

2011

Articulating
an Agenda for
Humanitarian
Education and
Training



HUMANITARIAN EDUCATION AND TRAINING CONFERENCE REPORT

CERAH and ELRHA wish to extend their gratitude to all of those whose active participation helped make the conference a big success. Special thanks must go to all supporters who agreed to prepare and lead sessions, and who gave their time freely to plan and implement our ambitious programme.

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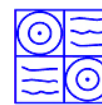
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Foreword

Managing humanitarian activities and responses today and adapting to new, fast changing and uncertain contexts awaiting the world in the very near future, requires professional organisations staffed with individuals with professional skills and expertise. Humanitarian organisations have for a very long time been the primary training provider to their workforce developing and delivering their own training programmes. Since the mid-90s academic institutions have become increasingly responsive to needs of humanitarian workers and organisations and have taken on a more active role in the education of the emerging humanitarian professional.

With the predicted increase in the scale and frequency of humanitarian crises, we must rapidly scale up the capacity of the humanitarian workforce if we are to meet the needs of crises affected populations. To enable humanitarian professionals to prepare for the challenges of tomorrow we must firstly fully understand the needs of those who work in the field taking into consideration that the majority of humanitarian work is undertaken by staff working within their national borders. Therefore it is crucial that we find the means to increase the access and quality of training provision and professional development opportunities in those regions where disasters and protracted crises occur. We also should better define what the added value of an academic training is and what competences more vocationally tailored training should provide.

Clarifying the requirements of this emerging profession represents a challenge to both the academic and humanitarian sector: there is an urgent need to agree on core professional knowledge, core competences and essential humanitarian roles to create a basis for a dialogue and better articulate the division of roles and responsibilities between universities, humanitarian organisations and other education and training providers.

For the first time this conference on humanitarian education and training brought together the worlds of academia and humanitarian practice to jointly discuss and develop an agenda for humanitarian learning. More than 150 experts in the field of humanitarian education and training from across the globe attempted to clarify the requirements of this emerging profession and explored core professional knowledge, core competences and essential humanitarian roles to create a basis for a dialogue and division of roles and responsibilities between universities, humanitarian organisations and other education and training.

One very important achievement of the conference has been to foster dialogue and links between the two sectors – humanitarian and academic, and different cultures – Anglophone, Francophone, North and South. Many very lively discussions encouraged new contacts and collaborations. We did not expect that a two-and-a-half day event would find answers to all our questions. However, the conference has been a hugely important step towards a common understanding of the issues ahead and some more concrete recommendations emerged.

Now the onus is on all of us to continue to work together to improve humanitarian education and training at all levels.


Prof Doris Schopper


Jess Camburn

Introduction

Recent decades have seen significant international change and a growth in the demand for humanitarian action. This has prompted the sector to grow and transform the way it responds to humanitarian need. Responding efficiently and effectively to today's crises requires a significant human resource. But where do, or should, these resources come from? How should humanitarian professionals be trained and how should humanitarian organisations and training institutions interact?

These were among the questions discussed at the Humanitarian Education and Training Conference held in Geneva from 26th - 28th October 2011. Around 170 humanitarian practitioners, academics and training providers from around the world met to discuss the current state of professional development within the sector and explore how this could be developed to better meet humanitarian needs.

The conference was organised by the Geneva Centre for Education and Research in Humanitarian Action (CERAH) in collaboration with Enhancing Learning and Research for Humanitarian Assistance (ELRHA) and with the support of the Swiss Government, the Canton of Geneva, the Hans Wilsdorf Foundation and the University of Geneva.

The main objectives of the conference were to:

- Foster dialogue and links between the humanitarian and academic sectors, and between different cultures – anglophone, francophone, North and South – with a view to discuss and critically assess the field of humanitarian education
- Catalyse continued or new collaborative efforts related to the education and training of humanitarian workers in relation to a core humanitarian studies curriculum and to the development of competency frameworks.
- Identify strategies, next steps and key challenges to the scaling-up of training and education of national humanitarian work-forces and in countries in crises.

The three day event began with an opening ceremony held at and with the support of the University of Geneva. Keynote speeches were given by the Chairman of Pakistan's National Disaster Management Authority, Dr Zafar Iqbal Qadir, and the President of Médecins Sans Frontières, Dr Unni Karunakara.

Two plenary debates discussed current issues from the academic and humanitarian perspectives; after which the main conference discussion was split (see figure 1) down into three thematic focus areas:

1. What knowledge and skills for humanitarian workers?
2. An international framework for professional development
3. Humanitarian education and training as a collaborative enterprise



Many questions and salient points evolved from these discussions which were further distilled into three breakout groups, held on the last day. These addressed the following questions:

1. Where next for humanitarian curricula?
2. Where next for the architecture for professional development?
3. Where next for field training and education?

Figure 1

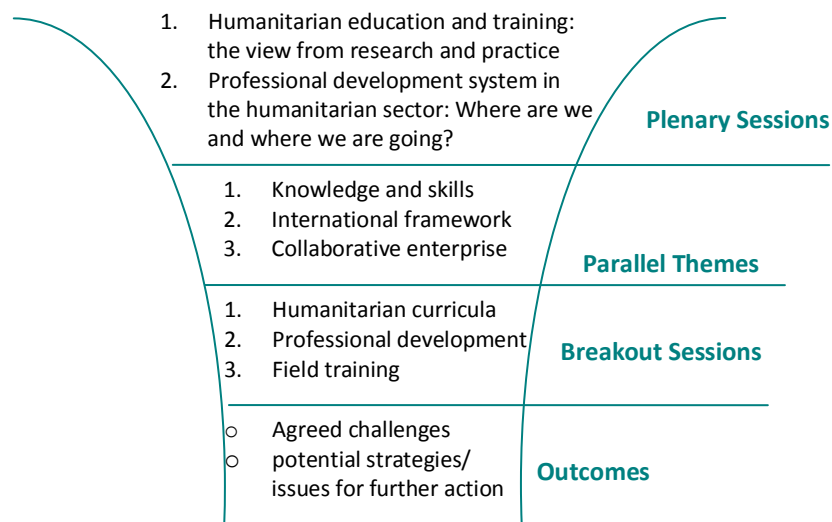


Figure 1 shows the structure of the conference from broad overview to identifying possible future strategies.



Keynote Speeches

The conference was opened by two keynote speakers, who each touched on several key questions and issues of relevance. Below is a summary of the speakers' details and the points they raised.

Dr. Unni Karunakara, International President, MSF



Speaking from MSF's perspective of offering humanitarian medical assistance, Dr. Karunakara addressed several key challenges that humanitarian organisations must address in order to remain effective and relevant.

Economic, demographic and environmental conditions are changing. As a consequence, the pattern of humanitarian needs is changing. If humanitarian assistance is to remain relevant, it must respond to these changes, and this will require new and innovative approaches.

With more than half the world's population living in cities, the people in most need are often the least visible. Humanitarian agencies will have to find new ways of identifying those most in need, and new approaches to delivering assistance. As life expectancy increases, new operational responses and models of care will have to be developed to address the needs of elderly patients and those suffering from chronic and non-infectious diseases such as heart failure or cancer.

While non-infectious diseases pose a new challenge, infectious diseases remain among the most important causes of disability and death in developing countries, and many remain neglected by the pharmaceutical industry. The production of cheaper, generic HIV medicines has made an enormous contribution to the fight against the HIV/AIDS pandemic, and has shown that generics are vital to meeting the health needs of people in developing countries. MSF is tirelessly campaigning to prevent the restriction of the production of generic medicines and to improve treatments for neglected diseases. It is continually looking for new ways to break the link between the costs of research and development and the prices of new drugs.

But equally, humanitarian agencies' impact depends on how they adapt to realities on the ground. Faced with a chronic health worker crisis, and the need to scale up HIV treatment, organisations have implemented task shifting, training nurses or counsellors to administer simple treatments. We need to look to such innovations for inspiration when thinking about the future. One of the greatest challenges today is the politicisation of humanitarian aid. In recent years, political objectives have led to a deliberate blurring of military and humanitarian goals. Recent, cynical ploys such as the fake vaccination campaign conducted by the CIA to identify Bin Laden, undermine people's trust in humanitarian workers. This blurring of boundaries put not just the lives of humanitarian workers at risk, but also those who depend on humanitarian assistance.

If the humanitarian sector wants to continue to save lives and relieve suffering, humanitarian organisations need to adapt and innovate at every level. They must find ways to engage with warring parties so that humanitarians have the space to provide assistance, they must pursue ideas that will improve the quality of care, and they must to support changes that will make appropriate treatment accessible to the people who need it.

Dr. Zafar Iqbal Qadir, Chairman, National Disaster Management Authority of Pakistan



Humanitarian work has come a long way since its inception in the 1950s, and knowledge, skill and attitudinal requirements for humanitarian workers have become more demanding. The imperative to maintain a balance between swiftness, equity, relationship with local partners, environmental protection and the priority of saving lives is a formidable challenge.

