institute of Humanitarian Managers”.²⁷ His estimate was that “with careful and sensitive management, a working Institute could be set up within three years.” Seven years later the humanitarian community still acknowledges the worth of the idea, but has not so far acted upon it.

In 2007 the Interagency Working Group on Emergency Capacity (IWG); consisting of CARE, Catholic Relief Services, the International Rescue Committee, Save the Children, Mercy Corps, Oxfam and World Vision, commissioned a feasibility study on developing a common professional certification and accreditation system.²⁸

The IWG report documents the existing major bodies that offer certified training in humanitarian assistance. One critical point to make is that none of the certificates offered have globally recognised “currency”; that is, most are simply certificates supplied

27 Alex Jacobs. (2003). *Concept Paper: An Institute of Humanitarian Managers Enhancing the quality of humanitarian programmes*. Mango concept paper.

28 Newton, Christine & Stephenson, Thomas. (2007). *Expanding the pool of qualified humanitarian staff: Professional Certification and Accreditation*. Interagency Working Group on Emergency Capacity.

by the particular training institution and conform to no recognised national or international standard. Thus it is very difficult for the individual to judge how valuable one training initiative is compared with another or for an employer to know how to interpret the worth of the certificates an individual brings with them. This issue of currency lies at the heart of the need for a globally constructed certification system. Humanitarian workers operate in a global market and they want and need a system which allows employers to understand the worth of their training and study, whether the certificate is obtained from a university in London or a training institution in Nairobi.

The key recommendation of the IWG report was that “the agencies should actively explore setting up a “professional representative body such as an Association of Humanitarian Assistance Professionals” that could:

- Register training providers
- Accredite courses
- Recognise skills and qualifications
- Recognise or establish standards
- Provide policy advice to the Humanitarian Assistance Sector and NGOs on recognition arrangements

In 2007, the Emergency Personnel Network (EPN) hosted a conference on Professionalism and the role of Human Resources.²⁹ One of the key recommendations emerging from this conference was a call for sector-wide certification and accreditation and the creation of a Humanitarian Academy.³⁰ This concept mirrors the model that Mango’s Jacobs had earlier proposed.

Some attempts have been made to form groupings of individual aid workers dedicated to improving performance and service. In 2002 aidworkers.net was set up by aid workers as a common, web-based location where aid workers could exchange information and seek agreement of common services and standards. The site proudly states that “20,120 people like you are in the network!”³¹

The World Association for Disaster and Emergency Medicine (WADEM)

“was originally founded as the Club of Mainz on October 2, 1976 with the goal of improving the worldwide delivery of pre-hospital and emergency care during every day and mass disaster emergencies. The founding members were renowned researchers, practitioners and teachers of acute care medicine, who joined together to focus their energies on the scientific, educational, and clinical aspects of immediate care. Following the constant development of its scope and extension worldwide, and to better reflect its nature, the organisation’s name was changed to the World Association for Disaster and Emergency Medicine.”³² WADEM presently has around 750 members across 50 countries.

Professionals in Humanitarian Assistance and Protection (PHAP).

In 2009 a series of focus group discussions conducted by the Harvard Humanitarian Policy and Conflict Research (HPCR) programme, with its online pool of over 16,000 professionals involved in its International Humanitarian Law (IHL) training, showed strong demand for an international humanitarian professional association. The programme at Harvard and HPCR International have embarked on a new collaboration to launch PHAP, with a mission to strengthen the protection of vulnerable populations by fostering a global network of professionals to engage in peer exchange on goals, strategies, and methods of humanitarian action. This body proposes to address the growing demand for a permanent and independent platform for professional exchange in humanitarian affairs, contribute to the humanitarian community’s response to emerging challenges, and promote an independent professional voice in humanitarian policy debates.

During the last few years there have been several attempts to create consensus within the aid community around common standards of service quality. It would seem to suggest that there is a desire and/or need among humanitarian workers to align themselves with groups that can support and guide their work.

29 EPN recently changed its name to Humanitarian Human Resources (HHR) and is an initiative run by People In Aid which brings together HR practitioners and line managers to network and discuss issues related to the recruitment, retention and development of staff involved in emergency situations.

30 EPN. (2007). Spotlight on Professionalism – the Role of Human Resources. [Online]. Available from: <http://www.epn.peopleinaid.org/files/rome/summary-report.pdf>

31 Aid Workers Network. [Online]. Available from: <http://www.aidworkers.net>

32 The World Association for Disaster and Emergency Medicine. [Online]. Available from: <http://wadem.medicine.wisc.edu/mission.html>

Why should we bother? What are the problems certification might solve?

Despite 30 years of capacity building initiatives in the humanitarian sector, there are visible gaps in field-based/vocational qualifications (entry and mid-level) and no clear pathways and progression routes into the sector. Many humanitarian master's degree programmes have emerged, but core curricula vary greatly and few students are equipped with the relevant knowledge, skills and abilities needed to work directly in the field. In fact, with no sector-wide accepted qualifications and minimal opportunities for secondments and internships, graduates in Europe who have no prior experience join long queues of volunteers hoping for any opportunity to get into the sector.

For national staff, the options may be limited to unrelated degree programmes due to lack of access to relevant vocational training. For example, in Islamabad, Pakistan, at Church World Service (CWS), 80% of their 275 staff work force have first degrees and many have two. At Islamic Relief 200 out of 250 staff have degrees; 20 out of 100 staff at Plan International also have at least one or more master's degrees.

These qualifications include HR skills, Human Rights, Finance, Geography, MBAs and Monitoring and Support. As they are not humanitarian focused, staff are lacking the input necessary for them to have the requisite knowledge to operate in a humanitarian context. A similar picture emerges in Sri Lanka and Sudan where staff were also consulted.

A quick snapshot of the inequitable access to training for field-based aid workers can be seen by looking at the training courses on offer on ReliefWeb, a well-used website which receives approximately 1 million hits per day.³³ Looking at courses listed on 1st February 2010, which offered training in key humanitarian subjects and which gave a country location, 57% of the courses were offered in Europe, North America and Australia, with only 29% of the courses running in Africa and just 14% in Asia and the Middle-East.

It is widely agreed among those involved with capacity building that there is a pressing need for technical and managerial training to be delivered in the field to help build the capacity of those agency staff who are working in areas affected by disasters; whether complex, natural or man-made, and who do not have the time or funds to travel further afield to access training. In an emergency it is those living in or near the affected area who are able to respond first. Merlin, in their response to Cyclone Nargis in Myanmar pointed out that:

“Access restrictions for international staff highlighted the importance of a locally prepared workforce with response systems and structures in place. The fact that national staff and local people were able to respond and utilise the skills and equipment available to them presents a strong case for making capacity-building and institutional strengthening in disaster response key components of on-going programmes in this and other contexts.”³⁴

In the summary recommendations from the 2006 NGO Impact Initiative Assessment, INGOs were urged to draw on existing quality assurance initiatives to develop a mechanism to promote and verify optimal standards of performance by INGOs, which should focus on, amongst others:³⁵

- Fostering the training and credentialing of humanitarian staff
- Identifying training and education opportunities that will help to ensure qualification of NGO staff across a range of essential tasks

Furthermore, from research published in 2007 on the Behaviours Which Lead to Effective Performance Management in Humanitarian Response, the following need and subsequent recommendation was raised:³⁶

- In addition to accrediting internal programmes, the sector could agree a core set of competencies and then seek to influence qualification programmes already in existence

33 ReliefWeb. [Online]. 2010. Available from: <http://www.reliefweb.int/rw/hlp.nsf/db900ByKey/AboutReliefWeb?OpenDocument>

34 Merlin. (2008). *Humanitarian Exchange*. p.15

35 UN (2006) *NGO Impact Initiative: An Assessment by the International Humanitarian NGO Community*. [Online]. Available from: <http://www.redcross.org/www-files/Documents/International%20Services/ngoreport.pdf>

36 People In Aid. (2007). *Behaviours which lead to effective performance in Humanitarian Response: A review of the use and effectiveness of competency frameworks within the Humanitarian Sector*. [Online]. Available from: <http://www.peopleinaid.org/pool/files/publications/competencies-report---final.pdf>

Despite this research and these recommendations, progress has been slow and while master's degree programmes have proliferated, there has been little discernable impact on aid delivery.

Obstacles to Progress

Progress has been hampered by the absence of a professional body for the humanitarian sector; such as an International Professional Association of Humanitarian Workers or a Sector Skills Council for humanitarian staff like those in the UK, France and Australia which oversee and regulate specific technical/vocational areas of work, based on a common set of competencies. This has led to some of the bigger INGOs, such as World Vision, Save the Children and CARE, to take it upon themselves to build their own competency frameworks in order to meet their internal capacity development needs. Organisations have then sought to have their in-house training programmes validated by academic institutions or systems.

These attempts have resulted in large efforts and investment on the part of individual agencies and even duplication in the sector. These unilateral efforts have also made it difficult to transfer the learning from one organisation to the next. In many cases, despite these impressive programmes, agencies have faced high costs and complex, rigid administrative procedures. For example, World Vision's attempt to align itself to the Australian Qualifications Framework (AQF) system was a considerably long and expensive process, which in the end meant that on-going spending and investment of time would be needed to sustain their programme. The rigidity of the system also did not lend itself well to field level application and large scale capacity building. World Vision consequently decided it needed to explore less expensive and complicated alternatives. Save the Children and CARE have faced similar problems.

These obstacles suggest there is a need for relevant, sector-wide certification systems which will allow for appropriate recognition of learning whereby agencies can easily and affordably access qualifications for their staff according to organisational need. A sector-wide system would also allow for transferability of learning and reduce overall capacity building costs for the sector as a whole. The biggest gap in recognised and reliable qualifications for the humanitarian sector is at the entry and middle-levels, particularly of non-

technical staff and managers.³⁷ The prevalence of academically-orientated humanitarian master's degree programmes, while appropriate as academic learning programmes, often do not adequately address the needs of the sector, require a high level of academic ability, a native-level command of English or French and are financially burdensome. Many national staff are therefore unable to gain these qualifications.

Importance of Qualifications to Staff



Credit: RedR UK

RedR trained some 2,000 field staff in the aftermath of the Pakistan earthquake and thousands more in Sri Lanka following the tsunami. Despite large-scale capacity, lack of certification made it difficult for staff to transfer their skills from one organisation to another and for them to access clear professional pathways and progression routes to align themselves to employers' needs. RedR has been inundated with requests over the years from field staff wishing to have their learning validated.

Bioforce has encountered similar situations where they have provided training opportunities in Asia and Africa.

Participants in focus groups in Pakistan and Sri Lanka in October 2009 viewed qualifications as very important. When Munier Mohammed, Country Director for Islamic Relief recruits staff he is looking for higher education and practical experience ideally but only because vocational qualifications do not exist.

'I first of all want to know, do they have the practical skills, then, do they have the technical skills and lastly, do they have a Masters'.

37 See Annex 3 – Database of humanitarian training currently available.

He went on to say that if competency or vocationally based qualifications existed he would certainly value them over a master's degree.

The humanitarian workers interviewed in Pakistan recognised that disaster relief is a growing sector and that qualifications would help professionalise staff and assist with recruitment. Staff without degrees felt that these opportunities were out of reach for a lot of people as the costs were high and time had to be taken out to attain those degrees. There was the assumption that those people who could afford that education got the better jobs.

Is lack of staff certification for new entrants an issue?

Every person interviewed in Pakistan felt that the lack of field-level qualifications was an issue and is the reason why agencies are obliged to rely on academic degrees. The idea of vocational qualifications would help with recruitment and they felt that an externally agreed mechanism would be of great assistance to them. They would like it to have international flexibility so that staff could use their skills in other countries. Certificates would definitely bridge the gap of those people not able to attain the higher level qualifications. Most felt that if such a system were to be developed, it should be done in partnership with a recognised and well regarded Pakistan university or vocational institute.

The need to recruit staff quickly is key in disaster relief as deployments need to be streamlined. Pre-assessment of staff would speed up recruitment, according to Zulqarnain Malik, Programme Officer for OxfamNovib in Islamabad. He has been managing staff since 2004 and led teams of 15 staff during the Pakistan earthquake response in a range of technical specialties. He lamented the lack of assessed skills of those staff. *'There are many staff who have worked in the Pakistan earthquake who had never worked in the sector before and it is difficult to assess their skills from that experience alone.'* He went on to say that an assessment and certification process would also greatly help their development and to highlight areas of training needs. *'There's a distinct lack of humanitarian principles and initiatives awareness amongst staff, despite master's degrees and despite working in disasters and so there is a need to fill the gaps.'*

Malik also went on to say that for dual mandate organisations it would be helpful to have people assessed and certified at different stages of the disaster response spectrum such as pre-disaster, disaster relief, and rehabilitation - that way he could deploy people on short-term contracts for their areas of specialism.

A focus group participant in Sri Lanka lamented the situation:

'After many of the INGOs left, the local staff were left with nothing – no references, no certification, no jobs. How can they prove they worked in the response?'

What system do humanitarians want to see in place?

Dorothy Blane, Country Director for Concern in Pakistan was very supportive of the idea of assessment and certification so long as it did not take people out of the emergency in order to conduct it – she felt a period of rest between having done the work and then being assessed would be preferable to going straight into assessment processes. *'People need a break after working in emergencies and need time to reflect before going into an assessment process'*. She added that she was aware of National Vocational Qualifications (NVQ) in the UK and that she did not feel they were suitable for the humanitarian sector due to their inflexibility and resource intensiveness.

Quotes from focus group participants in Sri Lanka and Pakistan:

'How are other professional bodies managing their members?'

'This system should be vocationally led - across the sector'

'Maybe include some sort of oral examination?'

'Big question? Is it accessible to everyone or will it just be another system for the 'wealthy' humanitarians?'

'The model needs to change in universities as well – to include field experience – this includes masters in countries like SL.'

'Experience is more important than a masters'

What do people fear?

Less than one in ten (8%) of those completing the online survey that accompanied this study indicated their opposition to the notion of professionalising the humanitarian endeavour. The misgivings they describe fall into five categories, illustrated here with quotes taken from responses in the survey:

1. Fearing it would sacrifice humanitarian values and become just a service delivery business. (*"Most people come to humanitarian work because of their desire to help and not from a sense of career."*)
2. Worry that greater professionalisation will attract people to humanitarian work for more mercenary and less altruistic reasons. (*"It's the hearts and minds of altruistically minded people that make them good aid workers."*)
3. That professionalisation would lead to the neglect of experience in favour of qualifications. (*"I've met many dedicated and professional aid workers who don't have qualifications and many so-called professionals who were bad aid workers."*)
4. That greater professionalism could create unnecessary barriers for new entrants into the field, with particular concerns for workers in developing countries. (*"It would make it more difficult for people from developing countries to get jobs. It should be on the basis of merit and achievement, not pieces of paper."*)
5. That professionalisation of humanitarian work could widen the gap between humanitarian workers and the beneficiaries of aid. (*"Amateur aid workers are often more likely to seek the views of affected populations and have more humility in their approach."*)

Ironically, as the literature on modern professionalism shows, these concerns are at the very core of why certain vocations choose to go down the road of professionalisation, seeing it as a way of defending values, altruism, independence, competence and a strong sense of service to the community. What this points to is not so much an uneasiness with professionalism in the aid community, but a lack of understanding of how professionalism works today.

6. What Already Exists?

Over the past 10 years there has been a real proliferation of activity around competency mapping and development in the humanitarian sector. NGOs and INGOs have, over time, produced their own competency frameworks to help their staff better understand the expectations that the organisations have of them and how they can develop and grow within their organisation. Frameworks have been developed in dozens of related areas ranging from emergency operations to child protection, and food security to leadership. The absence of occupational standards in the humanitarian sector to guide agencies' work has led to a variety of approaches and content. There are as many similarities between each agency's framework as there are differences. Within the UN reform process, a number of Clusters, such as Child Protection and Education, are also planning the development of competencies for their levels of technical proficiency.

There are many useful initiatives developed by NGOs/INGOs that the sector can learn from and build upon for sector-wide adoption; such as those developed by CARE, World Vision, Save the Children, Oxfam and the Red Cross to name a few. These include comprehensive competency maps for varying levels of staff assessment and recruitment processes, week-long simulations and training packages. In addition to this agencies have developed internship and volunteer placements which could usefully be adopted and replicated within other organisations.

The **Emergency Capacity Building (ECB)** Project formed in 2005 with six global participating agencies: CARE, Catholic Relief Services, Mercy Corps, Oxfam, Save the Children and World Vision. Some of the useful tools produced by the project include:

- **The Good Enough Guide** provides a set of basic guidelines and tools for individual staff to implement in the field on how to be accountable to local people and measure programme impact in emergency situations
- **Building Trust in Diverse Teams:** A Toolkit for Emergency Response supports humanitarian practitioners, human resource departments, and



Credit: RedR UK

regional and head-office emergency professionals with trust-building tools and exercises as they improve team effectiveness during an emergency

- **Humanitarian Competencies Study – ECB Staff Capacity Initiative 2006** explores the use of competency-based HR management systems among members of the Inter-Agency Working Group on Emergency Capacity (IWG) and identifies tools useful to those developing such systems for the recruitment, management and development of humanitarian professionals

The Development and Humanitarian Assistance (D&HA) competency framework is an Australian initiative written by technical writers from within the Community and Health Services Industry Skills Council in Australia, with input from a range of INGOs and agencies in that country (the World Vision Training Package was used as a source to aid the writing process).³⁸ It aims to provide employers in the so-called D&HA sector with a foundation which describes detailed skills and knowledge to underpin recruitment, development and management of paid and voluntary workers. This competency framework is intended to be applied in both Australian domestic and international contexts and reflects the concepts and principles of aid effectiveness embodied in the Paris Declaration and Accra Agenda for Action (AAA). This industry-wide competency framework, soon to be endorsed by the Australian government, is expected to open up public access to a host of generic vocational competencies that can be contextualised for work in this sector.

38 Community Services & Health Industry Skills Council. (2008). *Development and Humanitarian Assistance Project*. [Online]. Available from: https://www.cshisc.com.au/index.php?option=com_content&task=view&id=84&Itemid=162

The Public Health Preparedness and Response Core Competency Development Project

was developed at the request of the Centre for Disease Control and Prevention (CDC) in the US.³⁹ The Association of Schools of Public Health (ASPH) is engaging the appropriate experts to develop a proposed model of nine domains (Communication, Hazard, Vulnerability and Risk Assessment, Interventions, Leadership, Legal, National Response Framework, Planning and Improvement, Surveillance and Investigation, Worker Health, Safety and Resilience), into which 29 core competencies will be placed and which will be ready for completion in December 2010 for the training of public health practitioners.⁴⁰ It is intended that the competency model will provide a proposed national standard of behaviourally-based, observable skills for the workforce to prepare for and respond to all hazard scenarios; including terrorist attacks, natural disasters, emerging infectious diseases, health emergencies, environmental threats, and/or other major events such as chemical, biological, radiological, nuclear, high-yield explosives (CBRNE), and food and agriculture events. The model will represent individual competencies that mid-level workers, regardless of their employment setting, are expected to demonstrate to assure readiness. It includes neither entry-level workers with limited experience in public health nor staff in high-level leadership positions.

Technical Areas

There are a number of technical areas in the humanitarian sector which have made significant contributions to professionalisation within the sector and/or developed strategies for competency mapping and professional capacity building.

A few examples are:

Nutrition: The IASC Global Nutrition cluster within the UN reform system has developed, over 18 months, a 21 module training course in Emergency Nutrition. A group of 60-70 nutritionists from the UN, INGOs and academia came together to create these modules

and they contain the essential core knowledge and competencies necessary to work in the sector.⁴¹ The material is now being used by those agencies involved in nutrition including UNICEF. In order to develop a strategy and ensure this knowledge was being mainstreamed, the Nutrition Cluster funded Nutrition In Emergencies Training Network (NIETN) which brings together 13 universities in Africa and Asia with agencies in an attempt to get the modules into ongoing training in national health, agriculture and other relevant sectors. In parallel with this, the Integrated Food Security Phase Classification (IPC), which is a multi-agency system to standardise the classifications of levels of food insecurity, has plans to integrate this work into graduate and post-graduate courses on food security where these exist.

Health: In July/August 2009, the Pre-hospital and Disaster Medicine Journal published a survey on the professionalisation of Humanitarian Health Assistance after it was recognised that no organisation existed to ensure ongoing professionalisation in this area.⁴² Respondents expressed a strong view to establish a professional society to focus on activities of education and training, networking and dialogue, and developing and refining core competencies to support best practice.

Child Protection: Save the Children developed competencies in Child Protection and these were later consulted on and adopted by the agencies involved in the Child Protection Cluster.

The five areas they concentrate on are:

1. Children from armed forces and groups
2. Gender-based violence
3. Psychosocial support
4. Children who have been separated or are unaccompanied
5. Killing, maiming or abductions

Child labour is a cross-cutting issue and dealt with across the five areas.

39 Global Health Workforce Alliance (2009) *About the Alliance*. [Online]. Available from: <http://www.who.int/workforcealliance/about/en>

40 Council On Linkages Between Academia And Public Health Practice. (2009). *Core Competencies For Public Health Professionals - Tiers 1 Through 3*. [Online]. Available from: <http://www.phf.org/link/CCs-matrix.pdf>

41 Humanitarian reform. (2008). *The Global Nutrition Cluster*. [Online]. Available from: <http://www.humanitarianreform.org/Default.aspx?tabid=488>

42 Prehospital and Disaster Medicine. (2009). *The Professionalization of Humanitarian Health Assistance: Report of a Survey on What Humanitarian Health Workers Tell Us*. [Online]. Available from: <http://pdm.medicine.wisc.edu>

The Cluster has started to define entry, mid and senior levels for this area of work and they have developed a secondment programme as, according to them, it is difficult to find people who have both humanitarian experience and child protection skills. The challenge the Cluster faces in developing professional pathways is in how to work with academia as there are few if any programmes with developed child protection streams.

Logistics: This is one of the technical areas which has done the most to mainstream into the humanitarian sector by linking its professional institutes, the UN Logistics Cluster, training providers and NGO/INGOs. It has an agreed set of logistics competencies, an agreed job description for logisticians, and three levels of professional development for humanitarian logistics training. These have resulted in three competency-based qualifications, which lead to certification, and a detailed overview can be found in the section entitled Certification within the Humanitarian Sector. There is joined up work and commitment between the Chartered Institute of Logistics and Transport (CILT), the Humanitarian Logistics Association (HLA), the Logistics Learning Alliance (LLA), the Logistics Cluster and others to promote the professionalisation of logistics in the humanitarian sector and to promote its certification process. In France, Bioforce has worked on developing the Logician Competency framework with the French aid agencies.

Security: In 2008, Interaction⁴³ received a grant from OFDA to develop the International NGO Safety and Security Association (INSSA).⁴⁴ INSSA was created in response to the need to recognise and focus on the skills and development of security staff working in the humanitarian context. In the humanitarian sector some principles are different from the private sector; including the unique risks to humanitarian organisations, the issue of transferability of skills, and the ability to hire appropriately qualified staff. To address these unique skills and principles, INSSA's focus is to:

1. Create a multi-tiered certification regime for security professionals
2. Provide criteria for the training of humanitarian security professionals

3. Create a career path for humanitarian professionals
4. Provide human resource guidance to NGOs seeking to hire security professionals
5. Create a code of conduct for humanitarian security professionals
6. Bridge the gap between US and non-US security professionals (membership would be open to both)
7. Create formal relationships with educational institutions through shared training curricula
8. Offer independent post-incident investigations

Many of these specific and well-defined skill sets already have rudimentary professional associations (as described elsewhere), but there is little coherence between them and limited understanding of why technical experts choose to practice in this particular environment. There is a need for a platform where all known competencies reside and can be accessed, and for a recommended format and process to be provided where any new developments can follow a logical route to reduce duplication and to integrate the necessary core humanitarian competencies.

Recommendations relating to supporting technical areas in the humanitarian sector

Recommendation 2: That coordination is encouraged between the various technical areas in the humanitarian sector and their associated institutes, professional and regulatory bodies, to ensure a streamlined approach to the development of technical and generic core competencies and their application in certified training.

Recommendation 3: That research be undertaken to better understand the motivations of humanitarian workers entering into and working in the humanitarian sector, thus allowing for a better understanding of professional development requirements.

43 A US-based coalition of more than 160 humanitarian organisations working in disaster relief, refugee assistance and sustainable development programme worldwide.

44 Interaction. *International NGO Safety and Security Association*. [Online]. Available from: <http://www.interaction.org/category/affiliated/international-ngo-safety-and-security-association>

Training Providers

Several training providers in the sector have supported agencies in their work with competencies:

People In Aid, a global HR network, published 'Behaviours which lead to Effective Performance in Humanitarian Response' in 2007, which is a review of the use and effectiveness of competency frameworks within the sector.⁴⁵ They integrated those competencies into a number of workshops including Successful Distance Management, People Management for Line Managers and the International Management and Leadership Programme in partnership with the Management Centre. In their summary of main review findings, the author, Sara Swords, concluded that while there is widespread use of competency models or behavioural frameworks in the sector, their effectiveness varies, particularly in the emergency or relief context. The research also found that there is impatience within the organisations interviewed that these frameworks and tools had not so far introduced adequate rigour into human resource processes and procedures in humanitarian response to date.

