

# Education in Emergencies: Workforce Strengthening for Protracted Crises

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# Acronyms

CPIE	Child Protection in Emergencies
CSE	Conflict Sensitive Education
ECW	Education Cannot Wait
EiE	Education in Emergencies
EMIS	Education Management Information Systems
GEC	Global Education Cluster
HR	Human Resources
INEE	Inter-Agency Network for Education in Emergencies
INEE MS	INEE Minimum Standards for Education: Preparedness, Response, Recovery
IRC	The International Rescue Committee
IT	Information Technology
M&E	Monitoring and Evaluation
PD	Professional Development
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund

## Acknowledgements

This report was commissioned by the UN Children's Fund (UNICEF) as a global good for the Education in Emergencies (EiE) sector. It builds from past efforts undertaken to map and analyze sector capacity and explore means for strengthening it beyond current levels. This includes early work done by INEE to help surface capacity-related challenges and opportunities during its 2014 and 2015 global consultations, and an unpublished report commissioned by INEE and funded by Save the Children UK to collect data on practitioner demands for and market supply of professional development (PD) opportunities.

The study that supports this report's findings and recommendations was led by Jen Steele of equitas education, and supported by Rebecca Karp and Beatriz Gil of Karp Strategies, and independent consultants Landon Newby and Aya Al-Khaldi. The reference group that guided the study consisted of Lisa Bender of UNICEF, co-chairs of the INEE Capacity Development sub-group Erin Hayba of the University of Geneva and Luca Frascini of the Global Education Cluster, and Natalie Brackett of the INEE secretariat.

# Executive Summary

## Introduction

The Education in Emergencies (EiE) sector is operating in a time of increasingly protracted crises. Protracted crises will remain increasingly common – requiring a shift in education service delivery practices. Providing accessible, high quality, and equitable education services to children living in protracted crises demands new requirements of EiE practitioners. As such, a shift in the types of practitioners the sector requires for success will also need to occur as new competencies will be required, and organizations will have changing recruitment and retention requirements.

Reflecting on its changing workforce requirements, the EiE community identified a need to look at the challenges the sector faces in continuing to provide qualified practitioners, first through the 2014/2015 INEE global consultations, and then through the 2017 INEE Global Capacity Development Mapping & Analysis. The issues surfaced during those consultations and the data sourced during the 2017 study framed this study. *Education in Emergencies: Workforce Strengthening for Protracted Crises* builds upon these early investigations, adding new informant and secondary data, and a fresh, market-driven perspective utilizing a career pathways framework of analysis. From that analysis, the study presents key findings and recommendations regarding the most appropriate workforce development practices to enable the EiE community to be effective, proactive, and more efficient in providing education services in protracted crises. The study is designed with sector policy makers in mind, focusing first on those in positions to influence professional development (PD) practices. As a natural progression of the findings, there are reflections more relevant for human resource (HR) professionals, as well as reflections on the Grand Bargain localization agenda, specifically how to increase engagement and capacity of local partners.

The EiE sector is a marketplace: organizations demand qualified practitioners, and practitioners seek employment. Organizations and practitioners compete, and in a workforce development context, training and PD is a critical way to nurture talent. As such, this study assessed sectoral market demand and supply through a variety of lenses, including: the demand for and supply of EiE practitioner profiles and PD services; the demand for changes in recruitment, retention, and PD practices; and the potential resource supply to improve market effectiveness.

The following considerations were important to help frame data collection and analysis:

**Equity:** Recognition that analysis of opportunities to address equitable PD among EiE practitioners would also need to consider barriers to equity presented at every stage of hiring, training, and retention, including professionalization and certification pathways.

**Competition:** EiE sector actors can be competitors as much as they are partners.

**An increasingly complex EiE marketplace:** It's a sector replete with actors with various interests in and responsibilities for PD and training.

**Learning from outside the EiE sector:** Looking externally at other industries to learn from their workforce development efforts and best practices to inform EiE.

**Funding:** Understanding that funding constraints may drive workforce practices.

Secondary data informed recommendations for protracted crisis education response needs and related EiE practitioner competency requirements. Survey data from EiE practitioners and hiring managers informed an understanding of practitioner profiles and requirements and thus PD service demand. Survey data from EiE service providers helped profile PD service delivery trends. Finally, key informants facilitated validation of findings and recommendations. The result of this study are based on data from over 550 informants, as well as the review of approximately 120 pieces of literature, from protracted crises context education strategies to analysis of workforce development practice in other sectors.

This study surfaces key areas of disconnect and synergy between the EiE sector's demand for and supply of appropriate EiE practitioners in protracted crises. It also examines PD by identifying where it exists, and explores potential challenges regarding appropriate, accessible, and equitable PD services. The study finds that the career pathways model can help the EiE sector address many of the challenges identified and leverage current and future opportunities. The EiE sector is relatively young, and a career pathways model provides an ideal framework for assessing and addressing key aspects of the sector's workforce development needs and performance.

The career pathways model considers how to ensure a steady supply of market-responsive practitioners in a way that promotes efficiency and effectiveness for both hiring organizations and practitioners seeking employment. It is a tested tool that uses the following tenets to support workforce development: a workforce development sector strategy; the creation of stackable credentials that are industry recognized; the development of PD options that are designed for working learners, contextualized and integrated training on the job, and the importance of wraparound services; and career pathways and PD options that enable multiple career entry and exit points.

## Findings

EiE practitioners and their profiles	
The state of the sector market analysis	
Synergies	Disconnects
<p>The technical skills<sup>1</sup> hiring managers demand, organized by INEE Minimum Standards (MS) domains, and the skills practitioners currently supply, overlap in terms of basic INEE MS and Conflict Sensitive Education (CSE), and more in-depth elements of teaching and learning and teacher support-related skills.</p> <p>The sector expects all of its practitioners to have a formal education, regardless of remit.</p> <p>The majority of practitioners and service providers support certification, but the perceived challenges of equitably operationalizing formal credentialing models and funding modalities are significant.</p>	<p>The foundational skills hiring managers demand, and the skills practitioners currently supply, barely overlap.</p> <p>Career pathways appear to allow for better and faster upward mobility for staff starting out on international contracts, and there is high turnover and thus instability at local, national, and regional levels.</p>
Workforce development solutions	
Opportunities	Challenges
<b>Stackable PD options</b>	
<p>Practitioners can continue their PD within the sector, knowing that the courses available are in-line with organizational needs.</p> <p>Organizations can create stability in the workforce by clearly defining what their practitioner profile requirements are.</p>	
<b>Contextualized learning/integrated education + training</b>	
<p>This type of PD improves access by practitioners on the front lines of humanitarian response.</p> <p>This type of PD enables improved flexibility and responsiveness for organizations, which can better tailor learning to meet practitioner needs.</p>	
<b>Industry-recognized credentials</b>	
<p>Such credentials enhance the portability of training outcomes that practitioners achieve, enabling greater practitioner mobility within the sector.</p> <p>These credentials enable organizations to better analyze potential employees against commonly agreed and understood standards.</p>	<p>Hiring managers currently value formal education over other qualifications.</p>
<b>Multiple entry and exit points</b>	
<p>Flexible entry, exit, and intra-sector mobility facilitates equity amongst practitioners.</p>	<p>Providing the means for attracting and retaining practitioners in challenging contexts<sup>2</sup> will need to be reconsidered, moving beyond standard remuneration and benefits packages and considering support for varying profiles.</p> <p>Informants shared mixed reactions about modifying how to assess practitioner profiles beyond formal degrees.</p>

<sup>1</sup> Skills were organized around foundational skills appropriate for all humanitarian and development workers (such as proposal design and budgeting), along with EiE technical skills in the areas of: a) access and learning environments; b) teaching and learning; c) teacher support; and d) education systems strengthening.

<sup>2</sup> The study recognizes that attracting more senior staff to protracted crises may be more feasible than to acute crises.