The recent watershed events in natural disasters, such as the 2004 Indian Ocean Tsunami or the 2010 mega floods in Pakistan have brought the scale of challenges forward. One of the serious challenges today is the need for a standardised approach to human resources. The humanitarian community is taking steps towards a global consensus on education and training for humanitarian workers at various levels of management, and the Government of Pakistan not only underscores these initiatives, but also ensures its full support. The establishment in Pakistan of a National Institute for Disaster Management is a leap forward in this regard.

Five points should be included in formal human education:

Firstly, a true globalisation of humanitarian work is required, which currently largely remains a Eurocentric phenomenon. There is little meaningful participation of the governments, national institutions and practitioners of disaster-prone countries in shaping the global humanitarian agenda, although they are the custodians of key knowledge.

Secondly, the skills, knowledge and attitudes of humanitarian workers about working in a functioning state have to be improved. Many senior humanitarian workers are used to working in conditions where government is absent or malevolent.

Thirdly, capacity building has to be localised. The bulk of work is executed by nationals of affected countries and they have the greatest need for education.

Fourthly, it is imperative to de-monetise humanitarian assistance. Unfortunately, spending so many millions is often used to indicate the level of service delivery, which by and large, is not so important as the quality of delivery. In fact, simply pumping money has sometimes worsened humanitarian emergencies.

The last and most important issue is the inclusion of disaster-preparedness training. Humanitarian workers need to be able to guide governments on how to prepare themselves to minimise the loss and control the damage done by disasters. This is a new dimension of humanitarian work and should go hand in hand with humanitarian education.

Plenary Sessions

Day two of the conference opened with introductory presentations by Prof. Jean-Daniel Rainhorn, Institute for Global Studies, and Jess Camburn, Director of ELRHA. This was followed by two plenary debates. These sessions aimed to highlight some of the key issues in humanitarian education from the point of view of humanitarian practitioners and academics.

Plenary Session 1 - Humanitarian education and training: the view from research and practice

The first plenary session of the conference addressed the role of academia as a key partner in humanitarian education. The three key questions addressed by the panellists were:

- How far can/should academics prepare humanitarians?
- What is the role of the higher education sector and other training actors?
- How can national staff be included in university programmes and those of other training providers?

Four panellists addressed the audience:

Dr. Tim O'Dempsey, *Director of humanitarian studies at the Liverpool School of Tropical Medicine, UK*, stressed the need to form partnerships between academics and humanitarian agency staff. An example was the co-operation between the Liverpool School of Tropical Medicine and the French Institut Bioforce, who have formed a partnership to develop their master's programme for humanitarian workers.

Mr. Benoit Silve, *Director of the French Institut Bioforce*, stated that there was a strong demand for e-learning, multi-lingual and short courses. Describing Bioforce's training programme for mid-level managers in Haiti, Mr. Silve stressed that innovative funding was urgently needed to increase the number of participants from the Global South who are able to participate in such training.

Dr. Ifeanyi Onyeonuru, *Director of the Centre for Peace and Conflict Studies at the University of Ibadan, Nigeria* spoke about his experience of founding the first master's programme for humanitarian studies in Africa. The course has an intake of 35 students, most of whom are Nigerian; six scholarships are offered to students from sub-Saharan Africa. The main gaps of knowledge identified related to a lack of practical skills, this was also evident among Nigerian civil servants in charge of humanitarian issues. To address this, the Centre was now beginning a training programme with the Nigerian civil defence corps.

Mr. Naw Ja Ding Rin, *Director of the Myanmar Metta Development Foundation* stated that the professional jargon used by many



academic humanitarians was highly inaccessible to many local people, and yet command of such jargon was required to access funds, as it was the language of donors. There was a need to simplify the language and localise/contextualise standards. In terms of the development of standards, it was important to take local context into account, and not simply to push donor-driven core competencies. Also, the fact that most training and educational materials were in English excluded many people.

The panel discussion sparked a number of questions from the audience. One speaker asked about other mechanisms than traditional classroom learning, such as mentoring or work-shadowing. One response to this was that on-the-job training was effective but often difficult to maintain and needed the buy-in from senior management. There were also issues of cost and logistics – in a humanitarian situation there may often be little scope for two people to be doing the same job.

Another audience member highlighted simulation and role play in the classroom as very useful as it pulled people together and they then form a cohort to support each other once they have left the classroom stage of the training. It was also suggested that while e-learning was a resource to exploit it had limitations in that it was very difficult to instigate behavioural change purely by distance learning.

Plenary Session 2 - Professional development system in the humanitarian sector: where are we and where we are going?

The second plenary session discussed systems of professional development in the humanitarian sector, looking at the current situation and possible avenues for future development.

Key questions raised and discussed during this session included:

- What are the challenges to providing ongoing professionalisation training?
- How do we deal with the fast pace of change in the sector and the proliferation of initiatives?
- What are the complexities that have to be dealt with in professionalisation?
- Who should be the trainers? What makes a qualified trainer?

The five panellists in this session were **Dr. Julia María González**, *General Secretary of the Network On Humanitarian Assistance (NOHA) and vice-rector of International Relations, University of Deusto, Spain*; **Dr. Juan Manuel Osorio Acevado**, *Dean of International Relations and Political Science, Universidad Jorge Tadeo Lozano, Bogota, Colombia*; **Catherine Russ**, *Professionalisation Advisor to ELRHA, UK*; **Sean Lowrie** from the *Consortium of British Humanitarian Agencies (CBHA), UK* and **Simon Lawry-White**, *Chief of the Secretariat, Inter-Agency Standing Committee*.

The panel cited a number of interesting, recent initiatives that demonstrated effective collaboration on training and education provision related to professional development in the humanitarian sector. For example, the recent creation of the CBHA framework of core competencies for humanitarian practice, which has been agreed for use by 15 British humanitarian agencies and piloted in both head office and field programmes for recruitment, training and professional development purposes. The leading work of the NOHA network of European universities offering combined humanitarian masters degrees, the development of an international humanitarian logistics certification through a partnership with the UK's Chartered Institute of Logistics and Transport, the work of ACFID in Australia coordinating and increasing the quality of a range of providers and courses relating to humanitarian practice.

Nevertheless, a huge gap still exists in terms of the number of trained and skilled people available to the humanitarian sector, especially at the management and technical level. The problem was considered to be not so much that these people do not exist, but that it is so difficult to deploy these people in the field at the time when they were needed.

One key issue raised during the discussion was the need to bring cohesion to the various different initiatives. Currently there are no internationally recognised standards of who was qualified to train and how training should be delivered, which would provide a key component to ensure quality. Due to the lack of quality-assured professional development training, many individuals feel that the only viable 'qualification' route was through university programmes in order to receive proof of further education.

Regarding the UN, it was noted that the issues faced by the UN were not so different from those facing other humanitarian actors. UN agencies had similar needs to everyone else when it came to the required competencies for their staff. The panel suggested that it should therefore be possible to agree to a global set of competencies needed for different types of professionals in the system. The UN System Staff College was tasked with delivering training programmes for the UN system.

Finally, the discussion reiterated the overarching need for better cooperation and joint initiatives between different humanitarian agencies and training providers. Effective joint initiatives would also be attractive to donors.



Parallel Themes

The conference identified three themes for discussion with each theme further broken down into three thematic sessions. The aim of this process was to allow in-depth debate between the conference participants. The outcomes from the thematic sessions were collated at the end of day two and key issues and questions were identified which formed the basis of the breakout sessions on day three. The detail of each thematic session can be found in the appendices.

Breakout Sessions

The Breakout Sessions were held on the final day of the conference. The Thematic Sessions provided the basis for discussion and it was intended that the outcomes of the three breakout sessions would form the basis of the suggested next steps for development.

Breakout Group 1 - Humanitarian Curricula



This break out group focussed on the humanitarian curriculum in its broadest sense. The questions explored were inclusive of the needs and challenges of both academic and vocational curricula. The thematic sessions from the previous day had highlighted a considerable range of topics and questions relating to the humanitarian curriculum that merited further exploration, however three key questions emerged repeatedly across the themes and these were pulled out for further reflection in this session:

1. How to agree on core humanitarian curricula?
2. How much consensus is needed? Where should consensus come from?
3. How can humanitarian curricula contribute to building the leaders of tomorrow?

This was a rich debate in which the following overarching principles were agreed during the breakout group.

- Firstly, it was recognised that collectively defining humanitarian curricula was an important but complex process that could not be 'concluded' in one forum, there was therefore a recognised value in finding means to ensure that the discussion goes on through a range of avenues.
- Relating to this, it was also felt that it would not be effective to conclude any overarching consensus on particular issues discussed during the breakout group, but instead a more useful role would be to support and articulate the major characteristics of the debate.

How to agree on core curricula?

It was strongly agreed that it would not be desirable for every education provider to subscribe to the same curriculum; the conversation was therefore articulated in terms of 'curricula'. It was considered to be more useful to work towards agreeing core standards/guidelines for humanitarian curricula, thus leaving it open to the diversity of actors to develop their own pathways to integrating these.

Driving commonalities rather than norms

The discussion recognised that there was a growing diversity of providers offering education and training for the humanitarian community. This diversity should be valued and recognised as an asset, bringing flexibility to the sector and enabling responsiveness to unique needs and changing contexts. It was recognised that the humanitarian community was not a homogenous group nor was it static over time; it was also noted that it was important to differentiate between the needs of students/workers/learners. A range of providers and curricula was thus considered essential to respond to the diversity of 'client' needs.