Bioforce, a vocational training and certifying institute based in France, consulted widely with NGOs and INGOs when developing its certified programmes in Logistics, Administration and Project Management and its MSc in Humanitarian Programme Management. A number of their function specific courses, such as Logistician, Programme Administrator and Project Manager, have been adopted by the French Government as occupational standards for the humanitarian sector in France and registered as national vocational qualifications. Their assessment and certification experience could be utilised to develop a sector-wide certification system.

Mango (Management Accountancy for NGOs)

provides practical financial management training for NGO staff and board members working in development and humanitarian aid. It has outlined key competencies needed for practical and strategic budgeting, grant management, assessing partners' financial management capacity and field accountancy. These all have the potential to be linked to professional qualifications.

RedR UK's People and Project Management courses were mapped against the management competencies that existed within agencies across the sector to create its competency-based approach to management training which represent as far as possible those competencies most prevalent across agencies. For its Certificate in Security Management, RedR introduced competencies mapped against those developed by the Skills for Justice Sector Skills Council in the UK and linked them to Interaction's Minimum Operating Security Standards (MOSS). Together with People In Aid, RedR are in the process of identifying three levels of management training with a view to offering certified management training in the sector.

Learning for International NGOs (LINGOs), is a consortium of over 45 international humanitarian relief, development, conservation and health organisations that share online learning resources and experiences. They were created in 2005 as a means for organisations to utilise shared learning resources. LINGOs has also served as a central contact point for private sector organisations that are interested in assisting the sector and want to see their contributions of software, courseware, systems and services leveraged across many organisations.

LINGOs operates a Learning Management System (LMS) that contains hundreds of courses on Leadership and Management Development, Information Technology, Project Management, Stress Management for Humanitarian Workers, Personal Safety and other topics. LINGOs' member agencies can access the content through custom-branded portals or through a shared portal depending on their level of membership.

The graph overleaf gives an indication of the growing trend for e-learning in the sector and its global access (assuming a certain level of connectivity).

45 People In Aid. (2007). *Behaviours which lead to effective performance in Humanitarian Response*. [Online]. Available from: <http://www.peopleinaid.org/pool/files/publications/competencies-report---final.pdf>

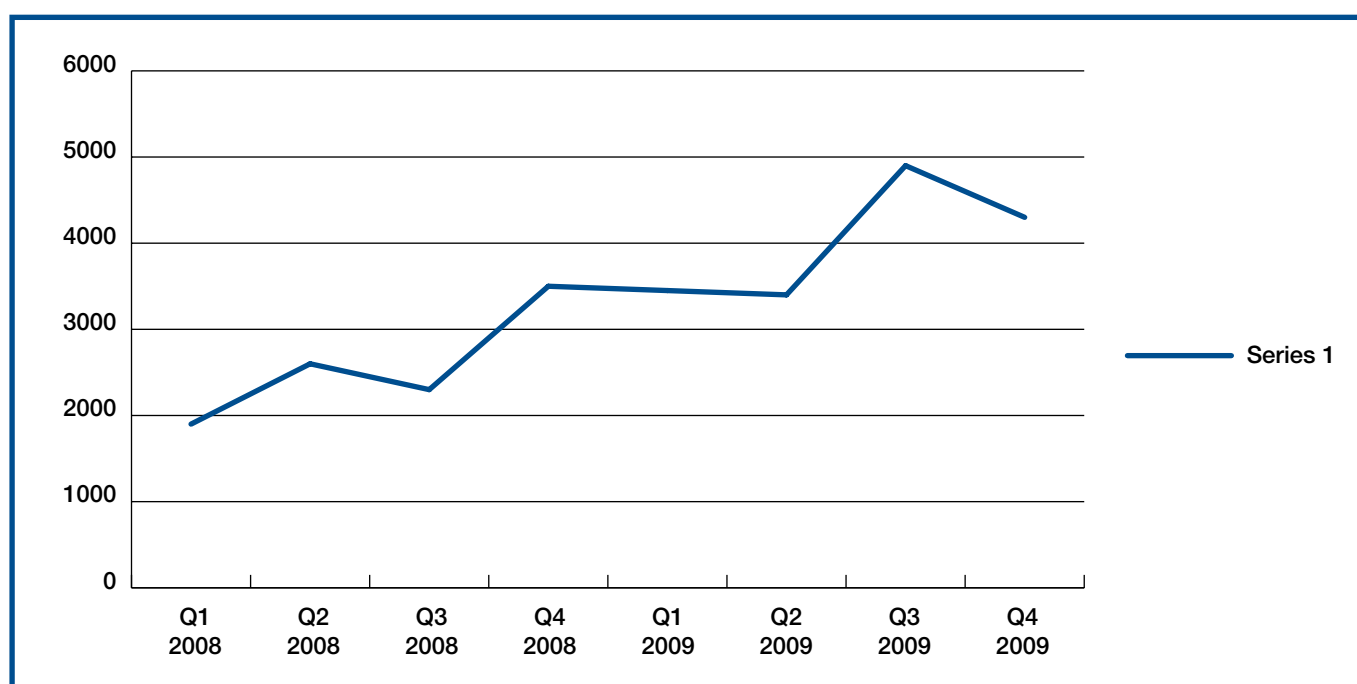


Figure 6: Combined e-Learning Courses and Online Graduate-Level Completion Rates. These are e-learning courses that are taken online (providers include Harvard Business School Press, MindLeaders, Ninth House, and custom-made content of LINGOs members). The number of people taking these courses are shown for each quarter over the years 2008 and 2009.

xsIn the year ending September 2009 LINGOs saw approximately 16,000 courses completed and just over 25,000 have been completed since they started making courses available.

PHREE-Way is a global action-learning consortium of organisations working together to expand education and strengthen capacity for disaster risk reduction and humanitarian action towards sustainable development and human security. The founding and initial members include INGOs, research and training support organisations, and universities. All members adhere to human security, sustainable development and humanitarian imperatives, as well as globally-recognised ethics and standards.

The mandate of PHREE-Way is to sustainably increase access to world-class quality actionable risk reduction and humanitarian action education, training, tools, information and knowledge. Moreover, it has specific potential for significantly strengthening the capabilities of under-resourced professionals and practitioners in at-risk areas, especially, though not exclusively, in developing countries. This applies particularly to

those whose continued access to relevant and reliable information and knowledge is constrained. This model of broadening and deepening access to capacity-building opportunities complements and adds value to other related global and regional initiatives currently underway.

The agencies or networks listed above have all contributed in some way or other to help build the capacity of national and international staff of humanitarian agencies but is not an exhaustive list as Annex 3 highlights. Without standardised approaches, learning and development initiatives will continue to be duplicated and competency frameworks may be used for a wide variety of approaches from recruitment to performance management and training. Until they are embedded into a sector-wide organisational capacity building strategy their rigour will remain variable. As one agency who was consulted admitted, 'they look great on our strategy documents [competency frameworks] but we don't actively do enough with them'. There is also a need to adopt assessment approaches for determining the quality of learning and development providers in the sector.

Recommendations relating to the development of training standards

Recommendation 4: That core content and standards for each area of technical expertise be agreed, leading to a sector-wide organisational capacity building strategy.

Recommendation 5: That learning & development providers and human resource specialists in the sector be engaged to harness the best of what has been developed, for the benefit of the sector as a whole.

Recommendation 6: That quality measurement approaches for learning and development providers are promoted and adopted.

Master's Degree Level Programmes⁴⁶

Seventeen universities provided data on their humanitarian master's degree programmes. Over half of these have been established for more than ten years. They are fairly evenly split between requiring one and two years of study. The number of students enrolled each year varies considerably from a low of two to a high of 160, with many programmes in the 20-50 enrolment range. 65% of the programmes require students to do in-work placements or internships.

The universities were also asked about what happened to students after they had completed their degree. As Figure 7 below shows, nearly two thirds of the programmes have a greater than 50% success rate in placing students in the humanitarian sector, but worryingly almost a third of universities do not track their students well enough to say how successful their degrees are in terms of facilitating future jobs.

Placement rate for students in humanitarian positions following graduation

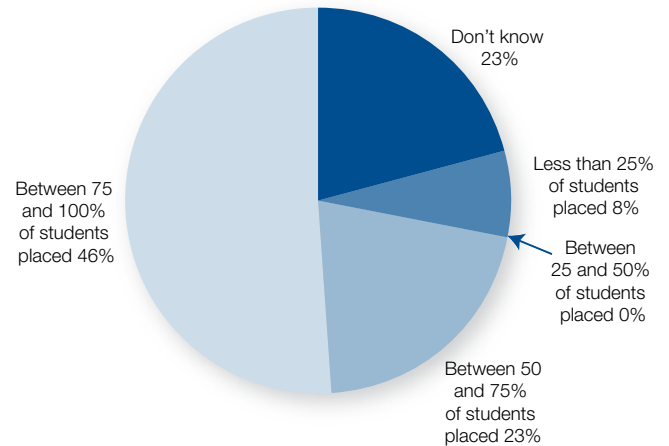


Figure 8: Most providers of master's degree programmes stated that their students went on to work in the humanitarian sector, but surprisingly nearly a quarter of degree providers had no knowledge of where their graduates ended up.

This study also endeavoured to get a sense of whether there was any commonality across the degree programmes in terms of the knowledge and skills they sought to impart. The universities were asked to list the most important core course they taught. Twelve universities replied and the course names are shown in the table below.

Most Important Core Course

Theory of Practice
Managing People and Organisations
Theories of Risk & Crisis
Contemporary World Development
Integrated Emergency Management and Resilience
Principles of Disaster Mitigation and Reconstruction
Social Impact Studies in the Project Cycle
The Economic Development Record
Personal Preparedness for Disasters
Foundations of Human Security and Peace-building
Disaster and Emergency Management in Theory
Complex Emergencies

What is striking about this list is the range of topics covered. The listing for second and third most important courses shows the same wide variation. All of these are eminently sensible courses to have in a degree focusing on humanitarian action and its broader setting, but such a wide range of topics for the most important course offering suggests there really is no consistency across master's degrees in terms of what is taught. An employer, upon learning that a prospective student has a master's degree in humanitarian or disasters studies, really has little idea of what that actually means.

In a focus group held with 17 human resource and learning managers from humanitarian agencies, the critique of present master's degrees reinforced the messages above. The group felt that degrees were being offered without much of an understanding for what the industry needed in terms of numbers and skills. Furthermore, universities failed to understand the critical need for master's level students to have practical experience. In one group the distinction was made between what they termed "professional" and "academic" master's programmes; the former requiring field experience to get in or requiring it as part of the degree, the latter being simply a continuation of a traditional first degree education. Employers overwhelmingly seem to want the professional degree programmes, arguing that master's level education without practical experience can be dangerous, leading to over confidence and over application of book learning. This is not a surprising finding and mirrors the trend in other professions to ensure that qualified professionals must do residencies, internships and the like.

NOHA

In 1993 the Network on Humanitarian Assistance (NOHA) was formed.⁴⁷ NOHA is an inter-university, multidisciplinary European master's degree in International Humanitarian Action for personnel working or intending to work in the area of humanitarian action. The programme was created as a result of concerted efforts on the part of NOHA universities; from Belgium, France, Germany, Ireland, Spain, Sweden and The Netherlands, working in close collaboration with two Directorates-General of the European Commission; DG for Humanitarian Aid (ECHO) and DG for Education and Culture. The initiative was a response to a

growing need for higher educational qualifications specifically suited to addressing complex humanitarian emergencies. Despite each university programme specialising in a particular aspect of humanitarian response, all seven universities share the same systemic, practical and personal competencies.

In 2005, NOHA was awarded by the European Commission Erasmus Mundus Partnerships Programme in order to establish and develop a framework for cooperation and student and scholar mobility between the NOHA institutions and the following partner universities: Monash University (Australia), Universidade de Brasilia (Brazil), York University (Canada); Universidad Javeriana (Colombia), Universitas Gadjah Mada (Indonesia), Université Saint-Joseph de Beyrouth (Lebanon), University of the Western Cape (South Africa) and Columbia University (US).

Until there is a concerted effort to rationalise the content of master's programmes, there will be little understanding of what a master's programme actually equips graduates with and this will continue to pose challenges for both recruiting agencies and those seeking to work within the sector. Furthermore, with a continuing disparity between those universities which offer secondment and internship opportunities and those which do not, the question mark over whether graduates are 'fit for the field' will remain.

Recommendations relating to master's level degree programmes

Recommendation 7: Universities offering master's degrees in humanitarian assistance should be encouraged to work together to develop common core content, learning objectives and an approach to the incorporation of experience into the degree requirements. It may be appropriate to ask the International Humanitarian Studies Association (IHSA) to promote this recommendation.

47 Network on Humanitarian Assistance. (2007). [Online]. Available from: <http://www.nohanet.org/>

7. Competencies: Values, Skills, Knowledge and Experience



Credit: RedR UK

“Competencies summarise the experience, skills and behaviours required to perform effectively in a given job, role or situation. They are what a person has, i.e. a characteristic, attitude, skill, aspect of one’s self-image, or body of knowledge and behaviour which he or she uses. They are typically used in recruitment, performance management and performance development of staff”.⁴⁸

In order to address the development of core humanitarian competencies, the sector needs to build on what has already been developed and to understand some of the challenges that have been faced in meeting this goal. Most organisations recognise that many competencies are not automatically transferable from one agency to another by sheer dint of the differences in their missions, ideology, size and culture. This diversity of organisations and approaches has contributed to impasses in adopting sector-wide competencies.

As Mark Hammersley, an experienced humanitarian worker who supported the first phase of Emergency Capacity Building (ECB) Project’s work, reflected: ‘Research by World Vision indicated that the biggest causes of stress among humanitarian workers was not insecurity or climatic extremes but mismatches between values. Advancing the organisation’s mission is a core element of humanitarian roles and if you’ve worked with one organisation it doesn’t mean you can automatically slot into another organisation.’⁴⁹ Gradually, agencies have come around to appreciating the need for sector-wide competencies or occupational standards for professional development on to which they can add their agency-specific competencies.

This scoping study undertook both an online questionnaire and the building of a listing of humanitarian skills, knowledge and behaviours via face-to-face interviews, focus groups and email correspondence.

Developing the online questionnaire made use of:

- A sample of competency frameworks that existed in NGOs and INGOs in the sector
- A selection of job descriptions used to advertise for humanitarian roles in the sector
- The Humanitarian Coordinators Pool Mapping Exercise produced by OCHA which included a selection of agency frameworks⁵⁰
- Learning outcomes of a cross-section of humanitarian-related courses across the sector
- People In Aid’s ‘Behaviours which lead to Effective Performance in Humanitarian Response’ publication which identified eight common competency areas consistently applied to humanitarian roles⁵¹

The values and behaviours, which were favoured most frequently in the online survey responses, were used to construct the questionnaire for the individual and focus group interviews.

48 Schroder, H.M., (1989) Managerial Competence and Organizational Effectiveness: The Key to Excellence. Iowa: Kendall/Hunt.

49 Fawcett, John. (2003). Stress and Trauma Handbook. World Vision International.

50 IASC. (2008). Humanitarian Coordinators Pool Mapping Exercise. [Online]. Available from: <http://www.humanitarianreform.org/humanitarianreform/Portals/1/H%20Coordinators/HC%20POOL%20MAPPING%20EXERCISE%20IASC%20WG%20NOVEMBER%20202008.pdf>

51 People In Aid. (2007). Behaviours which lead to effective performance in Humanitarian Response. [Online]. Available from: <http://www.peopleinaid.org/pool/files/publications/competencies-report---final.pdf>

Out of a total of 1,166 English and 194 French respondents to the survey, it is interesting to note that both French and English respondents rated the same four value-based competencies as being most important, with only ordering of the top competences changing between the two surveys.

- Respect for the Beneficiary and their community:
 - English 84.7% – French 87%
- Accountability to Beneficiaries and their community:
 - English 73% – French 58.7%
- Independence from political, financial, religious or other pressures:
 - English 70.4% – French 74.5%
- Impartiality of action:
 - English 66.6% – French 64.9%

This would suggest that there are no significant cultural differences to how humanitarian values and principles are viewed between Anglophone and Francophone colleagues (at least in those that responded). Despite many efforts, less than 10 people responded to the Spanish survey, so the sample is too small to analyse.

It is worth noting that out of the 262 responses who chose “I disagree with the premise of this question because...” OR “please add here any value or principle you think is important but not listed above”, the majority of them expressed problems with the issues of neutrality and impartiality:

‘Neutrality cannot be practised at all times – and the concepts greatly vary as we know – but an understanding of it and how it is seen and interpreted by others is essential.’

Which of the following *values* or principles do you think are essential to humanitarian work and should be understood and practiced by all humanitarian workers?

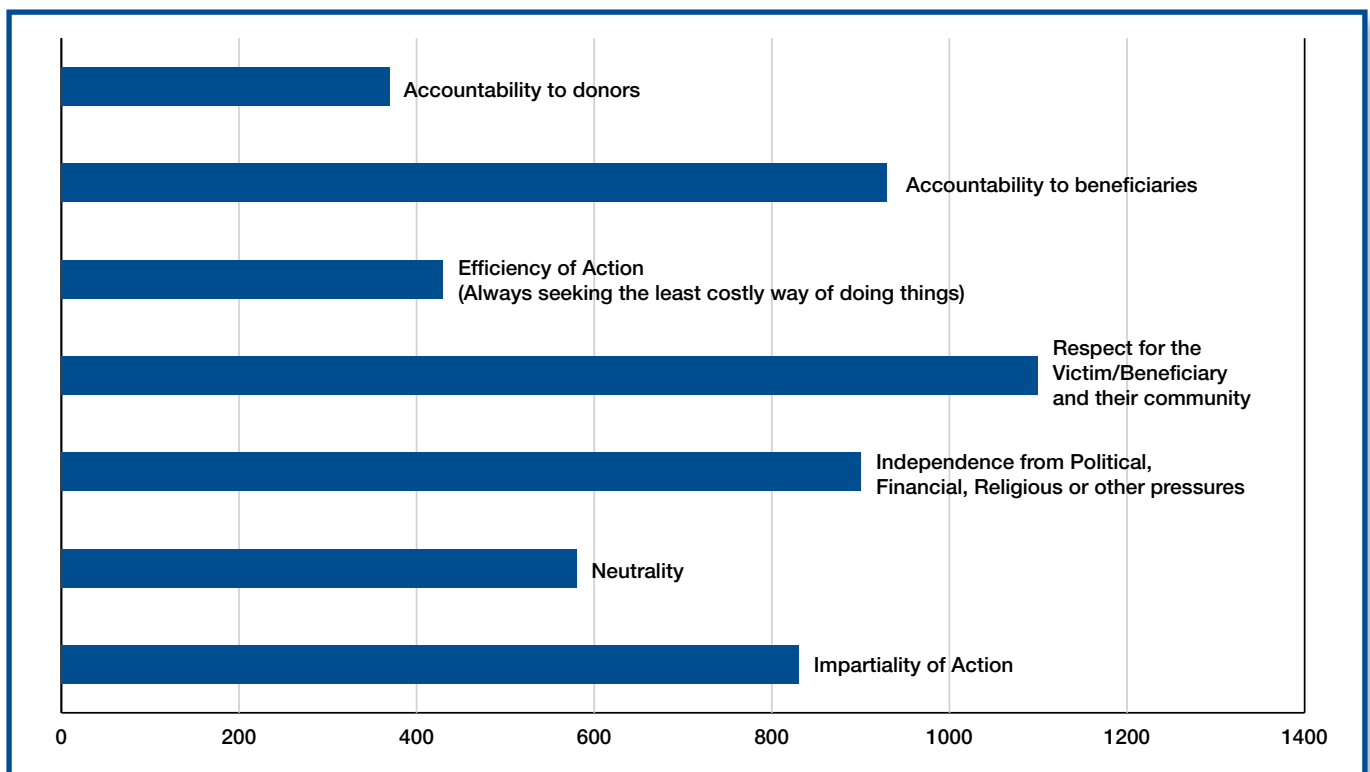


Figure 9: Respect for the beneficiary and their community was regarded as the most important ethical value by over 80% of survey respondents.

'I think impartiality, neutrality and independence from political or other pressures are not possible realistically and may not be desirable in fact because some good decisions require taking a stand which is partial and not neutral. And the reality of the system we live in will always produce the pressures you describe.'

'These principles cannot be reduced to tick-boxes. It is much too simplistic as each issue is complicated and nuanced. In fact, this kind of questionnaire could be counter-productive. We must be careful that 'professionalisation' doesn't mean simplification.'

Other issues that respondents expressed views on included specifically the need for transparency, "Do No Harm" awareness and overall effectiveness of programmes. There were many comments challenging the wording on the survey which stated that rather than always seeking the least costly way of doing things with regards to efficiency of action, the most cost-effective approaches should be adopted:

'Efficiency of action should obviously not be misunderstood as merely, the least 'costly way' but rather the 'best value for money.'

'Effectiveness and appropriateness of the interventions vis-à-vis the needs are more important than any of those listed above.'

When asking respondents what key knowledge all humanitarian workers should have at least some understanding of, both English and French respondents ranked the same answers at the top:

- Needs Assessment:
 - English 68.6% – French 77.3%
- Safety and Security Issues:
 - English 66% – French 67.5%
- International Humanitarian Law:
 - English 63.8% – French 62.6%
- Monitoring and evaluation:
 - English 50.9% – French 63.1%

Which of the following categories of *knowledge* should all humanitarian workers have at least some understanding of?

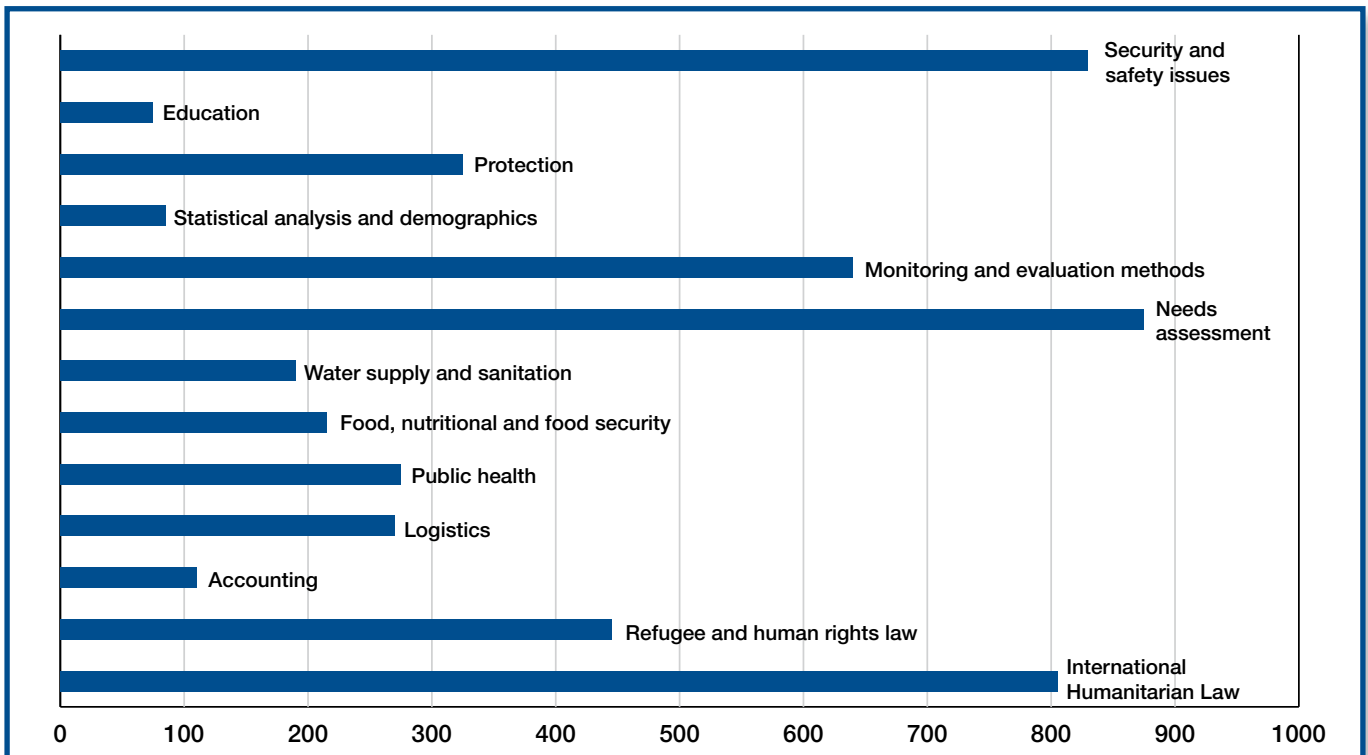


Figure 10: In terms of core knowledge, survey respondents highlighted Needs Assessment, Safety and Security Issues, International Humanitarian Law and Monitoring and Evaluation as most important.