	Hiring managers are not reaching a sufficiently broad audience with current recruitment practices.
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PD services	
The state of the sector market analysis	
Synergies	Disconnects
<p>The top priorities in demand for both foundational and technical skill PD services by hiring managers and practitioners-and their supply by service providers-overlaps relatively well.</p> <p>Practitioners with access could do so because of time for, funding for, and prioritization of PD.</p> <p>INEE, the Global Education Cluster (GEC), and the Save the Children/University of Geneva partnership were mentioned most frequently as valued PD service providers.</p>	<p>While there is relatively good availability of the PD topics in demand, EiE practitioners and hiring managers do not appear to be content with the results of engagement in (or access to) all PD services, suggesting some issues around quality and effectiveness of delivery.</p> <p>Relatedly, the modalities that are used are not in line with adult learning best practice, practitioner demand, nor low-cost service delivery requirements.</p>
Workforce development solutions	
Opportunities	Challenges
<b>Stackable PD options</b>	
	<p>There is a need to address the limited information sharing and collaboration amongst implementing organizations and PD service providers, part of which exists because of natural competitive markets forces, as well as the fact that there is not a recognized accrediting agency for PD.</p> <p>Equal and/or equitable access to PD services is a current challenge and on-going concern across the sector.</p> <p>There will be a need to work across organizations to address broader challenges and opportunities related to formal credentialing models, including funding modalities.</p>
<b>Industry-recognized credentials</b>	
	<p>The identification of an accrediting agency will need to build on the lessons learnt from past experiences in the EiE and Child Protection in Emergencies (CPiE) sectors.</p> <p>The accrediting agency will need to produce the standards for an accreditation and credentialing program that promoted equitable access.</p>
<b>Wraparound services</b>	
<p>Such services can help working learners stay engaged in PD.</p> <p>In protracted contexts where there may be more stability, greater access to basic services, and perhaps more time available for PD, wraparound services might be feasible.</p> <p>A virtuous cycle of investment in PD and return on that investment to organizations in the form of better skilled practitioners is possible.</p>	<p>How to operationalize wraparound services in more complex crises is uncertain.</p>

Funding	
Opportunities	Challenges
There is an opportunity to look to non-traditional donors to help fund PD investments.	<p>The sector depends upon project-based, donor-driven, funding with limited allocations (estimated to be 1-2%) for workforce development and HR.</p> <p>Donors are looking to implementing organizations and PD service providers for a PD strategy, they in turn are looking to donors to prioritize PD.</p>

## Recommendations

The primary recommendation of this analysis is to **develop a workforce development sector strategy** grounded in the career pathways framework, supported by:

- **A sector-wide competency framework**, which will clarify what knowledge areas and skills<sup>3</sup> are most appropriate for different specializations and contexts
- **Career mapping that identifies multiple equitable pathways**, to enable practitioners to plan their career and hiring managers to clearly identify position requirements, fostering greater stability. It will also improve PD service providers' planning. Finally, it will improve the sharing of information between hiring managers and (potential) practitioners about requirements and thus increase efficiency and equity in recruitment.
- **A credentialing program framework**, which will make available flexible PD options that support responsive career pathways. It will also facilitate codifying and elevating the value of work experience and structured learning. As a result, PD service providers and hiring managers will better define relevant wraparound services and the costs required for investment in these flexible learning programs.
- **Industry-recognized credentials and an accrediting agency**, which will facilitate improved information sharing and collaboration amongst PD service providers, implementing organizations and practitioners and set standards for valuating and qualifying structured learning.

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<sup>3</sup> This study did not attempt to identify practitioner attitudes appropriate for protracted crises context EiE work. However, War Child Holland is currently developing a tool to measure competencies, including attitudes, of frontline workers who are implementing interventions for children. The tool will be applicable across sectors and is anticipated to be used for recruitment, identification of training needs, supervision, and monitoring. The outcomes of the tool development and validation should be referenced in the development of the proposed competency framework.



# 1. The State of the Sector Market Analysis

This section focuses an analysis of the demand for and supply of EiE practitioners with the appropriate skills required for effective protracted crisis responses. It presents analysis of the demand for and supply of PD services to support these practitioners, and provides further analysis of the synergies and disconnects between these two aspects of the EiE workforce.

## 1.1 Demand side analysis

This section breaks down the demand for **EiE practitioner profiles** (*what are implementing organizations seeking in EiE practitioners?*) and **PD services to support them** (*what PD is required or desired?*)

### **EiE practitioner profile**

**Finding 1.1.1:** Responding appropriately to protracted crises<sup>4</sup> will require EiE practitioners to examine and modify their traditional response practices, many of which have been built on the needs of acute/rapid on-set crisis responses within short-term funding cycles. While there is not perfect overlap in the type of skills identified as required for such responses, there are commonalities. Foundational skills to effectively communicate and advocate, the ability to work in participatory and positive ways with team members and beneficiaries, and strong assessment and analysis skills were commonly identified as critical for protracted crises. Specific EiE technical skills perceived to be appropriate for such contexts differed quite a bit based on remit, though it was clear that skills in most of the four key technical areas were equally valued.

**Finding 1.1.2:** Formal degrees<sup>5</sup> are required across all EiE practitioner cohorts. The EiE sector prioritizes formal education. The analysis suggests that hiring managers have nothing else to reference in their recruitment practices but formal degrees. While valuing structured education is understandable and certainly necessary for some positions, such a practice for all positions contributes to inequitable access to the sector, limited mobility within it, and may contribute to increasing hiring shortages, as the sector is gatekeeping itself from potential candidates.

### **PD services**

**Finding 1.1.3:** The types services demanded of PD service providers were in line with the types of skills valued in EiE practitioners, but access to and effectiveness of delivery modalities are in question. In terms of foundational PD services, hiring managers and EiE practitioners demanded PD services for skill development in the areas of project management, budget management, project design, and monitoring and evaluation (M&E). The greatest areas of EiE technical skill development demand were related to adolescents/youth in emergencies, CSE, access and learning environments, teaching and learning, and teacher support.

**Finding 1.1.4:** The most valued service providers are the GEC and INEE. INEE is recognized for having a highly relevant knowledge bank and facilitating a community of practice that jointly delivers related trainings. The GEC is recognized for the quality and usability of its trainings, which focus on basic and intermediate level PD for coordination and information management. Save the Children/University of Geneva, UNHCR, UNICEF, and the University of Nairobi were also frequently mentioned in relation to content. Improvements in coordination between PD service providers and implementing organizations were proposed as a means of improving efficiencies in PD.

**Finding 1.1.5:** Longer-term, multiple touch-point PD services are preferred. There is a clear demand for on-the-job training, which is appropriate for working learners and cost-effective.

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<sup>4</sup> According to the literature review, the most important activities for EiE protracted crisis response include: safe, flexible, and community based learning opportunities, social and emotional learning support, literacy and numeracy skill development, and support for teacher training, professional development, and wellbeing. These requisite response types inform the skills required to support them.

<sup>5</sup> Secondary or technical degrees, Bachelor's, Master's, and PhDs.

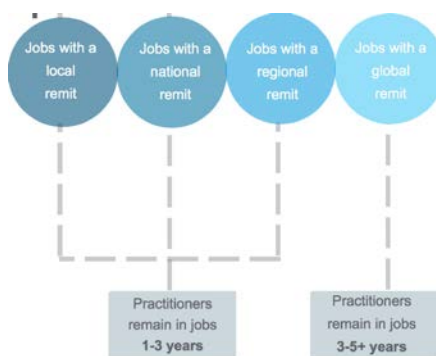
## 1.2 Supply side analysis

The study also analyzed supply from the perspective of the **EiE practitioner profile** (*who are these professionals and what are their current career pathways?*) and that of **PD services** (*what opportunities are available to practitioners and implementing organizations, and how is it accessed?*)

### EiE practitioner profile

**Finding 1.2.1:** The current EiE practitioner cohort can be split roughly into those practitioners on international and national contracts<sup>6</sup> working with remits covering the local, national, regional, or global levels. Most practitioners at local, national, regional and global levels are working with implementing organizations, although a smaller number (typically from regional/global levels) do work for donors and/or multilateral institutions. The supply side analysis highlights some of the issues with stagnation and inequity pervasive amongst practitioners on national contracts.

**Finding 1.2.2:** Practitioners starting out on international contracts tend to have greater mobility, moving from local and national remits to regional and global remits with more frequency than practitioners starting out on national contracts. Practitioners with local and/or national remits tend to have fewer years of experience (2-5) and tended to be on national contracts. This finding points to a number of potential concerns. For example, to support quality protracted context responses, the sector requires experienced practitioners working at the local or national level. Developing and delivering quality education programs can require service provision that extends beyond a single contract; EiE organizations miss out on retaining knowledge in-house and delivering programs with consistency when contracts end.