However, it was also recognised that the growing diversity of providers meant that there was increasing potential for dysfunction and division across the education 'offer'. There was a recognised concern that such division might feed through from education providers into humanitarian action.

The discussion group felt that, rather than trying to create norms for humanitarian education, it would be more valuable to find touch-points and commonalities between providers that would contribute to an overall sense of cohesiveness in the sector.

Such touch points could be established by:

1. Articulating and focusing on the common values and ethics relating to humanitarianism.
2. Ensuring curricula respond to real needs, while recognising that a diversity of needs exists.
3. Keeping the 'needs' of the beneficiary at the centre.

How much consensus is needed? Where should consensus come from?

This discussion was clearly related to the earlier question on core curricula. The question of how and where consensus could be reached was discussed in relation to the expressed desire to identify 'commonalities' rather than core curricula. The group explored the possible processes by which such commonalities and standards could be drawn out and approved.

It is important to note that this conversation did not reach the point of clear agreement or recommendations, rather it identified the following principles that were considered to be important to any effort to achieve consensus:



1. Importance of recognising each other's roots.
2. Taking stock of what exists.
3. Ensuring an approach of inclusiveness.
4. Keeping the humanitarian agenda as the axis of cooperation.
5. Identifying and clarifying common concepts and language.
6. Developing a set of options within an agreed common ground.
7. Listening more.
8. Celebrate/work with diversity.

The group felt that many of these would merit further discussion and exploration and there was a strong desire from the participants to continue to work collaboratively on this.

How can humanitarian curricula contribute to building the leaders of tomorrow?

The final discussion group explored the specific issue of leadership and the contribution education and training providers can make towards building and preparing the humanitarian leaders of tomorrow. The conversation and issues explored can be grouped into three broad categories:

The leadership model:

It was felt that further work was needed to identify the 'right' leadership model for the humanitarian sector. There are effective leadership models for a range of sectors and professions but it was felt that none were a perfect fit for the humanitarian community. There was recognition that leadership and leadership models need to be connected to organisational design and change. This once again highlighted the heterogeneity of the humanitarian sector and the need for different approaches to leadership depending on the level and scope of the client's activities and responsibilities.

The distinction between cooperative and competitive leadership models needed further exploration in the context of humanitarian action, in order for effective curricula to be developed.

A final position was articulated within the group which proposed that academic curricula should be designed to support the development of 'horizontal/dispersed' leaders and the 'frontliners' of humanitarian action.

Identifying leaders:

This discussion explored the particular processes by which tomorrow's humanitarian leaders should be identified and developed. The group felt that further work was needed to define the most effective balance between *selecting* leaders and *training* leaders. This would need to be a negotiated process between a range of actors, including governments, employers and training and education providers. It was felt that the process of identifying leaders needed greater attention in order for education and training providers to contribute effectively to their development.



Two general principles were agreed when identifying and supporting future humanitarian leaders:

1. Priority should be given to building on and supporting national leadership.
2. There is a need to build leadership at all levels rather than simply focusing on the 'top'.

Equipping leaders

Finally the group explored some of the possible approaches and components of training and curricula for humanitarian leaders. There was a recognition that leaders needed to be better equipped for the technical demands of leadership and that further work to develop a suite of 'leadership tools' could be beneficial.

In particular, it was agreed that humanitarian leaders needed to:

- Be able to take a strategic position.
- Take decisions that embraced the wider environment, recognising innovation alongside their specific organisational culture and needs.

The role of coaching and mentoring was considered particularly important in the development of effective leaders, and it was felt that these approaches needed to be built into any leadership development programme.

Possible next steps to take things forward:

1. Promote networking.
2. Actively seek a multicultural approach.
3. Take the discussion beyond the Anglo-Saxon approach.
4. Support a virtual network of those engaged and working on the issues.
5. Mapping what exists:
 - a. Assess demands.
 - b. Map existing curricula.
 - c. Map existing option and training packages.
 - d. Map where there are common understandings.



Breakout Group 2 - Global Architecture for professional development

This subject area was initially called Framework for Professional Development but due to a number of discussions around competency frameworks this caused some confusion and it was agreed that the term 'framework' could be replaced with the word 'architecture' to differentiate it from these discussions

There was consensus that the creation of a global architecture with its own professional association was a large undertaking and could take years to realise. Development work would therefore need to take a phased approach and build on what already existed. Discussion around how the humanitarian sector might go about building an effective architecture for professional development led to many more questions than answers. Some of the questions raised included how diversity could be taken into account and where the legitimacy would come from in making decisions on a common global architecture.

Three main themes were discussed in three separate groups with respect to the creation of a global architecture for professional development:

1. Individual needs vs. agency needs.
2. Where does the legitimacy come from to decide on the architecture?
3. How does the sector build a professional association?

Individual needs vs. agency needs



It was agreed that the *driver* for professional development should be to improve the experiences of recipients of humanitarian assistance. However, an important question was raised over whether the architecture for professional development should principally function to serve the individual or the employing agency. Rather than debate on absolutes, the discussion veered towards an understanding that the needs of both individuals and agencies should be met if a professional architecture was to serve the sector for the future. It was felt that an infrastructure solely developed by and for individuals wishing to enter and develop within the sector would leave agencies with little or no voice on the gaps and necessary conditions for employability. Conversely, it was not seen to be in agencies' interests to devote disproportionate resources to support the development of new entrants into the sector. The discussion led to a general agreement on the need to create synergies between individuals' and agencies' needs but no concrete suggestions were made as to how that could be reached. After much discussion, it was suggested that the issue could be more usefully expressed as individuals versus the system, thereby taking a wider more global perspective on what needed to be done and relieving agencies from shouldering the responsibilities on their own.

While it was generally agreed that an architecture for professional development would need to integrate and serve the needs of both individuals and employing agencies, it was felt that the principal focus of a

professional association should be on the individual humanitarian worker. This position did not exclude the importance of dialogue and engagement with the employing agencies, but it was felt that the focus on the individual would best serve to protect the independence and legitimacy of the profession and allow for change in the future.

Where does the legitimacy come from to decide on the architecture?

The issue of legitimacy was a particularly pertinent question in this breakout discussion. There was a recognised challenge that any 'global system' would need to be seen as legitimate by the diversity of actors within the humanitarian system and also by those that the system interacts with, such as national governments. It was recognised that without legitimacy the architecture would either fail, or serve only a few, thus further contributing to a two-tiered system.

In general it was felt that legitimacy could not be achieved by one organisation acting alone and there was a long discussion on the idea of a 'movement'. In this movement legitimacy would come from the individuals, initiatives or agencies that take it upon themselves to work together to develop an architecture and demonstrating a commitment to ethics.

The idea that people with sufficient passion and motivation for seeing something happen could galvanize other people and resources seemed to resonate with the wider break-out discussion groups, this 'buying-in' would be the factor determining whether work produced by a 'movement' had traction and recognition in the sector.

Principal tasks that the early stages of a movement might take on to gain legitimacy might include:

1. Author guiding principles for action.
2. Explore and identify overlapping and complimentary interests between organisations and individuals.
3. Define the needs of individuals at different points in their careers as they enter and exit at different times.
4. Explore how to make a professional architecture globally accessible particularly in the South.
5. Further define what a professional association might look like (union vs. 'onion' – the idea of layers of accountability radiating from the individual at the centre).
6. Provide better visibility of funding trends and how they dictate and shape how we think about staff development.



How can the sector build a professional association?

Focusing more closely on how the sector might begin to build a professional association there was a strong sense that the creation of an association would and should take a long time to emerge, and that the building blocks for the overarching professional development architecture would need to be constructed first. There was also recognition that it might not be necessary to create something new, but rather there could be benefit in collaborating with existing initiatives such as PHAP, Humanitarian Logistics Association, the UN Clusters and the quality and accountability initiatives.

Given the length of process that was envisaged for the emergence of a professional association the discussion focused more on the desired characteristics and principal considerations as opposed to specific tasks and functions of such a body.

There was strong agreement that an association should be driven by, and engender among its members, a sense of collegiality where people would work together but also agree to police each other. The idea of defining core principles for membership was raised as a way of being able to generate a sense of collegiality, drawing from current codes of conduct and principles that already exist in the sector.

Fairness of access was seen as critical to the potential members of the association, with a general agreement that it would be important to have broad open access and then a 'gate-keeping' system for standard setting and possibly developing some kind of tiered system which members could progress through as their careers developed.

Key issues that an association would have to take into account included:

1. How can different pathways (academic, vocational) to professional recognition be defined?
2. How can various disciplines' frameworks for coherence in the sector be linked? How many should be promoted?
3. How can competency frameworks into more practical components (e.g. training and other learning methods) be measured and translated?
4. How can various qualifications and training from around the world be related?
 - The idea of 'Nostrification' was raised, which is a procedure whereby a foreign educational qualification is compared to another country's and their equivalence determined - this is currently termed 'inter-operability' or 'transferability' in the sector.
5. How can collaboration between academia and the humanitarian community be enhanced?
6. How can issues of recognised certification be dealt with?



