Education in Emergencies

Capacity Gap Analysis

WEST AND CENTRAL AFRICA (WCA) REGION

January – June 2020
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Acknowledgements

This analysis and report was commissioned by Save the Children UK.

Thanks go to all who participated in key informant interviews, to survey respondents, and to Save the Children for its management support and guidance.

Special thanks go to the members and coordinators of the West and Central Africa Education in Emergencies Working Group in Dakar, to the Global Education Cluster helpdesk, coordination staff from global and national education clusters, especially CAR for facilitating group work for this study, as well as ACTED, AJID-ONG, AVSI, Bioforce, Chemonics, Cordaid, ECHO, ECW, FCA, IIIEP, JRS, NRC, OMAES, Plan International, Save the Children, UNESCO, UNHCR, UNICEF, USAID, War Child, World Vision International, standby partner roster members, various national ministries of education, and other unnamed national and local organizations for their invaluable contributions.
WCA EiE Capacity Gap Analysis Report

Acronyms

AAP  Accountability to Affected People or Populations
AEP  Accelerated Education Programme
AEWG  Accelerated Education Working Group
C4D  Communication for Development
CAR  Central African Republic
CAS  Certificate in Advanced Studies
CBO  Community-Based Organization
C/DRR  Conflict and Disaster Risk Reduction
CERF  Central Emergency Response Fund
CGA  Capacity Gap Analysis
CP  Child Protection
CSE  Conflict-Sensitive Education
DRC  Democratic Republic of the Congo
ECCN  Education in Crisis and Conflict Network
ECD  Early Childhood Development
EFA  Education for All
EGRA  Early Grade Reading Assessment
EGMA  Early Grade Mathematics Assessment
EIE  Education in Emergencies
GEC  Global Education Cluster
GMR  EFA Global Monitoring Report
GPE  Global Partnership for Education
HCT  Humanitarian Country Team
HDI  Human Development Index
HNO  Humanitarian Needs Overview
HR  Human Resources
HQ  Headquarters
HRP  Humanitarian Response Plan (formerly CAP and SRP)
IHL  International Humanitarian Law
IIEDP  International Institute for Educational Planning
INEE  Inter-Agency Network for Education in Emergencies; MS - Minimum Standards for Education: Preparedness, Response, Recovery
INGO  International Non-Governmental Organisation
JPO  Junior Professional Officer
KI  Key Informant
KII  Key Informant Interview
LEG  Local Education Group
M&E  Monitoring and Evaluation
MEAL  Monitoring, Evaluation, Accountability and Learning
MHPSS  Mental Health and Psychosocial Support
MoE  Ministry of Education
MRM  Monitoring and Reporting Mechanism on Grave Violations Against Children in Situations of Armed Conflict
NETI  New and Emerging Talent Initiative
NNGO  National Non-Governmental Organisation
OCHA  UN Office for the Coordination of Humanitarian Affairs
OOSC  Out-of-School Children
PD  Professional Development
PDP  Professional Development Programme
PDQ  Programme Development and Quality (SC)
PiN  People in Need
PSEA  Protection from Sexual Exploitation and Abuse
PSS  Psychosocial Support
PTA  Parent-Teacher Association
PTF  Technical and Financial Partners
RRM  Rapid Response Mechanism
SADD  Sex- and Age-Disaggregated Data
SC  Save the Children
SBP  Standby Partners
SDG  Sustainable Development Goals
SEL  Social Emotional Learning
SGBV  Sexual and Gender-Based Violence
TiCC pack  Teachers in Crisis Contexts inter-agency training pack
TLS  Temporary Learning Space
ToC  Theory of Change
ToT  Training of Trainers
UN  United Nations
UNV  UN Volunteers
WASH  Water, Sanitation, Hygiene
WB  World Bank
WCA  West and Central Africa
WG  Working Group
WHS  World Humanitarian Summit
Summary of Findings and Recommendations

Save the Children (SC) defines Education in Emergencies (EiE) as the provision of uninterrupted, high-quality learning opportunities for children affected by humanitarian crises. EiE enables all children to continue learning in a safe and protective environment regardless of who they are, where they live, or what is happening around them.¹ To fulfil global ambitions, organizations engaging in education in fragile contexts require a workforce that is technically competent in EiE and adept in programme implementation to support children and communities in enjoying their right to quality education in a protective environment.