**Finding 1.2.3:** There is high turnover at the local, national, and regional levels. Hiring managers noted that practitioners at local, national, and regional levels tend to stay in positions for 1-3 years, whereas their counterparts with global remits often stay in positions for upwards of 5 years. This finding is likely influenced by the short-term nature of funding, but also surfaces concerns about instability and inequity.

### PD services: Availability

**Finding 1.2.4:** PD services for foundational skills are readily available, however there is room to improve uptake and the availability of in-demand soft skills. Foundational skill-building opportunities are most readily available for topics such as M&E, project management, response strategy/project design, assessment, and writing. However, there appears to be a disconnect between the availability of these PD services and their uptake, signaling issues with information sharing. There also appears to be a dearth of PD services for softer skills like communication (inter-personal and writing), which are in demand. Furthermore, there is greater diversity of PD service providers and modalities for foundational skill development than there is for EiE-specific services.

**Finding 1.2.5:** PD services for EiE technical skills are primarily provided by INEE, the GEC, and implementing organizations, and focus mostly on basic skills. PD is most readily available for training on the INEE Minimum Standards, CSE, EiE-specific coordination skills, teaching and learning, teacher support, and psychosocial support. Besides INEE and the GEC, PD service providers tend to be implementing organizations themselves, followed by universities.

<sup>6</sup> The study used a few identifying parameters to classify EiE practitioners in order to assess their profiles and pathways within a framework. It used the current HR practice that is pervasive across the humanitarian and development sectors for classifying contracts<sup>6</sup> as 'national' or 'international.' It then looked at areas of geographic responsibility. Data was not available to profile practitioners by technical expertise or years of experience, but these factors are proposed for future profiling use.

**Finding 1.2.6:** INEE, the GEC, and implementing organizations are better able to provide PD services at the local/national/regional level. Universities were found, however, to have wider offerings of relevant courses. As previously mentioned, the GEC, INEE, and the Save the Children/University of Geneva partnership were identified as known PD service providers. The University of Nairobi and the University of Sussex self reported their ability to support PD in most areas of relevant technical skill building, closely followed by Teachers without Borders and the Save the Children/University of Geneva partnership.

**Finding 1.2.7:** Most PD services are offered in English, are either face-to-face or online, and financed by donors further making access to it inequitable. English is the primary language of instruction for PD services. This finding raises concerns about equitable access to PD services. The prevalence of the cascade model as a favored tool of capacity development in the humanitarian and development sectors, and the ease of donor reporting, means that face-to-face trainings are most prevalent, or that on-line trainings are being offered due to their low-cost nature. While easier to offer, these modalities raise questions about PD service delivery appropriateness.

**Finding 1.2.8:** With the exception of university degrees, the majority of PD options are non-accredited. Non-accreditation of PD service delivery is de facto given the lack of a sector-wide agreement about industry-recognized credentials. This reality supports on-going concerns about how to effectively analyze EiE practitioner capacity. When asked if creating industry-recognized credentials (outside of formal degree programs) could have impacts on expanding access to training, informants supported initiatives that create multiple pathways.

**PD services: Accessibility**

**Finding 1.2.9:** The majority of practitioners surveyed were able to access PD of some kind. Of those who were not, the majority were practitioners working locally with international implementing organizations. This finding echoes the concerns raised by informants about equitable PD access.

**Finding 1.2.10:** Practitioners were more likely to access PD if there was funding available, and if managers prioritized PD and made time available for it. These findings elevate the simple practicalities and work culture parameters that must be considered to better elevate equitable access to PD. They also raise the very real challenges that managers and practitioners in the

field face of being caught in a challenging cycle of needing to respond to crises while also needing to take time to develop skills to ensure those responses are of high quality.



**Finding 1.2.11:** There is a sizeable disconnect between the type of modality most accessed and that which is deemed most useful. In-person trainings were most frequently accessed, followed by on-line training. The most valued modalities - blended trainings, series' of in-person workshops, and coaching/mentoring - were infrequently accessed and offered. Singular in-person trainings were deemed to be the least valued of the five modalities mentioned.

These preferences are in line with adult learning<sup>7</sup> best practice, which prioritizes frequent touch

<sup>7</sup> Andragogy relates to the methods and practices used to support adult learning. Best practice focuses on elements such as experiential learning with a focus on outcomes that are relevant to learners' lives. Well known contributors to adult learning practice include Freire, Honey, and Mumford, the latter two of whom identified pragmatist and activist learning styles, which are foundational to this study's recommendations.

points and situated learning.

### 1.3 Synergies and disconnect analysis

The following key findings regarding workforce development processes currently in place in the sector and considerations for investment in a workforce development strategy are based on analysis of the supply of and demand for EiE practitioner profiles and PD services.

#### EiE practitioner profile

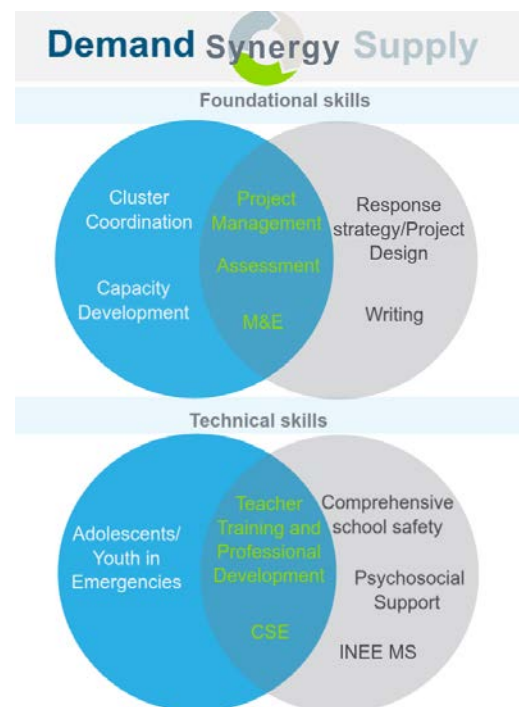
**Finding 1.3.1:** There is a need to clearly define what is expected of practitioners and at what stages in their careers. The market analysis found inefficiencies in how hiring managers and EiE practitioners connect. There is extremely limited overlap in terms of the foundational skills in demand and those supplied, poorly defined job descriptions, and limited recruitment reach. There is also an interesting dichotomy around the desire for professionalization, and reticence about its operationalization. High expectations for formal degree qualifications, a desire to promote equitable PD opportunities and mobility within the sector, and some hesitation about actually professionalizing the sector through a certification scheme are bedfellows in the sector. These tensions contribute to one element of the equation that perpetuates workforce inefficiencies. The tensions are likely to continue unless changes are made to help practitioners and hiring managers speak the same language and improve equity in recruitment, retention, and progression practices both within and among organizations.

#### PD services: Content

**Finding 1.3.2:** The disconnect between PD services required and those provided appears to be a simple matter of poor communication practices. Of institutions providing relevant foundational or EiE-related PD services, the majority provides broad introductory trainings. The implications of this finding are that people seeking PD are able to develop critical core skills. However, there appears to be a disagreement amongst EiE practitioners about the value of foundational skill development and basic EiE skill development versus specialized EiE offerings. Core competencies are recognized as being required, but practitioners also expressed a desire for more specialized PD service access. By better connecting PD service providers, hiring managers, and practitioners, the supply side of the market can become more responsive to the demand side.

#### PD services: Service providers

**Finding 1.3.3:** While it is helpful that many service providers are also implementing organizations, there appear to be communication and cooperation issues that limit efficiencies. Implementing organizations, along with INEE and the GEC, comprise the majority of PD service providers, followed by universities. The fact that there remains a perceived disconnect between PD services demanded and those supplied, however, seems to suggest that only a small cohort of practitioners are connected to these PD service providers—possibly those within the implementing organizations providing the PD. However, an implication of this finding is that (potential) practitioners seeking PD likely need to already be affiliated with, or have access to, implementing organizations and/or PD service providers. This is a barrier for practitioners at the start of their careers, in local and national positions on national contracts, and/or with limited resources (financial or otherwise). The successes that the GEC, INEE, and Save the Children/University of Geneva have had should be better leveraged. Furthermore, the study found dozens of additional service providers covering hundreds of relevant courses; these entities should be better linked to the sector.