The discussion finished with consideration of how an early 'movement' of individuals who would work to develop the concepts and systems could eventually be reconciled into an established and accountable association. It was felt that there would have to be a carefully managed transition process that gave voice and representation to the full diversity of the humanitarian workforce.

Breakout Group 3 - Field training and education

The major issues discussed in this breakout group were the inadequacies of the current top down approaches which were felt to disadvantage field level workers and fail to establish sustainable systems to ensure ongoing professional development for new cadres of staff.

There was a general need identified to decentralise learning and development and make greater effort to work with local governments and organisations to encourage them to play a stronger role in helping to establish mechanisms for staff to access relevant development opportunities and promote locally driven standards. Recognition of training provision and standards by national governments could also help to increase visibility of skills outside of workers' countries.

The idea being consulted by ELRHA on the creation of a Learning and Development Passport for the humanitarian sector was explored and the general feeling was that such a concept could help to promote the transferability of skills and training.

Incentives and disincentives for investing in training for field-based staff were also explored. Incentives included contributing to the creation of a larger, more able workforce. However it was also found that there were strong disincentives, particularly for small organisations, where investments in developing staff may often lead to workers leaving for higher paying jobs with international organisations. Some considered that building staff up for the sector only benefited the larger organisations which paid higher salaries and could afford to lose staff more easily than the small agencies.

Effective management and follow-up processes were identified as key to ensure learning and development was implemented back in the work place. The reality was raised that while many staff accessed training courses they were often not supported by higher management to implement their learning, leading to a lack of change and development within an organisation.

With a lack of guidance on standards for field training, quality was raised as a major issue in terms of how to:

- Measure the impact of training programmes.
- Work out which models are most effective.
- Ensure the application of the acquired knowledge.



- Keep quality while reducing training time.
- Ensure quality in tailor-made programmes and recognition of it.
- How to develop networks and community of practice?

The financial reality of training was discussed including the major difference in training costs depending on geographical areas, although it was stressed that it was important not to consider a lack of funding as the cause for all maladies in the system – funding has been available for training where it has not always been taken up. Despite more money going to the UN and INGOs for building capacity, it was seen as important to look at investing in training capacity locally in the south rather than relying on flying trainers into the field from the north.

Desired situation

Following the broader discussions of key issues and challenges in relation to the current status of field training and education the group generated a series of challenges and/or questions and then proposed possible solutions to these. The questions/challenges and proposed solutions are outlined below:

How to keep quality but reduce training time?

- Prioritise building local capacity.
- Take a strategic approach to training with different methods.

How to ensure the application of acquired knowledge?

- Ensure personal accountability.
- Embed the outcomes of the training into practice.
- Find the right balance between ‘just in time’ and ‘just in case’.
- Ensure a close fit with needs assessment, before during and after.
- Develop standards (higher level).
- Assess programme needs to develop appropriate training and measure impact in the workplace.

How to ensure the impact of training?

- Develop good trainers with humanitarian knowledge.
- Maintain training knowledge.

What is the best model for coordinating and investing in training for the field?

The ideal model proposed to improve the quality, accessibility and impact of field based training is an international collaboration. In this the main partner is in the south and is the manager controlling the donor relationship. It was suggested that funding in the future could be private funding.



Is investment needed for the new generation of humanitarian workers or the existing 200,000?

- There is a need for capacity building for people currently in the sector AND future relief workers.
- The private sector and government need to be effectively involved.
- There should be investment in capacity building with a view to the sustainability of the sector.
- The sector must overcome brain drain and still embrace mobility.
- Capacity building in the south and leadership by the south would lead to more uniform processes to access donor funds.
- The humanitarian sector should no longer use the fire brigade model.
- There is a need to remove the artificial distinction between 'humanitarian actors' and those officially outside of the sector (private sector, government employees etc).
- Integration into national education.
- Retain people with skills that are embedded within community.

Actions to be taken

The group progressed to propose a set of possible actions that could be taken to improve field based education and training. These actions are outlined below:

- Develop a database of quality assured open access materials - with clear criteria for what quality means.
- Personal profiling. There needs to be some kind of framework that can be populated with skills and needs.
- Increase collaboration between universities and NGOs. Work on bridges to connect.
- Improve inter-agency work - but questions arose as to how to do this.
- Explore opportunities with distance learning and e-learning.
- Integrate training standards of humanitarian workers in Sphere and use the existing mechanism.
- Incentivise engagement of all to allow individuals to undertake training.
- NGOs should articulate better what they need from training organisations.
- Build relationships between academia and NGO leadership.
- Ensure management training as a part of the career pathway.
- Develop an effective mechanism for linking training and development back into an organisation.
- South-south knowledge sharing.
- Strategy for community based development approach and localised materials.

Concluding remarks

The two chairmen of the conference, Mr. Bruderlein and Prof. Dominicé returned to the conference plenary at the end of the three days, to provide their concluding statements, summed up below.

Prof. Pierre Dominicé, Honorary Professor, University of Geneva



Prof. Dominicé stated that today, many younger people were looking for a work-life balance, so their focus was not only on diplomas and accreditation. Universities had a good image, but the world overall was becoming a place of lifelong learning with unlimited access to information. Prof. Dominicé called on conference participants not to reduce the richness or the wide scope of learning routes and emphasised the need to give space in our educational institutions to the question of values. He raised the question whether it would not be of importance to broadcast more the reasons as to why humanitarian workers are active in their field, as this could provide inspiration for others to get involved in social action, which could act as a counterbalance to consumerism and other dangers of the world.

Mr. Claude Bruderlein, Director of the Program on Humanitarian Policy and Conflict Research



Mr. Bruderlein emphasised that the question of professionalisation in the humanitarian sector was a long and complex problem, and that there was no reason to rush. The process of sorting and combining ideas was on its way, but to build a clear and concise agreement necessarily took time. The development of methodologies and actions for a professional society for humanitarian actors might take years if not decades.

Mr. Bruderlein concluded that too often, people crossed the boundaries into each others' fields, which resulted in rushed common policies. A key recommendation to academics, policy makers and practitioners, was to recognise and hold firm to what they were good at and what they knew, so as to add maximum value to collaborations.

Moving Forward

Throughout the conference many lively debates led to new ideas on how to improve the current state of humanitarian education and training, but also left many open questions. While such richness and diversity could not lead to a set of binding recommendations, there was a strong sense throughout the event that we are at the start of a dialogue, that there was still some way to go toward building understanding of each other's working cultures, values and needs and that we need to find more effective channels to collaborate.

Some common themes emerged during the discussions and debates over the three days which should inform our way forward.

Taking stock, valuing and building on what exists should be at the core of any future developments. This means continuously mapping the existing provision, sharing training materials and lessons learned, and establishing strong virtual networks.

Diversity is essential, while at the same time there is a need for recognised and comparable training courses. Academic and vocational training each have their own set of objectives and audiences and are complementary. The cohesiveness of humanitarian education and training should be improved and should ensure responsiveness to real needs of beneficiaries and humanitarian workers.

The benefit of collaboration and networking was highlighted again and again, as well as the communication and language challenges being recognised. Finding means to overcome these is one important challenge for the future. Improving the collaboration between the education providers and the employing organisations should enhance application and impact of knowledge and skills in the workplace. The aim should be to collaborate in a way which has benefits for all ('win-win' situation).

Improving access to education and training provision particularly in the south was seen as essential. This should also lead to more fairness in the system – not just in terms of access but also in terms of the providers of training and education services.

Some recommendations for action emerged in the breakout sessions.

Humanitarian curricula

- Opportunities to continue the dialogue between the providers of education and training and the humanitarian actors should be identified, recognising that some actors were not fully represented at the conference.
- A sense of cohesiveness in the community should be developed without diminishing the unique diversity that exists by working towards identifying commonalities and 'touch-points' between providers of education training.
- Education and training provision should focus on national leadership and the 'frontliners' of humanitarian response in a collaborative effort.

Global architecture for professional development

- Any global architecture for professional development should meet the needs of both the individual humanitarian workers as well as the employing organisations, while a professional association should be focussed on individual humanitarian workers.
- There is a need to consider current initiatives and agencies concerned with professional development of individuals and build from what already exists rather than starting something new.
- The emergence of an international professional association would have to be a carefully managed development and transition process that built on what already existed and gave voice and representation to the full diversity of the humanitarian workforce to gain the necessary legitimacy.

Field training and education

- There is a need to further decentralise learning and development and make greater effort to work with local governments and organizations to encourage them to play a stronger role in helping to establish mechanisms for staff to access relevant development opportunities and promote locally driven standards.
- An effective mechanism for linking training and development back into an organisation should be developed. The idea of a Learning and Development Passport was seen as one possible mechanism to achieve this.
- Collaboration between universities and NGOs should be increased by working on bridges to connect them effectively.

The conference provided for the first time a platform for all those involved in and concerned with humanitarian education and training. The onus is now on each participant to take things forward within his or her institution and in collaboration with others.