Save the Children, along with other EiE implementors, has been steadily increasing EiE programming in WCA due to the growing number and duration of complex crises affecting education in the region. To support this increase in programming, there is also a need to invest in strengthening EiE programming capacity to ensure timely and quality implementation. To further inform the detail and direction of EiE capacity strengthening both for its own staff and sector partners, SC commissioned a regional EiE capacity gap analysis (CGA) for West and Central Africa (WCA). This report aims to generate learning on capacity gaps among EiE practitioners operating in the WCA region. In doing so, it aims to guide and enrich the design and content of future EiE capacity strengthening initiatives in the region, while advocating for its importance.

Using a mixed method approach including desk review, online survey, and key informant interviews (KII), the study has been informed by over 50 participants, from national and international nongovernmental organizations (NGOs), UN agencies, and education ministries, representing more than a dozen countries within the region of WCA. The results have been analysed to establish an overview of EiE competency levels within the region, including key capacity gaps, and the preferred professional development (PD) modalities for addressing them.

Findings

With increasing EiE needs and funding for EiE within the WCA region, implementing partners must ensure that their staff have the adequate competencies to deliver quality holistic programming – in the words of one key informant (KI) “to get all the bits right,” including programme design, implementation, and monitoring and evaluation (M&E), while ensuring a coordinated approach which supports the implementation of national government plans, where they exist. This requires a clear vision, a strategic approach and a solid understanding of humanitarian architecture, as well as skills in the multitude of components and phases involved in EiE response design and implementation – all of which numerous KIs cited the need for.

Unsurprisingly, capacity gaps vary from one organization to another, from one country, or even province, to another, and from person to person, making it difficult to generalise and draw out definitive trends. Findings also differ between the qualitative key informant interviews (KIIIs) and the quantitative survey questions. While both methods were useful, different limitations accompanied each one. Open-ended KIIIs allowed participants to reflect more generally what they perceived key capacity gaps were, for themselves or EiE implementors more generally. However, unguided, KIs are not always familiar with the full scope of technical competencies required for a quality EiE response, especially if unfamiliar with the sector, and are therefore not always able to effectively identify the full extent of needs. Conversely, the expansive list of competency areas listed in the survey could lead to responders being overwhelmed by the sheer number of topics and areas they were not aware of, which could have affected the results of the survey, as participants may have resorted to selecting all options. This is particularly likely if they are not familiar with the sector’s jargon and, as such, are unable to put a label to activities that they actually may be doing already, i.e. unconscious competence. As such, the findings from the KIIIs proved more revealing in terms of identifying more general priority areas of EiE programming which required capacity strengthening attention, while the survey results provided a more useful granular scan of capacity gaps from country to country and topic to topic.

Technical Capacity Gaps

¹ Save the Children EiE Essential Resource Pack
Although priority technical areas for capacity development varied across the different countries in the WCA, a consistent priority to emerge was **EiE assessment, analysis, and design** - including understanding the drivers of each crisis and adapting the response thereto. Within this, assessment was the topic that the highest proportion of survey respondents felt underconfident in (43 per cent), although many KIs reported a lack of knowledge across the broad area. The analysis aspect of this is particularly important as the vital link which ensures that the response activities proposed realistically respond to the specific contextual needs – rather than representing a list of standard EiE activities and components. Insufficient capability to effectively conduct this primary stage of a response undermines the potential success of the response, regardless of other technical capacity programmatic staff may have. Therefore, it is especially vital that the sector respond to this capacity gap.

Another key technical topic area identified was EiE and the **humanitarian-development nexus**. Unpacked, this topic relates to preparedness and resilience, partnerships and working with development partners and government as well as local organisations, ultimately with an aim to enhance sustainability. Given the increasingly protracted and recurrent nature of many of the crises in WCA countries as well as the range of stakeholders involved, the need to focus on developing responder capacity to ensure EiE interventions align with the humanitarian-development nexus is essential, and was emphasised by survey respondents and KIs alike. Of the many EiE concepts and frameworks surveys were asked to self-identify as their weakest, the humanitarian-development nexus was the most persistently chosen (37 per cent of respondents named this rather than any other EiE concept).