240 people responded either to disagree with the premise of the question or to add other skills. Those that disagreed with the premise of the question had difficulty with choosing the four most important categories of knowledge because they felt the categories would alter with each humanitarian role. For example, safety and security issues would not be a priority for desk-bound HQ staff but would be for field staff.

Many respondents felt that humanitarian standards and codes should also be listed or added to the International Humanitarian Law category and as many added that participatory approaches and cross-cultural awareness should be a standard for all humanitarian workers.

One respondent summarised almost every point made in this last section with one quote:

'Over and above anything else I think it is important that humanitarian workers understand participatory processes for engaging with affected populations, and this has implications for and touches on the four categories I selected. If we are talking/listening to the correct people from the beginning, as well as throughout the process – women, children, elderly, handicapped, and not just the men who claim to represent the group, or who happen to speak our language – then we will be able to best build on their own coping capacities, resulting in more appropriate, sustainable, and comprehensive (as well as cost-effective) solutions.'



Credit: Adriana Zehbrauskas/Polaris for Save the Children

Moving on to skills that respondents thought were central to being a humanitarian worker, not surprisingly the top key skill rated by both English and French colleagues was multi-tasking. The next two responses again varied by 1% and placed team building and negotiation and mediation skills very close to each other:

- Team Building:
 - English 33.7% – French 32.1%
- Negotiation and Mediation:
 - English 32.6% – French 32.1%

Which skills do you think are central to being a humanitarian worker?

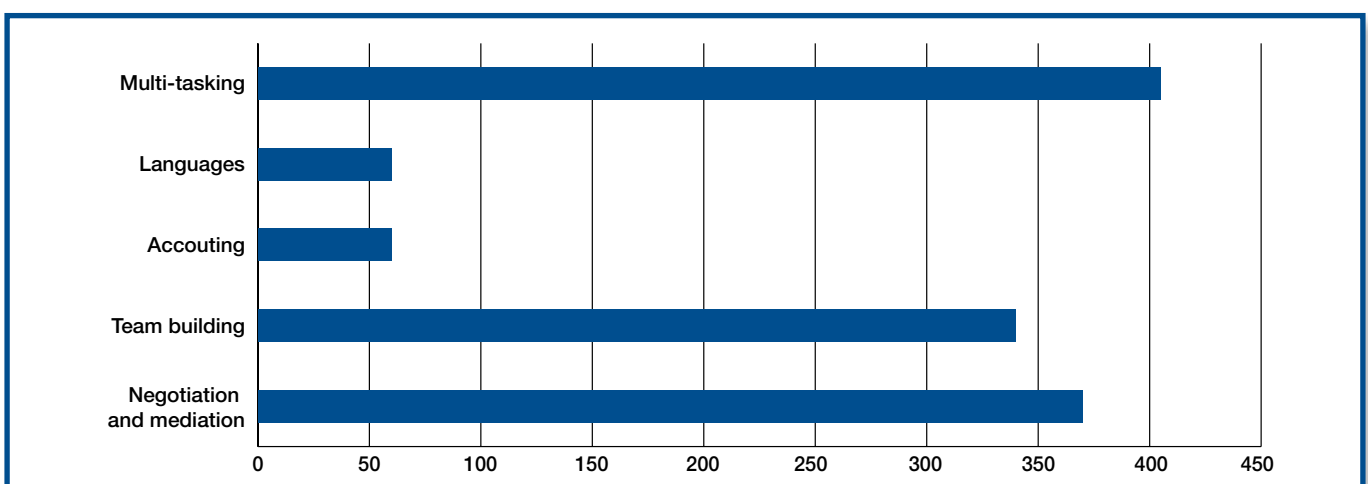


Figure 11: Multi-tasking, Negotiating and Team building were the key skills highlighted in both the English survey (shown here) and the French survey. All are needed for working in complex, ever changing environments.

241 people disagreed with the question or wished to add a skill, and again many had trouble prioritising as they felt all of the skills were important at different times, for different stages of humanitarian responses and for different roles that humanitarian workers carry out. A number of respondents felt that there was one key skill missing from the list:

'I would put LISTENING as number one, since we don't really listen to the populations we are attempting to assist – this not only means a certain disposition to hear what people are saying, aside from any preconceived ideas we may have as a technical specialist of one sort or another, or ideas of what population X is all about, but also the ability to engage with the right people and in an effective manner.'

This was very much echoed by Dayna Brown, Director of the Listening Project during an inter-agency meeting to discuss core humanitarian competencies.⁵² The Listening Project began in late 2005 and is a comprehensive and systematic exploration of the ideas and insights of people who live in societies that have been recipients of international assistance (humanitarian aid, development cooperation, peace-building activities, human rights work, environmental conservation, etc.). The Listening Project operates on the belief that “if we could ask for and listen carefully to recipients’ judgments of what has been useful (and not useful) and why, over the years of their experience on the receiving end of international interventions, then assistance providers and donors would learn a great deal about how to improve the effectiveness of their efforts.” Brown emphasised that it was not just listening, but who people were listening to and how they were using that information to inform their programming that had the ultimate impact.

Laid out in table form below are three levels of recommended core humanitarian competencies for the sector as a foundation from which to build. It is an amalgamation of material from the existing literature and the comments made on both the online surveys and the consultative document, which underwent a number of iterations as a result of focus groups and inter-agency meetings. Trying to capture all of the comments from all of the people who took time to contribute to the surveys

and consultative document has been a challenge and reflects the complexities of what is needed to be an exemplary humanitarian worker. It will be incumbent upon those people utilising the competencies, whether for recruitment, performance management or professional development, to use them judiciously and carefully as appropriate contextualisation will be key to making these representative of skills, knowledge and behaviours for existing and future humanitarian workers.

Recommendations relating to humanitarian competencies

Recommendation 8: The listing/table of humanitarian competencies should be further developed, as an urgent task for a yet to be created International Humanitarian Professional Association (IHPA). The sooner there can be consensus around competencies, the sooner training institutions can start offering courses capable of being certified by the IHPA.

The three levels in the table below correspond to the behaviours (which incorporate skills and knowledge) that might be expected of a humanitarian worker based on their experience in the sector. Level 1 Behaviours correspond to new entrants with up to 18 months experience; Level 2 Behaviours correspond to humanitarian workers with between 18 months to 5 years experience; and Level 3 Behaviours apply to highly experienced humanitarian workers with more than 5 years of experience.

52 CDA Collaborative Learning Projects. (2007). Listening Project. [Online]. Available from: http://www.cdainc.com/cdawww/project_profile.php?pid=LISTEN&pname=Listening%20Project

Humanitarian Core Competencies				
Areas of focus	Competencies	Behaviours – Level 1	Behaviours – Level 2	
Managing yourself	Resilience	Identifies symptoms of stress and takes steps to reduce stress	Draws on previous experience and support mechanisms to reduce the impact of stress on self and others	
		Remains optimistic and persistent, even under adversity		
		Copes well under pressure, particularly in difficult environments		Acts as a role model for others and displays courage under difficult circumstances
		Identifies and makes use of personal support mechanisms		Helps others to identify personal support mechanisms
		Recovers quickly from setbacks		Able to see the bigger picture and helps others to do the same
		Works within a framework of clearly understood humanitarian values and ethics		Takes prompt action in cases of unethical behaviour
		Does not abuse one's own power or position		Ensures team members do not abuse their power or position
		Resists undue political pressure in decision making		Supports staff in maintaining ethical stances
		Shows consistency between expressed principles and behaviour		Ensures transparency is at the heart of programme development and implementation
		Acts without consideration of personal gain		Ensures programmes are acting with integrity and recognises the impact of not doing so
	Time Management	Sets priorities, goals and work plans to achieve maximum effectiveness	Establishes priorities according to team and project goals	Assesses appropriate time allocation against objectives
		Develops or uses systems to organise and plan workload	Ensures ratio between staff time allocation and resources are appropriate	Makes strategic decisions with regard to time and resources
		Strives to meet targets and deadlines	Assists others in organising and managing their workloads	Reacts quickly to change and reallocates time and resources accordingly
		Keeps clear, detailed records of activities	Sets good practice for the team in terms of time keeping	
		Monitors own progress against objectives and targets		
	Self Awareness	Recognises the impact of one's own actions in different contexts	Recognises and adjusts own management style to bring out the best in people	Uses a range of leadership styles appropriate to different people and situations
		Takes responsibility for own actions	Helps others to see the impact of their actions and behaviour	Leads in such a way as to be a positive role model to others
		Acknowledges personal limitations and gaps in knowledge or skill	Shows humility in day to day actions	Rewards and promotes self-reflection across teams
		Admits mistakes	Promotes self-knowledge amongst staff for increased safety and security	Ensures organisation is reflecting on image and the impact it can have on staff safety
		Recognises personal security threats and takes steps to minimise risk		
		Behaviours – Level 3	Creates a working environment that aims to minimise pressure and stress	
			Recognises the limitations of staff and takes action to limit their exposure to harm when needed	
			Influences organisational policy to support self-care in agencies	
			Stands by decisions and holds others to account when necessary	
			Identifies where individuals or the organisation is straying from agency goals and challenges them to uphold ethics	
			Makes time in team for ethical enquiry and reflection	
			Ensures that principles, values and ethics are embedded in policy	
			Ensures and promotes transparency in decision making structures and processes	
			Assesses appropriate time allocation against objectives	
			Makes strategic decisions with regard to time and resources	
			Reacts quickly to change and reallocates time and resources accordingly	
			Uses a range of leadership styles appropriate to different people and situations	
			Leads in such a way as to be a positive role model to others	
			Rewards and promotes self-reflection across teams	
			Ensures organisation is reflecting on image and the impact it can have on staff safety	

Continuous Learning	<p>Listens to and invites feedback on own performance from others</p> <p>Is open to new ideas and different perspectives</p> <p>Takes steps to increase knowledge and learn new skills</p> <p>Reviews and reflects on experience in order to learn</p>	<p>Gives both positive and negative feedback sensitively</p> <p>Employs reflective learning within the team where lessons are captured and integrated into future projects</p> <p>Actively seeks learning opportunities for self and team</p> <p>Inspires others with the excitement of learning, to learn and develop</p>	<p>Promotes continuous learning as an integral part of organisational performance</p> <p>Monitors information gathering to ensure knowledge is effectively & efficiently captured</p> <p>Creates organisational systems for capturing learning and ensuring lessons learnt are fed back</p>
	Teamwork	<p>Encourages and supports the team to work through its stages of development and perform well</p> <p>Recognises and acts on team needs such as support and morale boosting</p> <p>Encourages and harnesses diversity within the team to boost team effectiveness</p> <p>Encourages teams to think for themselves and resolve problems</p> <p>Takes responsibility for individual and team performances</p> <p>Encourages input from other key actors in the humanitarian sector and develops relationships with a cross section of actors</p> <p>Manages cultural diversity in teams and make the most of differences</p> <p>Recognises and accommodates differing needs in teams due to culture</p> <p>Challenges discriminatory behaviour directly and sensitively</p> <p>Implements anti-discriminatory practices within agency including disciplinary procedures</p> <p>Promotes interest in other cultures within teams</p> <p>Builds accountability principles into programming</p> <p>Ensures staff are aware of and are able to promote accountability within their programmes</p> <p>Mentors staff so that they understand humanitarian principles</p>	<p>Promotes cross-team working and learning from each other</p> <p>Personally inspires teams and gets the best out of them</p> <p>Promotes diversity within teams so as to maximise team effectiveness</p> <p>Monitors team performance in relation to agency mission and goals</p> <p>Shows accountability for team actions and performance</p> <p>Fosters collaboration and consultation across the sector and encourages team working with other senior managers in the sector</p> <p>Monitors team health in relation to cultural sensitivity</p> <p>Integrates cultural awareness within learning and development approaches</p> <p>Promotes cultural sensitivity, equality and fairness at all levels in the organisation</p> <p>Upholds the promotion of cross-cultural awareness and sensitivity across the organisation</p> <p>Ensures HR practices reflect cross-cultural needs</p> <p>Analyzes programme to ensure issues such as gender and human rights are addressed</p> <p>Holds staff accountable in ensuring accountability principles are being addressed</p> <p>Ensures regular training is made available to promote principles and codes within agency programmes</p>
	Working with others	<p>Acknowledges and respects different working styles</p> <p>Supports other team members and seeks support for self when needed</p> <p>Works alongside others to complement skills and knowledge</p> <p>Uses others to develop ideas and solutions</p> <p>Takes responsibility for personal actions within the team</p> <p>Develops awareness of key actors and their roles in the humanitarian sector such as UN organisations, Red Cross/Red Crescent Societies and NGOs</p> <p>Works effectively with people from all backgrounds</p> <p>Avoids stereotypical responses by examining own behaviour and bias</p> <p>Acts in a non-discriminatory way towards individuals or groups</p> <p>Treats all people with fairness, respect and dignity</p> <p>Shows an openness and interest in learning about cultures</p> <p>Operates in compliance with quality and accountability principles (e.g. Do No Harm, Sphere, HAP and People In Aid) and Codes of Conduct (e.g. Red Cross/Red Crescent)</p> <p>Shows respect for beneficiaries</p> <p>Takes responsibility for own actions and honours commitments</p>	
	Cultural Sensitivity	<p>Shows respect for beneficiaries</p> <p>Takes responsibility for own actions and honours commitments</p>	<p>Ensures HR practices reflect cross-cultural needs</p> <p>Analyzes programme to ensure issues such as gender and human rights are addressed</p> <p>Holds staff accountable in ensuring accountability principles are being addressed</p> <p>Ensures regular training is made available to promote principles and codes within agency programmes</p>
Working with others	Accountability	<p>Builds accountability principles into programming</p> <p>Ensures staff are aware of and are able to promote accountability within their programmes</p> <p>Mentors staff so that they understand humanitarian principles</p>	<p>Ensures HR practices reflect cross-cultural needs</p> <p>Analyzes programme to ensure issues such as gender and human rights are addressed</p> <p>Holds staff accountable in ensuring accountability principles are being addressed</p> <p>Ensures regular training is made available to promote principles and codes within agency programmes</p>

	Actively involves stakeholders and encourages participation	Ensures stakeholder participation is meaningful and not tokenistic	Ensures dialogue is maintained between programme makers and beneficiaries
	Ensures openness and transparency	Ensures staff are aware of the impact/harm of not implementing accountability principles	Supports agency to develop and maintain policies around accountability
Working with others	Communication	Speaks clearly to both internal and external stakeholders	Speaks clearly and cogently for different audiences
		Listens actively to others, reflecting back what is said	Encourages open communication within constraints of confidentiality
		Tailors tone, style and format to match the audience, particularly cross-culturally	Inspires others through communication
		Overcomes barriers due to language	Takes steps to ensure language representation at meetings when appropriate such as interpreters
		Expresses self in writing clearly and cogently	Writes to a high standard and is able to represent agency
		Acts with honesty and integrity in all areas of work	Cultivates productive working relationships across teams where trust can grow
		Is trusting and cooperative when working alongside others	Creates and maintains a non-blame culture within organisation
		Shares information within the limits of confidentiality	Recognises staff contributions publicly at staff meetings and/or in newsletters
		Includes others in communications and social activities in order to build trust	Creates organisational opportunities for trust to grow in teams such as team building, away days and social events
		Seeks to keep commitments and not let people down	Displays ability to trust across various teams
Achieving results	Leadership	Serves as a role model for others to follow	Exemplifies personal drive and integrity
		Shows initiative in working methods	Steers and implements change organisationally
		Is proactive in responding to programme needs	Communicates with influence
		Channels energy and ideas towards resolving issues	Develops opportunities for the organisation and the sector
		Contributes to a collaborative working environment	Looks for future trends and issues, and assists agency to meet the challenges
	Assessing Needs	Implements stakeholder needs assessment results in programming	Shares information with other agencies and organisations to get the most accurate picture of needs
	Ensures appropriate level of beneficiary and partner participation in needs assessment	Ensures beneficiary and partner feedback is incorporated into programme planning	Promotes benefits of beneficiary participation and monitors its effectiveness

	Shows empathy and sensitivity with beneficiaries	Uses timely, cost-effective and ethical approaches for assessing needs	Promotes programming based on an accurate assessment of need
	Demonstrates accountability to beneficiaries	Utilises tried and tested assessment methodologies in the sector	Ensures latest assessment methodologies are being considered
Managing Projects	Understands basic principles of project management	Applies principles of project management to all projects	Promotes high standards of project management
	Contributes to funding applications	Prepares funding applications for trusts and grants	Confirms sources of funding are in line with agency strategy
	Collects information to feed into planning cycles	Analyses information to integrate into programming	Draws up strategic and business plans for longer term planning
	Collects data and prepares basic reports	Analyses data and adjusts and improves programmes as a result	Promotes optimal impact for all agency programmes
	Developing monitoring and evaluation methods and systems	Implements monitoring and evaluation in programme management	Ensures evaluations are a meaningful part of programming and play a role in knowledge management
	Takes steps to measure impact in programmes	Implements impact measurement into programme development and implementation	Fosters learning and reflection for optimal impact of programmes
Problem Solving	Deals with problems as they occur	Resolves problems while remaining calm	Engages in complex problem solving
	Examines difficult issues from different perspectives	Involves others in resolving issues to ensure buy-in	Actively uses techniques such as mediation to achieve solutions
	Supports others in solving problems	Analyses issues from a wide range of perspectives	Ensures appropriate ethical and moral standards are maintained in resolving problems
	Makes decisions regarding own work load and area of responsibility	Makes tough decisions when necessary	Makes strategic decisions in the interest of agency goals
	Gathers relevant information before making decisions	Identifies the key issues in a complex situation and comes to the heart of the problem quickly	Sees the macro and long-term consequences of decisions
	Checks assumptions against facts	Considers the input of staff that is needed and acts appropriately	Ensures proper time and space is given for consultation around decisions being considered
	Considers the impact of decisions on others' work or team goals	Communicates decisions to team members and explains potential changes to procedures	Communicates decisions and ensures they are incorporated into policies and processes
Risk Management	Follows security guidelines, plans, and standard operation procedures	Identifies and scans environment to determine security risks within an agency	Ensures agency and their staff are compliant with security management operating procedures
	Applies the principles of personal safety in humanitarian contexts	Implements security management strategies within programmes	Analyses threats to agency and staff and makes adjustments to operating procedures
	Ensures personal behaviour does not impact on personal or organisational security	Responds to and manages security incidents	Engages in contingency planning and managing operational continuity
	Carries out responsibilities and follows instructions (e.g. completing a personal risk assessment and filling in travel plans)	Ensures compliance with legal, regulatory, ethical and social requirements in humanitarian settings	Ensures agency is up to date with risk register
	Inputs into security planning and reviews		
Achieving results			

Using resources	Promoting Protection	<p>Ensures that programming goals and activities uphold the basic principles of IHL, Refugee Law, Guiding Principles on IDP, Rights of the Child and Human Rights conventions</p> <p>Applies the principles of protection programming</p> <p>Incorporates gender, age and disability needs into programming</p> <p>Applies the principles of negotiation and aims for 'win-win' outcome</p> <p>Adapts style to take account of cultural differences regarding negotiation</p> <p>Presents or proposes to others alternative ways of doing things</p> <p>Applies budgetary principles</p> <p>Acts within the limits of authority</p> <p>Seeks and uses information on financial funding requirements</p> <p>Maintains financial information and records</p> <p>Applies basic computer skills such as Word, Excel and PowerPoint, web searching and formatting</p> <p>Uses technology to maximise both effectiveness and efficiency</p> <p>Familiarises self with field-based technology (e.g. radio, GPRS, Thurayas, etc)</p> <p>Shares knowledge and expertise with other members of the team</p> <p>Experiments with new technologies and recognises the potential benefits for the sector</p> <p>Applies the concepts of partnership working</p> <p>Supports implementation of partnership programmes</p> <p>Communicates key information with partner members</p>	<p>Acts upon the specific responsibilities of the international community, the national governments, UN bodies and peace keeping forces</p> <p>Designs and implements programmes to promote and offer protection and gender specific protection</p> <p>Supports team members to implement gender, age and disability issues into programming</p> <p>Manages and resolves relationship issues within and outside of team</p> <p>Seeks to reach constructive solutions while maintaining positive working relationships</p> <p>Builds consensus among parties</p> <p>Prepares programme budgets</p> <p>Maintains management accounts and adjusts budgets as needed</p> <p>Produces timely and clear financial reports for funders and donors</p> <p>Manages budgets and ensures adherence to budgets</p> <p>Shows integrity, fairness and consistency in financial decision-making</p> <p>Applies intermediate computer skills</p> <p>Operates basic radio equipment for use in the field</p> <p>Selects and employs appropriate technologies in humanitarian programmes</p> <p>Takes steps to minimise environmental damage through use of technology</p> <p>Seeks and makes use of specialist tools/resources to assist in programming</p> <p>Builds partnerships to deliver programme and increase impact</p> <p>Responds and acts on challenges of remote management</p> <p>Involves and values partners in all aspects of programming</p>	<p>Negotiates with third parties to help them fulfil their protection obligations</p> <p>Innovates protection strategies and programming that are context specific</p> <p>Works with third parties to ensure women's and other populations such as children, the disabled and elderly people's issues are upheld</p> <p>Builds consensus at high level for benefit of all parties</p> <p>Identifies where fair approaches are being utilised to resolve issues</p> <p>Models solution-focussed approaches to further the agency's mission</p> <p>Maintains an overview of multiple budgets from multiple sources</p> <p>Analyses budgets and forecasts surplus and shortfalls</p> <p>Ensures timely decision making with regard to financial shortfalls</p> <p>Takes overall responsibility for meeting budgets and donor requirements</p> <p>Applies advanced computer skills</p> <p>Ensures that the organisation has a strategy for its use of technology</p> <p>Ensures contingency plans for when technology fails</p> <p>Ensures that resources and support are provided across the organisation to enable colleagues to make the best use of the available technology</p> <p>Keeps abreast of new developments and technologies in the sector</p> <p>Allows for experimentation and trial of new ideas with partners</p> <p>Promotes innovation and creativity in partnership work</p> <p>Encourages partner feedback in ways of working</p>
Using resources	Negotiating			
Managing Finances	Managing Finances			
Using Technology	Using Technology			
Using resources	Managing Partnerships			

8. Certification



Credit: RedR Sri Lanka

When someone or something is certified, what does it mean? Certification can take many forms, but not all are equal. Certification can be a formal recognition of a person's ability to fulfil a certain task. It can also be an acknowledgement of the completion of an in-house training on how to use a new software programme. Finally, certification can also be an assurance that a particular management system conforms to a set of pre-determined standards. Since the term "certification" is used to describe all of these different situations, it is helpful to delve into the definition of the term to better understand how it is used. This understanding is necessary in order to decide which form of certification best fits a professionalised humanitarian sector.

Certification and related terms

Certification is one of many terms used when identifying a person's abilities or skills, and it is often used interchangeably with other terms. The terms used most often in relation to certification are credentialing, licensure and accreditation. These four terms are similar, but it helps to understand the nuances that exist between them.

According to the Oxford Concise dictionary, credentialing is the granting of "a qualification, achievement, etc., that gives an indication of a person's suitability for something; [or] a document or certificate proving a person's identity or qualifications."⁵³ When you credential someone, you are providing an acknowledgment of something about them. Thus credentialing is the over-arching term that encompasses similar terms, which we will now discuss.

Licensure entails a specific type of credentialing. Licensure is "the granting of licenses especially to practise a profession; [or] the state of being licensed."⁵⁴ Licensure is strictly performed by government agencies with the aim of protecting the public from incompetent practice by restricting activity to those who meet certain requirements.⁵⁵ A doctor's ability is certified through completion of residency and the passing of exams, but the license to practise medicine is granted by the government agency where the doctor practises. Thus licensure is another form of credentialing, but governments are the only ones who can perform it.

Certification is another form of credentialing, but one that is a little more general. Certification is derived from certificate, which is "an official document recording a particular fact, event, or level of achievement."⁵⁶ "When someone certifies something, it is to formally confirm or officially recognise that it meets certain standards."⁵⁷

For this study, we have decided to use certification in its various forms instead of licensure or credentialing. This is because licensure is too specific for our purposes (since government agencies must be involved in the process) and credentialing is too general of an idea (it can also be a way of identifying works by occupational group).⁵⁸ Furthermore, certification is generally held to be a voluntary process that is controlled by the professional or occupational group, which is what this study will later propose.⁵⁹

53 AskOxford.com. (2010). *Credential*. [Online]. Available from: http://www.askoxford.com/concise_oed/credential?view=uk

54 Merriam-Webster. (2010). *Licensure*. [Online]. Available from: <http://www.merriam-webster.com/dictionary/licensure>

55 Barnhart, Phillip A. (1997). *The guide to national professional certification programs*. CRC Press. p. 1.

56 AskOxford.com. (2010). *Certificate*. [Online]. Available from: http://www.askoxford.com/concise_oed/certificate?view=uk

57 AskOxford.com. (2010). *Certify*. [Online]. Available from: http://www.askoxford.com/concise_oed/certify?view=uk

58 Sweeney, Thomas J. (1995). Accreditation, credentialing, professionalization: The role of specialties. *Journal of Counseling and Development*. 74 (2) p. 117-125.