Appendices

1. Parallel Themes

The conference identified three themes for discussion with each theme further broken down into three thematic sessions. The aim of this process was to allow in depth debate between the conference participants. The outcomes from the thematic sessions were collated at the end of day two and key issues and questions were identified which formed the basis of the Breakout Sessions on day three.

Theme 1 - What knowledge and skills for humanitarian workers?

This theme discussed the core skills and knowledge that the humanitarian community requires of its workforce. This concept leads on from the definition of the principles, values and standards by which the sector operates and takes a further step towards achieving sector-wide agreement on professional development standards. Such an agreement should assist individuals from all countries with career progression at all levels and would provide better direction to organisations to recruit suitably qualified staff.

Considerable work has already been conducted on developing this by the Consortium of British Humanitarian Organisation (CBHA), People in Aid and the Association of Professionals in Humanitarian Assistance and Protection (PHAP). Representatives from these organisations therefore led the three sessions in this theme.

Background Information

A more detailed background paper can be found at:

<http://www.humanitarianeducation.org/sites/default/files/ThematicPaperOne.pdf>

Explanatory note on humanitarian competencies:

The *essential humanitarian competencies framework* that was featured prior and during the conference was developed and adopted by the Consortium of British Humanitarian Agencies. The framework represents the fundamental knowledge, skills and behaviours that are considered essential for working in any role in the humanitarian sector. This framework was further consulted on with a global audience through ELRHA's second global survey on professional development.

The CBHA competency framework is explicitly vocational in purpose and was not developed with academic education in mind; however the intention would be for the framework to be a useful reference for academic providers. The competencies are designed to interface with other technical competency frameworks such as those developed for specific sectors and those that exist within other recognised professions. They are also intended to assist those entering the sector from any number of disciplines. The purpose of circulating the CBHA competency framework at the conference was to highlight its existence to a broad audience and seek further feedback prior to the framework being promoted for wider adoption across the sector for professional development in humanitarian agencies.

Session 1.1 - The work of a humanitarian aid worker: are competencies good enough?

Organiser

Marieke Hounjet
CBHA Co-ordinator

Facilitator

Sean Lowrie
CBHA Director

Speakers

Betty Kimari,
Islamic Relief

Sarah Lumsdon,
Oxfam

In the summer of 2010 the Consortium of British Humanitarian Agencies agreed a core set of humanitarian competencies, as a first joint step to develop emergency response capacity of the third sector, by increasing the numbers and competencies of potential leaders as well as increasing the overall humanitarian skills and knowledge base of existing staff. This session aimed to discuss the positive attributes of working with humanitarian competencies and the remaining challenges.

Key questions considered

- How is a competency framework relevant to humanitarian aid work on the ground?
- How can a humanitarian competency framework drive up performance of humanitarian agencies?
- What are the limits of a competency-based approach to the delivery of effective humanitarian aid?

Session 1.2 - Facing the future: what humanitarian leaders need to know?

Organiser &

Facilitator

Ben Emmens
People in Aid UK

Speakers

Roger Darby,
Cranfield University

Sheila Waruhiu,
CBHA, Kenya

Leadership remains a critical issue for all those working in the humanitarian context. As our understanding of leadership evolves, so does the environment in which leaders operate. How can we ensure our future leaders are adequately prepared and equipped for the challenges they will face in the years to come, and how can we be sure our own understanding of leadership is changing in line with research, experience and expectations?

This session provided an opportunity for participants to reflect on their own experience, to share insights with peers, and to discuss and debate the key issues humanitarian leaders will likely face over coming years. Discussion revolved around the need to understand increasingly complex responses and the changing nature of the sector.

Key questions considered:

- What will be the main issues or challenges facing tomorrow's leaders?
- What is the consensus on the key gaps (particularly as they relate to knowledge and behaviours)?
- What is the consensus on actions that are required and the immediate next steps?

Session 1.3 - Developing a Global Humanitarian Workforce

Organiser & Facilitator

Claude Bruderlein
HPCR/PHAP

Speakers

Christina Blunt,
HPCR/ATHA

Dr. Mutoy Mubiala,
UNOHCHR

This session focussed on the importance of a humanitarian network. According to ALNAP, the current humanitarian workforce is composed of over 200,000 individuals engaged across humanitarian crises and largely from the Global South. This is growing at a pace of 6% per year and is expected to double in size by 2020.

The session was introduced by highlighting the importance of decentralised education in order to facilitate development in the sector. After this examples were given of the personal importance of networking for career development. The final part of the presentation concerned the 'Professionals in Humanitarian Assistance and Protection' network. The origins and structure were discussed as were the various levels of membership.

Key questions considered:

- What are the requirements and expectations for a curriculum designed for humanitarian professionals at the field level?
- Does the level of access to professional development opportunities reflect the needs of actors?
- How does the professionalisation of the humanitarian sector take in to consideration the needs of actors and organisations in the global south?

Theme 2 - An international framework for professional development

This theme explored the existing system in the humanitarian sector to provide appropriately trained staff and to increase the capacity of the workforce in areas that are affected by disaster. The concept took inspiration from criticism by John Holmes, the UN's emergency response coordinator at the time, of the lack of professional standards in the response to the Haitian earthquake and recommendations by the INGO review and the UK's Humanitarian Emergency Response Review.

The three thematic sessions were led by a RedR-UK / Bioforce collaboration, ELRHA and an ICOM Lyon / CERAH collaboration. This allowed input from emergency capacity-building practitioners and academic institutions whilst also including views from an inter-agency organisation.

The aim of the theme was to explore how the various initiatives by INGOs and academia could be co-ordinated to develop an appropriate architecture for humanitarian professional development and quality frameworks.

A more detailed background paper can be found at: <http://www.humanitarianeducation.org/sites/default/files/ThematicPaperTwo.pdf>

Session 2.1 - Scaling up national staff capacity within the context of a rapid onset emergency

Organiser & Facilitator

Charlie Dalrymple
RedR UK

Rory Downham,
Bioforce

Speakers

Catherine Martin,
Philippines Red Cross

Mubashir Fida, RedR
Pakistan

David Wightwick,
Save the Children UK

Claire Becker,
Bioforce

This session addressed some of the key issues and challenges relating to the scaling up of national staff capacity in a rapid on-set emergency. The session sought to discuss how this agenda should be informed and interact with longer term capacity building initiatives and explored the connections between rapid response and longer term programmes.

Evidence was provided by the panel based on their experience in a range of emergencies.

Key questions considered:

- How can you maintain quality and quantity in a rapid response?
- How to find people to undertake staff capacity building activities when everybody is called on delivery?
- How can learning in rapid onset be sustainable (useful/recognised in the medium and long term?)
- Who should be responsible for capacity building in a rapid onset emergency?
- Who should be paying for it?

Session 2.2 - How to make framework(s) for humanitarian training and education a reality?

Organiser & Facilitator

Catherine Russ
ELRHA

Speakers

Andy Say
Mountain Leader Training England

Anthony Ralston,
UNHCR Global Learning Centre

Dorothea Carvalho,
Chartered Institute of Logistics and Transport

This session¹ looked at:

The need for architecture to support the burgeoning learning and development initiatives in the sector and the need to support the creation of entry and mid-level qualifications to increase entry points into the sector and to balance the current top-heavy provision of master's programmes.

In an effort to learn from established professions, speakers were invited from the Chartered Institute of Logistics, the British Mountain Leaders Association and UNHCR. Each speaker was able to highlight the merits of their system and the transferability of knowledge they had achieved as well as how they achieved inter-operability in international settings.

Key questions considered:

- What are the key challenges anticipated in creating a framework?
- What can we borrow adapt from other professional frameworks for the humanitarian sector?
- Is there anything unique that we need a new approach for?
- What are the anticipated benefits/risks- for whom?

¹ The session on Humanitarian Framework for Professional Development was renamed Humanitarian Sector Architecture for Professional Development in order to reduce confusion with the language around competency frameworks.

- If a framework was agreed- who needs to recognise it?

Session 2.3 - Academic education in humanitarian action: What role for the academia in the system?

Organiser &Facilitator

Dana Popescu-
Jourdy,
ICOM Lyon

Speakers

Dr. David Sanderson,
CENDEP

Prof. Odile Riondet,
Academie de Lyon

This session considered the role of universities in the humanitarian world and discussed how it compared to the role that universities play in a society in general. Discussion was centred on understanding academic education in humanitarian action and the current changes facing the European university.

The session developed the debate about the relevance of university education in the field of humanitarian action. This ultimately looked at what it means to observe humanitarian practices, to question the new interactions between academics and others actors involved in the field and reflected on how the sector could develop appropriate educational programmes.

Key questions considered:

- What recognition is there for academic education in the humanitarian sector?
- How do universities define their professionalisation and are there any limits to academic professionalisation?
- What role do universities have in the process of professional development?
- What is the relationship between universities and NGOs? Are there any significant initiatives on both sides?
- What types of contacts are there between universities and other educational institutions in the humanitarian sector?

Theme 3 - Humanitarian education and training as a collaborative enterprise

This theme considered the increasing scale of the humanitarian sector and drive for professionalism which requires the industry to develop closer collaborations with other sectors. The ultimate aim of which would be to provide high quality education and responsive training to the existing and potential humanitarian workforce, regardless of their geographical or economic position.