Many aspects relating to the **physical and psychological protection and wellbeing of children** in and through EiE were also identified as key areas of focus for capacity strengthening. This included putting into practice frameworks and guidance on how to make schools safer (from and in all types of emergency) including through integrated programming with WASH (water, sanitation, and hygiene) health and nutrition sectors and actors; and with child protection (CP) and mental health and psychosocial support (MHPSS) actors to ensure education is protective and supportive of children’s well-being – environmentally and through in-school practice.

Another key areas identified by practitioners was quality education programming, including addressing the barriers to it. Although a vast topic area, specifically cited as part of this gap (37%) was the role of transitional and bridging programmes like alternative education programming in reaching children with some form of quality and accredited education and for getting children back into mainstream education. In the case of accelerated education, this means developing competence and confidence to go beyond the ‘cookie-cutter’ non-formal approaches to developing and implementing quality accelerated education which aligns with the needs of different groups of children. This targeted and bespoke approach to supporting improvements in learning outcomes links back to the need for better needs assessment and design through a robust and holistic process of analysis.

The need to strengthen capacity in the topic areas classified as ‘cross-cutting issues and approaches’ were also highlighted, not surprising given the scope and complexity of many of the issues included as part of this topic area. These included the design and implementation of programmes that are child-participatory, inclusive and gender- and conflict-sensitive, and the challenge of making these truly cross-cutting, i.e. issues that are considered at every stage of every component of response design, planning and implementation. Conflict sensitive education (CSE) in particular stood out as a cross-cutting issue respondents felt they lacked practical understanding in - unsurprisingly given the vastness of this topic; the limited influence that education practitioners can have on it; and the growing need for practitioners to operate in highly sensitive conflict-affected contexts in the region; overall, 43 per cent of survey respondents chose CSE as the topic within cross-cutting issues and approaches which they felt the least confident in. Clearly, further capacity development and support is required.

**Operational capacity gaps**

Many NGOs operating in humanitarian responses, certainly the larger ones, separate “technical” and “operational” competencies into two distinct categories. In order to divide roles and responsibilities amongst senior staff, and ensure accountability within functions as well as making workload manageable. However, for implementing EiE programme managers, especially in smaller organisations, this separation is often unhelpful as in reality these two areas are inter-related and dependent - applying technical standards and good practice to programming is only possible if the programme staff, transport, equipment, spaces, materials, etc. are in place, and effectively doing this, in collaboration with HR, logistics, admin teams, requires its own set of competencies. As such, in addition to the technical capacity gaps presented above, a range of
more operational and programme management-related capacity gaps also came out of this technically-focused capacity gap analysis.

Overall, about 19 per cent of survey respondents identified skills for programme implementation and management as a top priority – the second highest topic/area ranking. Specific areas within this broad category identified included mobilizing and managing human resources (HR), budgets, logistics, information management, the practical aspects of monitoring, evaluation, accountability, and learning (MEAL), report writing and remote management.

**General capacity gaps**

Differences in capacity between international and national actors (including governments) in both the technical and operational aspects of EiE was consistently highlighted by respondents –again underlining the need to seriously invest in making progress on the localisation agenda in EiE in WCA, as in the rest of the humanitarian sector. Further, upstream skills to support fundraising efforts was repeatedly raised as an area requiring development, particularly in the pursuit of flexible and multi-year funding. Closely linked to this is the need to develop advocacy skills amongst EiE practitioners, both in order to help mobilise funding and to influence policy in order to improve the EiE enabling environment. The ability to systematically identify and link evidence to EiE programme design and proposals also came out as an important gap and particularly relevant to the topics of fundraising, advocacy and policy.

Donors are understandably keen to support government capacity, and to get line ministries in the metaphorical driving seat, and for outside actors to have humanitarian exit/transition strategies. This requires not only technical EiE and programme skills, but also soft skills including advocacy, effectively working in partnership and a continuous approach to system strengthening – an approach that would not only support government system strengthening but also the localisation agenda as outlined in the Grand Bargain.