59 Santangelo, Mario V. (1993). An overview of the distinction among the processes of accreditation, licensure and certification. *Pediatric Dentistry*. 15 (4) p. 289.

Thus certification is the most appropriate term to use for an initial programme meant to professionalise the humanitarian sector. For our purposes we will use three forms of the word:

- **Certify** used as a verb, meaning to recognise or formally confirm; i.e. “The American Board of Medical Specialties will certify any doctor that passes the exams.”
- **Certification** used as a noun, meaning the process of certifying; i.e. “The doctor is pursuing Board certification by taking the exams.”
- **Certified** used as an adjective, meaning the state of having achieved certification; i.e. “The doctor is Board certified now that he has passed the exams.”

It is important that all three forms indicate formal recognition of minimum standards being met.

Certificate versus Certification

An important distinction must be made between a certificate and certification. A certificate is a document recording a particular fact, event, or level of achievement. But it is also something that contains “a certified statement especially as to the truth of something.”⁶⁰ Hence a certificate is often nothing more than an affirmation of a truthful statement about what is contained in the document. However, a certificate can also be much more than this, for example proof that someone is certified and competent to perform a certain task. A US-based example will help illustrate this confusing relationship.

It is possible to earn either a certificate or certification for the statistical software programme SPSS. One can earn a certificate of completion upon finishing an SPSS training session provided by SPSS Inc. However, one can also earn SPSS Certification by successfully passing a 90-minute exam, also offered by SPSS Inc. This certification is “a declaration of an individual’s professional competence with IBM SPSS Statistics.”⁶¹

Furthermore, SPSS offers a University Statistics Certificate Programme, which allows universities to provide certificates to students who have received certain bodies of statistical knowledge at a university approved by SPSS. Thus for one software programme, there are three separate types of recognition of knowledge that contain a form of the word certificate.

As shown by the SPSS example, what certification means can depend entirely on who is performing the certification. Of interest to the discourse on professionalisation is not the awarding of a certificate, but rather the certification of a person’s skills, knowledge and abilities. According to the Institute for Credentialing Excellence, “The certification of specialised skill-sets affirms a knowledge and experience base for practitioners in a particular field, their employers, and the public at large. Certification represents a declaration of a particular individual’s professional competence.”⁶²

In the UK, Certificates of Completion or Attendance are the most common form of certificates attained at training establishments. They merely confirm that a person has attended a course – it does not attest to that person’s knowledge, skills or abilities as a result of the course, nor does it suggest any kind of quality mark on the part of the organisation (the word ‘completion’ or ‘attendance’ is explicit on the paper they receive at the end of their course).

A ‘Certificate’ followed by the subject area such as ‘Certificate of Disaster Preparedness’ on the other hand will most often mean a qualification and mean much more than a certificate in the US – it will entail completion of assignments, work-based projects, and an examination or assessment at the end to confirm the person has reached the qualification. It will confirm the level to which a person has attained knowledge, skills and abilities. For validation, it will be linked to an established educational body, such as a university, college or accreditation body. If the organisation is recognised as an authority on a particular subject, such as the Chartered Institute of Logistics, they will be able to issue Certificates that are acknowledged and respected.

60 Merriam-Webster. (2010). *Certificate*. [Online]. Available from: <http://www.merriam-webster.com/dictionary/certificate>

61 SPSS. (2010). *IBM SPSS Statistics Certification*. [Online]. Available from: <http://www.spss.com/certification/>

62 Institute for Credentialing Excellence . (2009). *What is Certification?* [Online]. Available from <http://www.credentialingexcellence.org/GeneralInformation/WhatIsCertification/tabid/63/Default.aspx>

Thus, in the UK, certificates and certification is much more closely related and can pertain to one and the same thing. When it comes to the professionalisation of the humanitarian sector in the UK, there will be a need to create clarity with other countries as to definitions of certificates and certification. The certification of that person's competencies in the humanitarian field is what is currently missing and what is currently being explored through this scoping study.

For the sake of this report our definition of certification will follow the definition listed above: **Certification is a formal declaration of a person's competencies, based on passing a voluntary assessment created by the professional group in which the person works.**

Types of Certification

Professional certification of an individual occurs through three general types:⁶³

- **Portfolio-based** – requires extensive documentation in order to show that competencies are covered either by the person's education and/or professional experience. This is also referred to as Recognition of Prior Learning (RPL)
- **Competency-based** – requires a person to demonstrate mastery of a common body of knowledge through a combination of experience and education, followed by assessment or examinations
- **Curriculum-based** – requires the completion of subject-based professional education

Routes to certification

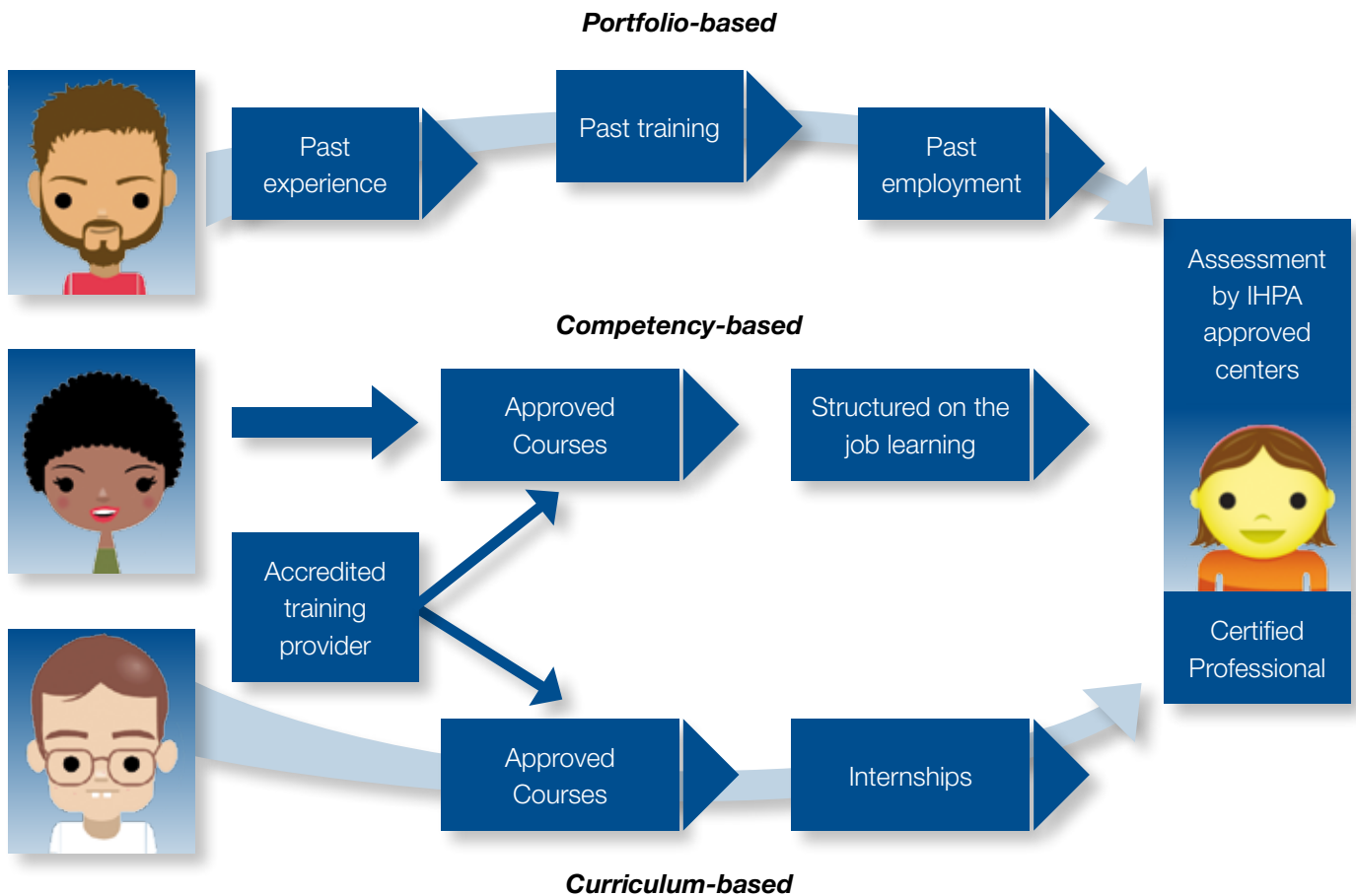


Figure 12: Schematic of routes to certification of professional membership.

63 Barnhart, Phillip A. (1997). *The guide to national professional certification programs*. CRC Press. p. 6-7.

An example of a portfolio-based certification would be the Geographic Information Systems Professional Certification, offered by GISCI.⁶⁴

Certification is granted if a person meets a minimum threshold of points awarded in three areas: experience, education and professional contributions. An example of a competency-based certification would be the type of Board Certification of medical doctors by AMBS.⁶⁵ To achieve this certification, doctors have to graduate from medical school, pass examinations, and complete a residency programme. An example of curriculum-based certification is the Advanced Paralegal Certification, offered by NALA.⁶⁶ Paralegals achieve certification by successfully completing an internet-learning and assessment programme.

Accreditation

With this basic understanding of certification, it is necessary to take a step back and focus on who approves the organisations that provide certification. In other words, who certifies the certifiers? This is where the final piece of the certification framework comes into play, that of accreditation.

To accredit something is “to give official authorisation to or approval of [or] to recognise or vouch for as conforming with a standard.”⁶⁷ Accreditation is most often associated with universities, who are accredited by organisations that have government approval to fulfil this role. According to the Council for Higher Education Accreditation, “Accreditation is a process of external quality review used by higher education to scrutinise colleges, universities and educational programmes for quality assurance and quality improvement.”⁶⁸

The organisations that perform accreditation, the accreditors, vary throughout the world and even within each country. In many countries in the world, accreditation is performed by government

organisations. In the UK, OFSTED is responsible for accrediting publicly funded universities, while the British Accreditation Council is the national accrediting body for private post-16 education.⁶⁹ However, in the US, “accreditors are private, non-governmental organisations created for the specific purpose of reviewing higher education institutions and programmes for quality.”⁷⁰ The US Department of Education recognises 19 regional or national accrediting agencies for colleges in the US, none of which are government agencies.⁷¹

Another option for training organisation accreditation is The International Association for Continuing Education and Training (IACET).⁷² IACET offers a service to assure the quality of organisations providing training. If the organisation passes (rather like an ISO9000) their requirements, they can get accredited with them. Many professional organisations around the world recognise this accreditation and are thus willing to accept continuing education credits obtained through courses offered by such an accredited body. The IACET does not accredit individual courses per se but the provider of the courses.

While accreditation and certification are both forms of credentialing, it is important to note the difference between the two. Accreditation is not new, nor has ever been, about assessment of individual people.⁷³ Accreditation is the official recognition that a credentialing body (e.g. a university) meets certain standards. Certification is the official recognition that an individual meets certain standards or competencies.

International and national protocols govern the overall process which is coordinated by the International Accreditation Forum (IAF) and national boards, including:

- American National Accreditation Board (ANAB)
- China National Accreditation Board (CNAB)
- Entidad Mexicana de Acreditación (EMA) in Mexico

64 GIS Certification Institute. (2008). [Online] Available from: <http://gis-ci.org/index.aspx>

65 American Board of Medical Specialties. [Online] Available from: <http://www.abms.org/>

66 National Association for Legal Assistants. (2008). [Online]. Available from: <http://www.nala.org/>

67 Merriam-Webster. (2010). *Accreditation*. [Online]. Available from: <http://www.merriam-webster.com/dictionary/accreditation>

68 Council for Higher Education Accreditation. (2010). [Online]. Available from: <http://www.chea.org/>

69 British Accreditation Council. (2010). [Online]. Available from: <http://www.the-bac.org/>

70 Council for Higher Education Accreditation. (2010). *Informing the Public about Accreditation*. [Online]. Available from: http://www.chea.org/public_info/index.asp#who

71 US Department of Education. *Overview of Accreditation*. [Online]. Available from: <http://www.ed.gov/admins/finaid/accred/accreditation.html>

72 International Association for Continuing Education and Training. [Online]. Available from: <http://www.iacet.org/>

73 Santangelo (1993). An overview. p. 288.

- Japan Accreditation Board (JAB)
- Joint Accreditation System of Australia and New Zealand (JAS-ANZ)
- Quality Council of India (QCI)
- Raad voor Accreditatie (RvA) in the Netherlands
- United Kingdom Accreditation Service (UKAS)

Certification and Accreditation at Work – Doctors in the USA

An illustration of a traditional profession that employs certification will help to illustrate the overall processes of accreditation, certification and licensure. Let us focus on the path taken by medical doctors in the US. In order to practice medicine as a doctor, a person must undergo numerous steps.

First she must graduate with a bachelor's degree from an accredited university. Second, she must graduate from one of the 131 accredited medical schools in the US, which grants her the degree of Doctor of Medicine (M.D.). The 131 medical schools are accredited by the Liaison Committee on Medical Education, which is recognised by the US Department of Education. Third, after she becomes an M.D., the doctor must enrol in at least one year of post-graduate internship, which is usually part of a residency programme in a specialty field. Residency programmes are accredited by the Accreditation Council for Graduate Medical Education, which is a professional body and not recognised by a government body. Fourth, the doctor must pass the US Medical License Examination, which is developed jointly by the National Board of Medical Examiners (NBME) and the Education Commission for Foreign Medical Graduates (ECFMG). The results of the test are accepted by the Federation of State Medical Boards as one of their criteria for state licensure. Fifth, the doctor applies for and is granted a license to practice by the medical board present in the state in which she wants to practice. Sixth, a doctor may continue with her studies and specialise in a certain field and obtain Board Certification, through the passing of an examination offered by the American Board of Medical Specialties.

Practising medicine in the US is an example of how accreditation and certification can become part of a complex system that one must navigate in order to be a “professional” in a certain field. The goal of any

certification of humanitarian workers should be to recognise a person's competence. However, there should be a secondary goal of this certification system, that it be simple. Due to the nearly empty canvas that exists for professionalisation of the humanitarian sector, it is possible to create a simple yet comprehensive certification system that is simple to both implement and navigate.

UK-based Certification

In the UK, the central government's efforts to improve vocational qualifications and training across the economy led to the creation of a national infrastructure for learning and development. These national efforts began in the 1980s and resulted in the development of a wide range of National Vocational Qualifications (NVQs) for different trades and skills throughout the UK. A review in the early 1990s led to a comprehensive programme to develop National Occupational Standards (statements of competence written to measure performance outcomes) in all sectors of the UK economy, coordinated by 52 government-recognised National Training Organisations (NTOs). NTOs informed decisions about:

- The expectations and demands of employment; i.e. measures of individual performance, translating these into departmental and organisational objectives
- Good practices in employment; for reviewing job roles and as the basis for job descriptions
- The coverage and focus of services
- The structure and content of education, training, and related qualifications

The 52 NTOs have since morphed into 26 Sector Skills Councils that are in the process of being rationalised and merged. If the humanitarian sector were to seek a home in one of these Sector Skills Councils they would need to align themselves to the Third Sector Skills Council, which oversees the various other councils that relate to specific NGO activities.⁷⁴ Humanitarian sector developments could align themselves as little or as much as they decide with this Third Sector Council. This could open up opportunities for UK government funding towards the creation of a vocational qualification system, although at the time of writing the

74 Third Sector Skills Council. [Online]. Available from: <http://thirdsector.lsc.gov.uk>

advice was that there are no plans for disbursement of funds towards these types of activities at present and the UK elections will need to take place before any decisions are made.

Certification within the Humanitarian Sector

Professionalisation; i.e. the creation of sector-wide recognised pathways and progressions leading to certification in the humanitarian sector, would be a large task. One way to achieve it would be to create an umbrella certification system for humanitarian workers. As mentioned earlier, there are some initiatives and a few certification programmes in existence that could be built upon to create such a system. A quick overview of some of these programmes will help shed some light on how certification is currently in operation within the humanitarian field and the agencies that are engaging with them.

Bioforce

Bioforce Development Institute is a French organisation that offers certificates and degrees related to humanitarian work. Bioforce has grown from offering only two certificates to now offering seven certificates and degrees. Bioforce has partnered with the University of Liverpool to offer a masters in Humanitarian Programme Management; a one-year programme to provide “humanitarian workers with the awareness, understanding and practical skills for managing programmes effectively, efficiently and accountably.”⁷⁵ For some of its certificates, Bioforce offers validation of acquired experience (VAE), which is a system in France that allows acquired experience to be accepted for academic credit towards a certificate or a professional title. Thus Bioforce offers both curriculum and competency-based certifications.

HLA / Fritz Institute / CILT(UK)

The Fritz Institute in the US, working within a multi-agency advisory group, have set up a certification programme for the professionalisation of humanitarian logisticians around the world. The programme consists of three competency-based qualifications: Certification

in Humanitarian Logistics (CHL), Certification in Humanitarian Supply Chain Management (CHSCM) and Certification in Humanitarian Medical Logistics Practices (Medlog). The courses and supporting learning materials were originally developed by The Chartered Institute of Logistics and Transport (CILT) and CILT now acts as the Awarding Organisation registering and certifying students and regulating the quality assurance of the qualification. The Fritz Institute subsequently handed the ownership of its certification programme to the newly formed professional body, the Humanitarian Logistics Association (HLA), whose multi-agency Certification Advisory Group oversees the development of the programme. Delivered through the approved training centre Logistics Learning Alliance (LLA), the programme is offered by distance learning with one-to-one tutor and coaching support for all students. The certification programme’s goal is to enable logisticians around the world to provide effective humanitarian assistance by increasing their knowledge, skills and competence in the areas of humanitarian logistics and supply chain management.

HPCR

The International Association for Humanitarian Policy and Conflict Research (HPCR) is a non-profit agency based in Brussels with operational offices in New York and Geneva. It develops information management and advanced training tools for international agencies, governments and NGOs active in conflict situations. HPCR currently offers the Professional Certificate in Humanitarian Policy and Conflict Management.⁷⁶ This certificate is curriculum-based and is awarded to those that complete a training and examination-based programme. This certification system will be changing in early 2010, but its current form is only for mid-level humanitarian workers (3-5 years experience) and only pertains to international humanitarian law and conflict resolution.

PHAP

Professionals in Humanitarian Assistance and Protection (PHAP) is due to be launched in Spring 2010, and will offer its members opportunities to:⁷⁷

75 Bioforce. (2008). *Humanitarian programme manager - training programme 2010*. [Online]. Available from: <http://www.bioforce.asso.fr/spip.php?rubrique82>

76 International Association for Humanitarian Policy and Conflict Research. (2009). *Professional Certification*. [Online]. Available from: http://hpcr.org/professional_certification.html

77 Association for Humanitarian Policy and Conflict Research. (2009). *Professional Development Program*. [Online]. Available from: http://www.hpcr.org/professional_development.html

- Pursue multi-year professional development pathways, comprising of online and on-site courses, seminars and workshops, as part of an incremental certification process
- Participate in thematic working groups, focused on critical and emerging issues in humanitarian assistance and protection; in collaboration with researchers at the Programme on Humanitarian Policy and Conflict Research at Harvard University (HPCR) and at other academic institutions, and contribute to policy debates, as part of a global community of professionals in humanitarian assistance and protection

Building on nearly a decade of experience at Harvard and HPCR International, PHAP will offer its members a range of online and on-site professional development activities tailored for practitioners working in the field of humanitarian affairs. A series of certification levels (first proficiency, followed by competency, and finally expertise) will establish clear benchmarks for professional development through HPCR.⁷⁸

PM4GOs/LINGOS

The Project Management in Development (PMD-Pro) is a new three-level certification sequence for project managers working in the international development sector.⁷⁹ There are moves to adapt it for humanitarian response. The goal of the PMD-Pro is to:

- Confer a professional certification status for project managers in the sector
- Provide certification and learning resources that are comprehensive, accessible and appropriate to professionals working in the sector
- Integrate content that is contextualised to the international development sector with other internationally-recognised certifications

Level 1 (PMD-Pro1) is intended as an introduction for those new to project management, but will also serve as a refresher for those with experience working in a project-based environment.

Level 2 (PMD-Pro2) consists of an internationally recognised entry-level project management certification (currently the Certified Associate of Project Management or the PRINCE2 Foundation) plus contextualised components that are more specific to the development sector.

Level 3 (PMD-Pro3) consists of an industry-recognised project management certification (currently the Project Management Professional or PRINCE2 Practitioner) plus the contextualised components from Level 2 and an assessment of experience, focusing on evidence that the candidate is able to apply their project management knowledge effectively.

RedR UK

RedR UK created two certificates in the past year and credit-rated four of its courses. The two certificates are the Certificate in Security Management and the Certificate in Essentials of Humanitarian Practice.⁸⁰ Certificate requirements include pre-course reading, on-course assessments and learning journals incorporating learning into the workplace. These certificates are issued by Oxford Brookes University and are credit-rated alongside two other courses: Managing People in Emergencies and Managing Projects in Emergencies. Credit-rating means that completion of the courses leads to masters level credits towards Oxford Brookes' masters in Development and Emergency Practice or other master's degrees through the UK Credit Transfer system.

RedR UK and Bioforce

RedR and Bioforce are currently working with Oxford Brookes University to create a Certificate in Humanitarian Response. This certificate will encompass a field-level assessment process, utilising competencies widely used and acknowledged by the sector, leading to an entry-level qualification where none currently exists. An individual will attain certification through field-level experience and assessment. This assessment and certification process will be pilot tested with Save the Children and World Vision.

78 Association for Humanitarian Policy and Conflict Research. (2009). *Core Trainings Overview*. [Online]. Available from: http://www.hpcr.org/core_trainings_overview.html

79 APM Group International. (2010). [Online]. Available from: http://www.apmgroup.co.uk/PMD_Pro/PMD_Pro.asp

80 Red R UK. (2009). *Certificate in Security Management Factsheet*. [Online]. Available from: http://www.redr.org.uk/en/other/document_summary.cfm/docid/EE5FCDA5-D231-4E1C-BA48C29F6B7BC620; Also see http://www.redr.org.uk/en/What_We_Do/training/

UNDP

Starting in 2010, the United Nations Development Programme (UNDP) will offer training courses that have been accredited by the Chartered Institute of Purchasing and Supply (CIPS), assuring high international standards as well as offering participants access to a worldwide community of procurement professionals. A total of seven accredited courses will be introduced during 2010 and 2011. The first course, the Introductory Certificate in Public Procurement, will be introduced in February 2010 in both English and Spanish. Participants who complete and pass all seven courses may apply for accelerated entry to the Level 5 Diploma in Purchasing and Supply with CIPS.

World Vision

Finally, there is the Humanitarian Competencies Project (HCP), an internal staff development programme for World Vision International that commenced in 2002 with AusAid funding.⁸¹ World Vision International designed nationally endorsed competency standards across eight broad competency areas to provide staff across the globe access to qualifications within Australia's vocational educational and training sector (VET). The delivery, assessment and certification was in partnership with the University of Melbourne and involved the building of an internal cadre of 'workplace assessors' (trained and qualified in three Units of the Certificate IV in Training and Assessment). Over 600 staff across 32 countries have successfully achieved a qualification.

Due to funding constraints and high costs associated with operationalising qualifications, establishing and maintaining a robust workplace assessment mechanism and supporting administration arrangements, HCP will have ceased operations by September 2010. World Vision's competency standards have been shared with an 'industry-wide' initiative in Australia to establish a Development and Humanitarian Assistance competency framework as mentioned earlier, which includes qualifications currently being endorsed by the Australian government. During this transition phase World Vision's focus is on supporting interested organisational functions (e.g. finance) to embed a competency-based approach within its people development practices. These competency standards have been made available to other INGOs interested in developing their own competency framework, for example Save the Children.

Thus certification in the humanitarian sector is currently fragmented and aligned with different professional bodies. There is a need to bring cohesion to these various initiatives, to create transparency for identification of gaps, to map pathways and progression routes, to deter duplication, and to limit confusion for current humanitarian workers and those wishing to enter the sector.

A Proposed Humanitarian Certification System

The certification systems that already exist in the humanitarian field are resources to be drawn upon. They can be analysed to determine which aspects would be most appropriate for a sector-wide certification programme for all humanitarian workers. It is important to create a comprehensive certification system that would be applicable to everyone before an overlapping and web of competing certifications comes into existence. It will be much easier to create a comprehensive certification scheme now, instead of trying to find a way to coordinate myriad systems in the future.

Forming an International Humanitarian Professional Association

Recommendation 9: A dedicated, independent, international humanitarian professional association (IHPA) be formed. This is critical to the creation of a profession in humanitarian action and to the creation and acceptance of a widely recognised certification system for humanitarians.

A plan for how to begin the certification process of humanitarian workers can be broken down into three major steps:

1. Creation of and affiliation with a professional body
2. Creation of a certification system in a country
3. Internationalisation of the certification system

This is purely a general framework with which to move forward, but it is one that could ultimately lead to the professionalisation of all humanitarian workers.