One focus of the discussion was the need for better collaboration between academic institutions and humanitarian organisations to provide an evidence base and increased research capacity in order to improve future responses. However, it was also noted that collaboration is needed to recruit, train and prepare staff for humanitarian work as highly skilled professionals are very beneficial to a humanitarian response, in this it is

important to understand where humanitarian competencies (such as those developed by CBHA) intersect with those of other professions.

Background Information

A more detailed background paper can be found at: <http://www.humanitarianeducation.org/sites/default/files/ThematicPaperThree.pdf>

Organiser & Facilitator

Marcus Moke,
NOHA Programme

Speakers

Manuela
Rossbach,
*Aktion
Deutschland Hilft*

Bernadette
Peterhans,
*Swiss Tropical and
Public Health
Institute*

Dr. Joost Herman,
NOHA Programme

Viren Falcao,
SEEDS India

Session 3.1 - Attributes of humanitarian masters' graduates

This session aimed to understand the motivations of humanitarian workers who opt for master's programmes. Discussants explored the needs of individuals applying for a master's in humanitarian action in the following three categories:

1. Those fresh from an undergraduate course or with a prior master's degree, but with limited experience in development or humanitarian work.
2. People with considerable experience in the humanitarian sector, but who lack a master's degree.
3. Experienced humanitarian workers with particular sector specialisations.

Key questions considered:

- Are tailor made programmes an option to support the relevance of academic training?
- How can the gap between theory and practice be closed?
- Are real field training modules in fragile contexts an ethical solution?
- How can training be evaluated to show its relevance for the world of work?

Organiser & Facilitator

Peter Walker
*Feinstein
International
Center*

Speakers

Sandrine
Delattre,
*NGO
Management
School /
Practical
Intelligence*

Session 3.2 - Research, innovation and best practices in humanitarian education and training

This session was principally concerned with exploring how far humanitarian education and training is driven by evidence. It began with a panel discussion of the link between vocational and academic needs in the humanitarian sector.

Three key issues were then explored by participants in discussion groups:

1. The interaction between research and education
2. Innovation within research and operations
3. How to build an evidence base

Mike Van
Rooyen,
*Harvard
Humanitarian
Initiative*

Dr. Luis Artur
Eduardo
*Mondlane
University
Mozambique*

Key questions considered:

- What is the role for university education in humanitarian studies?
- Should university education draw primarily on current research or more from accepted documented learning and practice?
- Is humanitarian research sufficiently general that it can be the basis of teaching?
- How do we understand the training return on investment?

Session 3.3 - Which collaboration and partnerships strategies for humanitarian career pathways?

Organiser & Facilitator

Jess Camburn,
ELRHA

Speakers

Petra Demarin,
*World Economic
Forum*

Sheila Wuruhui,
CBHA, Kenya

Sibo Ndlovu,
ActionAid

Dr. Zafar Iqbal Qadir,
NDMA

Delphine Mugisha,
MSTDC

Luis Hernando
Aguilar Ramírez,
UNOCHA Columbia

This session considered the type of partnerships and collaboration that might best serve the humanitarian workforce of the future. It began with brief introductions to the subject from the panel who discussed how the sector is changing and what is working already. Concern was voiced over the future unemployment in many developing countries and the need to invest in research and development to increase North/South collaboration. Examples were also given of how private/NGO collaboration has worked. Individuals might find it hard to move from the NGO to the private sector and that communication between the sectors may be hampered by mistrust and differences in 'jargon'.

After this, four groups were formed to discuss collaborations between:

1. Governments and NGOs.
2. NGO training and academic institutions.
3. Businesses and NGOs.
4. Across organisations.

Key questions considered:

- Who are the humanitarian workers of the future? How might they be different from the workforce of today?
- What will be the particular professional development needs of this workforce?
- What will be the major challenges and opportunities that we will need to address in developing coherent career pathways for this workforce?
- What type of partnerships and collaborations will the humanitarian community need to develop for this future workforce?

2. Delegate List

Name	Organisation	Job description
Abdeljalil Akkari	University of Geneva	Professor
Agnieszka Zogata Kusz	Palacký University, Olomouc, Czech Republic	Assistant Professor
Aimée Ansari	Oxfam	Humanitarian Policy Representative
Alexander Van Tulleken	Fordham University's Institute for International Humanitarian Affairs	Senior Research Fellow
Alistair Hung	Shelter Centre	-
Amadou Diop	CERAH	Lecturer
Amir Nawaz Khan	Centre for Disaster Preparedness and Management, University of Peshawar -Pakistan	Professor and Director
André Picot	ICRC	-
Andrew Seal	UCL Centre for International Health and Development	Lecturer in International Nutrition
Andy Say	Mountain Leader Training England	Executive Secretary
Angela Raven-Roberts	HAP International	-
Angharad Laing	International Association of Professionals in Humanitarian Assistance and Protection (PHAP)	Executive Director
Anthony Land	International Institute for Humanitarian Affairs	Senior Tutor
Anthony Ralston	UNHCR	Senior Learning Solutions Officer
Anthony Redmond	University of Manchester	Professor of International Emergency Medicine
Bartel Van de Walle	Tilburg University	Associate Professor
Ben Emmens	People In Aid	Director of HR Services
Benjamin Pavageau	Ircm - Institut Pedro de Béthencourt	Head of studies - Master in humanitarian action
Bernadette Peterhans	Swiss Tropical and Public Health Institute	Course Co-ordinator
Bernard HACOURT	Université Paris-Est Créteil UPEC	Maître de conférences
Betty Kimari	Save the Children(CBHA Consortium)/Islamic Relief	Learning and Accountability Officer
Bijay Kumar	ActionAid International	Head of the International Emergencies and Conflict Team
Brendan Cahill	Institute of International Humanitarian Affairs, Fordham University	Executive Director
Brian Reed	Water, Engineering and Development Centre	Lecturer
Camille Nussbaum	IECAH (Institute of Studies on Conflicts and Humanitarian Action, Madrid)	Training Manager
Candan Ertubey	University of Bedfordshire	Senior Lecturer
Carl Odegard	UNOCHA	Associate Expert (leadership training)
Caroline Abu-Sada	MSF	Research Unit Coordinator

Name	Organisation	Job description
Caroline Hotham	Oxfam GB	Project Manager, Humanitarian Staff Development Project
Catherine Martin	Philippines Red Cross Disaster Management Team	Former Head
Catherine Russ	ELRHA / Save the Children	Professionalisation Advisor / Senior Humanitarian Learning and Development Advisor
Catherine Stow	Merlin	Learning and Development Manager
Cecilia Furtade	Sphere Project	Sphere Training and Promotion Support
Chantal Légitime	Université d'Etat d'Haïti	Continuing Education program for the State University of Haiti.
Charles Bland Tomkinson	University of Manchester	Visiting Lecturer
Charlie Dalrymple	RedR UK	Learning and Development Programmes Director
Chen Reis	University of Denver, Josef Korbel School of International Studies	Director of the Humanitarian Assistance program & Clinical Associate Professor
Chris Piper	TorqAid/Deakin University	TorqAid - www.torqaid.com Director, and Deakin University researcher
Christina Blunt	HPCR	HPCR Project Coordinator, SIDA-HPCR Advanced Training in Humanitarian Action (ATHA)
Christina Schmalenbach	Oxfam	Knowledge Management Officer
Christophe Golay	CERAH	Lecturer
Claire Becker	Bioforce	Training Programme Coordinator
Claire Bellman	ICRC	Trainer for Senior Managers
Claude Bruderlein	Program on Humanitarian Policy and Conflict Research, Harvard University	Director
Claude Le Coultre	Faculty of Medecine, University of Geneva, Honorary professor.	Honorary professor (retired). Member of the International Red Cross Committee
Colin Rasmussen	Save the Children US	-
Collete Djadeu	université lumière Lyon 2- France/Université Yaoundé 2- Cameroun	enseignante vacataire université Lyon2/Doctorante en communication humanitaire
Corine Frischknecht	University of Geneva / CERAH	Lecturer and training coordinator
Craig Jaques	Center for Excellence in Disaster Management & Humanitarian Assistance (COE)	Program Manager, COE/ICRC Health Emergencies in Large Populations (HELP) Course
D Smith	ELRHA	HET Conference Co-ordinator
Dana Popescu-Jourdy	ICOM, Lyon 2 Univ.	Associate Professor, Director of Master Communication, humanitarian and solidarity
Daniel Lopez Acuna	World Health Organization	Advisor to the Director General
David Measures	CARLA International	Social Development Team Leader