The ability to effectively apply knowledge and skills in technical and operational areas depends on having the right soft skills (arguably the attitudes/behaviours which compromise the third component of competency) including communication, relationship- and trust-building, networking, and influencing decisionmakers – something recognised by many KIs in this research.

**Recommendations**

Data from KIs and survey respondents revealed gaps in EiE professionals' competencies ranging from the micro to the macro. To counter these competency gaps, EiE professional development is essential across WCA, covering the breadth and depth of education and humanitarian programme interventions. There is a demand for practical, preferably face-to-face training with close follow-up, desirable especially at the local level. Indeed, partners yearn for more systematic capacity development – especially in French.

This underlines a more general recommendation to ensure that any EiE professional development initiatives are tailored to the needs of different audiences as much as possible in terms of content (and its level of detail), pedagogies, and mode of delivery (medium, timings, etc.). This should include blending the different competency areas outlined above (technical, operational, general/soft skills) to better reflect the reality of most EiE practitioners, as well as signposting further opportunities for skills development in certain areas such as programme management (for which exist many general learning resources).

Preferred modalities of EiE professional development delivery identified by respondents were based on a combination of location, related logistics, personal experience of learning to date and related preferences and styles. Results tended to favour flexibility, practicality (e.g. time and financial constraints), efficiency in reaching the intended purpose, and cost-effectiveness. When broken down, survey respondents ranked face-to-face training as their preferred mode of delivery, specifically with calls for it to be delivered either at national or local level. Self-directed online learning was identified as the least-favoured method of learning, potentially reflecting a fatigue with online learning and a desire to get away from their work, laptop and office and interact with others. Online distance learning has also been highlighted as a challenge in many countries in the region,
due to poor connectivity, preventing participants from joining key webinars, discussions, etc. However, overall, blended learning – including online elements - was identified as the second most preferred option by participants (after face-to-face training). The need for continuous follow-up was also frequently raised. Tailoring professional development to different levels or types of staff – officers, managers, advisors, coordinators - was also called for, albeit less than for the need for effective contextualization and focus on practical application.

Respondents also identified peer learning between similar contexts to be a mutually beneficial method for learning and professional development. Grouping by crisis typology or sub-region is thus recommended, with diversity of experiences and learning reinforced through an interagency approach to delivery. Inter-agency mentoring and coaching schemes between more experienced staff and less experienced practitioners were also highlighted as potentially effective components of any EiE professional development initiative, particularly between international and national organisations. In fact, this approach could go some way to addressing a key issue which came out of this analysis – the imbalance of technical expertise at the national and regional levels with contextual expertise at the local level, and the need for the two to better link to, inform and support the other.

The current increase in funding for EiE programming in WCA needs to be complemented by an investment in technical capacity to ensure quality interventions. Increasing the impact of EiE programming in emergency-affected WCA countries requires ongoing, holistic, contextualised EiE professional development which links and draws on the strengths of all types of EiE practitioners, from development partners, to government counterparts, community-based organizations (CBOs) - at both the country and regional level. Drawing on regional and global good practice and expertise will be essential for the design and delivery of EiE professional development.

Overall, for EiE professional development to reach the largest number of relevant practitioners and stakeholders, it is essential to partner with local, national, regional, and global organizations. Continually contextualizing capacity development programmes for sub-regional and local realities, as summarized below, is also a critical element that will help ensure the success and sustainability of capacity building initiatives over the long-term.
1 Introduction

1.1 Background

“The scale, increasing number, and complexity of crisis events has compelled the EiE sector to advocate for more funding to meet the needs of children and youth. However, funding is only part of the solution. Despite a range of actors operating in the EiE sector creating quality resources for capacity development, there are still coordination challenges to the provision of these resources. Practitioners may either have insufficient or not the right skills and knowledge to address the complexity in which they are now working. It is critical for the EiE sector to respond in a more nimble and collaborative way to meet the professional development needs of practitioners.”