81 <http://humanitarianstandards.org/>

Step 1 – Creation of, and affiliation with, an international professional body

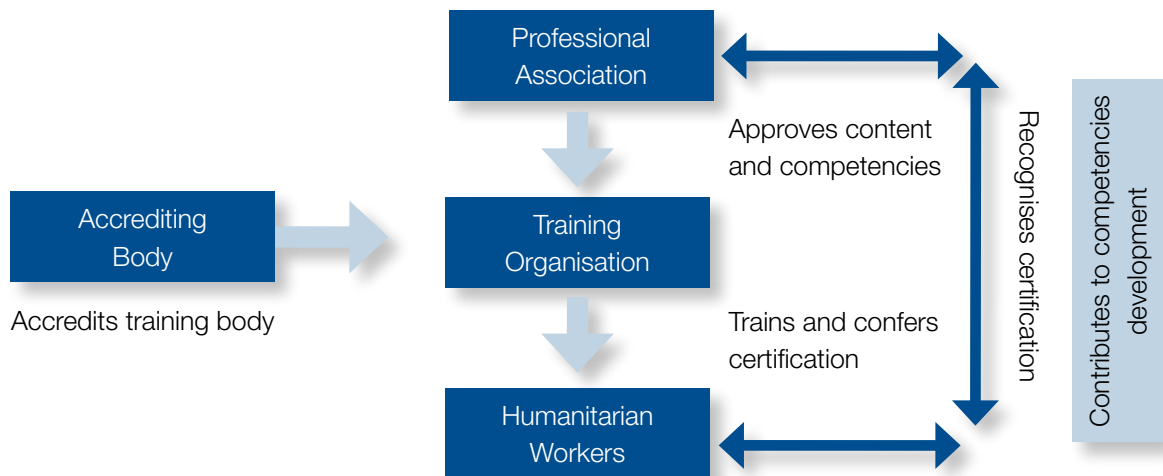
The most important step in creating a certification system is the creation of an IHPA.

Step 2 – Creation of a national certification system

With an international professional association in place, the next task is to create the certification system itself. The basic certification structure is shown and explained below:

The professional body will not perform the certification itself, but will select training agencies to carry out the certification of individuals. In order for the certification to be a true certification based on competencies and rigorous training methods, the training body should be one accredited by an accrediting agency. For the purposes of this study, we will explore the creation of a national certification system in the UK.

Figure 13: Schematic of a basic certification system.



The United Kingdom Accreditation Service (UKAS) “is the sole national accreditation body recognised by government to assess, against internationally agreed standards, organisations that provide certification, testing, inspection and calibration services.”⁸² Furthermore, the UKAS is able to accredit organisations that implement a certification programme for individuals; ISO/IEC 17024:2003.

ISO/IEC 17024:2003 is an international standard that sets out criteria for bodies operating certification of persons. This standard provides a uniform set of guidelines for organisations managing the qualifications and certification of persons, including procedures for the development and maintenance of a certification scheme.⁸³ Since the UKAS is able to accredit agencies using this standard, the training body for the humanitarian certification should be accredited by UKAS for this specific standard. There are currently 22 different UKAS-accredited certification bodies in the UK that provide certification according to ISO/IEC 17024:2003 standards.

However, none of these 22 accredited organisations are focused on humanitarian work. It may be possible for the newly created IHPA to work with one of these existing certification bodies to create a certification system for humanitarian workers in the UK. However, the more likely avenue is for another training body that focuses on humanitarian work to seek accreditation by the UKAS. Organisations currently providing training in the sector such as Mango, People In Aid and RedR could be ideal candidates, since their missions are all related in one way or another to selecting, training and providing competent and committed personnel to humanitarian programmes worldwide.

Finally, the IACET, discussed above, is another option for training providers seeking acknowledgement of their quality and ability to deliver humanitarian programmes.

The certification system will need to have two avenues, one for current and future humanitarian workers and another for those seeking to enter the field via another profession. A supplemental humanitarian component will allow for professionals from other disciplines to enter the

82 United Kingdom Accreditation Service. About UKAS. [Online]. Available from: <http://www.ukas.com/about-accreditation/about-ukas/>

83 International Organization of Standardization. (2010). International benchmark for personnel certification schemes. [Online]. Available from: <http://www.iso.org/iso/pressrelease.htm?refid=Ref847>

sector with the addition of new competencies, preventing them from having to repeat a whole set of qualifications. The system will also need to accommodate those that are qualified and already meet the competencies set out by the humanitarian professional body. A portfolio-based certification system would work best for this, since it would ensure competencies are covered by the person's education and/or professional experience.

For those without humanitarian experience or education, a competency-based system would be best. The individual would need to demonstrate mastery of a common body of knowledge through a combination of education and experience, which would be validated through an examination and/or assessment process. The training agency would tailor the training course to meet the competencies that an individual lacks, and would recognise any experience and education that is relevant to the certification. It could certify individuals through a weighted mechanism (based on experience and education), an exam to assess a person's competencies, or a combination of the two.

Apprenticeship

In addition, throughout the interviews and group discussions undertaken for this report, all aid workers emphasised the central need for experience as well as "book learned" competence. The analogy often given was with the medical and legal professions where interning and residency is a vital part of achieving the final full set of qualifications necessary to practice. Few humanitarian agencies presently have a formal system of apprenticeship or mentored, on-the-job, learning. Where internships do exist they tend to be more for the benefit of interns coming in for short periods from external master's degree programmes.

We believe that the humanitarian enterprise should take more seriously its obligation to provide structured learning within the first few years of a young professional's work.

Promoting Systems of Apprenticeships

Recommendation 10: Humanitarian agencies should actively promote systems of apprenticeship and on-the-job learning, within a structured environment, understanding that during such a learning period young professionals need close mentoring and limits set on the responsibilities they are asked to undertake whilst undergoing this vital experiential learning.

Recertification

The final issue is whether or not recertification will be necessary. Will the awarding of the humanitarian certification be good for life, or will a person need to be recertified after a certain amount of time? The IHPA should make this decision, but most certifications require recertification in order to keep up with current trends, practices and innovations in the field.

Step 3 – Internationalise the Certification System

After the certification system is successfully running in the UK (or any other country), the next step would be to internationalise it. The idea is that the certification system in the UK could be easily replicated in other countries. This is one of the reasons for choosing UKAS as the accrediting agency in the UK. UKAS is a member of the International Accreditation Forum (IAF), an organisation with accreditation bodies in over 50 countries. Even if the country does not have an IAF-recognised accrediting body, the basic structure can be set up in any country throughout the world.

It may not be possible to ensure that the certification system would meet the necessary standards if implemented in certain countries. In this situation, people would be given the option of completing the certification programme via distance-learning or over the internet. Therefore an aid worker in Zimbabwe could receive certification from an accredited training agency located in Italy. This remote-learning aspect could also be part of the national certification system set up in the UK, but internationalising it would allow residents of other countries to become certified.

It would be important for any certification system to be informed of and stay abreast of existing or new regulatory bodies in any area of the humanitarian sector such as the First World Health Professions Conference on "Regulation" which was first held in May 2008 to discuss different models of health professional regulation and regulatory body governance and performance.



Credit: Step Haisledon for RedR UK

9. Costs of Training and Certification

The cost of being trained to a certified level is significant. In the past many training initiatives have failed because the perceived cost:benefit ratio was just too high. Often this meant that individual agencies just did not have sufficient numbers of people needing training to justify the high course design and start up costs. As training becomes available to larger numbers of people, these costs go down.

This is one reason why generic certificate level courses, which have currency across many agencies and can be provided by outside training bodies, are attractive.

If courses are offered in this fashion, by outside bodies, seeking to attract a paying clientele from across the

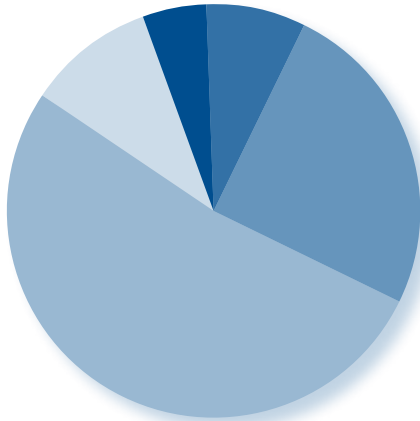
profession, their costs per training will be the true market cost, derived from the actual costs of designing and implementing the training plus any necessary profit to be made by the training institution, balanced against what the market – the budding humanitarian professionals – are willing to pay for.

Who Pays?

In our online surveys participants were asked who should pay for such training; the state, the employer or the individual.

Within the English speaking community there was high acceptance for the notion of the individual paying for their own training, with a strong acknowledgement that there is also a role for the employer to subsidise or at times fully cover the costs of such training. Within the French speaking respondents, the role of the state in funding training was seen as more important.

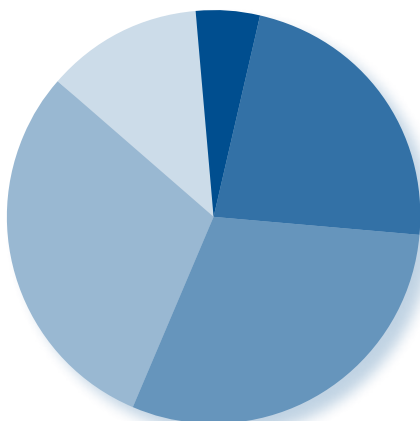
In general, how should the obtaining of professional humanitarian qualifications be paid for



- By the individual seeking them
- By the organisation employing him/her
- By both the individual and organisation employing him/her
- By the individual's national education system
- By the educational system of the country where the individual is working

Figure 14: Within the English speaking community there was high acceptance for the notion of the individual paying for her or his own training.

En général, qui devrait prendre en charge les coûts pour des qualifications professionnelles humanitaires?



- L'individu qui la demande
- Son employeur
- L'individu et son employeur
- Le système d'éducation du pays d'origine de l'individu
- Le système d'éducation du pays où l'individu travaille

Figure 15: Within the French speaking respondents, the role of the state in funding training was seen as more important.

When asked “how much” people would be willing to pay for a mid-level general certificate in humanitarian assistance (two week residential course), 62% said \$2,000, 29% said \$4,000 and 7% said \$6,000. In 2008 the Feinstein International Center ran such a course, a two week residential certificate course for mid career professionals with some 35 attendees. Students were charged \$4,000 for the course and accommodation, and in addition needed to find their own travel costs. This income level (\$140,000) covered the additional costs of putting such a course on but not the costs of developing the course material or following up with students after the course.

Clearly, what people *hope* to pay is considerably less than what they would need to pay and indeed is much less than what they do pay today for such training.

We need to be clear that the above pricings are based on a European or US based model. Training, carried out in Africa and most of Asia, by accredited and competent local institutions, should be considerably cheaper. One might even imagine a future in which individual European and American aid workers opt to sign up to African based training courses over Northern ones because they get better value for money that way. There is an analogy here with the increasing move by Americans to seek out hospitals in Asia to perform their otherwise unaffordable surgery. Although normal practice varies from country to country, at the certified course level in most professions it is usual for the individual seeking the qualification to pay for the training themselves, and to have an employer subsidise the training. There are very few examples where the state will fund certificate level qualifications.

We should also be clear that the cost of training and receiving a certificate for a training course is not the same as the cost of a professional association certifying someone as a member of that association and thus a recognised humanitarian professional. Such an association is likely to charge an annual membership fee and a one-off fee for putting an applicant through a certification process. In many professions today, membership exists at different levels; such as entry level, mid skill level and highest skill level. Professionals seeking to move up this professional ladder usually need to re-take a certification process for each level and often the annual membership fee rises as one moves up the certification levels. It is common, though not universal practice, for employers to pay membership and certification fees of a professional as part of their normal compensation package.

10. Professional Supporting Structures



Credit: Dan Caspersz for UNOCHA

All professions have a range of support, administrative and governance structures associated with them.

Professional Associations

At the heart of all professions is a membership association. The association is open to all qualified members in that profession. Thus being a member of the association defines a certain qualification and/or experience level of the member. All associations also have mechanisms expelling and removing membership privileges from members who falsify claims of their qualifications or who violate the core values of the association.

The prime purpose of a professional association is to create an independent and self-governing quality assurance mechanism for that profession.

In addition an association usually promotes information sharing within its membership in the form of trade and academic journals which it publishes, conferences which it sponsors and websites which it services.

In order to carry out this basic function, professional associations need to be able to keep accurate records of their membership, to examine (or contract another body to examine) the veracity of membership applicant portfolios, to investigate alleged violations of the association's principles, and to promote the association and its purpose.

Thus associations need to raise revenue to cover their costs. Traditionally these have come from four sources: membership fees, one-time certification fees, advertising revenue from selling space in trade journals and income from the staging of trade conferences. Associations we talked to all pointed to a significant decrease in revenue from advertising and from selling conference trade space, particularly in the current recession. Thus the annual membership fee is set to figure more prominently in the survival of professional associations.

Membership fees vary tremendously from association to association, but typically, outside of associations where membership opens the door to high salary jobs, fees are in the order of \$200 - \$500 per annum. The one-off fee charged to move someone through the process of certification and thus gain membership of the association, can be much higher as it often involves the professional association contracting an outside body to run the certification system on its behalf.

Almost all professional associations start small, with a dedicated group of professionals determined to defend the values and competence of their profession. Below are three examples from the US, UK and a global institution which give a sense of what is possible.

Lawyers – US

The American Bar Association (ABA) was founded on August 21, 1878, in Saratoga Springs, New York, by 100 lawyers. The legal profession as we know it today barely existed at that time. Lawyers were generally sole practitioners who trained under a system of apprenticeship. There was no national code of ethics and there was no national organisation to serve as a forum for discussion of the increasingly intricate issues involved in legal practice.

The ABA currently has more than 400,000 members and provides law school accreditation, continuing legal education, information about the law, programmes to assist lawyers and judges in their work, and initiatives to improve the legal system for the public.⁸⁵

Physiotherapists – UK

The Chartered Society of Physiotherapy was founded in 1894 by four young nurses. They set up the Society of Trained Masseuses to protect their profession from falling into disrepute as a result of media stories warning young nurses and the public of unscrupulous people offering massage as a euphemism for other services. By 1900, the Society acquired the legal and public status of a professional organisation and became the Incorporated Society of Trained Masseuses. In 1920, the society was granted a Royal Charter. It amalgamated with the Institute of Massage and Remedial Gymnastics. As the chartered society grew in strength, branches and local boards were established all over the country and in 1944 the society adopted its present name, the Chartered Society of Physiotherapy (CSP), being more representative of the field of work it covered.

Today the CSP provides services to over 49,000 practicing physiotherapists, support workers, students, overseas and retired members via offices in every UK region. It sees itself as a professional association, a trade union and a membership body.⁸⁶

Humanitarian Logisticians – globally

The Humanitarian Logistics Association was founded in 2005. Today it has a membership of over 300 and provides certified training courses, annual conferences, workshops and other professional development activities.

Since 2003, the Fritz Institute has convened an annual conference in Geneva, Switzerland, where the heads of logistics and emergencies at the world's largest relief organisations gather with distinguished professors from leading universities to discuss common challenges faced in humanitarian logistics. The conference serves as a community of practice for the discussion of emerging trends and collaborative approaches to addressing the difficulties experienced in the delivery of humanitarian aid.⁸⁷

At the 2005 Humanitarian Logistics Conference, organised by the Fritz Institute, participants created and signed the Marco Polo Declaration forming a professional humanitarian logistics association. Declaration signatories committed to establish an association which would serve as a catalyst to enhance the professionalisation of humanitarian logistics and the recognition of its strategic role in the effective delivery of relief during humanitarian crises. The Association's objective is "to form an association of logistics professionals committed to increase humanitarian logistics effectiveness and improve lives and dignity of beneficiaries by creating opportunities for dialogue and cooperative relationships with its members and partners." Details of logistics certificates can be found in the previous "Certification in the Humanitarian Sector" section.

An International Association?

The online survey shows a significant desire on the part of those completing the survey to see the creation of an international humanitarian professional association (IHPA). Over and above this popular support a strong financial case can be made for forming a single international association, rather than a series of national associations.

Firstly, as presently practised, the business of humanitarianism is international. It works through the rapid deployment of expertise from one country to another. Secondly, an international association helps promote an egalitarian approach, freeing individual members from the possible constraints of forming associations in states which may not have either the infrastructure or the political will to allow for such independent associations. Finally, there is the simple matter of critical mass. To generate sufficient annual income from affordable fees and to have sufficient connected numbers of people to allow the association to function, it is probable that no individual country presently supplies enough professionals to justify forming an association.

It is important to create an international organisation from the start, since humanitarian workers will most likely be working in multiple countries other than the one in which the professional body exists. The

85 American Bar Association. *History of the American Bar Association*. [Online]. Available from: <http://www.abanet.org/about/history.html>

86 Chartered Society of Physiotherapy. (2010). *History*. [Online]. Available from: <http://www.csp.org.uk/director/aboutcsp/history.cfm>

87 Humanitarian Logistics Association. (2008). [Online]. Available from: <http://www.humanitarianlogistics.org/>

IHPA would play three important roles: adoption of competencies, approval of training content and recognition of the humanitarian certification.

Firstly, the IHPA would be responsible for the approval of the competencies required for certification as a professional humanitarian worker. Not only will these competencies need to be met in order for a person to be certified, but the professional body will also have to decide how a person will exhibit these competencies. Will someone have to pass a test to be certified, or will they be RPL'd (Recognition of Prior Learning) with a portfolio showing past education and experience?

Secondly, the IHPA would approve the content of the training course created to certify individuals.

The IHPA would not be conducting the training itself; other organisations, specialising in training and being accredited, would carry out the training programme leading to certification. The IHPA would concern itself with the content of the training programme and the training organisation would concern itself with creating a programme that would ensure that individuals have a master of the content upon completion of the training programme.

Thirdly, the IHPA would be responsible for recognising the certification the individual will earn from the training body. There would be little reason for an individual to pursue certification if there was nothing to be gained from it. Thus the IHPA would need to recognise the validity and importance of the certification, since it deemed the competencies and content important enough to be part of the training.

Linkages between the proposed IHPA and other organisations

Recommendation 11: When an IHPA is formed relationships are encouraged with the Third Sector Skills Council in the UK and networks such as International Humanitarian Study Association (IHSA), Phreeway in Africa and PHAP in USA. An IHPA should also seek to work closely with the relevant ministries and organisations of southern disaster and crisis affected countries.

All of this begs the question of who will create the IHPA? One option is for an already existing organisation to become the IHPA, or for an organisation to expand in order to fill this role. We identified three possible organisations; PHAP, IHSA and ALNAP (see below). However, after initial discussions with each organisation, whilst they are all supportive of the concept, none of them see themselves as evolving to take on this role.

Professionals in Humanitarian Assistance and Protection (PHAP): As previously mentioned, this organisation is an outgrowth of the International Association for Policy and Conflict Research (HPCR). PHAP's mission is "to strengthen the protection of vulnerable populations by fostering a global network of professionals to engage in peer exchange on goals, strategies, and methods of humanitarian action. It will contribute to the humanitarian community's response to emerging challenges and promote an independent professional voice in humanitarian policy debates."

International Humanitarian Studies Association (IHSA): IHSA aims "to strengthen and advance a global network of universities, specialised research centres, inter-governmental and non-governmental organisations in order to enhance a better alignment between knowledge, policy and practice in resolving humanitarian crises."⁸⁸ There is currently no professional association related to the IHSA, but both the global focus of the organisation and its subject matter make IHSA a possible partner in the creation of an international humanitarian professional association.

Active Learning Network on Accountability and Performance in Humanitarian Action (ALNAP): "ALNAP, as a unique sector-wide active learning membership network, is dedicated to improving the quality and accountability of humanitarian action, by sharing lessons, identifying common problems and, where appropriate, building consensus on approaches."⁸⁹ ALNAP brings together aid organisations, donors and individuals involved in the evaluation of aid. It has good international standing and a primary focus on aid quality. However, ALNAP has no present plans to evolve to become a professional association, but if approached has indicated that it would put the idea to its board for discussion.

88 International Humanitarian Studies Association. [Online]. Available from: <http://www.ihsa.info/index.asp>

89 ALNAP. (2009). About ALNAP. [Online]. Available from: <http://www.alnap.org/about.aspx>

The alternative option is to create a completely new association, drawing support and membership from current actors in the field. This, we believe, is the best way to proceed.

Academic and Study Associations and Structures

Most professions, through their supporting university teaching, training and research programmes, spin off academic associations dedicated to improving standards and relevance in teaching and to the furtherance of research in the subject area. The prime purpose of these associations is to promote the generation of knowledge relevant to the profession.

Such an association can also play a role with universities, alongside a professional association, in promoting a common standard, such as a core competency-based curriculum for university degree programmes which wish to be able to advertise themselves as being recognised educational qualifications in the profession.

In 2009 such an association was started by academics and practitioners researching and writing in this area following a major international conference exclusively devoted to humanitarian research and practice. As of 2010 the International Humanitarian Studies Association (IHSA) was officially accredited in the Netherlands as a study association with some 500 members from across the world. It plans to hold a second major international study conference in 2011 and plans are in place for launching its own academic journal. The association is actively considering developing a competency-based curriculum for master's degree level training which universities could adopt and build from in order to obtain IHSA recognition as a provider of professional humanitarian education.

Support and Encouragement to an IHPA

Recommendation 12: The new association should promote expanding knowledge in the field of humanitarian aid and its work should be encouraged by humanitarian agencies, humanitarian professions and the donor community.

International Trainer Accreditation

Away from universities most certificate level training takes place within employing institutions or private training bodies. At present the international humanitarian community has no way of gauging the training competence of bodies offering relevant courses. This is both a concern for people seeking to choose among existing training options and for new training institutions seeking to enter the market.

In most countries this problem is dealt with through the creation of an accreditation system which allows training bodies to have the quality of their training measured and approved by a national, often state-regulated, body. Thus the training body becomes an accredited training body.

Given the international nature of humanitarianism, what is really needed for this field is accreditation under a recognised international system. Such a system does exist.

The International Association for Continuing Education and Training in the US offers a service to assure the quality of organisations providing training. Organisations that meet their training competency standards become accredited members. Many professional organisations around the world recognise this accreditation and are thus willing to recognise such accredited training bodies as being competent to deliver certificate training in their particular professional area. The IACET does not accredit individual courses, only the provider of the courses. Their website lists some of the organisations that recognise their accreditation.⁹⁰

There is a cost. As of early 2010 organisations seeking accreditation had to pay \$450 for the application package plus \$2,800 in the first year that includes the application review process costs (this involves on-site visits to the training institution). If the site visit is outside the USA there are additional costs. There is also an annual \$785 membership fee. The accreditation is good for five years, after which institutions must be re-evaluated.

90 International Association for Continuing Education and Training. [Online]. Available from: <http://www.iacet.org/>

What the system might look like

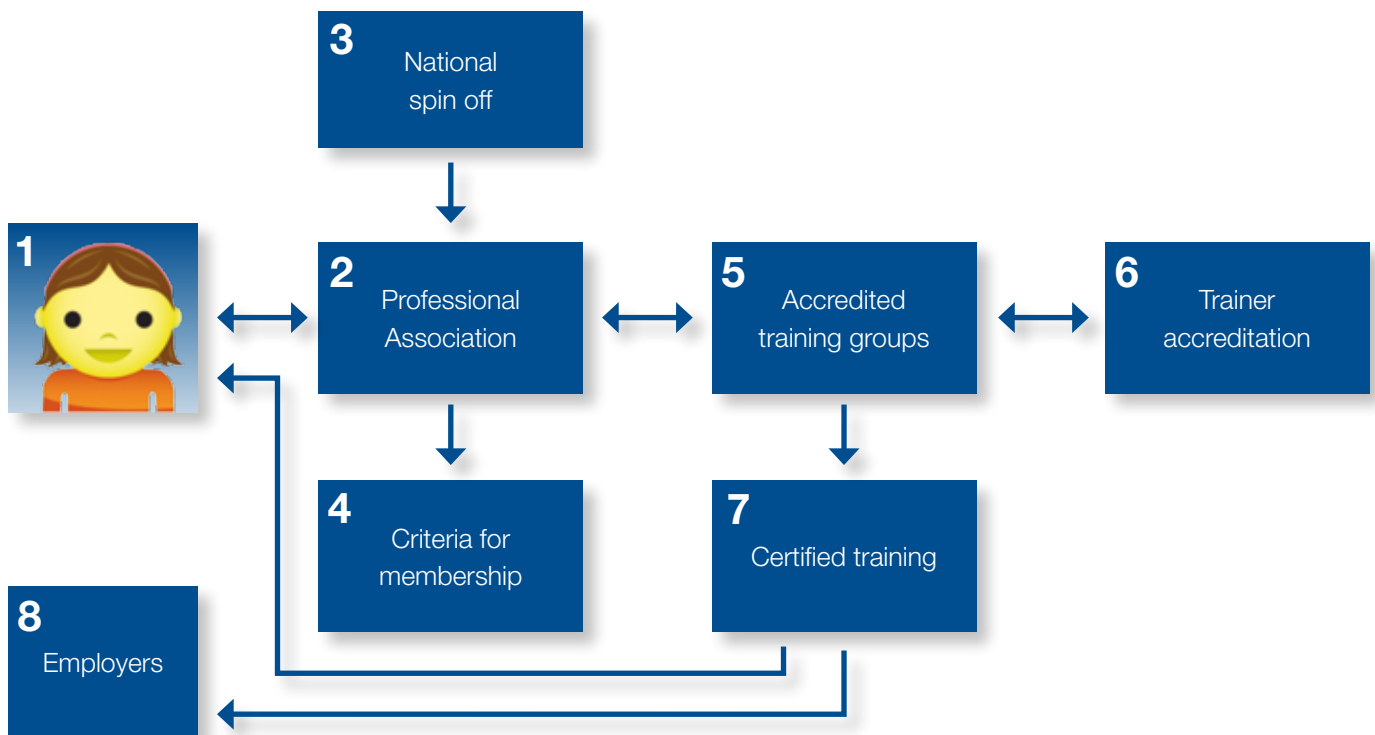


Figure 16: The proposed professional and certification system

Recommendation relating to Accreditation

Recommendation 13: That upon the formation of an IHPA seeking to promote internationally recognised certified training, such an association should require that organisations wishing to offer certified training should be accredited with such an international accreditation system.