**Finding 1.3.4:** There is a sizeable disconnect between the demand for certified PD options and its accessible supply. This study recognizes the complications accreditation implies and lays out in the recommendations section some modalities for making it feasible.

#### **PD services: Modalities**

**Finding 1.3.5:** The limited availability of PD services in languages other than English creates inequity. As educationalists, EiE sector members know that the ability to share and process information in the mother tongue(s) is more effective than that in later/additional languages, and should provide such opportunities to practitioners. It is recognized that the resources required to achieve this type of service provision are higher in terms of costs and time.

**Finding 1.3.6:** The delivery modalities of PD services and the modalities in demand do not align. Localization and flexibility of modality is an area for deeper exploration, not only because it was one of the clearest disconnects between demand and supply in the market, but also because the EiE sector must be aligned with the humanitarian community's Grand Bargain commitments. Furthermore, the EiE sector and its donors expect increasingly evidence-based practices.

#### **PD services: Accessibility**

**Finding 1.3.7:** Financial investments enable improved access to PD services. The 2017 INEE Global Capacity Development Mapping & Analysis found that financial limitations are the primary barrier for participants' access to PD. Further research undertaken for this study found that short-term, project-cycle based funding perpetuates a culture where resources allocated for PD and HR are not prioritized. One implication of this finding is that higher quality programming could be supported by investment and other support to PD service providers, including to prioritize a workforce development strategy. Implementing organizations need to help donors understand PD needs and emphasize the value of investing in a stable, efficient, and qualified workforce.

**Finding 1.3.8:** The majority of the sector's practitioners can currently access but don't appear to fully benefit from PD. Practitioners on national contracts at the local or national level are approximately 75% of the global cohort, or roughly 10,000 practitioners. PD service providers stated that the primary profile of trainees is national practitioners working at the local or national level with implementing organizations with 2-5 years of experience. This triangulates the information from the 2016 survey, which found that approximately 70% of the EiE practitioners accessing PD shared that profile. The implications of this finding are that the sector is indeed finding ways to reach the largest cohort and those most closely affiliated with day to day programming. However, other indicators confirm the need to improve the quality of PD and the equity of career pathways.

#### **PD services: Accreditation**

**Finding 1.3.9:** The lack of accessible certified PD contributes to recruitment, retention, and progression issues. Most PD service offerings are non-accredited, but the majority of informants desire certification. The implications of this finding are that the sector is not sufficiently professionalized. Lack of accreditation also hinders one means of equitably assessing practitioner skills and perhaps expanding equitable advancement opportunities.

## **2. Workforce Development Study**

This section takes the findings of the market assessment<sup>8</sup> and frames suggestions for the focus areas and resources required to develop a workforce development strategy for the EiE sector using the career pathways model. It provides a summary of the career pathways model and gives examples of the model's use in two sectors to further contextualize this approach to workforce development. It then applies this framework to the EiE sector, identifying key

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<sup>8</sup> Data sources: the 2017 EiE Capacity Mapping and Analysis Hiring Manager Survey and PD Service Provider Survey, the 2017 INEE Education in Emergencies Global Capacity Development Mapping and Analysis and supporting datasets, 15 EiE sector stakeholders, five Child Protection in Emergencies stakeholders, representatives of seven of the 11 major EiE donors, and a representative from the ECW fund. In total, there were more than 550 informants.

opportunities and challenges for the EiE sector and how the model can enable sector leadership to address them.

## 2.1 Career pathways as best practice in workforce development

A career pathways model of workforce development is considered a best practice given that it is market-based and has a sector-specific focus. Its learnings are applicable globally, in both rural and urban contexts. The approach has been increasingly adopted across sectors as a method of supporting both employers and employees. The career pathways model has a goal to increase the educational and skills attainment opportunities for individuals and improve their employment outcomes, while meeting the needs of employers in growing sectors. As such, the career pathways model provides sequencing of education, training, credentials, or other PD programming that is aligned with and recognized by employers as meeting expectations, standards, and competency requirements. In some contexts, employers develop programs together with PD service providers to ensure that training, education, and other PD meets employer standards and needs; this approach offers assurances to practitioners and employees that they are receiving PD valued by employers, and that it will support their overall development.

Career pathway programs tend to possess several key features that can be applied to the EiE sector and the findings from the market analysis with respect to the demand for and supply of EiE practitioners and PD services. The model's central tenets of access and equality, and its focus on developing practical strategies that speak to needs of both employees and employers seeking to employ those workers, are broadly applicable. For EiE practitioners working in protracted crises, needs in relation to skills requirements at the local and national levels will differ from needs at regional and global levels. Regardless of the level at which practitioners operate, a career pathways framework has the potential of elevating the field and providing a path for long-term advancement.

Career pathways enable workers not only to acquire industry-recognized credentials but also for employers to identify the specific skills and experience required to meet their needs. It is a means of addressing the disconnects identified in the market analysis between implementing organizations, practitioners, and PD service providers. Employers benefit from the market-based focus of this approach by being able to hire practitioners with in-demand skills. As practitioners gain more skills they may become more selective about where they work. This trend enables employers to reassess both their human resource capacity and PD approach as part of a broader workforce development strategy that considers practitioner hiring, training, and retention. The prospects for employment increase as practitioners gain and “stack” work-related or academic skills and credentials along a path, which leads to a higher-level of expertise. By design, this progression happens over time so that practitioners can combine work and study without having to exit the field altogether. The key tenets of the career pathways model are broadly defined as follows:

**Workforce development sector strategy:** Education and training that is contextualized to a specific sector/industry, as well as local/regional context; employers are typically engaged in developing the PD provided.

**Stackable PD options:** A range of post-secondary level PD options that can be “stacked” in succession to one another in a progression over time, leading to a credential or otherwise recognized standard in the field. Courses or training options are clearly defined.

**Contextualized learning:** Career pathways PD and education is centered on educational strategies and tactics grounded in work; work is the central focus for learning real-life skills central to work readiness, training, and skills development. This can be broadly understood as on-the-job training.

**Integrated education and training:** Career pathways programs integrate occupational skills training with more traditional adult educational services, which can lead to a formal credential. Career pathways programs also provide credit for prior education, and implement other

strategies (some less traditional) to accelerate career and educational promotion of a participant.

**Industry-recognized credentials:** Career pathways programs will lead to practitioners obtaining credentials that are valued in the job market.

**Multiple entry and exit points:** Practitioners across skills levels should be able to enter and/or advance within a sector in a career pathway.

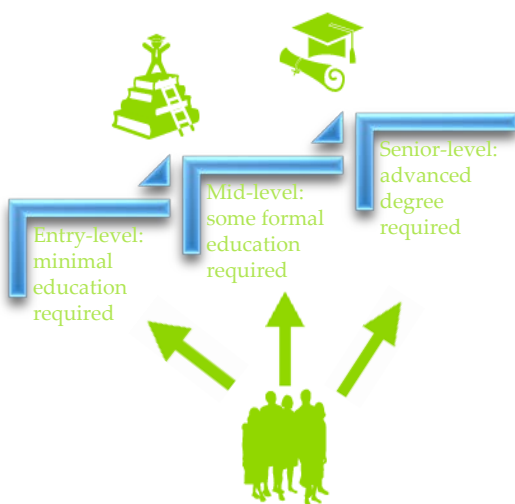
**Intensive wraparound services:** Academic, career counseling, and supportive wraparound services (that may include transportation support, language access, etc.) that support individual career development are typically a part of a career pathway program.

**Designed for working learners:** By their very design, career pathways programs accommodate the various needs of working adults and/or non-traditional students who typically need to integrate work and learning. Pathway programs often provide flexible scheduling that does not align with a typical semester, alternative training times and meeting places, and technology utilization to promote increased access.

### Career Pathways Model and other fields: Healthcare and IT

**The healthcare sector:** The healthcare sector is an example of another “helping” sector that has established a career pathways approach is the healthcare sector, both within the US and globally. While some healthcare professions may require many years of formal schooling, not all jobs require it extensively. A key characteristic of the healthcare sector is that it provides a wide range of access for people seeking to work, and one in which employers need employees at all levels, ranging from entry level through to those requiring advanced degrees.