Since 2015, Save the Children has been delivering sector-facing EiE professional development designed to enhance the skills, knowledge and competencies required of EiE response staff. This work has aimed to empower professionals from international and national organizations to strengthen their education response capabilities in both chronic crises and new emergencies. This EiE Professional Development Programme (PDP) – as it is now called – has evolved into three tiers, the highest being the blended advanced course accredited by the University of Geneva. However, to date, the EiE PDP courses have only been offered in English, excluding much of the WCA audience.

As the number, frequency and scale of crises increases in the WCA region, particularly in the Sahel, the Lake Chad Basin, and parts of central Africa, so the attention on the resultant education crisis also increases. To harness this momentum and lay out the importance, range and scope of EiE capacity building needs in the region (including possibly through the EiE PDP) Save the Children commissioned this WCA region EiE capacity gap analysis (CGA). The results of this CGA should be used to guide the design and content of future EiE capacity strengthening initiatives for the region while also serving as a tool for advocating the value of such initiatives and mobilizing funding for them.

1.2 WCA within the global EiE landscape

Education is recognized as a human right yet is undermined regularly in countless countries across the globe. This has “real and dire consequences for global development, and entire generations of children.” Indeed:

[Many of the largest education gaps are found in conflict and emergency situations. It is, therefore, critical to develop education systems that are more resilient and responsive in the face of conflict, social unrest and natural hazards — and to ensure that education is maintained during emergency, conflict and post-conflict situations.

EiE practitioners play a key role in this system building, especially in areas with governance issues or the absence of the state. However, in many contexts, practitioners lack the competencies required to systematically provide this support, and the means to develop them.

In 2013, nearly half of all out-of-school children and adolescents in conflict-affected countries were found in sub-Saharan Africa. “The region is prone to insecurity and violence within and across borders, and to severe vulnerability resulting from

\[\text{References:}\]

2 Nicolai et al., 2015

3 Nicolai et al., 2016

4 The Education Deficit: Failures to Protect and Fulfil the Right to Education through Global Development Agendas, Human Rights Watch, 2016

5 Education 2030 Brief Volume 2, Education in Emergencies and Protracted Crises in sub-Saharan Africa: Developing Inclusive, Responsive, Resilient Education Services for All, UNESCO, 2016

6 Education 2030 Brief Volume 2, Education in Emergencies and Protracted Crises in sub-Saharan Africa: Developing Inclusive, Responsive, Resilient Education Services for All, UNESCO, 2016
climate change, chronic poverty and under-investment in basic social services. The combined effect of these conditions, paired with conflict, natural disasters and epidemics, creates complex humanitarian and development challenges.”7

In fact, humanitarian organizations are staying longer in sub-Saharan Africa than anywhere else. Between 2005 and 2019, the average length of an interagency humanitarian appeal in sub-Saharan Africa increased from 4.4 years to 11.2 years. Out of the nine countries that have had an interagency appeal for 10 consecutive years, five have been in sub-Saharan Africa and three have had an inter-agency humanitarian appeal for 20 consecutive years.8 Over the past decade, outside of CERF, Flash Appeals and other emergency humanitarian action plans, a humanitarian response plan has existed in some way, shape, or form in this region, plagued by conflict and natural disaster. Indeed, the chronic nature of humanitarian needs exists in many WCA countries and sub-regions, as depicted below.

**Figure 1:** Presence of an inter-agency strategic humanitarian response plan by country and year in WCA

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Nonetheless, not only does the education sector have one of the lowest requests for resources in HRP’s, but consistently receives a low percentage of what is requested - a double disadvantage. As one regional WCA education coordinator KI put it: “funding challenges are linked to technical capacity”, specifically capacity gaps in project design, proposal writing, and advocacy. Failure to adequately make its case and more bullishly position itself in the humanitarian space means that “funding is often diverted to meet the most visible, immediate and acute needs (FHF, 2015)”.9 Underpinning these gaps, and indeed all EiE response programming is “a widespread concern regarding aid responses to the needs of the education sector and the lack

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7 idem
8 Global Humanitarian Overview 2020, OCHA, 2019
of accurate needs assessment methodologies, which have important consequences for the prioritization of funding and programmes”. Indeed, needs assessments heavily influence HRP’s, which in turn influence humanitarian financing. As such, a failure to adequately capture and communicate these needs in a way which translates to funding could be considered a key competency gap in the region.