Name	Organisation	Job description
David Munoz	Colorado School of Mines	Professor Emeritus
David Sanderson	CENDEP	Director
David Wightwick	Save the Children UK	Head of Humanitarian Capacity Building
Delphine Tumusiime Mugisha	MS Training center for development cooperation (TCDC).	Director of Training
Diana Keller	Save the Children	Capacity Building Programme Manager
Ding Rin Naw Ja	Metta Development Foundation, Myanmar/Burma	Competence Centre Coordinator
Dominic Fry	British Red Cross	Head of Learning and Development
Doris Schopper	CERAH	Director
Dorothea Carvalho	Chartered Institute of Logistics and Transport(UK)	Director of Professional Development
Dr Rizwan Naseer	Punjab Emergency Services	Head of Emergency Services & Academy
Edith Kolo Favoreu	CERAH	TRAINING COORDINATOR
Elie Berard	University Lyon 2 Master 2 Communication Humanitaire et Solidarité	Student
Elizabeth Reichel-Dolmatoff	ICRC Ombudsman	Consultant/Anthropologist to the Ombudsman
Emanuela Del Vecchio	NGO Management Association	International Partnership Coordinator
Emily Fereday	RedR UK	Learning and Development Manager
Emily Whitehead	ELRHA	Communications Officer
Emmanuelle Pons	Coordination SUD	Capacity building programme manager
Erik Kastlander	UN	-
Fernando Almansa	NOHA	Chief Executive Officer
Fidel Font	CERAH	CERAH Lecturer
Fiona Bulma	African Centre for Childhood	Director
Frances Hill	ELRHA	Research Partnerships Manager
Franck Eloi	Médecins Sans Frontières (MSF)	Human resources director
Francoise Le Goff	IFRC	Head of Department
George Fenton	Humanitarian Logistics Association	Chairman
Ghislain Patrick Lessene	CERAH	Lecturer
Gilles Carbonnier	The Graduate Institute - Geneva	Professor
Gillian O'Connell	Save the Children UK	Senior People Development and Training Manager
Graham Saunders	IFRC	Head, Shelter and Settlements
Hélène Soulage	Fédération Handicap International	Human Resources Advisor
Holly Solberg	CARE International	Head of Emergency Capacity Development
Ifeanyi P. Onyeonoru	Centre for Peace and Conflict Studies (CEPACS), University of Ibadan, Nigeria	Senior Lecturer
Isabelle	Epicentre	Coordinatrice du Secteur

Name	Organisation	Job description
Beauquesne		Formation
Isabelle Sanyas	Université Lyon 2	Doctorante en SIC
Jake Broadhurst	The University of Edinburgh	International Projects Manager
Jean-Daniel Rainhorn	Institute for Global Studies / Maison des Sciences de l'Homme - Paris	Professor
Jeff Evans	University of Glamorgan, UK	Award Leader MSc Disaster Healthcare
Jeff Ritter	La Roche College	Fellow, Center for Global Action and Awareness
Jennifer Carson	University of Manchester	Director on the MA in Humanitarianism and Conflict Response
Jessica Camburn	ELRHA	Director
Joe Woodward	Shelter Centre	Intern / conference volunteer
John Damerell	The Sphere Project	Project Manager
John West	Real Capacity Services	Principal Consultant
Jonathan Potter	People In Aid	Executive Director
Joost Herman	European Network on Humanitarian Assistance (NOHA AISBL)	Financial Director NOHA AISBL, Country Director Netherlands
Joseph Reiterer	Office for the Coordination of Humanitarian Affairs	Surge Staff Development Officer
Juan Manuel Osorio Acevedo	Universidad Jorge Tadeo Lozano, Bogotá and Board member, Humanitarian Studies Institute, Colombia	Dean of International Relations and Political Science
Julia Maria González	NOHA - Network on Humanitarian Assistance	General Secretary
Julianne Di Nenna	UNOCHA	Head, Staff Development Unit, UNOCHA
Jurgita Balaisyte	INSEAD	Research Associate
Karen Glisson	Humanitarian Accountability Partnership (HAP) International	Membership Services Officer
Karen Hein	Tufts University Feinstein International Center	Visiting Fellow
Kathryn Everlet	OCHA Humanitarian Leadership Strengthening Unit	-
Katie Bisaro	Save the Children	Programme Manager - Child Protection Trainee Scheme
Kenneth Christie	Royal Roads University	Professor and Program Head, Human Security and Peacebuilding
Kirsten Johnson	McGill University	Professor, Physician, Director Humanitarian Studies Initiative
Kvetoslava Princova	Palacky University, Sts Cyril and Methodius Faculty of Theology, Department of Christian Social Work, Olomouc, Czech Republic	Director of the Program: International Humanitarian and Social Work. Management of the program, teaching, doing research
Laëtitia Atlani Duault	Institut de Recherche pour le Développement (IRD)	Research Director, IRD
Landy Razanajato	CERAH	Events Coordinator
Louis Loutan	Geneva University Hospitals - University of Geneva Fac Medicine	Head of division of International and Humanitarian Medicine

Name	Organisation	Job description
Luis Artur	Eduardo Mondlane University, Mozambique	Lecturer and researcher on Disaster studies
Luis Hernando Aguilar	Humanitarian Studies Institute HSI / UNOCHA Colombia	Information Management Officer
Magdalena Bjerneld	Uppsala University	Senior lecturer
Manuela Rossbach	Aktion Deutschland Hilft	Executive Director
Marc Bulteau	Université de Savoie, master Analyse de crises et action humanitaire	Co-coordonateur master Analyse de crises et action humanitaire (Université de Savoie), enseignant
Marieke Hounjet	Consortium of British Humanitarian Agencies	Co-ordinator
Marion Haroff-Tavell	-	-
Marion McGowan	Middlesex University Business School	Corporate and Partner Engagement
Markus Moke	Ruhr-University Bochum, Germany	Programme Director
Martin Gottwald	OCHA - Humanitarian Leadership Strengthening Unit	Leadership Development Coordinator
Matthew Carter	Cafod	Emergency Response Officer (Laura Donkin)
Matthew Hatson	Institut Européen de l'Université de Genève	Student / Conference volunteer
Max Kelly	Deakin University, Australia	Lecturer
Michael C. Whiting	Chartered Institute of Logistics & Transport	Chairman Humanitarian Emergency Logistics Professionals
Michael Paratharayil	Christian Aid, UK	Regional Emergency Manager-Central and South East Asia and Middle East
Michael Van Rooyen	Department of Global Health and Population, Harvard Humanitarian Initiative	Associate Professor in the Department of Global Health and Population
Michel Gaudé	Independant trainer	Independant trainer (France and Switzerland)
Michel Veuthey	College Universitaire Henry Dunant	President
Michel Yao	World Health Organization	Regional/Country Offices Support
Miguel Angel Martinez	-	-
Mike Noyes	CAFOD	Head of Humanitarian Programmes
Miranda Visser	University of Groningen, The Netherlands	PhD candidate. Conducting research on the training and career of humanitarian aid workers.
Mireille de Wit	Doctors without Borders	Training Officer
Mollyan Wanjiru	Concern worldwide- (CIFA-Marsabit)	HR Manager/Administrator
Monica Onyango	Boston University School of Public Health	Clinical Assistant Professor
Moustafa Osman	Islamic Relief Worldwide	Head of Humanitarian Department
Mubashir Fida	RedR Pakistan	Operations Manager
Muriel Lauvige	UNOCHA	Staff Development
Nancy Mock	Tulane University	Co-Director, Disaster Resilience Leadership Academy and

Name	Organisation	Job description
		Associate Professor
Nathalie Herlemont Zoritchak	Handicap International/CERAH	Head, Strategic Policy Service at Handicap International/ Lecturer CERAH
Nathalie Verdier	ICOM of BRON	Student
Nathan Cooper	American Red Cross	Sr Researcher - Global Disaster Preparedness Center
Odile Riondet	Academie de Lyon, Master Communication, humanitaire et solidarité, Université Lyon 2	Professor
Olivier Benquet	Action Contre la Faim	Head of Recruitment and Career Unit
Patrick Obeng-Asiedu	University of Connecticut	Development Economist
Peter Walker	Feinstein International Center	Director
Petra Demarin	World Economic Forum	Senior Project Manager, Disaster Resource Partnership
Philippe Regnier	The Graduate Institute, Geneva and SIDGS, University of Ottawa	Senior Learning Advisor to the International Federation of Red Cross/Red Crescent (IFRC)
Philippe Ruscassier	MSF	Training Manager
Pierre Dominicé	Faculté de psychologie et des sciences de l'éducation (FAPSE), Université de Genève	Professeur honoraire
Pierre Micheletti	-	-
Rachel Baras	London School of Economics, Tufts University	Student / conference volunteer
Rahel Cascioli	World Vision	Associate Director for organisational learning
Richard Diot	Bioforce	Coordinator information service
Roger Darby	Centre for Defence Management & Leadership, Cranfield University, UK	Course Director
Ron Waldman	United States Agency for International Development	Disaster Preparedness, Disaster Response
Rory Downham	Institut Bioforce Développement	Director of Training
Ros Tendler	Department For International Development	Humanitarian Emergency Response Review Evidence and Innovation Team
Royston Flude	CMDC-SPOC	President
Sabine Jiekak	Cooperazione Internazionale	Protection and education programs focal point, Central African Republic
Sandrine Delattre	NGO Management School	Training Co-director
Sarah Lumsdon	Oxfam GB	Strategic Project Manager Humanitarian Management
Sean Lowrie	Consortium of British Humanitarian Agencies	Director
Sharon Elliott	ActionAid for the Consortium of British Humanitarian Agencies (CBHA)	International Project Manager CBHA Humanitarian Capacity Building Programme
Sheila Waruhiu	Save the Children UK	Program Manager for the Humanitarian Leadership Development Programme