**The IT sector:** The IT sector has established robust career pathways across a variety of sub-sectors with a well-defined series of stackable credentials. Due to the rapid, evolving nature of technology, individuals in this field have access to a number of courses and certifications that can be stacked to keep up with demands in the market. Such a comparison is appropriate for the EiE sector, as both sectors face frequent changes both in work contexts and in learning how to best respond within those contexts, and practitioners cannot neither afford to leave the sector for long periods of time to undertake in-depth study, nor is it likely that the new skills they require would require long periods of training.



Healthcare and IT are both mature yet rapidly evolving fields in which organizations and employers have a history of partnering with universities and other PD providers to ensure that they develop a skilled workforce to meet their needs. As a result, individuals enter the field with the understanding of their employment prospects because employers are clear about what they expect, and credentialed and well-acknowledged training exists that has already been vetted by employers. Because healthcare is a growing field, it needs individuals at all levels of education and experience, and compensation varies based on an individual's level of schooling. This tiered structure provides different entry points into the healthcare field and aligns with the stackable credentials feature of a career pathway. In IT, training and credentials also correlate with the

field's requirements. Entry level jobs in IT, like those in EiE, are accessible to people with secondary or technical degrees. As expected, in order to advance to a higher position, employers require Associate's degrees or Bachelor's degrees. However, within those expectations for formal degrees as a part of advancement, a culture of progressive intra-industry certification has also been actualized within the sector.

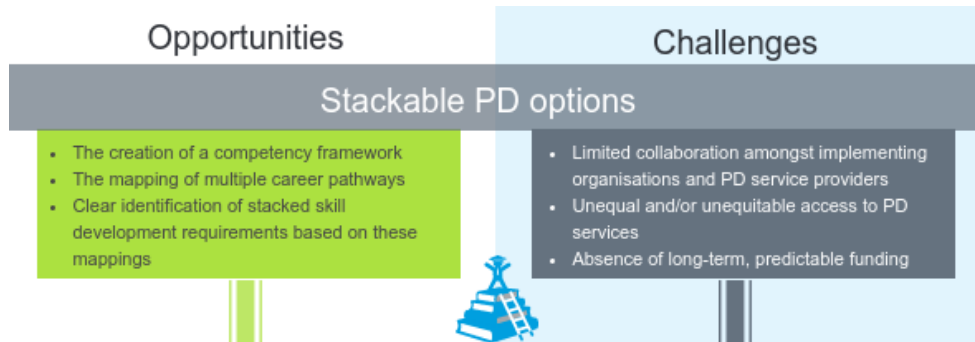
## 2.2 Solutions for the EiE workforce

The following section frames opportunities and challenges envisioned in using the career pathways model to address the synergies and disconnects identified in the market analysis, thus improving the EiE workforce.

### Workforce development sector strategy

**Solution 2.2.1:** Develop a workforce development sector strategy. By nature of its market-responsive and practitioner and organization driven nature, the career pathways model will enable the development of a standards-based but flexible strategy. As such it is appropriate for a sector that must meet changing needs to have a responsive rather than a rigid sector strategy.

### Stackable PD options



**Solution 2.2.2:** Create and implement stackable PD options. They would consider a range of post-secondary level trainings that could be “stacked”<sup>9</sup> in succession over time, possibly within a defined competency framework for the sector. This would lead to a recognized standard in the field that organizations would value during hiring and promotion decisions. Developing sector-wide, recognized, stackable PD options, possibly within a competency framework, would create a means for codifying skills and having greater transparency about requirements for certain positions. Improved information sharing practices would help elevate the mobility of existing practitioner cohort as well as entice more people to join the sector. While there are serious issues to work through regarding interagency cooperation, formalizing a credentialing model, funding, and access, the consultant team heard strong support during its validation process for the stackable PD options component of a career pathways framework.

### Contextualized learning/Integrated education and training

**Solution 2.2.3:** Shift training and other forms of PD away from singular, off-site trainings and toward integrated PD. This will require a fundamental shift in the culture, practice, collaboration around, and funding of PD.



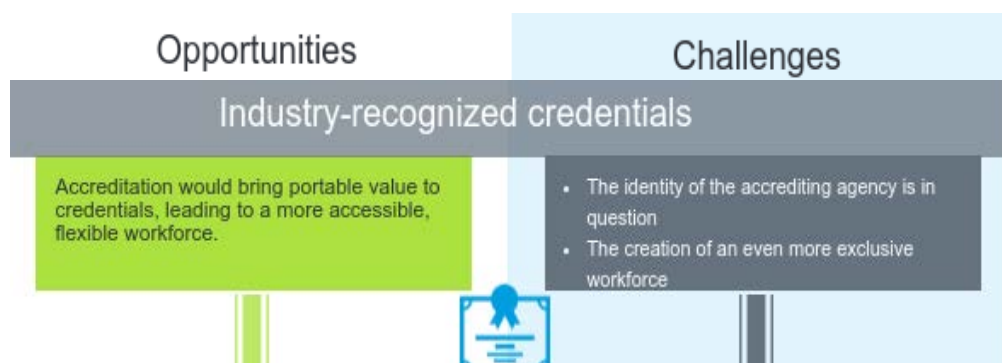
<sup>9</sup> It is important to recognize that the term stackable does not suggest a linear path, but rather that the credentials function like stacking blocks, such as Legos, that support a practitioner as s/he progresses up a career ladder or around a career lattice. The stackable credentials could be conceptualized as modules or nodes of content that link to one another and comprise either the rungs of the ladder or the diamonds of a lattice.



Contextualized learning and integrated education and training go hand-in-hand. They translate into on-the-job training that is designed for the adult learner. The focus is on learning real skills central to success in an EiE job, and getting the necessary support to do so. Credentialing this learning is important whenever feasible. The market analysis found that informants strongly desire experiential learning that utilizes adult learning best. This finding was echoed during interviews, but the practicalities of operationalizing this approach were identified as particularly challenging at this juncture.

### Industry-recognized credentials

**Solution 2.2.4:** Establish industry-recognized credentials to enable practitioners to plan for and obtain proof of PD that is valued in the job market. Industry-recognized credentials that go beyond formal education are a critical component of the career pathways model. When they are linked to stackable PD options (and possibly on the job learning), a more accessible, flexible, inclusive workforce can be developed. While there are many open questions about how a credentialing program would work in practice, the concept is fundamentally supported in this



early research. Two questions raised about the possible challenges of an industry credential – exclusivity and inequity – are in fact two of the very problems that an industry-recognized credential is typically created to alleviate. By design, in a sector with a reported hiring shortage, current requirements for advanced degrees upon hiring, and social equity concerns, providing alternatives like industry credentials opens up flexibility for a workforce. Credentialing programs are typically created as part of a workforce development sector strategy (described above) with a trusted industry partner, and with both individuals and employing organizations in mind.

### Intensive wraparound services

**Solution 2.2.5:** Identify the means to better support practitioners as working learners. While indicators of burnout and turnover suggest that supportive services for working learners are needed, the practical means for operationalizing them will require additional specialized consideration by HR experts. The availability of these types of services will vary based on context, and may in fact be more available in protracted crises than in acute crises. Informants felt challenged in conceptualizing how some of these traditional services might be feasible in some of the contexts in which EiE practitioners work. One interviewee suggested innovation in how to approach work-life balance and PD, such as overlapping the end of traditional leave periods (parental leave, R&R, etc.) with leave to take courses.

### Multiple entry and exit points

**Solution 2.2.6:** Create career pathways that ease of entry and mobility regardless of formal degree qualifications, personal circumstances. Individual practitioners across skill levels should be able to enter and/or advance within EiE in a career pathway at the point appropriate for them based on their personal circumstances, skill profile, and an organization's true needs. This approach removes the requirement that everyone needs to start from the same place at sector entry.



## 2.3 Funding for a new EiE workforce development approach

**Solution 2.3.1:** Adopting a career pathways model creates an opportunity for implementing organizations and PD service providers to engage funders in conversations around the long-term workforce needs of the sector in light of increasingly protracted crises. A new workforce development approach also calls for a new approach to funding. In addition to asking the 15 stakeholders interviewed to validate the career pathways model of workforce development about funding for workforce development, the 11 largest donors to EiE were contacted, along with the ECW secretariat. All agencies affirmed that they do not earmark for capacity development efforts, but one agency was able to identify three grants that had strong capacity development foci though that which was integrated either with project activities or provided as part of core cost coverage.