Diagrammatically the approach we are proposing is laid out in the figure above.

Humanitarian Professionals (1) undertake to form their own Professional Association (2). We envisage this firstly as an international association, but with the wherewithal to form national chapters (3). The Professional Association sets standards and criteria for certification and membership (4). It looks to outside institutions (5) to provide the formal training and assessing. These trainings are in turn accredited by an external training accreditation body (6) which guarantees the competence of their training and their capacity to certify. This combination then allows the membership to take association-recognised courses

(7) with confidence in their worth. Finally we have the employers (8), aid agencies, in whose best interest it is to support this process, to create the space within their employment structures to allow for the notion of apprenticeship to be more fully developed and to take advantage of what we hope will be an increasingly skilled pool of international professionals.

With this international system in place, one can envisage national versions being developed where there is a sufficient critical mass of professionals. In addition, we envisage the international academic community playing a more coordinated role in promoting research, developing core curricula for graduate studies and promoting the use of evidence based programming.



Credit: Laurent Duvillier for Save the Children

11. Conclusion and Summary of Key Recommendations

There are, at any one time, tens of thousands of humanitarian aid workers, performing a professional service, saving lives and livelihoods in-extremis. They exist in an ill-defined very partial and very ad hoc international community with major barriers to knowledge sharing, the development of universal professional standards and the promotion of the independence of the profession. After conducting research for this scoping study, the authors believe the time is now right to make a serious effort to address these shortcomings.

We need to better understand who the humanitarian professionals are, so that they can be encouraged to form a community of practice; a professional association, which will work with existing standards, courses and trainers to build a coherent approach to certified training around agreed core competencies. This association would support a three-tiered certification system and encourage coherence from vocationally-based courses to degree level programmes. It would recognise the value of field experience and indeed demand that this be an essential element of professional certification.

Through such an approach, we believe we can create a coherent system with a professional association acknowledging and recognising humanitarian experience and abilities. By fostering accredited training to promote agreed humanitarian standards of value to professionals, employers and beneficiaries, it will contribute to promoting the independence, integrity and veracity of this vital profession.

To help achieve the above, we make thirteen key recommendations in this report, collected together on the following pages for ease of reference.

Summary of Recommendations

Enhanced Data Sources

Recommendation 1: Humanitarian agencies should seek to implement complete, agency wide human resource databases which allow for basic data on employees to be shared in a way that does not breach data protection legislation.

Recommendation 2: That coordination is encouraged between the various technical areas in the humanitarian sector and their associated institutes, professional and regulatory bodies, to ensure a streamlined approach to the development of technical and generic core competencies and their application in certified training.

Recommendation 3: That research be undertaken to better understand the motivations of humanitarian workers entering into and working in the humanitarian sector, thus allowing for a better understanding of professional development requirements.

Recommendation 5: That learning & development providers and human resource specialists in the sector be engaged to harness the best of what has been developed, for the benefit of the sector as a whole.

Content and Training

Recommendation 4: That core content and standards for each area of technical expertise be agreed, leading to a sector-wide organisational capacity building strategy.

Recommendation 6: That quality measurement approaches for learning and development providers are promoted and adopted.

Recommendation 7: Universities offering master's degrees in humanitarian assistance should be encouraged to work together to develop common core content, learning objectives and an approach to the incorporation of experience into the degree requirements. It may be appropriate to ask the International Humanitarian Studies Association (IHSA) to promote this recommendation.

Recommendation 8: For the listing/table of humanitarian competencies to be further developed, as an urgent task for a yet to be created International Humanitarian Professional Association (IHPA). The sooner there can be consensus around competencies, the sooner training institutions can start offering courses capable of being certified by the IHPA.

New Association Forming

Recommendation 9: A dedicated, independent, IHPA be formed. This is critical to the creation of a profession in humanitarian action and to the creation and acceptance of a widely recognised certification system for humanitarians.

Recommendation 10: Humanitarian agencies should actively promote systems of apprenticeship and on the job learning, within a structured environment, understanding that during such a learning period young professionals need close mentoring and limits set on the responsibilities they are asked to undertake whilst undergoing this vital experiential learning.

Recommendation 11: When an IHPA is formed relationships are encouraged with the Third Sector Skills Council in the UK and networks such as IHSA, Phreeway in Africa and PHAP in USA. An IHPA should also seek to work closely with the relevant ministries and organisations of southern disaster and crisis affected countries.

Recommendation 12: The new association should promote expanding knowledge in the field of humanitarian aid and its work should be encouraged by humanitarian agencies, humanitarian professions and the donor community.

Recommendation 13: That upon the formation of a IHPA seeking to promote internationally recognised certified training, such an association should require that organisations wishing to offer certified training should be accredited with such an international accreditation system.

Annex 1. Research Methodology

Online surveys

Two online surveys were conducted using the SurveyMonkey platform. One survey was targeted at individual aid workers and academics. This survey was sent out in three languages, English, French and Spanish. A second survey targeted universities that offer master's degree programmes in humanitarian studies.

The English language survey to individual aid workers and interested academics was sent out via the email listings maintained by the Feinstein International Center, RedR, Bioforce and People in Aid. The email inviting people to participate in the survey was sent to at least 4,500 people. What is not clear is how many people passed the email on to others, thus increasing the numbers of potential participants. By the time the survey was closed in February 2010 some 1,388 people had begun to take the survey, and of these 1,162 had completed it. Most of those who failed to complete the survey did so because they disagreed with the premise of the value of professionalisation, and thus stated the body of the survey questions to be irrelevant.

The French and Spanish language versions were passed on to contacts in French and Spanish speaking agencies and agency groups, with pre-written emails in those languages, along with a request that the agencies broadcast the email's invitation to fill in the questionnaire. We have no way of knowing how many people received these emails.

We do know that 221 people started the French survey and 191 people finished it. Likewise we know that eight people started the Spanish survey and six people finished it.

The survey targeted at universities was sent to 16 pre-identified universities, all of whom had previously communicated with the researchers confirming that they both taught humanitarian-style degrees and were willing to fill out the survey. Of the 16 universities contacted, 14 completed the survey.

The actual survey instruments used are shown in the next annex.

Focus groups

14 focus groups were consulted, with the interviews carried out by the principle research investigators. Focus groups consisted of up to 40 individuals with a known interest and expertise in humanitarian issues. In some cases they were field practitioners, as in the groups gathered in Islamabad and Nairobi. In others they were students, as in the group gathered at Tufts University, and others were comprised of humanitarian diplomats and policy makers, as in the groups gathered in Washington DC and New York.

A checklist of questions was used to guide the focus groups. Focus group discussions lasted from between half an hour and one hour. The list of focus group participants is shown in the next annex. For each focus group, points of consensus and major disagreements were recorded.

Individual interviews

37 individual interviews were carried out by the principal research investigators. A check list of questions was used to guide these semi-structured interviews and is shown in the next annex. Individuals were interviewed because of the pivotal role they play in the present humanitarian system, or because they had a track record of work in the field of professionalising humanitarianism. Interviews were conducted in person and by phone. Individual interviews took between 30 minutes and one hour. The list of individual interviews is shown in the next annex.

Literature reviews

The academic literature in three fields was reviewed, pertaining to:

- Modern professionalism
- Certifications and Accreditation
- Core competencies of humanitarian action

These literature reviews have been incorporated into the body of this report.

Humanitarian degrees database

A database of universities and other institutions offering degree level qualifications in humanitarian training was compiled. This database is shown in Annex 3.

Annex 2: Survey and Interview Formats

Summary of Surveys

Professionalisation Survey in English (online via SurveyMonkey)

- Contacted – over 4,000
- Started – 1,388
- Finished – 1,1662

Professionalisation Survey in French (online via SurveyMonkey)

- Contacted – over 250
- Started – 221
- Finished – 191

Professionalisation Survey in Spanish (online via SurveyMonkey)

- Contacted – over 50
- Started – 8
- Finished – 6

Higher Education Survey (online via SurveyMonkey)

- Contacted – 16
- Started – 16
- Finished – 14

Focus Groups (in person)

- Finished – 14

Individual Interviews (in person or over the phone)

- Finished – 36

Professionalisation Survey in English

Welcome

The Enhancing Learning and Research for Humanitarian Assistance project (ELRHA) is the first collaborative network dedicated to supporting partnerships between Higher Education institutions in the UK and humanitarian organizations around the world. This scoping study is being carried out by Dr. Peter Walker from the Feinstein International Center, Tufts University along with Catherine Russ and Erin Noordeloos from RedR-UK.

The study has four aims:

1. To identify an agreed set of core competencies for the humanitarian worker
2. To develop a certification system which will create a scale of recognised professional qualifications for the humanitarian worker
3. To explore the potential for additional professional structures such as a professional association for humanitarian workers
4. To provide a road map whereby the above three issues might be carried forward in the UK and internationally

Your answers to the following questions will be of immense help to us in this work. This questionnaire should take no more than 10 minutes to complete. If you would like to know more about ELRHA and its work please visit <http://www.elrha.org>.

Who Are You?

1. Which of the categories below best describes your relationship with humanitarian work? (please select one)
 - Attempting to get into the sector
 - New aid worker (0-2 year experience)
 - Medium term aid worker (2-5 years experience)
 - Veteran aid worker (more than 5 years experience)
 - Work for a donor agency or fund
 - Work for the government or an agency of a crisis affected country
 - Work is academia, research, or consulting
 - None of the above (please describe below)
2. Which continent are you from? (please select one)
 - Africa
 - Asia
 - Europe
 - North America
 - South America
 - Australia/New Zealand/Pacific islands
3. Demographics (please select one)
 - Female
 - Male
4. Age category (please select one)
 - Less than 25 Years
 - 25 -40
 - 41 and over

Why Bother?

5. Do you think that humanitarian work should be professionalised?

- Yes
- No

Why Bother? (to not professionalise)

6. I disagree with the idea of making humanitarian work more professional because...

Why Bother? (to professionalise)

7. What do you think is the main advantage of making humanitarian work more like a profession?

Please rank the answers below in preference order from 1 (most important) to 5 (least important). Use each number only once.

- It will make Humanitarian workers more accountable to Beneficiaries
- The quality and consistency of services delivered by Humanitarian workers will go up
- Career paths in humanitarianism will be better defined
- Accountability to donors will be better
- Humanitarian work will be more independent

I disagree with the premise of this question because...

OR I would suggest the following alternative advantages...

Core Values & Behaviour

8. Which of the following values or principles do you think are essential to humanitarian work and should be understood and practiced by all humanitarian workers? (please select the four most important)

- Impartiality of action
- Neutrality
- Independence from political, financial, religious or other pressures
- Respect for the victim/beneficiary and their community
- Efficiency of action (always seeking the least costly way of doing things)
- Accountability to beneficiaries
- Accountability to donors

I disagree with the premise of this question because...

OR please add here any value or principle you think is important but not listed above

Core Knowledge

9. Which of the following categories of knowledge should all humanitarian workers have at least some understanding of? (please select the four most important)

- International Humanitarian Law
- Refugee and human rights law
- Accounting
- Logistics
- Public health
- Food, nutritional and food security
- Water supply and sanitation
- Needs assessment
- Monitoring and evaluation methods
- Statistical analysis and demographics
- Protection
- Education
- Security and safety issues

I disagree with the premise of this question because...

OR please add here any category of knowledge you think is important but not listed above

Core Skills

10. Which skills do you think are central to being a humanitarian worker?

Please rank the answers below in preference order, from 1 (most important) to 5 (least important). Use each number only once.

- Negotiation and mediation
- Team building
- Accounting
- Languages
- Multi-tasking

I disagree with the premise of this question because...

OR please add here any skill you think is important but not listed above

Specialisations

11. Which of the following specialisations do you think should have their own certification system specific to humanitarian work? (please select up to four specialisations)

- People management
- Logistics
- Project management
- Accountancy and finance
- Public Health

- Shelter and camp design
- Water and Sanitation
- Nutrition

I disagree with the premise of this question because...
OR please add here any specialization you think is important not listed above

Acceptability of Certification

12. Which of the following categories would you like to see it being possible to obtain an internationally recognised competency certificate in?

Please rank the answers below in preference order, from 1 (most urgently needed) to 6 (least needed). Use each number only once.

- High level general humanitarianism (equivalent of a Masters degree)
- High level specific humanitarian competencies (Masters in Nutrition in Emergencies, water and sanitation in emergencies, accounting in emergencies)
- Mid level certificate in general humanitarianism (maybe a 2 to 3 week full time course)
- Mid level certificate in specific humanitarian skills (certificate in emergency nutrition, water & sanitation, logistics etc.)
- General entry level certificate (a few days training which assumes no previous knowledge or experience)
- Field Level Certificate in Disaster Relief

I disagree with the premise of this question because...
OR I would suggest the following alternative categories...

Cost

13. How much do you think the training for a mid level general certificate in humanitarian assistance (two week residential course) should cost? What would you be willing to pay or have your employer pay? (please select one)

- \$2,000
- \$4,000
- \$6,000
- \$8,000
- \$10,000

I disagree with the premise of this question because...
OR please add here any price not listed above

14. In general, how should the obtaining of professional humanitarian qualifications be paid for? (please select 1)

- By the individual seeking them
- By the organisation employing him/her
- By both the individual and organisation employing him/her
- By the individual's national educational system
- By the educational system of the country where the individual is working

I disagree with the premise of this question because...
OR please add here any source of payment not listed above

Professional Bodies

15. Most professions have various associations to help support the work of the profession. Which of the types of associations below do you think are most important to establish?

Please rank the answers below in preference order, from 1 (most urgently needed) to 5 (least needed). Use each number only once.

- National professional association for humanitarian workers
- International professional association for humanitarian workers
- International humanitarian studies and research association (for academics and practitioner-researchers)
- National associations of the employers of humanitarian workers
- International association of the employers of humanitarian workers

I disagree with the premise of this question because...
OR I would suggest the following alternative associations...

You're Done!

Thank you very much for completing this survey. If you would like to know more about ELRHA and its work, please visit <http://www.elrha.org>.

Professionalisation Survey in French

Bienvenu

Le projet 'Enhancing Learning and Research for Humanitarian Assistance' (améliorer la capitalisation et la recherche dans l'action humanitaire) (ELRHA) constitue le premier réseau collaboratif dédié à soutenir des partenariats entre des institutions de l'enseignement supérieur du Royaume Uni et des organisations humanitaires du monde entier. Cette étude est réalisée par le Dr Peter Walker du Feinstein International Centre, Tufts University, avec Catherine Russ et Erin Noordeloos de RedR UK.

L'étude à 4 objectifs:

1. Identifier un ensemble reconnu de compétences essentielles pour le travailleur humanitaire ;
2. Développer un système de certification qui créera une gamme de qualifications professionnelles reconnues pour le travailleur humanitaires ;
3. Explorer l'idée de structures professionnelles complémentaires comme par exemple une association professionnelle des travailleurs humanitaires ;
4. Fournir une feuille de route pour l'avancement des trois sujets cités ci-dessus au Royaume Uni et à l'international.

Vos réponses aux questions suivantes seront un apport immense pour notre travail. Ce questionnaire ne devrait pas vous prendre plus de 10 minutes. Pour savoir plus sur ELRHA et son travail merci de visiter <http://www.elrha.org>.

Qui êtes-vous?

1. Quelle catégorie, parmi celles proposées ci-dessous, décrit le mieux votre relation à l'aide humanitaire? (merci d'en sélectionner une)
 - Aspirant au secteur
 - Travailleur humanitaire depuis peu (0 à 2 ans d'expérience)
 - Travailleur humanitaire avec expérience moyenne (2 à 5 ans)
 - Travailleur humanitaire vétérinaire (plus de 5 ans d'expérience)
 - Travail pour un bailleur
 - Travail pour un gouvernement ou une agence d'un pays touché par une crise
 - Travail dans le milieu académique, recherche, conseil

- Aucune des catégories citées ci-dessus (merci de préciser ci-dessous)

2. De quel continent êtes-vous? (merci de sélectionner une réponse)

- Afrique
- Asie
- Europe
- Amérique du Nord
- Amérique du Sud
- Australie/Nouvelle Zélande/Iles pacifiques

3. Démographie (merci de sélectionner une réponse)

- Féminin
- Masculin

4. Catégorie d'âge (merci de sélectionner une réponse)

- Moins de 25 ans
- 25 – 40
- 41 et plus

Pourquoi Faire?

5. Pensez-vous que le travail humanitaire devrait être professionnalisé?

- Oui
- Non

Pourquoi faire (ne pas professionnaliser)

6. Je suis en désaccord avec l'idée de rendre le travail humanitaire plus professionnel parce que...

Pourquoi faire (professionnaliser)

7. Quel est, selon vous, le principal avantage à ce que le travail humanitaire soit traité davantage comme une profession?

Merci de ranger les réponses ci-dessous en ordre de préférence de 1 (plus important) à 5 (moins important). Utiliser chaque chiffre une seule fois.

- Cela renforcera la capacité des travailleurs humanitaires à rendre des comptes aux bénéficiaires
- La qualité et la cohérence des services fournis par les travailleurs humanitaires augmenteront
- Les parcours professionnels dans l'humanitaire seront mieux définis
- Cela permettra de mieux rendre des comptes aux bailleurs
- Le travail humanitaire sera davantage indépendant

Je suis en désaccord avec les fondements de cette question parce que ..., OU je propose d'autres avantages qui sont les suivants...

Les valeurs et comportements essentiels

8. Parmi les valeurs et principes suivants, quels sont, selon vous, ceux qui sont essentiels pour le travail humanitaire et qui devraient être compris et appliqués par tous les travailleurs humanitaires ?

- L'impartialité de l'action
- La neutralité
- L'indépendance par rapport aux pressions politiques, financières, religieuses ou autres
- Le respect du victime/bénéficiaire et de sa communauté
- L'efficacité de l'action (les solutions les moins coûteuses)
- Redevabilité envers les bénéficiaires
- Redevabilité envers les bailleurs

Je suis en désaccord avec les fondements de cette question parce que ... OU merci d'ajouter ici toute valeur ou principe que vous semblez importants mais qui ne sont pas mentionnés ci-dessus...

Connaissances essentielles

9. Parmi les propositions suivantes, quelles sont les catégories de connaissance dont tous les travailleurs humanitaires devraient avoir au moins une compréhension partielle? (merci de sélectionner les 4 plus importantes selon vous)

- Le Droit International Humanitaire
- Le Droit des Réfugiés et les Droits de l'Homme
- La comptabilité
- La logistique
- La santé publique
- L'aide alimentaire, la nutrition, la sécurité alimentaire
- L'eau et l'assainissement
- L'évaluation des besoins
- Les méthodes de suivi et d'évaluation
- L'étude démographique et l'analyse de statistiques
- La protection
- L'éducation
- Les questions de sécurité et de sûreté

Je suis en désaccord avec les fondements de cette question parce que ... OU merci d'ajouter ici toute autre catégorie de connaissance que vous estimez importante mais non mentionnée ci-dessus...

Les savoir faire essentiels

10. Quels sont les savoir faire essentiels pour être un travailleur humanitaire?

Merci de ranger les réponses ci-dessous en ordre de préférence de 1 (plus important) à 5 (moins important). Utiliser chaque chiffre une seule fois.

- La négociation et la médiation
- La création de dynamique d'équipe
- La comptabilité
- Les langues
- La polyvalence

Je suis en désaccord avec les fondements de cette question parce que ... OU merci d'ajouter ici tout autre savoir faire que vous estimez important mais non mentionné ci-dessus...

Les spécialisations

11. Parmi les spécialisations suivantes, quelles sont, selon vous, celles qui justifient leur propre système de certification spécifique au travail humanitaire?

- L'encadrement (gestion d'équipe)
- La logistique
- La gestion de projet
- La comptabilité et la finance
- La santé publique
- La gestion de l'abri/de camp
- L'eau et l'assainissement
- La nutrition

Je suis en désaccord avec les fondements de cette question parce que ... OU merci d'ajouter ici toute autre spécialisation que vous estimez importante mais non mentionnée ci-dessus...

L'Acceptabilité de la certification

12. Pour quelles catégories, parmi les propositions suivantes, aimeriez vous que l'on puisse obtenir un certificat de compétences internationalement reconnue?

Merci de ranger les réponses ci-dessous en ordre de préférence de 1 (besoin le plus urgent) à 6 (besoin le moins urgent). Utiliser chaque chiffre une seule fois.

- Haut niveau de compétence humanitaire générale (équivalent d'une Maîtrise)
- Haut niveau de compétence humanitaire spécifique (Maîtrise en nutrition pour les urgences, Eau et assainissement pour les urgences, Comptabilité pour les urgences...)

- Certificat niveau intermédiaire de compétence humanitaire générale
- Certificat niveau intermédiaire de compétence humanitaire spécifique (Certificat en nutrition pour les urgences, Eau et assainissement pour les urgences, Logistique pour les urgences...)
- Certificat général de niveau 'entrée' (premier niveau)
- Certificat de compétence terrain pour les urgences

Je suis en désaccord avec les fondements des cette question parce que ..., OU je propose d'autres catégories qui sont les suivantes...

Coûts

13. Selon vous, combien devrait coûter une formation pour un certificat général niveau intermédiaire de compétence en assistance humanitaire (formation résidentielle de 2 semaines)? Combien seriez-vous prêt à payer ou à demander à votre employeur de payer? (merci de sélectionner une réponse)

- \$2,000
- \$4,000
- \$6,000
- \$8,000
- \$10,000

Je suis en désaccord avec les fondements des cette question parce que ..., OU je propose un autre prix ...

14. En général, qui devrait prendre en charge les coûts pour des qualifications professionnelles humanitaires? (merci de sélectionner une réponse)

- L'individu qui la demande
- Son employeur
- L'individu et son employeur
- Le système d'éducation du pays d'origine de l'individu
- Le système d'éducation du pays ou l'individu travaille

Je suis en désaccord avec les fondements des cette question parce que..., OU je propose une autre source de paiement...

Organisations Professionnelles

15. La plupart des professions ont diverses associations pour soutenir le travail de sa profession. Parmi les différents types d'association proposés ci-dessous, quels sont, selon vous, les plus importants à créer?

Merci de ranger les réponses ci-dessous en ordre de préférence de 1 (besoin le plus urgent) à 5 (besoin le moins important). Utiliser chaque chiffre une seule fois.

- Association professionnelle nationale pour les travailleurs humanitaires
- Association professionnelle internationale pour les travailleurs humanitaires
- Association internationale pour les études et la recherche dans l'humanitaire
- Association nationale des employeurs de travailleurs humanitaires
- Association internationale des employeurs de travailleurs humanitaires

Je suis en désaccord avec les fondements des cette question parce que ... OU je propose les associations suivantes ...

Vous avez terminé!

Merci beaucoup pour votre participation à cette enquête. Si vous voulez savoir plus sur ELRHA et son travail, merci de visiter <http://www.elrha.org>.

Professionalisation Survey in Spanish

Bienvenido

El proyecto “Aumentando Aprendizaje e Investigación para el Apoyo Humanitario” (ELRHA por sus siglas en inglés) es la primera red de colaboración dedicada al apoyo de asociaciones entre institutos de educación superior (universidades, etc.) en el Reino Unido y organizaciones humanitarias por todo el mundo. Esta investigación de oportunidades la está llevando a cabo el Dr. Peter Walker del Centro Internacional Feinstein de la Universidad de Tufts, EE.UU. en colaboración con Catherine Russ y Erin Noordeloos de la RedR-UK del Reino Unido.