In the WCA region, as of June 2019, more than 9,000 schools were closed, affecting more than 1.91 million children. The number of schools forced to close due to rising insecurity in conflict-affected areas of WCA tripled between the end of 2017 and June 2019. Additionally, more than one quarter of the 742 verified attacks on schools globally in 2019 took place in five countries across WCA, with Burkina Faso, CAR, Mali and Niger seeing the biggest upticks. To overcome this, donors increasingly believe that EIE actors must go beyond ensuring continued education for displaced children and youth to examine the root causes of the direct targeting of education by armed actors, which will help to “understand the fault lines and provide a mechanism to initiate dialogue to negotiate space for education as a way to promote peace and stability”. The 40.6 million primary and lower secondary school-aged children who are out of school across the region paired with the growing level of instability could be considered a ticking time bomb.

Education practitioners across the region must therefore be equipped to be able to effectively work together in these increasingly fragile and sensitive contexts in the region. This growing realisation of the need to look beyond the mitigation and supply side of education to the broader socio-political reasons for education being targeted is reflected in this analysis by the number of respondents citing conflict sensitive education (CSE) as a priority cross-cutting issue they require support in implementing. However, the depth and complexity of this issue is often at odds with the expectations on the individual practitioners, their organisations and the wider sector to be able to influence it and manage their own operating risks and again highlights the need for EIE professional development to be realistic and as practical as possible when dealing with complex and multi-faceted concepts such as CSE.

The increases in access to quality of education in emergencies that the current focus on and funding for EIE in WCA could bring about will only be possible with a concomitant investment in regional capacity. According to a donor platform dedicated solely to education, “ education is at the centre of the political discussion across the region and has political buy-in at the highest levels, including from senior management in UN organizations. There is also momentum for elevating education in the Sahel region to higher level advocacy forums, for example on the side-lines of World Bank (WB) spring 2020 meetings”. The needs for further capacitating EIE staff have been made apparent by several studies, some of which made recommendations for delivery modalities relevant to WCA. The Inter-agency Network for Education in Emergencies (INEE) reported that globally, “EIE practitioners may either have insufficient or not the right skills and knowledge to address the complexity in which they are now working”, and while online learning approaches were most often employed, “EIE practitioners desired practical learning programmes, with a preference for human interaction with follow-up.” Another global sector diagnostic prioritized longer-term models of professional development such as coaching and mentoring as well as distance learning opportunities that are accessible by staff at the local level to blend theory and practice (albeit with a need for the contextualisation of theoretical input).

### 1.3 Regional EIE Capacity Gaps

According to the Global Education Cluster (GEC), around 20 per cent of worldwide support requests come from WCA. This percentage would presumably be higher were the services available in French as well as English. On the other hand, according

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12 Idem
13 Idem
17 INEE Global Capacity Development Mapping & Analysis, INEE, 2017
18 Education in Emergencies Capacity Mapping and Analysis Consultancy State of the Sector Report, UNICEF, 2017
to its staff, the SC Global Humanitarian Surge Platform (GHSP) has “major gaps” in terms of education requests for francophone countries, as there are not enough suitable francophone candidates for deployment. While SC surge staff include the 100 per cent deployable humanitarian surge team (HST), humanitarian standby surge (HSS) and humanitarian general surge (HGS) mechanisms, there are still more requests than qualified people, leaving an already strained region more in need. To compound things, not all NGOs have surge mechanisms or the luxury of remote support. As one KI put it succinctly, “when EIE practitioners working for INGOs and UN agencies need help, they can reach out to regional offices or HQ for remote support or resources; national actors cannot do that”.

In a region plagued by regular and protracted crises, it is important that support is given to EIE practitioners acting across all levels, especially those working for local and national NGOs in WCA.