The purpose of discussions with these donors was to explore funding trends pre and post-ECW establishment, both for EiE and protracted crises education efforts as well as capacity development allocations therein.<sup>10</sup>

Despite the limited data available and the challenges identified in current practice, interviewees (including donors) indicated there is reason to be hopeful regarding the capacity of the sector to expand and/or modify how it funds workforce development. Such funding changes, along with improved PD service delivery collaboration, will allow employers to sustain the systems and structures that enable people to stay current in the field, and respond to the increasing level of complexity of work in protracted crises. Most of the donors consulted for this analysis acknowledged the value of investing in capacity development, and at least two, as well as the ECW secretariat signaled an interest in changing how investments are made, as well as exploring how to earmark and perhaps increase allocations for such activities. What they need is a set of recommendations about what investments will provide them with the greatest returns.

### 3. Workforce Development Recommendations

By applying a career pathways model to the issues surfaced as a result of the research, this study has uncovered significant opportunities to help strengthen the workforce of the EiE sector. Many informants expressed a strong appetite for change, and openness to creating a workforce development sector strategy in line with the career pathways model. The study also uncovered additional questions requiring further research. Other more established sectors that are also required to adapt to changing conditions, such as the healthcare and IT sectors described in this report, have faced and in many cases overcome similar challenges in terms of operationalizing the mechanics of a career pathways model. Recommendations for adapting a career pathways model for the EiE field are described here.

**Recommendation 3.1.1: Establish a workforce development sector strategy.** This recommendation underpins all recommendations that follow in this report, and is a key component of a career pathways framework. A sector-based workforce development strategy will:

- **Ensure that leading EiE organizations throughout the sector have access to the talented practitioners they require at all levels.** This will result in part from more efficient recruitment practices that link hiring manager with clear, realistic requirements in mind to practitioners that can better market their skills in line with industry-agreed competency expectations.
- **Ensure that all EiE practitioners have access to training and advancement opportunities that they know are valued by hiring organizations.** This will result in part from a transition to more learner-focused, on-the-job training designed for working learners and in line with industry-agreed competency requirements.
- **Facilitate a more stable workforce in part due to clearly defined, equitably accessible career pathways that allow practitioners to more easily plan their careers and organizations to better plan for their workforce needs and facilitate employee advancement.**
- **Effectively make the argument to donors about an evidence-based model for workforce development that values long-term planning for equitable growth of the workforce, inclusive of working learner focused PD.**

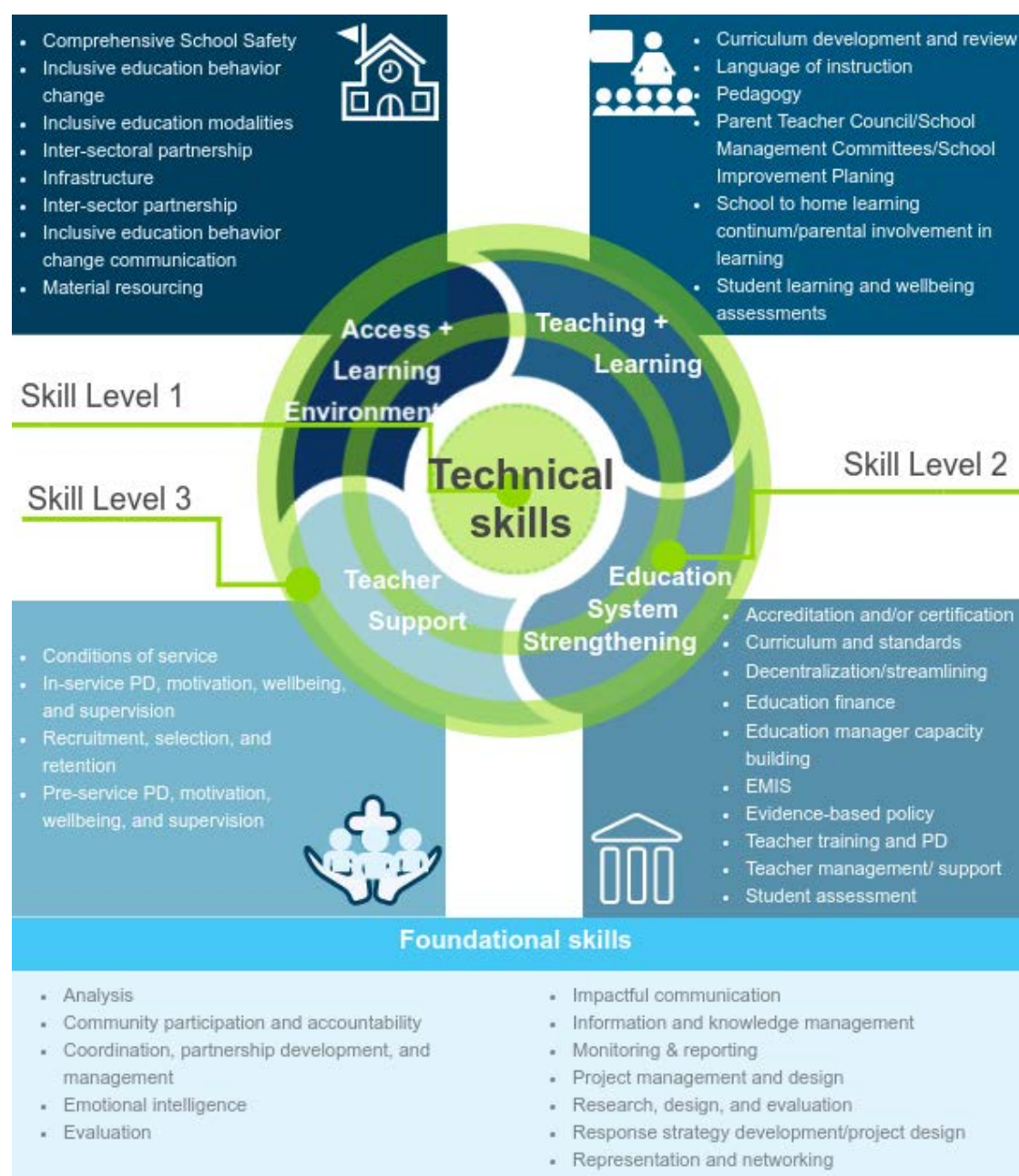
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<sup>10</sup> At present, these traditional donor agencies are not well positioned to clearly identify, with some exceptions, what allocations they make to EiE activities. This likely occurs in part because of codification challenges related to traditional donor siloing of humanitarian funding and development funding. As such, it is not feasible under this study to provide analysis by agency or year in any clearly delineated manner, and thus difficult to undertake analysis of funding trends. It is also difficult to explore implications of the establishment of the ECW, and importantly its Acceleration Facility and fourth focus area on strengthening capacity to respond to crises at both the national and global levels.

- Provide a rationale for a culture shift not only in how to fund PD but how to prioritize it, noting that improved capacity through effective PD leads to improved programming and more efficient returns on investment.