Este estudio tiene cuatro metas:

1. Acordar un juego de competencias fundamentales para quienes trabajan en el sector humanitario;
2. Desarrollar un sistema de certificación para crear una escala de calificaciones profesionales reconocidas para quienes trabajan en el sector humanitario;
3. Explorar las posibilidades para estructuras profesionales adicionales tales como una asociación profesional para trabajadores humanitarios; y
4. Brindar un plan para que los tres puntos anteriores sean llevados a cabo en el Reino Unido e internacionalmente.

Sus respuestas a las siguientes preguntas serán de importancia inmensa en este trabajo. Este cuestionario no debería tardar más de diez minutos para completar. Si quisiera mayor información sobre el ELRHA y el trabajo que lleva a cabo, favor sírvase de visitar www.elrha.org.

¿Quién eres?

1. ¿Cuál de las siguientes categorías mejor describe su relación con el trabajo humanitario? (Favor de seleccionar sólo 1)
 - Intentando sumarse al sector
 - Trabajador humanitario nuevo (0 a 2 años de experiencia)
 - Trabajador humanitario con experiencia mediana (2 a 5 años de experiencia)
 - Trabajador humanitario veterano (más de 5 años de experiencia)
 - Trabajo para una agencia o fuente donante

- Trabajo para el gobierno o una agencia de un país afectado por una crisis
- Trabajo en el sector académico, en investigación, o consultoría
- Ninguna de las opciones anteriores (favor de describir en el siguiente espacio):

2. ¿De qué continente eres? (Favor de seleccionar sólo 1)

- África
- Asia
- Europa
- América del Norte
- América del Sur
- Australia/Nueva Zelanda/Islas Pacíficas

3. Género (Favor de seleccionar sólo 1)

- Mujer
- Hombre

4. Edad (Favor de seleccionar 1)

- Menor de 25 años
- Entre 25 y 40 años
- Mayor de 40 años

¿Qué importa?

5. ¿Considera que se debería profesionalizar el trabajo humanitario?

- Sí
- No

¿Qué importa? (no profesionalizar)

6. No estoy de acuerdo con la propuesta para hacer más profesional el trabajo humanitario porque...

¿Qué importa? (sí profesionalizar)

7. ¿Qué considera es la mayor ventaja de hacer el trabajo humanitario más como una profesión?

Favor de ordenar las siguientes respuestas en orden de preferencia de 1 (la más importante) a 5 (la menos importante) usando cada número sólo una vez:

- Hará los trabajadores humanitarios más responsables frente a los beneficiarios
- Aumentará la calidad y coherencia de los servicios brindados por los trabajadores humanitarios
- Definirá mejor las opciones de carrera en el ámbito humanitario
- Mejorará la responsabilidad frente a los donantes

- Hará más independiente el trabajo humanitario

No estoy de acuerdo con la premisa de esta pregunta porque... O... quisiera sugerir las siguientes ventajas alternativas:

Valores y Comportamientos Fundamentales

8. ¿Cuáles de los siguientes valores o principios consideras fundamental al trabajo humanitario y que cada trabajador humanitario debería entender e implementar? (Favor de seleccionar los 4 más importantes)
- La imparcialidad de su actuar
 - La neutralidad
 - La independencia de las presiones políticas, financieras, religiosas u otras
 - El respeto para el beneficiario/víctima y su comunidad
 - La eficiencia de su actuar (siempre buscando la manera menos costosa de hacer las cosas)
 - Responsabilidad frente a los beneficiarios
 - Responsabilidad frente a los donantes

No estoy de acuerdo con la premisa de la pregunta... O... favor de incorporar en el siguiente espacio cualquier valor o principio que considera importante pero que no figura en esta lista

Conocimiento Fundamental

9. ¿Cada trabajador humanitario debería tener por lo menos un conocimiento básico de cuáles temas? (favor de seleccionar los 4 más importantes)
- Derecho humanitario internacional
 - Derecho de refugiados y derechos humanos
 - Contabilidad financiero
 - Logística
 - Salud pública
 - Seguridad de acceso a nutrición y comida
 - Suministro de agua y sanidad
 - Evaluación de necesidades
 - Métodos de monitoreo y evaluación
 - Demografía y análisis estadística
 - Protección
 - Educación
 - Seguridad

No estoy de acuerdo con la premisa de la pregunta... O... favor de incorporar en el siguiente espacio cualquier tema de conocimiento que considera importante pero que no figura en esta lista:

Destrezas Fundamentales

10. ¿Cuáles de las siguientes destrezas consideras fundamentales para ser un trabajador humanitario?

Favor de ordenar las siguientes respuestas en orden de preferencia de 1 (la más importante) a 5 (la menos importante) usando cada número sólo una vez:

- Negociación y mediación
- Desarrollo y fortalecimiento de equipos de trabajo
- Contabilidad financiera
- Idiomas
- Poder hacer varias cosas a la vez

No estoy de acuerdo con la premisa de la pregunta... O... favor de incorporar en el siguiente espacio cualquier destreza que considera importante pero que no figura en esta lista:

Especializaciones

11. ¿Cuáles de las siguientes especializaciones consideras deberían tener sus propios sistemas de certificación que son específicos al trabajo humanitario? (Favor de seleccionar hasta 4 especializaciones)

- Dirección de personas
- Logística
- Gerencia de proyectos
- Contabilidad financiera y finanzas
- Salud pública
- Diseño de refugios y campamentos
- Agua y sanidad
- Nutrición

No estoy de acuerdo con la premisa de la pregunta... O... favor de incorporar en el siguiente espacio cualquier especialización que considera importante pero que no figura en esta lista:

Aceptabilidad de la Certificación

12. ¿En cuales de las siguientes categorías le gustaría ver la oportunidad de obtener un certificado de competencia que es reconocido internacionalmente?

Favor de ordenar las siguientes respuestas en orden de preferencia de 1 (la más urgente) a 5 (la menos urgente) usando cada número sólo una vez:

- Humanitarismo general de alto nivel (equivalente a una Maestría)

- Competencias humanitarias específicas de alto nivel (Maestrías en nutrición, en agua y sanidad, y en contabilidad financiera en casos de emergencia)
- Certificado de nivel medio en humanitarismo general (quizás un curso a tiempo completo de 2 o 3 semanas de duración)
- Certificado de nivel medio en destrezas humanitarias específicas (certificado en nutrición, en agua y sanidad, o en logística, etc., en casos de emergencia)
- Certificado general para los que entran a la profesión (unos días de capacitación asumiendo conocimiento o experiencia nula)
- Certificado práctico en auxilio en caso de desastre

No estoy de acuerdo con la premisa de la pregunta...
O... favor de incorporar en el siguiente espacio cualquier categoría alternativa que no figura en esta lista:

Costo

13. ¿Cuánto consideras que debería costar un curso de capacitación para un certificado general de medio nivel en apoyo humanitario (2 semanas a tiempo completo y con alojamiento para los asistentes)? ¿Cuánto estarías disponible para pagar, o para que su empleador pague? (Favor de seleccionar sólo 1)
- US\$ 2.000
 - US\$ 4.000
 - US\$ 6.000
 - US\$ 8.000
 - US\$ 10.000

No estoy de acuerdo con la premisa de la pregunta...
O... favor de notar en el siguiente espacio cualquier precio que no figura en esta lista:

14. En general, ¿Cómo se debería pagar para obtener un título humanitario profesional? (Favor de seleccionar sólo 1)
- Lo debería pagar el individuo que lo desea
 - Lo debería pagar la organización que emplea al individuo
 - Deberían compartir el pago el individuo igual que la organización que lo emplea
 - Lo debería pagar el sistema nacional de educación de donde proviene el individuo
 - Lo debería pagar el sistema de educación del país donde está trabajando el individuo

No estoy de acuerdo con la premisa de la pregunta...
O... favor de indicar en el siguiente espacio cualquier sistema de pago que no figura en esta lista:

Asociaciones Profesionales

15. Generalmente las profesiones gozan del apoyo de varias asociaciones en su labor. ¿Cuáles de los siguientes tipos de asociaciones son los más importantes para establecer?

Favor de ordenar las siguientes respuestas en orden de preferencia de 1 (la más importante) a 5 (la menos importante) usando cada número sólo una vez:

- Asociaciones profesionales nacionales para trabajadores humanitarios
- Asociaciones profesionales internacionales para trabajadores humanitarios
- Asociaciones internacionales para el estudio e investigación humanitaria (para académicos e implementadores que también hacen investigaciones)
- Asociaciones nacionales para los empleadores de trabajadores humanitarios
- Asociaciones internacionales para los empleadores de trabajadores humanitarios

No estoy de acuerdo con la premisa de la pregunta...
O... favor de indicar en el siguiente espacio cualquier tipo de asociación que sugieres que no figura en esta lista:

¡Ha completado la encuesta!

Muchas gracias por completar la encuesta. Si quisiera mayor información sobre el ELRHA y el trabajo que lleva a cabo, favor sírvase de visitar www.elrha.org.

Higher Education Survey

Thank you for taking this survey. It is designed to collect information about higher education offerings in the Humanitarian Assistance field.

1. Please fill out this section.

Name of degree course

University

Contact name

Address

City/Town

State

ZIP/Postal Code

Country

Email Address

Phone Number

2. How long has the programme been running?

- Less than 5 years
- 5 – 10 years
- more than 10 years

3. What is the length of your programme (i.e. one or two years)?

- Less than one year
- One year
- 1.5 years
- Two years
- More than two years

Add an explanation if you wish

4. How many students do you aim to enrol each year?

5. What are the entry criteria for the programme (e.g. 1st degree, languages, years of field experience)?

6. How many core courses must students take?

7. Please give the titles of these core courses:

- Course 1
- Course 2
- Course 3
- Course 4

- Course 5
- Course 6
- Course 7
- Course 8
- Any others

8. How many non-core elective courses must students take?

9. Do your teaching faculty generally have field experience in the humanitarian field?

- Yes
- No

10. If yes, how many years field experience on average?

- Less than 5 years
- 5-10 years
- More than 10 years

11. What links, if any, does your program have with the humanitarian operational agencies?

12. How does your programme stay informed of developments in the humanitarian sector?

13. Do students have an opportunity for an internship with a humanitarian agency during the programme?

- Yes
- No

14. Do you know what the placement rate for your students in jobs in the sector is following graduation?

- Don't know
- 0-25%
- 25-50%
- 50-75%
- 75-100%

15. Where can we get a copy of the degree curriculum on line? Please provide URL if available.

16. Is there any other information about your programme you would like to share?

Thank you for taking the time to complete this survey. If you would like to know more about this ELRHA initiative, [click here](#).

Focus Group and Interview Guide

ELRHA Scoping Study: Focus group and key informant interview guide

1. *Bring together 6-10 people with common features (ie, all entry level, or mid carrier, or all donors)*
2. *Allow 1.5 hours for the exercise*
3. *Provide refreshments*
4. *Share summary of the group at the end on flip charts*

After describing the basis of the ELRHA scoping study, using the introductory letter as a guide. Explore the following areas.

- What are the pros and cons of making the humanitarian business a more formal profession? (NB: Stress that we are focusing on the individual, not the agencies they work for). Explore the value/drawbacks for: the individual worker, the agency, the donors, the beneficiaries, the community within which the beneficiaries sit

- How do you/your staff view qualifications? i.e. how important are they?
- What kinds of qualifications do your staff typically have for entry level/managers/senior-director levels?
- What is the core of the humanitarian professional? Explore the value set, the “must have” skills and knowledge. Do this for the three proposed levels of accreditation, (entry, mid level, master’s level)
- What systems of accreditation might be used, in your country, to accredit humanitarian professionals? (Explore what people know about other professional systems in their country, vocational training accreditation systems)
- How might a certification programme for field and office staff assist agencies?
- How should the necessary training and accreditation be funded? (Explore if people think it should be state funded, agency funded, donor funded, self funded)
- How much would you be willing (though maybe not able) to pay for (A one day entry level course. A two week mid level course, A one year Masters course)

For many of these issues, after some initial discussion ranking exercises can be used.

Focus groups conducted

Name of Participants	Date	Location
Dorothy Blane – Concern Mubashir Ahmed – Concern Aamir Malik – Concern Shane Brady – Concern Muhammad Arshad – Concern Imran Khan Wazir – Concern Bushra Tabassum – Concern Shiraz Qamar – Concern Shagufta Shah – Concern Anjum Mustafa – Concern	October 6, 2009	Islamabad
Angela Tahir – Plan International S. Tassadaq Hussain Shah – Plan International Qaisar N. Gandapur – Plan International L. Roger Braden – Plan International	October 7, 2009	Islamabad

Name of Participants	Date	Location
Jennifer Kim – UNFPA Michael Phelps – UN-DSS Genevieve Wilk – UN-OCHA Sune Gudnitz – UN-OCHA Mark Dalton – UN-OCHA Helen Ho – UN-OCHA Marie-Jeanne Eby – ICRC Miguel Patkiota – ICRC Carlo Vn Flue – ICRC Boris Falatar – UNESCO Anya Raza – UNESCO	November 2, 2009	New York
Herbert Eisele – ADRA Ken Flemmer – ADRA Beth Ferris – Brookings Institution Nan Buzard – American Red Cross Sara Sehomig – ICRC (DC Office) Emily Bruno – State Department (PRM)	November 9, 2009	Washington DC
HR and Learning and Development specialists from NGOs/INGOs Oliver Chevreau – International Alert/ Peaceworkers UK Stephen Cooper – ADRA Trans Europe Laura Cranney – RedR UK Mukta Das – Amnesty International Secretariat Sylvia DeMelo – Self-employed Chris Finucane – Self-employed Argyris Georgopoulos – MSF UK Rebecca Hill – British Red Cross Madeleine Kingston – EISF Sophia Loveday – World Vision Lucy Markby – MANGO Catherine McMenamin – ORC Worldwide Kate O’Brien – Save the Children UK Gillian O’connell – Merlin Megan Price – RedR UK Aurelien Tobie – International Alert Justine Tordoff – RedR UK Louise Boughen – LSN Ben Emmens – People in Aid Maduri Moutu – People in Aid	November 11, 2009	London
Learning Providers 3 agencies representing People in Aid, Bioforce and Mango. (INTRAC and BOND were invited but were not able to attend)	November 16, 2009	London
ALNAP – 9-10 people (Individual names not available)	November 17, 2009	London

Name of Participants	Date	Location
42 graduate students at Tufts University Allen, Stephen Anderson, Eric Andrews, Jason Aslanyan, Narine Baden, Sarah Barrett, Jasmine Bassford, Maya Benelli, Prisca Caspersz, Dan Choi, Dahm Cushman, Rob Essex, Diana Fraiz, Heather Gannes, Dory Grewal, Gogi Hagtun, Ida Han, Biya Harkey, Jeremy Henretty, Nicole Idres, Ahmed Itzkowitz, Laura Kaiser, Sophie Keane, Emily Kennedy, Andrew Khan, Sabah Klein, Alyssa Levental, Simcha Lijam, Akilu Love, Heather MacKirdy, Katherine Marron, Bethany Martin, Anna Matthews, Greg Moy, Achier Orach, Godfrey Ojobi Petros, Melanie Preneta, Nick Shaver, Andy Sillin, Erin Sobieski, Cindy Sonoda, Aya Taft-Dick, Jaya Troung, Amy	November 24, 2009	Boston

Name of Participants	Date	Location
Mark Prasopa-Plaizier – OCHA Claire Messina – OCHA Kathryn Everlet – OCHA	November 25, 2009	Geneva
ICVA Focus Group Charles Antoine – Standing Committee for Humanitarian Response John Damerell – Sphere Philippe Guiton – World Vision Ester Dross – HAP Colleen Heemskerk – HAP Gregory Brown – IRC Michael Gallagher – JRS Holly Solberg – CARE Manisha Thomas – ICVA Ed Schenkenberg – ICVA Oxfam - David Josey ICRC - Elodie Magnier	November 25, 2009	Geneva
Logistics Professionals Focus Group Mike Whiting Chairman – HELP Forum John Anthony – IRS Martin Arrand – UNIPART Bernard Auton – DG & CEO CILT International Ben Bvepfepfe – CBA Dorothea Carvalho – CILT-UK Richard Clarke – MoD George Fenton – Chairman Humanitarian Logistics Association – HLA Maggie Heraty – Humanitarian logistician Peter O’Connell – Humanitarian logistician David Taylor Research Fellow – Cardiff Business School Drew Weir – SEAL Logistics Solutions	November 27, 2009	London
SRI LANKA: 9 participants on the RedR Management in Emergencies Course Andrew Powell – DFDN Bhaswar Banerjee – Oxfam India Fr. Luckton – CARITAS John Worthington – CARITAS Lata Krishnan-Oxfam India Michael Thomas Hatch – CARITAS Peter Nimalan Jude -Oxfam GB – India Seeni Mohamed Mohamed Sanzeir – Terres Des Home Foundation Tharmaratnam Parthiban – Oxfam GB, Sri Lanka	December 4, 2009	Colombo

Name of Participants	Date	Location
<p>BIOFORCE: 10 overseas humanitarian programme managers attending course at Bioforce</p> <p>Hwaida E. A. ABDELGADIR – Sudan – Red Crescent Society</p> <p>Gisiema BABAY – Sudan – Islamic Relief</p> <p>Alemtsehay FISSEHA – Eritrea – Lutheran World Federation</p> <p>Victor KATAMBALA – Tanzania – World Vision Tanzania</p> <p>William DAKEL – Liberia – Aid for the Needy Development Programme</p> <p>Emmanuel Basheil Comehn – Liberia – Danish Refugee Programme</p> <p>Mohammad Taher Rasoli – Afghanistan – Action Contre la Faim</p> <p>Rahman GUL – Afghanistan – People in Need</p> <p>Johnson R. DEJALGHTEAH -- South Sudan – Christian Recovery and Development Agency</p> <p>Mohammed ABUBAKR – Sudan – Jasmar Human Security Organisation</p>	December 14, 2009	Lyon
<p>40 graduate students at Oxford Brookes, all pursuing MSC in Development and Emergencies</p> <p>Juliet Anderson</p> <p>David Bainbridge</p> <p>Benjamin Barth</p> <p>Victoria Bateman</p> <p>Thea Brain</p> <p>Jeni Burnell</p> <p>Anita Cuddihy</p> <p>Joel Davis</p> <p>Kevin Dunbar</p> <p>Almaz Fiseha</p> <p>Manmeet Kaur</p> <p>David Sanderson</p> <p>Lucia Majova</p> <p>Manuel Marques Periera</p> <p>Kathryn McNicoll</p> <p>Azza Mohamed</p> <p>Sonsoles Montosa</p> <p>Sarah Moss</p> <p>Marina Muenchenbach</p> <p>Madiina Nakibenga</p> <p>Alex Pike</p> <p>Sally Pike</p> <p>Orla Rodgers</p> <p>Zeya Schindler</p> <p>Patrick Shepherd</p> <p>Abigail Smith</p> <p>Jessica Soane</p>	December 16, 2009	Oxford

Name of Participants	Date	Location
Om Bahadar Sunar Nadia Khalid Tithi Patricia Taylor Ihiri Lilian Vitale Oyahha David Woodward Phil Wright Ainul Besar Nawawi Natalie Daniels Abigail Hodge Fiona Kelling Peter McWilliam Emily Noden Zoe Webber	December 16, 2009	Oxford

Individual interviews conducted

Name of Participants	Date	Location/Communication
Zulqarnain Malik – Oxfam Novib	October 5, 2009	Pakistan – in person
Naveed-ul-haq – HAP – CWS	October 8, 2009	Islamabad – in person
Munier Mohammed – Islamic Relief	October 8, 2009	Pakistan – in person
Ayesha Hassan – Church World Service	October 8, 2009	Pakistan – in person
Michael Culligan – LINGOS	October 14, 2009	Phone
Tim Mander – OCHA	October 23, 2009	Phone
Lea Matheson – IOM	October 30, 2009	Geneva – in person
Carmel Dolan – Consultant	November 3, 2009	Phone
Hugo Slim – CforC Argentum	November 6, 2009	Phone
Jean Slick – Royal Roads University	November 6, 2009	Phone
Katy Barnett – UNICEF	November 9, 2009	Phone
Dominic Fry – British Red Cross	November 9, 2009	London – in person
Lisa Bedelian – SAVE-UK Kate O'Brien – SAVE-UK	November 10, 2009	London – in person
Margie Buchanan-Smith – Consultant	November 12, 2009	Phone
Nick Stockton – HAP International	November 12, 2009	Phone
Rachel Houghton – ECB Sarah Lumsdon – ECB	November 12, 2009	Oxford – in person
Karen Hein – Humanitarian Action Summit at Harvard	November 13, 2009	Vermont – in person
Stephen McDonald – Save the Children Alliance	November 13, 2009	London – In person
Holly Solberg – CARE	November 19, 2009	Geneva – In person
Paul Devoy – UK Commission for Employment and Skills	November 20, 2009	Phone
Jean McClusky – UNICEF	November 24, 2009	Geneva – in person
John Damerell – Sphere	November 24, 2009	Geneva – in person

Name of Participants	Date	Location/Communication
Mike Vanroyen – Harvard Humanitarian Initiative	November 24, 2009	Boston – in person
Claude Bruderlein – Professionals in Humanitarian Initiative	December 3, 2009	Boston – in person
Felicity Winter – Skills for Justice Sector Skills Council Kim Brechin – Skills for Justice Sector Skills Council	December 4, 2009	Phone
Greg Matthews – former American Red Cross	December 4, 2009	Boston – in person
Mark Freeman – Third Sector Skills Council	December 4, 2009	Phone
Alex Swarbrick – Roffey Park Caroline Stearman – Roffey Park	January 15, 2010	Gatwick – in person
John West – World Vision	January 25, 2010	London – in person
Kate O’Connor – Skillset	January 26, 2010	Phone
Hanna-Tinna Fischer – Consultant for Save the Children – Child Protection Cluster	January 27, 2010	Phone
Petra Wilson – Chartered Management Institute	February 11, 2010	Phone
Dayna Brown – Listening Project	February 17, 2010	Phone

Annex 3 Database of Humanitarian Training Currently Available

Course title	Institution/s	Type of training	URL
International Humanitarian Law (IHL091)	Advanced Training Program on Humanitarian Action (ATHA)	3 day course	http://www.atha.se/training-seminars/atha-specialized-training-international-humanitarian-law-ihl091
Child Protection in Emergencies (CHP091)	Advanced Training Program on Humanitarian Action (ATHA)	5 day course	http://www.atha.se/training-seminars/atha-specialized-training-child-protection-emergencies-chp091
Security Management (SMI092)	Advanced Training Program on Humanitarian Action (ATHA)	4 day course	http://www.atha.se/training-seminars/atha-specialized-training-security-management-smi091
Disaster Management Course (DMC)	Asian Disaster Preparedness Center (ADPC)	18 day course	http://www.adpc.net/v2007/TRG/TRAINING%20COURSES/Special%20Courses/2008/DMC-38/DMC-38%20Course%20Brochure.pdf
Managing People and Organisations	Bioforce	3 weeks	http://www.bioforce.asso.fr/spip.php?rubrique156
Managing Programmes and Projects	Bioforce	3 weeks	http://www.bioforce.asso.fr/spip.php?rubrique156
Managing Finance and Funding	Bioforce	3 weeks	http://www.bioforce.asso.fr/spip.php?rubrique156
Training of trainers (generic)	Bioforce	1 week	http://www.bioforce.asso.fr/spip.php?rubrique156
Humanitarian Logistics	Bioforce	9 months	http://www.bioforce.asso.fr/spip.php?rubrique70
Project Management	Bioforce	6 months	http://www.bioforce.asso.fr/spip.php?rubrique79
Programme Administration	Bioforce	9 months	http://www.bioforce.asso.fr/spip.php?rubrique78
WASH Management	Bioforce	4 months	http://www.bioforce.asso.fr/spip.php?rubrique81

Course title	Institution/s	Type of training	URL
Driving and Vehicle Fleet Management	Bioforce	4 days	http://www.bioforce.asso.fr/spip.php?rubrique156
Quality in Project Cycle Management : the example of Sphere	Bioforce	3 days	http://www.bioforce.asso.fr/spip.php?rubrique156
Monitoring and Evaluation for Accountability	BOND	1 day course	http://www.bond.org.uk/data/files/bondtrainingmanual_v8_2.pdf
Impact Assessment	BOND	2 days	http://www.bond.org.uk/data/files/bondtrainingmanual_v8_2.pdf
Business Continuation, Security and Disaster Management	Bucks New University	MSc	http://bucks.ac.uk/default.aspx?page=8314
Management of Humanitarian Emergencies: Focus on Children & Families	Case Western Reserve University	1 week course	http://casemed.case.edu/cme
Disaster Management Training Course	Center for International Humanitarian Cooperation	1 week course	http://www.cihc.org/dmtc
Ethics of Humanitarian Assistance	Center for International Humanitarian Cooperation	1 week course	http://www.cihc.org/dmtc
Forced Migration	Center for International Humanitarian Cooperation	1 week course	http://www.cihc.org/forced_migration
Humanitarian Negotiators Training Course	Center for International Humanitarian Cooperation	7 day course	http://www.cihc.org/hntc
International Diploma in Humanitarian Assistance (IDHA)	Center for International Humanitarian Cooperation	Diploma (1 month full-time)	http://www.cihc.org/idha
Mental Health in Complex Emergencies	Center for International Humanitarian Cooperation	12 day course	http://www.cihc.org/mhce
Assessing Public Health in Emergency Situations	Center for Research on the Epidemiology of Disasters	12 day course	www.aphes.be
Security Management	Centre for Safety and Development	2 day course	http://www.centreforsafety.org/