2 Methodology

2.1 Processes

This CGA began with a desk-based review to understand the context of EIE in WCA, including previous capacity gap reports as well as inter-agency humanitarian programme cycle plans and reports. A mission to Dakar, Senegal, the WCA regional HQ for many humanitarian actors, allowed further refinement in the understanding of the context. Members of the inter-agency WCA EIE Working Group (WG) were invited to a workshop to generate a sense of ownership and endorse the proposed methodology for the WCA CGA including recommendations on geographical, technical and professional areas of focus. Workshop participants discussed professionalisation in the sector and this CGA, explaining the learning needs of their staff in the field, and giving recommendations for stakeholders with whom to engage for the study. It was agreed that programme managers and technical advisers should be the focus, as opposed to officers or assistants, as most of the feasible capacity building interventions are likely to target mid-high-level staff who can then cascade their learning. It was also recommended to include donor perspectives. The EIE WG agreed that the focus for this study should be on francophone countries - owing to a dearth of initiatives tailored to French speakers — and that there would be two levels of prioritization, illustrated in the below map.

Figure 2: WCA EIE PDP CGA priority countries

<table>
<thead>
<tr>
<th>Country</th>
<th>priority level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burkina Faso</td>
<td>high</td>
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<tr>
<td>Cameroon</td>
<td>high</td>
</tr>
<tr>
<td>CAR</td>
<td>high</td>
</tr>
<tr>
<td>Chad</td>
<td>high</td>
</tr>
<tr>
<td>DRC</td>
<td>high</td>
</tr>
<tr>
<td>Mali</td>
<td>high</td>
</tr>
<tr>
<td>Mauritania</td>
<td>high</td>
</tr>
<tr>
<td>Niger</td>
<td>high</td>
</tr>
<tr>
<td>Benin</td>
<td>medium</td>
</tr>
<tr>
<td>Côte d’Ivoire</td>
<td>medium</td>
</tr>
<tr>
<td>Senegal</td>
<td>medium</td>
</tr>
</tbody>
</table>
Participants at the regional WCA EiE WG November 2019 workshop agreed that certain profiles within high-priority countries should be targeted for this CGA, including heads of programmes and generalists who oversee EiE practitioners, as well as education specialists, technical advisers, programme managers, project coordinators, in addition to MoE and NNGO counterparts, and that regional experts would be most appropriate for giving perspectives on medium-priority preparedness countries considering time constraints.

Non-probability sampling was used for this CGA. Owing to limitations such as time, a more rigorous sampling method could not be employed. Klls (face-to-face, Skype, WhatsApp) with generalist and education staff identified as those most able to inform the CGA from global, regional, and country levels complemented a KoBo Toolbox survey probing respondents on capacity gaps and needs among all types of partners. Interviews and surveys were conducted in French and English.

Sub-regional crisis typologies were analysed separately and together (e.g. Sahel including Mali, Niger, and Burkina Faso; Lake Chad Basin including Chad, Cameroon, Niger; central Africa including CAR and DRC). As Niger straddles two conflicts, both the people in need (PiN – according to the HNO) and number of schools closed as part of each crisis were used to determine which context to classify it with for the following analysis. According to 2019 UNICEF regional dashboards, the region of Niger touched by the Lake Chad Basin crisis has two schools closed and a PiN of 140,000 children19 while the central Sahel areas have a PiN of 344,000 children and 61 schools closed;20 therefore, Niger was analysed mostly with the Sahel countries.

An external consultant conducted the study from November 2019 to January 2020. In January 2020, an online validation session was held with the WCA EiE WG presenting initial findings ahead of report finalisation; WG members gave their feedback on the conclusions, which the consultant endeavoured to take into account here.

Although EiE refers to “the quality learning opportunities for all ages in situations of crisis, including early childhood development (ECD), primary, secondary, non-formal, technical, vocational, higher and adult education,”21 CGA participants did not focus on tertiary or adult education as this is generally not considered part of humanitarian sector education responses.

Tools and more detailed information can be found in the appendices and annexes.