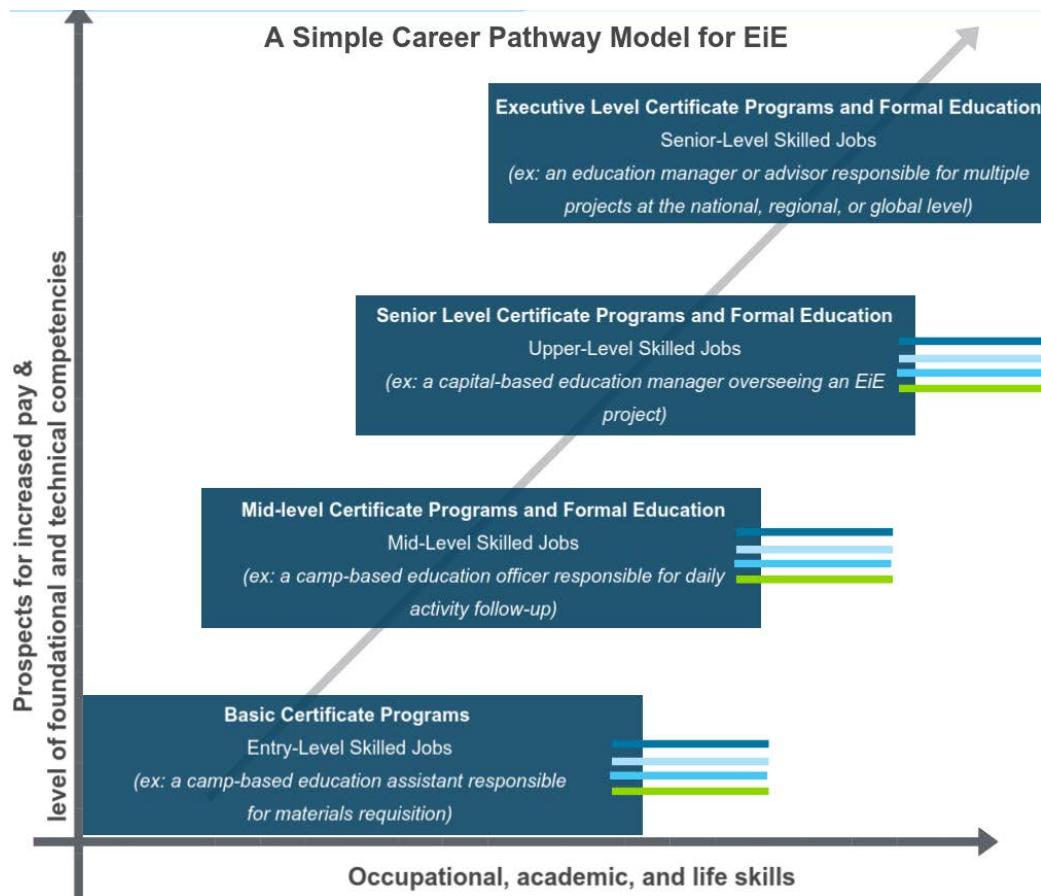
To ensure success and ongoing refinement of this strategy, dialogue with donors (including non-traditional donors) will be important to educate about proposed changes, highlight the enormous expected return on investment from this shift, and to work together to identify priority investments. Implementing organizations and PD service providers will need to be a part of these conversations. To support these recommendations, the EiE sector may consider a focused economic study that: 1) analyzes the losses and gains generated by the sector's current workforce development and HR practices, with comparison to a shift to an evidence-based model identified in this report; and 2) provides a neutral third party to facilitate dialogue and information sharing during strategy development.

**Recommendation 3.1.2: Develop a sector-wide competency framework.** A sector-wide competency framework, akin to the model developed by UNICEF, which shows varying degrees of knowledge area expertise and skill level based on job-level requirements, will enable both all EiE stakeholders to better understand and deliver what the sector needs. Hiring managers, practitioners, and service providers were all keen to see the sector adopt such a framework to enable them to better do their work. This type of framework allows organizations to hire a wider variety of individuals, as they expand indicators of skills and competencies and allows individuals to more clearly understand what the opportunities and job requirements are for hiring and advancement. The issue of equitable career pathways remains central to workforce development recommendations, especially when recognizing that the sector should increasingly rely on practitioners who are familiar with the contexts of operation and who will stay working in protracted crises for their duration. Concurrently, it will be important for practitioners starting out on national contracts to have equitable opportunities with organizations that provide better remuneration and benefits, rather than stagnating. The competency framework must consider the range of foundational and technical skills that enable practitioners to operate along the continuum from acute humanitarian crises to development contexts.



**Recommendation 3.1.3:** Conduct a career pathways mapping exercise to define possible paths in the field – and utilize the pathways for recruiting, hiring, and training. As an astute interviewee described it, the EiE sector’s numerous career pathways are often more akin to a jungle gym rather than a straightforward ladder. The challenge of knowing what options are possible, and what skills, education, training, and on-the-ground experience is required for various trajectories can make entering and advancing in the field challenging for practitioners. For hiring organizations, it can make retention and advancement of talented practitioners difficult. Developing a set of career pathways will provide a useful tool across all stakeholders, and offer important information regarding entry and exit points to the field and/or wraparound service support for working learners.





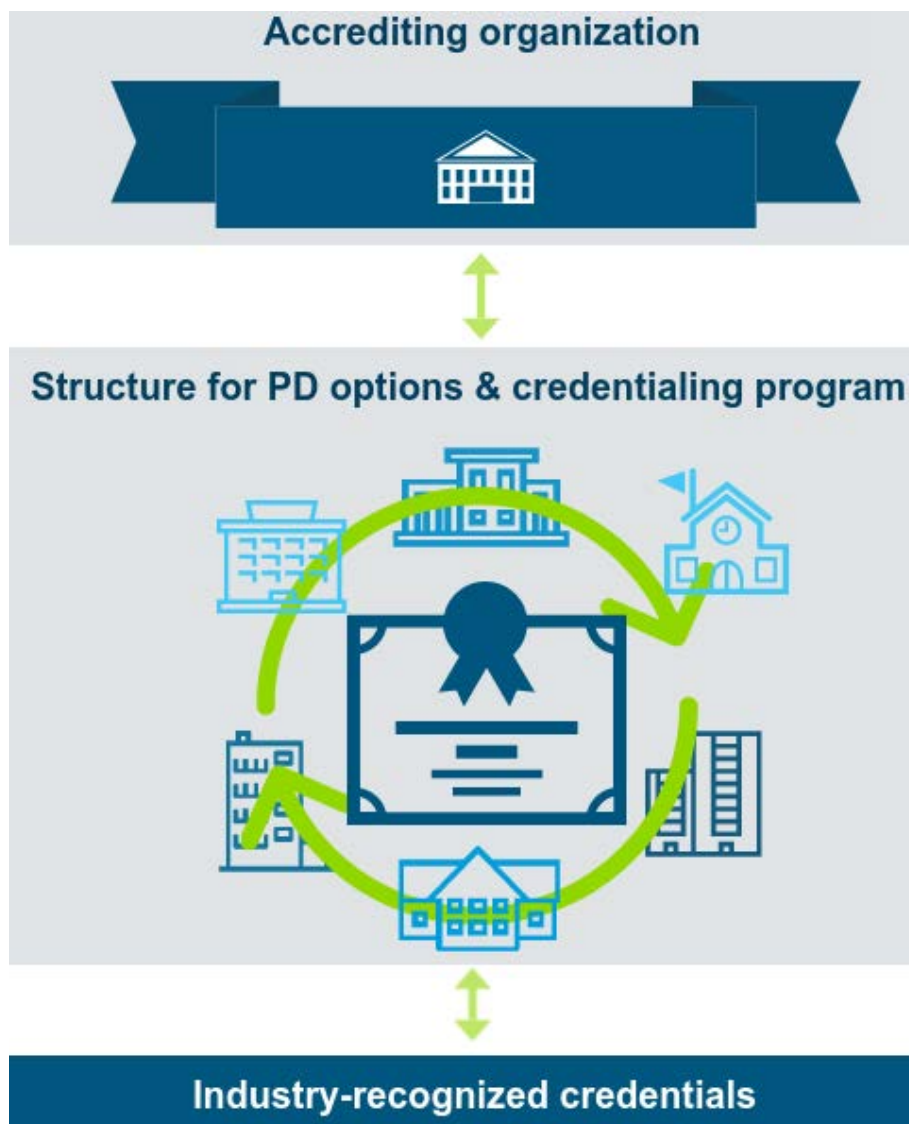
**Recommendation 3.1.4:** Explore a feasible structure for accessible stackable PD options. The process of creating a credentialing program will require linking the information about skills required (and at what stages along career pathways they fall), the target cohort, and PD service providers, and current and required training content. Taken together, this information will enable a mapping of how practitioners can access stackable PD options at various points in their career. It can lead to clear linkages between certain types of PD and specific service providers. The comparative advantage structure the sector currently has could be leveraged. For example, foundational skills and general humanitarian and development skills could be provided by the service providers identified in the market analysis;<sup>11</sup> core EiE technical skill development could be provided by INEE; response assessment and operationalization training could be covered by the GEC; and the remaining technical skills could be covered by agencies with specialization in the relevant focus areas.<sup>12</sup> Recognizing comparative advantage amongst agencies and leveraging it will go a long way to improved cooperation. Improved cross-agency and inter-departmental cooperation could occur as a result of a few considerations: [donors as regulators](#), via incentive or enforcement mechanisms; cultural [change within organizations](#), with accountability for collaborative rather than competitive practice being upheld by the most senior officials; and/or [a strengthened INEE](#), with more resources to incentivize cooperation.