Name	Organisation	Job description
Siboniso Ndlovu	Action Aid International	Regional HR, Nairobi
Silke Roth	University of Southampton	Senior Lecturer in Sociology
Silve Benoit	Bioforce	Director
Simon Lawry-White	IASC	Chief IASC Secretariat
Sophia Hoffmann	CERAH	Teaching Fellow
Sorogini Reynaud	NGO Management School	International Course Coordinator
Stefan De Keersmaecker	European Commission	Directorate-General for Humanitarian Aid and Civil Protection
Stephanie Stuart	Handicap International UK	Director
Syed Sharfuddin	Muslim Aid	CEO
Sylvie Robert	Independent Consultant	Trainer/Facilitator in the humanitarian sector
T. Ayo Hammed	Centre for Peace and Conflict Studies, University of Ibadan	Former Director
Theodore Swystun	Trinity Analytica, Inc.	Principal Research Officer
Tim O'Dempsey	Liverpool School of Tropical Medicine (LSTM)	Director of Humanitarian Studies
Timothy O'Dempsey	Liverpool School of Tropical Medicine	Director of Humanitarian Studies
Tom Corsellis	Shelter Centre	Executive Director
Ton Strik	Stenden University of Applied Sciences (Netherlands)	Professor for Humanitarian Assistance
Unni Karunakara	Médecins sans Frontières	President
Veronica Foubert	The Sphere Project	Training and Learning Management
Vincent Sautenet	ICRC	Legal and Training Advisor
Vincenzo Bollettino	Harvard Humanitarian Initiative	Executive Director
Viren Falcao	Safer World Communications/SEEDS	Consultant
Wasim Ul Haque	Norwegian Ministry of Foreign Affairs	Senior Adviser /section for humanitarian affairs
Wayne Westhoff	University of South Florida, College of Public Health	Associate Professor and Director of Global Disaster and Humanitarian Relief program
Wendy Fenton	Humanitarian Policy Group, ODI	Humanitarian Practice Network Coordinator
William Babumba	IFRC	Senior Officer, Learning and Organisational Development
Wolf-Dieter Eberwein	VOICE	President
Wouter van Empelen	Medesin Sans Frontieres Holland	Senior Training Advisor
Yesilernis Pena	UNIBE	Dean of Research
Yves Etienne	ICRC	-

3. Programme

Wednesday, 26th October 2011:

Opening Ceremony and Inaugural Conference

Venue: Uni Dufour

16:00 **Participant Registration**

17:30 – 19:30 **Welcome and Opening Addresses**

Moderation

Prof Jean-Daniel Rainhorn Institute for Global Studies (Maison des sciences de l'homme Paris)

Welcome by University of Geneva

Prof Jean-Dominique Vassalli Rector, University of Geneva

Welcome by the Swiss Government

H. E. Alexandre Fasel Ambassador, Deputy permanent representative of Switzerland to the United Nations, Permanent Representative to the Conference on Disarmament and Special Representative of Switzerland to the Human Rights Council

Welcome by Conference Co-organisers

Prof Doris Schopper Director, Centre d'enseignement et de recherche en action humanitaire (CERAH)

Jonathan Potter Humanitarian Chair of ELRHA Steering Group and Director of People in Aid

Keynote Addresses

Dr Unni Karunakara President MSF International

Dr Zafar Iqbal Qadir Chairman, National Disaster Management Authority of Pakistan

Commentary to Keynote Addresses

Discussants

Prof Pierre Dominicé Honorary professor, University of Geneva (Conference Chairperson)

Claude Bruderlein Director of the Program on Humanitarian Policy and Conflict Research, Harvard School of Public Health (Conference Chairperson)

Prof Peter Walker Director, Feinstein International Center, Tufts University

Thursday, 27th October 2011:

Exploring the world of humanitarian education and training: actors, content, relationships

Venue: Centre d'Esperance Rue de la Chapelle 8, 01207 Genève

08:30 – 09:30 Introduction to Day 1

Prof Doris Schopper Director, CERAH

Prof Jean-Daniel Rainhorn Institute for Global Studies (Maison des sciences de l'homme Paris)

Jess Camburn Director, ELRHA

09:00 – 10:00 Plenary Session 1: **Humanitarian education and training: the view from research and practice**

Moderator

Prof Gilles Carbonnier IHEID and member of CERAH Board of Directors

Discussants

Dr Tim O'Dempsey Director of Humanitarian Studies, Liverpool School of Tropical Medicine UK (LSTM)

Francoise Le Goff Head of Administration, formerly Head of Organisation Learning and Development, IFRC, Switzerland

Benoit Silve Director, Bioforce, France

Dr Ifeanyi Prinuel Onyeonoru Director of the Centre for Peace and Conflict Studies, University of Ibadan, Nigeria

Ding Rin Naw Ja Director, METTA, Myanmar

10:00 – 11:00 Plenary Session 2: **Professional development systems in the humanitarian sector: Where are we and where we are going?**

Moderator

David Wightwick Head of Capacity Building and Preparedness, Save the Children

Discussants:

Dr Juan Manuel Osorio Acevado Dean of International Relations and Political Science, Universidad Jorge Tadeo Lozano, Bogota and Board member, Humanitarian Studies Institute, Colombia

Catherine Russ Professionalisation Advisor, ELRHA, UK

Dr Julia María González	NOHA General Secretary and Vice-Rector for international relations, University of Deusto, Spain
Sean Lowrie	Consortium of British Humanitarian Agencies (CBHA), UK
Simon Lawry-White	Chief of the Secretariat, Inter-Agency Standing Committee

Theme 1	Theme 2	Theme 3
What Knowledge and Skills for Humanitarian Workers?	An International Framework for Professional Development	Humanitarian Education and Training as a Collaborative Enterprise

11:30 – 13:00 **Parallel thematic sessions (1)**

1.1: The work of a humanitarian aid worker: are competencies good enough?	2.1: Scaling up national staff capacity within the context of a rapid onset emergency	3.1: Attributes of humanitarian masters' graduates: a critical analysis of relevance of academic programmes to the world of work
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14:30 – 16:00 **Parallel thematic sessions (2)**

1.2: Facing the future: preparing tomorrow's humanitarian leaders?	2.2: How to make framework(s) for humanitarian training and education a reality?	3.2: Research, innovation and best practices in humanitarian education and training
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16:30 **Parallel thematic sessions (3)**

Friday, 28th October 2011:

Training and education in the humanitarian sector: the critical assessment

Venue: Centre d'Esperance Rue de la Chapelle 8, 01207 Genève

08:30 Reflections on Day 1 and Introduction to Day 2

Jonathan Potter Humanitarian Chair of ELRHA Steering Group and Director of People in Aid

Prof Doris Schopper Director, CERAH

Thematic restitution (plenary)

Moderator **Jonathan Potter** Humanitarian Chair of ELRHA Steering Group and Director of People in Aid

Rapporteurs

Theme 1: **Dr Nathalie Herlemont Zoritchak** Head of Strategic Policy Service, Handicap International / Lecturer, CERAH

Theme 2: **Wendy Fenton** ODI/HPN Coordinator, Humanitarian Policy Group

Theme 3: **Emmanuella Del Vecchio** NGO Management School

9:15 Breakout groups: Distilling next steps on key issues

<i>Breakout Session</i>	<i>Moderator</i>	<i>Facilitator</i>
Theme 1: Where Next: Humanitarian Curriculum	Fernando Almansa CEO, NOHA	Corinne Spielewoy FORMAPART
Theme 2: Where Next: The Framework for Professional Development	Catherine Russ ELRHA	Jess Camburn ELRHA
Theme 3: Where Next: Field Training and Education	Sandrine Delattre Co-director, NGO Management School	

4. List of Acronyms

ALNAP	<i>Active Learning Network for Accountability and Performance</i>
ATHA	<i>Advanced Training Programme on Humanitarian Action</i>
CBHA	<i>Consortium of British Humanitarian Agencies</i>
CENDEP	<i>Centre for Development and Emergency Practice (Oxford Brookes University)</i>
CERAH	<i>Geneva Centre for Education and Research in Humanitarian Action</i>
CILT	<i>Chartered Institute of Logistics and Transport(UK)</i>
ELRHA	<i>Enhancing Learning and Research for Humanitarian Assistance</i>
HPCR	<i>Programme on Humanitarian Policy and Conflict Research (Harvard University)</i>
ICOM Lyon	<i>Institut de la Communication (Universite de Lyon)</i>
MSF	<i>Médecins Sans Frontières</i>
MSTDC	<i>MS Training Centre for Development Cooperation (Tanzania)</i>
NDMA	<i>National Disaster Management Authority (Pakistan)</i>
NOHA	<i>Network On Humanitarian Assistance – international association of universities</i>
PHAP	<i>Professionals in Humanitarian Assistance and Protection</i>
UNHCR	<i>United Nations High Commissioner for Refugees</i>
UNOCHA	<i>United Nations Office for the Coordination of Humanitarian Affairs</i>