Course title	Institution/s	Type of training	URL
Basic Safety and Security (Personal)	Centre for Safety and Development	3 days	http://www.centreforsafety.org/
Safety for Female Travellers	Centre for Safety and Development	1 day course	http://www.centreforsafety.org/
Advanced Humanitarian Evaluation Practice and Ethics with ALNAP	Channel Research	2 day course	http://www.channelresearch.com/humanitarian-action/
Evaluation of Humanitarian Action with ALNAP	Channel Research	3 day course	http://www.channelresearch.com/humanitarian-action/
Monitoring and Evaluation in Unstable Environments	Channel Research	3 day course	http://www.channelresearch.com/humanitarian-action/
International Humanitarian Law	Dtalk	1 day course	http://www.dtalk.ie/courses/scheduled/?guid=4840fd32-01a5-4b13-a337-ce3a79e695cc
Protection Roles and Responsibilities	Dtalk	3 day course	http://www.dtalk.ie/courses/scheduled/?guid=7de04822-c8b6-42ad-933a-bd30b6aba8d7
Security Management	Essential Field Training	4.5 days	http://www.essentialfieldtraining.org/index.php?option=com_content&task=view&id=6&Itemid=4
Crisis Management	Essential Field Training	4.5 days	http://www.essentialfieldtraining.org/index.php?option=com_content&task=view&id=6&Itemid=5
Hostile Environments	Essential Field Training	4.5 days	http://www.essentialfieldtraining.org/index.php?option=com_content&task=view&id=6&Itemid=6
Disaster Risk Management	Foundation for Development Cooperation (TORQAID)	3 day course	http://www.fdc.org.au/133
Understanding and Coping with Traumatic Stress	Headington Institute	Online	http://www.headington-institute.org/Default.aspx?tabid=2258
Trauma and Critical Incident Care for Humanitarian Workers	Headington Institute	Online	http://www.headington-institute.org/Default.aspx?tabid=2258
Understanding and Addressing Vicarious Trauma	Headington Institute	Online	http://www.headington-institute.org/Default.aspx?tabid=2258

Course title	Institution/s	Type of training	URL
On the Road Again: Coping with Travel and Re-entry Stress	Headington Institute	Online	http://www.headington-institute.org/Default.aspx?tabid=2258
Project Safety and Security Management	Humanitarian Distance Learning Centre	Online	http://www.hdlc.com.au/courses.html
Humanitarian Logistics Management	Humanitarian Distance Learning Centre	Online	http://www.hdlc.com.au/courses.html
Humanitarian Security Management	Humanitarian Distance Learning Centre	Online	http://www.hdlc.com.au/courses.html
Safety and Security Risk Management	Humanitarian Distance Learning Centre	Online	http://www.hdlc.com.au/courses.html
Methods of Working	Interhealth	1 day course	http://www.interhealth.org.uk/workshops-INGOs.html
Building Resilience Under Pressure and Managing Others in High Stress Environments	Interhealth	1 day course	http://www.interhealth.org.uk/workshops-INGOs.html
Core Professional Training on Humanitarian Law and Policy	International Association for Humanitarian Policy and Conflict Research	3 day course	http://www.hpcr.org/core_trainings.html
Logistics Management	International Centre for Emergency Preparedness Training	Diploma (1 or 2 years)	http://www.inter-cept.org/diploma-courses/diploma-in-logistics-management
Emergency and Disaster Management	International Centre for Emergency Preparedness Training	Advanced Diploma (1 or 2 years)	http://www.inter-cept.org/advanced-diploma-courses/advanced-diploma-in-emergency-and-disaster-management
Humanitarian Programme Management	International Centre for Emergency Preparedness Training	Advanced Diploma (1 or 2 years)	http://www.inter-cept.org/advanced-diploma-courses/advanced-diploma-in-humanitarian-programme-management
Project Management	International Centre for Emergency Preparedness Training	Diploma (1 or 2 years)	http://www.inter-cept.org/diploma-courses/in-project-management
Programme and Project Management	International Centre for Emergency Preparedness Training	Diploma (1 or 2 years)	http://www.inter-cept.org/diploma-courses/in-programme-and-project-management

Course title	Institution/s	Type of training	URL
Humanitarian Programme Management	International Centre for Emergency Preparedness Training	Diploma (1 or 2 years)	http://www.inter-cept.org/diploma-courses/in-humanitarian-programme-management
Disaster Management	International Centre for Emergency Preparedness Training	Diploma (1 or 2 years)	http://www.inter-cept.org/diploma-courses/diploma-in-disaster-management
Logistics and Transport	International Centre for Emergency Preparedness Training	Advanced Diploma (1 or 2 years)	http://www.inter-cept.org/advanced-diploma-courses/advanced-diploma-in-logistics-and-transport
Project Management	International Centre for Emergency Preparedness Training	Advanced Diploma (1 or 2 years)	http://www.inter-cept.org/advanced-diploma-courses/advanced-diploma-in-project-management
Refugee Law Course	International Institute of Humanitarian Law	5 day course	http://www.iihl.org/site/5103/default.aspx
Introduction to Monitoring and Evaluation	INTRAC	5 day course	http://www.intrac.org/events.php?training_calendar=1
Advanced Monitoring and Evaluation	INTRAC	5 day	http://www.intrac.org/events.php?training_calendar=1
Impact Assessment	INTRAC	3 day	http://www.intrac.org/events.php?training_calendar=1
Disasters Adaptation and Development	King's College London	MA/MSc	http://www.kcl.ac.uk/schools/sspp/geography/masters/courses/ma/disasters.html
Hazards and Disaster Management	Kingston University	MSc/PgDip/PgCert	http://www.kingston.ac.uk/pghazardsdisastermgt/
International Human Rights, Humanitarian Law and Terrorism Law	Lancaster University	LLM	http://www.lancs.ac.uk/fass/law/prospective/postgrad/llmhuman.htm
Leadership and Management	LINGOS	Online	http://ngolearning.org/courses/availablecourses/default.aspx
Project Management	LINGOS	Online	http://ngolearning.org/courses/availablecourses/default.aspx
Staff Security	LINGOS	Online	http://ngolearning.org/courses/availablecourses/default.aspx

Course title	Institution/s	Type of training	URL
Results Based Monitoring and Evaluation	Local Livelihoods	Live Online - Certified	http://www.uk.locallivelihoods.com/Moduls/WebSite/Page/Default.aspx?Pag_Id=174
Fundamentals of Social Enterprise	Local Livelihoods	Live Online - Certified	http://www.uk.locallivelihoods.com/Moduls/WebSite/Page/Default.aspx?Pag_Id=174
Results Based Project Design	Local Livelihoods	Live Online - Certified	http://www.uk.locallivelihoods.com/Moduls/WebSite/Page/Default.aspx?Pag_Id=174
Social Audit for Organisation Performance	Local Livelihoods	Live Online - Certified	http://www.uk.locallivelihoods.com/Moduls/WebSite/Page/Default.aspx?Pag_Id=174
How to Prepare a Terms of Reference for Consultants	Local Livelihoods	Live Online - Certified	http://www.uk.locallivelihoods.com/Moduls/WebSite/Page/Default.aspx?Pag_Id=174
Infrastructure in Emergencies	Loughborough University	Certificate	http://www.lboro.ac.uk/prospectus/pg/courses/dept/wedc/iie_dl/index.htm
Strategic Financial Management for NGOs	Mango	3 day course	http://www.mango.org.uk/training/calendar.aspx
Grant Management Essentials: How to Keep Your Donors Happy	Mango	2 day course	http://www.mango.org.uk/training/calendar.aspx
Financial Management for Effective Programmes: A Programme Officers Survival Course	Mango	2 day course	http://www.mango.org.uk/training/calendar.aspx
Financial Management for Field Accountants: Introduction to Financial Management in the Field	Mango	2 day course	http://www.mango.org.uk/training/calendar.aspx
Financial Management for Effective and Sustainable Programmes	Mango	12 day course	http://www.mango.org.uk/training/calendar.aspx
Practical Financial Management for NGOs: Getting the Basics Right	Mango	5 day course	http://www.mango.org.uk/training/calendar.aspx
Public Health in Crises and Traditional Contexts	Merlin	7 day course	http://www.merlin.org.uk/Jobs-and-training/Training-courses.aspx

Course title	Institution/s	Type of training	URL
Analysing Disrupted Health Systems in Countries in Crises	WHO, Merlin and IRC	13 day course	http://www.merlin.org.uk/Jobs-and-training/Training-courses.aspx
Needs Assessment in Emergency and Rehabilitation Situations	NGO Management School Geneva	5 day course	http://www.ngoms.org/needsassessment.htm
Delivering Relief in Emergencies	NGO Management School Geneva	5 day course	http://www.ngoms.org/reliefcourse.htm
Exit Strategies: Effective Programme Disengagement	NGO Management School Geneva	2 day course	http://www.ngoms.org/disengagementcourse.htm
Humanitarian Action and Conflict	Oxford Brookes University	PG Cert	http://www.brookes.ac.uk/schools/be/postgraduate/courses/dep.html
Successful Distance Management	People In Aid	1 day course	http://www.peopleinaid.org/events/default.aspx
Briefing, debriefing and supporting staff	People In Aid	2 day course	http://www.peopleinaid.org/events/default.aspx
Coaching: Skills for you and your Managers	People In Aid	1 day course	http://www.peopleinaid.org/events/default.aspx
Communications: Role of HR	People In Aid	1 day course	http://www.peopleinaid.org/events/default.aspx
People Management for Line Managers	People In Aid	1 day course	http://www.peopleinaid.org/events/default.aspx
Retention and Recruitment	People In Aid	1 day course	http://www.peopleinaid.org/events/default.aspx
Planning and Developing an HR Strategy	People In Aid	1 day course	http://www.peopleinaid.org/events/default.aspx
Building HR Capacity	People In Aid	1 day course	http://www.peopleinaid.org/events/default.aspx
People Management for Line Managers	People In Aid	2 day course	http://www.peopleinaid.org/events/default.aspx

Course title	Institution/s	Type of training	URL
Essentials of Humanitarian Practice	RedR Australia	6 day course	http://www.redr.org.au/training/training-courses/60-essentials-of-humanitarian-practice
Humanitarian Logistics	RedR Australia	6 day course	http://www.redr.org.au/training/training-courses/65-humanitarian-logistics
Managing Security and Safety in the Field	RedR Australia	4 day course	http://www.redr.org.au/training/training-courses/67-managing-security-and-safety-in-the-field
Personal Security & Communications	RedR Australia	4 day course	http://www.redr.org.au/training/training-courses/61-personal-security-a-communications
Water, Sanitation & Hygiene in Emergencies	RedR Australia	3 day course	http://www.redr.org.au/training/training-courses/66-water-environment-and-sanitation-in-emergencies
Emergency Planning and Response for Complex Humanitarian Emergencies	RedR Canada	5 day course	http://www.redr.ca/training/emergency_planning.htm
Engineers in Emergencies	RedR Canada	2 day course	http://www.redr.ca/training/engineers_in_emergencies_ottawa.htm
Essentials of Humanitarian Practice	RedR Canada	5 day course	http://www.redr.ca/training/Essentials_of_Humanitarian_Practice.htm
International Emergency Management	RedR Canada	4 day course	http://www.redr.ca/training/introduction_international.htm
Personal Security & Communications	RedR Canada	4 day course	http://www.redr.ca/training/Personal%20Security.htm
Engineering in Emergencies	RedR India	7 day course	http://redrindia.org/ENGINEERINGINEMERGENCIES.aspx
Quality Management in Humanitarian Action	RedR India	5 day course	http://redrindia.org/Qualitymanagementinhumanitarianaction.aspx
Essentials of Humanitarian Practice	RedR New Zealand	5 day course	http://www.redrnz.org.nz/Training.aspx

Course title	Institution/s	Type of training	URL
Humanitarian Logistics	RedR New Zealand	5 day course	http://www.redrnz.org.nz/Training.aspx
Personal Security & Communications	RedR New Zealand	4 day course	http://www.redrnz.org.nz/Training.aspx
Essentials of Humanitarian Practice	RedR UK/ credit rated by Oxford Brookes Uni	5 day course/ certificate	http://www.redr.org.uk
Certificate in Security Management	RedR UK/ credit rated by Oxford Brookes Uni	Certificate - 5 days	http://www.redr.org.uk
Managing People in Emergencies	RedR UK/ credit rated by Oxford Brookes Uni	2.5 day course	http://www.redr.org.uk
Managing Projects in Emergencies	RedR UK/ credit rated by Oxford Brookes Uni	2.5 day course	http://www.redr.org.uk
Logistics in Emergencies	RedR UK (CILT approved)	5 day course	http://www.redr.org.uk
Needs Assessment in Emergencies	RedR UK	5 day course	http://www.redr.org.uk
So You Think You Want To Be A Relief Worker?	RedR UK	1 day course	http://www.redr.org.uk
Training of Trainers for the Humanitarian Sector	RedR UK	5 day course	http://www.redr.org.uk
Personal Security in Emergencies	RedR UK	4 day course	http://www.redr.org.uk
Shelter Essentials	RedR UK	1 day course	http://www.redr.org.uk
Sphere Training of Trainers	The Sphere Project	9 days	http://www.sphereproject.org/component/option,com_jcalpro/Itemid,249/lang,english/
Security Risk Management	UNHCR e Centre	3 day course	http://www.the-ecentre.net/training/1-1-2.cfm#SS1
Emergency and Disaster Management	UNHCR e Centre	6 day course	http://www.the-ecentre.net/training/1-1-2.cfm#SS1
Master of Disaster Management	Univeristy of Copenhagen (DENMARK)	5 day course	http://www.the-ecentre.net/training/1-1-2.cfm#SS1

Course title	Institution/s	Type of training	URL
NOHA Joint European Master's in International Humanitarian Action	Universidad de Deusto (UD) (SPAIN)	3 day course	http://www.the-ecentre.net/training/1-1-2.cfm#SS1
NOHA Joint European Master's in International Humanitarian Action	Université catholique de Louvain (UCL) (BELGIUM)	9 day course	http://www.the-ecentre.net/training/1-1-2.cfm#SS1
NOHA Joint European Master's in International Humanitarian Action	Université Paul Cézanne Aix-Marseille III (UPCAM) (FRANCE)	5 day course	http://www.the-ecentre.net/training/1-1-2.cfm#SS1

Annex 4. Database of Master's Degree Programmes⁹¹

1. [American University](#), Washington DC – Academy on Human Rights and Humanitarian Law
2. [Brown University](#) – Watson Institute for International Studies (Humanitarianism and War Project has moved to Tufts University)
3. [Burnet Institute](#), Melbourne, Australia – Nutritional Needs in Developing Countries
4. [Catholic University of Louvain](#), Belgium (NOHA) – [Center for Research on the Epidemiology of Disasters](#), Public Health in a Geopolitical Context
5. [City University of New York \(IUCSHA\)](#) – Inter-University Consortium on Security and Humanitarian Action, [Ralph Bunche Institute for International Studies](#), [Humanitarian Emergencies & Action Resources & Tools](#) (HEART)
6. [Columbia University](#), New York (IUCSHA) – [School of International and Public Affairs](#), [Mailman School of Public Health](#), [Heilbrunn Program for Population and Family Health](#), [Program in Forced Migration and Health](#)
7. [Cranfield University](#), UK – Disaster Management Centre
8. [Coventry University](#), UK. Disaster Management by Research, Emergency Planning and Management
9. [Deakin University](#), Melbourne, Australia – Humanitarian Emergencies and Disaster Relief
10. [Florida International University](#), Miami – International Hurricane Center
11. [Florida State University](#), Traumatology Institute, Emergency Mental Health
12. [Fordham University at Lincoln Center](#), New York, Institute for International Humanitarian Affairs, see also Center for International Health and Cooperation – International Diploma in Humanitarian Assistance Program
13. [Free State University](#), South Africa. Disaster Management
14. [Gadjah Mada University](#), Indonesia – Center for Security and Peace Studies
15. [George Mason University](#), School of Public Policy, Peace Operations
16. [George Washington University](#), Washington, DC – Elliott School of International Affairs, [Humanitarian Assistance concentration](#); and School of Engineering and Applied Science, [Institute for Crisis, Disaster and Risk Management](#)
17. [Georgetown University](#), Washington DC – Institute for the Study of International Migration
18. [Harvard University](#), Cambridge, Massachusetts (IU) – [Kennedy School of Government](#), [Harvard School of Public Health](#), [Program on Humanitarian Policy and Conflict Research](#)
19. [International Institute of Humanitarian Law](#), San Remo, Italy
20. [Inter-University Consortium on Security and Humanitarian Action](#) (IUCSHA), New York
21. [Inter-University Initiative](#), Greater Boston, Massachusetts – Harvard University, Massachusetts Institute of Technology, Tufts University
22. [James Madison University](#), Harrisonburg, Virginia – Humanitarian Demining Information Center
23. [Johns Hopkins University](#), Baltimore, Maryland – School of Hygiene & Public Health, Refugee and Disaster Studies
24. [Leicester University](#), UK – Risk, Crisis and Disaster Management.
25. [Liverpool School of Tropical Medicine](#), UK – [Humanitarian Management Program](#), with [MANGO and Bioforce](#) and [Masters in Humanitarian studies](#).
26. [Lugano University](#), Switzerland. Humanitarian Logistics and Management
27. [Manchester University](#), UK. Humanitarianism and Conflict Response.
28. [Massachusetts Institute of Technology*](#), Cambridge, Massachusetts (IU) – Sloan School of Management, *Kofi Annan, UN Security General, is an alumnus

29. [Network on Humanitarian Assistance](#), Europe (NOHA)
30. [New York University](#), New York (IUCSHA) – Wagner School of Public Service, Center for International Cooperation
31. [Northumbria University](#), UK: Disaster Management and Sustainable Development.
32. [Oslo University](#), Norway – War & Peace Journalism
33. [Oxford Brookes University](#), UK. Development and Emergency Practice
34. [Princeton University](#), New Jersey (IUCSHA) – Woodrow Wilson School of Public and International Affairs, Center for Migration and Development
35. [Rochester Institute of Technology](#), New York – Disaster and Emergency Management
36. [Royal College of Surgeons in Ireland](#), Dublin / Center for International Health and Cooperation – International Diploma in Humanitarian Assistance Program
37. [Royal Roads University](#), Canada. Disaster and Emergency Management
38. [Ruhr-Bochum University](#), Germany (NOHA) – [Institute for International Law of Peace and Armed Conflict](#), International Institutions in Humanitarian Emergencies
39. [Salford University](#), UK. Disaster Mitigation and Reconstruction
40. [School for International Training*](#), Brattleboro, Vermont - Leadership & Management Program, *Nobel Laureate Jodi Williams is an alumnus
41. [Simon Fraser University](#), Burnaby, British Columbia, Canada – Emergency Preparedness Information Exchange
42. [Swinburne University of Technology](#), Hawthorn, Australia – [International Disaster Management Centre](#), Industrial Sciences Department, and the [Center for Excellence in Disaster Management and Humanitarian Assistance](#)
43. [Tufts University](#), Medford, Massachusetts (IUI) – [Friedman School of Nutrition Science and Policy](#), [Feinstein International Famine Center](#), [Humanitarianism & War Project](#), [Fletcher School of Law and Diplomacy](#)
44. [United Nations University](#), Tokyo, Japan – [Initiative on Conflict Resolution and Ethnicity](#), Peace & Governance, Water & Health, Food & Nutrition, Conflict Resolution
45. [University College London](#) – [Benfield Greig Hazard Research Centre](#) – Geophysical Disasters
46. [University College Dublin](#), Ireland (NOHA) – Transition from Humanitarian Assistance to Development, Department of Agribusiness, Extension and Rural Development
47. [University of Aix-Marseille III](#), France (NOHA) – Legal and Geopolitical Approach to Humanitarian Assistance, Faculty of Law and Political Science
48. [University of Bradford](#) – Centre for Conflict Resolution, Department of Peace Studies
49. [University of California Berkeley](#) – Center for Human Rights; Health and Human Rights; Forensic Science
50. [University of Capetown](#), South Africa – Centre for Conflict Resolution
51. [University College Dublin](#), Ireland. NOHA Joint European Master's in International Humanitarian Action
52. [University College London \(UCL\)](#), UK. Earthquake Engineering with Disaster Management
53. [University of Colorado Boulder](#) – [Conflict Research Consortium, International Online Training in Intractable Conflict](#)
54. [University of Connecticut](#) (IUCSHA) – College of Continuing Studies, Humanitarian Studies
55. [University of Deusto-Bilbao](#), Spain (NOHA) – Pedro Arrupe Institute of Human Rights, International Law; Management of Humanitarian Assistance
56. [University of East Anglia](#), UK – Overseas Development Group
57. [University of Essex](#), UK – Children in Armed Conflict Unit
58. [University of Frankfurt](#), Germany. International Human Rights and Humanitarian Law
59. [University of Geneva](#), Switzerland – Interdisciplinary Program in Humanitarian Action, see also

60. [Center for International Health and Cooperation](#) – International Diploma in Humanitarian Assistance Program
61. [University of Glamorgan](#), UK. Disaster Relief Healthcare
62. [University of Groningen](#), Netherlands (NOHA) – Comprehensive Security: Decline, Disappearance, and Reconstruction
63. [University of Hawaii](#), Hilo -- Center for the Study of Active Volcanoes
64. [University of Huddersfield](#), UK. Risk, Disaster and Environmental Management
65. [University of Lyon](#), Centre Européen de Santé Humanitaire de Lyon
66. [University of Maryland](#), College Park – Center for International Development and Conflict Management
67. [University of Neuchatel](#), Switzerland – Water and Sanitation Engineering
68. [University of Oxford](#), UK – Refugee Studies Centre
69. [University of Paris XII](#), France – Department of Humanitarian Management, Humanitarian Development Assistance and NGO Management
70. [University of Piemonte Orientale](#) / Free University of Brussels, Novara, Italy – European Masters in Disaster Medicine
71. [Portsmouth University](#), UK. Crisis and Disaster Management.
72. [University of South Dakota](#) – Disaster Mental Health Institute
73. [University of Sussex](#), UK, Centre for Migration Research
74. [University of Turin](#), Italy – Peacekeeping Management Program
75. [University of Ulster](#), N. Ireland – [Initiative on Conflict Resolution and Ethnicity](#)
76. [University of Warszawski](#), Poland. NOHA Joint European Master's in International Humanitarian Action
77. [University of Wisconsin](#), Madison – Disaster Management Center
78. [University of York-UK](#) – Post-War Reconstruction & Development Unit
79. [University of Zurich](#), Switzerland – Center for Security Studies and Conflict Research, Center for Comparative and International Studies
80. [Uppsala University](#), Sweden (NOHA) – Centre for Public Health in Humanitarian Assistance, Conflict, Disaster, and Peace Building
81. [Vilnius Universitetas](#), Lithuania. NOHA Joint European Master's in International Humanitarian Action
82. [York University-Ontario](#), Canada – Refugee and Migration Studies Programme, [Centre for Refugee Studies](#)

Notes

Notes

The Feinstein International Center



The Feinstein International Center's research – on the politics and policy of aiding the vulnerable, on protection and rights in crisis situations, and on the restoration of lives and livelihoods – feeds into both its teaching and its long-term partnerships with humanitarian and human rights agencies.

Through publications, seminars, and confidential evidence-based briefings, the Feinstein International Center seeks to influence the making and application of policy in the countries affected by crises and in those states in a position to influence such crises.

Mission Statement

We develop and promote operational and policy responses to protect and strengthen the lives and livelihoods of people living in crisis-affected and marginalized communities who are impacted by violence, malnutrition, loss of assets or forced migration. We work globally in partnership with national and international organizations to bring about institutional changes that enhance effective policy reform and promote best practice.

RedR UK



RedR UK is an international charity that improves the effectiveness of disaster relief, helping save and rebuild the lives of people affected by disasters worldwide. We do this by delivering essential training and support to relief organisations and their staff in the UK and overseas, and by supplying skilled professionals to humanitarian programmes. Our work helps to ensure that the right people with the right skills are responding to global emergencies, and enables both local and international relief workers to react to the needs of those affected by disaster, efficiently and safely. RedR is a leading training and recruitment charity for disaster relief, with offices in Sudan, Sri Lanka, Pakistan and Haiti. Our direct beneficiaries include major aid agencies such as Save the Children UK, British Red Cross, OXFAM GB, CAFOD, UNDP, Merlin, Plan International, Mercy Corps, HelpAge International and Islamic Relief.

Save the Children



We're the world's independent children's rights organisation. We're outraged that millions of children are still denied proper healthcare, food, education and protection and we're determined to change that. Save the Children is transforming children's lives in more than 100 countries.



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