**Recommendation 3.1.5:** Establish industry-recognized credentials for training and PD, create a framework for a program to provide credentialing, and identify an accrediting organization. To provide the most talented workforce for EiE across all types of positions – and across local, national, regional, and global remits – the study recommends developing a formal credentialing program for certain components of training and PD. Ensuring that organizations know that their practitioners and prospective candidates have completed a class or program recognized for

<sup>11</sup> The study identified 163 such courses provided by at least 20 service providers.

<sup>12</sup> For example, social and emotional learning and wellbeing could be provided by the International Rescue Committee (IRC), comprehensive school safety could be provided by Save the Children, gender sensitive training could be provided by Plan International, and UNICEF could lead on education systems strengthening.

quality, and one that a hiring organization likely helped shape, provides assurances to all involved that PD is on point for the sector. Credentialing a variety of PD options, including flexible, multiple touch-point modalities, supports the sector's goal of increasing access to training. Furthermore, it will be critical for PD efforts in protracted crises contexts to operate with awareness of the existing education and humanitarian sector mechanisms (such as appropriate funding streams and cluster mechanisms). Whatever work the EiE community does needs to be linked to efforts already undertaken by the Humanitarian Learning Academy and the Professionals in Humanitarian Assistance and Protection association and its credentialing program, which is presently limited to three 'badges' in humanitarian principles, legal frameworks, and ecosystem. The consultant team recognizes that developing a credentialing program, and identifying an organization to manage it, is a large task requiring improved intra-agency coordination, and a sizeable funding source. Not every PD offering will need to be credentialed; beginning with a pilot for priority skills may help inform later investments.



# Annexes

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## Methodology and Limitations

### Data collection methodology

Mixed methods were used to help enhance the value of data triangulation. The key collection methods used purposeful (and snowball sampling) key informant interviews with hiring managers, PD service providers and sector leaders (including donors), and secondary data review. All data collected from informants has been kept confidential.

#### *Secondary data review*

The existing key informant and survey data were further coded, cleaned, aggregated, and analyzed to ensure that as much relevant data as possible was gleaned from it and applied to answer the research questions. Furthermore, additional secondary data such as documents that describe as yet unidentified capacity development services, strategy documents of relevant stakeholders, and workforce development guidance materials were reviewed.

#### *Key informant interviews*

Key information interviews were limited, given the existence of sector data from the 2016 effort and the importance of limiting stakeholder fatigue. Where data could be gleaned to identify gaps in key informant input, those gaps were filled.

### Data analysis methodology

The data was collected in a strategically sequenced manner, focusing on clarifying and updating market information with respect to the need for certain skills, the demand for certain skill development, and the supply of skill development services. However, the short time frame and the involvement of multiple team members meant that concurrent triangulation was required. This was done using a balance of framework analysis, based on the key outcomes, objectives, and research questions/areas of inquiry outlined above. Data collectors/research team members anonymized, cleaned, aggregated, coded, and analyzed the data. Periodic intra-research team reviews of analysis allowed for network analysis and qualitative theming/harmonization of coding based on identified themes. All efforts to quantify qualitative information were made for ease of analysis. Internal validation occurred amongst team members before reference group validation.

### Data sources:

- a) Secondary data informed:
  - a. Protracted crisis education response needs; and
  - b. Competency requirements of EiE practitioners
- b) Survey data from EiE hiring managers informed an understanding of EiE practitioner profile requirements and thus PD service demand;
- c) Survey data from EiE service providers helped understand PD service delivery trends; and
- d) Key informants facilitated validation of findings and recommendations.

Secondary data was sourced from documents such as donor stakeholder strategic plans, job descriptions, and country sector strategies, as detailed in the Works Reviewed. Ninety-one potential respondents were selected for the hiring manager survey and 70 were selected for the service provider survey using purposeful and snowball sampling methods. The response rate for the hiring manager survey was 42% and 31% for the service providers' survey, representing a strong response rate despite an abbreviated survey window.

### Research Questions

1. What do EiE employers seek when hiring EiE practitioners to work in protracted crises situations?
  - 1.a What is the typical profile for an EiE practitioner at each Tier?
  - 1.b What baseline competencies are expected or required at each Tier?
  - 1.c What is required to advance from one Tier to the next?
2. Keeping current EiE practitioner profiles in mind, what competencies are required for EiE practitioners supporting education service delivery in protracted context situations?



- 2.a What skills and competencies are required of practitioners to meet the programming requirements in protracted crises?
- 2.b How does this information relate to the inputs from respondents and informants during the 2016 consultancy effort?
3. What are typical career pathway(s) currently for EiE practitioners that work in protracted crises situations? (including the common skills, education, and industry credentials that typify advancement)?
- 3.a What EiE PD service providers exist today that employers' value? For what reasons?
- 3.b How do these PD offerings fit into an EiE career pathway?
- 3.c Do they provide equitable access for skills/knowledge development for all Tiers?
4. How do EiE practitioners working in protracted crises situations currently access PD services- and are their needs met?
- 4.a How does PD access vary according to: Tier, language spoken, employer, modality of PD, and other key factors? Who are the current providers; who could they be?
- 4.b How do employers and practitioners currently request and obtain the necessary PD to advance in the field?
5. What does workforce development best practice tell us about how current PD practices should be modified to meet future capacity development needs for protracted crisis contexts?
- 5.a What equitable PD practices are critical for a flexible and sustainable supply of the appropriate human resources?
- 5.b How could PD practices link to other existing education and humanitarian sector mechanisms?
- 5.c What are the inputs required? How are cost implications considered for these inputs? What are associated positive outcomes?

#### **Opportunities and constraints from the available data**

##### ***There is a respondent bias based on language (English) and location (global)***

While the surveys were distributed across EiE practitioner cohort profiles (i.e. institutional affiliation, geographic remit, etc.) and all respondents were asked to reflect on their current and past experiences in either hiring or providing PD services, a number of respondents found it difficult to respond based on past experiences. Another limitation is that 44% of potential respondents currently sit at a global level, and the consultant team recognizes that the majority of EiE practitioners are located at the local and/or national level. Together, these factors represent a constraint in the primary data collected. However, information was provided cross-cohort for many survey questions, and the research team believes this information is worth considering for the purposes of this study.

##### ***Granularity of EiE practitioner profile was not possible under this study***

Due to limitations of time and data feasible to collect under this study, the consultant team was only able to define EiE practitioners by years of experience and a series of technical, geographic, and institutional affiliations. We were not able to collect data by various types of identities or profiles at the individual level.<sup>13</sup>

##### ***Data collection and analysis time was limited, but response rates were high***

Time was an additional constraint. The data collection was limited to approximately one week due to the overall timeframe of the project, and survey distribution coincided with year-end field visits and reports and/or university semester close out activities. As a result, the participation rate was lower than it could have been and responses were rushed. That said, the average response rate for surveys of this length, without incentives, and with such potential respondents is expected to be between 15-20% and the response rate for these surveys surpassed that.

##### ***Data interoperability was not perfect, but the findings reinforced themselves across data sources***

Data interoperability was pursued to the greatest degree possible but considering the nature and breadth of the data collected during the 2016 study, and the interest in providing

opportunities for survey respondents to organically identify skills or PD services of importance, there were limitations. For example, this study has sought to better triangulate skill development requirements across practitioners themselves, hiring managers, and service providers. That said, the consultant team wanted to be open to the types of skills deemed requisite and thus did not seek feedback on specific courses or tools in existence, which the 2016 survey did. Helpfully, there was a significant amount of overlap between skills that hiring managers identified on their own as being of importance and those identified via the desk review and from the 2016 survey and the 2017 service provider survey. A consequence of the differing methods of data collection and coding is that the numerical presentation of findings is not harmonized across the report (for example some surveys had hundreds of respondents whilst others had dozens). While this quantitative data is presented to shore up reader confidence in the sourcing of findings, the reader is advised to focus on the findings themselves as some are also based on research team aggregation of qualitative data.

***Purely organic identification of skills required was not possible***

Knowing what education programme activities are required for an appropriate response to protracted crises is critical to informing what skills organizations are seeking in their hiring as well as what types of skills require development. While not all skill sets could be fully explored in this project due to the constraints mentioned above, the study strives to surface as much information as possible. The focus on protracted crises helped to refine the types of skills likely to be of merit, for example, but skills identified therein cannot be seen as exhaustive.