2.2 Document review

The documents reviewed for this CGA include but are not limited to global EiE CGAs conducted by INEE and UNICEF as well as CGAs covering East and Southern Africa and the Whole of Syria response, inter-agency appeals, needs analyses, humanitarian programme cycle plans and reports, resources from the existing EIECAS course, and reports such as the UNESCO Education 2030 Brief, EFA GMR policy papers, and UNICEF Child Alerts. Citations are provided in footnotes where appropriate.

2.3 Cluster group reflection worksheet

Several country cluster coordinators were asked to take time during an upcoming meeting to do a quick group exercise to capture and classify capacity gaps for different types of partners. Countries were prioritized that had low technological bandwidth and that have involved local actors. CAR was the only cluster to complete and return the completed worksheet, the findings from which can be found in Appendix 4.

19West and Central Africa Education in Emergencies (EiE) Lake Chad Basin Crisis Situation and Response as of September 2019
20West and Central Africa Education in Emergencies (EiE) Central Sahel Crisis (Burkina Faso, Mali, Niger) Situation and Response as of September 2019
21Save the Children EiE Essential Resource Pack
2.4 Key informant interviews

A mix of expert, purposive, and snowball sampling was used for KIs. In addition to the types of profiles outlined above, cluster coordination units were especially targeted for KIs due to their knowledge of different types of partners and their needs and abilities, realizing also that a substantial number of MoE counterparts and NGOs working in EiE would not be able to partake, and would thus be best represented through cluster staff. Members of the regional WCA EiE WG were asked to identify KIs for the study, which complemented the cluster leadership perspective.

Interviews were conducted in person or using Skype and WhatsApp, guided by a semi-structured questionnaire, designed to obtain perceptions on EiE capacity gaps as well as PD challenges and opportunities for all types of sector members, ranging from INGO and UN staff to local and national partners, including government. The questions were adjusted to the areas of the informant’s expertise and depending on their involvement with EiE work in the region.

More than 60 people were invited to do a KII with the consultant from November to the end of December 2019. The consultant was able to speak with 42 people in 39 separate conversations, as illustrated below. Each interview was around 45 minutes, resulting in almost 30 hours of discussions.

**Figure 3: Geographic coverage of KIs**

<table>
<thead>
<tr>
<th>Country</th>
<th>KIs per country</th>
<th>Regional priority level</th>
</tr>
</thead>
<tbody>
<tr>
<td>regional/global</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>DRC</td>
<td>4</td>
<td>high</td>
</tr>
<tr>
<td>Mali</td>
<td>4</td>
<td>high</td>
</tr>
<tr>
<td>Burkina Faso</td>
<td>3</td>
<td>high</td>
</tr>
<tr>
<td>Cameroon</td>
<td>3</td>
<td>high</td>
</tr>
<tr>
<td>CAR</td>
<td>3</td>
<td>high</td>
</tr>
<tr>
<td>Niger</td>
<td>3</td>
<td>high</td>
</tr>
<tr>
<td>Chad</td>
<td>2</td>
<td>high</td>
</tr>
<tr>
<td>Mauritania</td>
<td>2</td>
<td>high</td>
</tr>
<tr>
<td>Senegal</td>
<td>1</td>
<td>medium</td>
</tr>
<tr>
<td>Benin</td>
<td>0</td>
<td>medium</td>
</tr>
<tr>
<td>Côte d’Ivoire</td>
<td>0</td>
<td>medium</td>
</tr>
<tr>
<td>Togo</td>
<td>0</td>
<td>medium</td>
</tr>
</tbody>
</table>

**2.4.1 Key informant characteristics**

KIs represented donors, host governments, national and international NGOs, UN agencies, and cluster or working groups (EiE and LEG); positions included EiE experts, education specialists, advisers, programme and project managers, project coordinators, education officers, cluster leads or focal points, GEC rapid response team members, a chief administrative officer from a national NGO, and generalists such as directors of programme development and quality (PDQ), a humanitarian programme manager, and staff dedicated to advocacy, M&E, and overall operations.

**Figures 4 & 5: KIs’ experience**

KI’s education/EiE experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>KIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>&lt;six months</td>
<td>1</td>
</tr>
<tr>
<td>1–2 years</td>
<td>1</td>
</tr>
<tr>
<td>2–3 years</td>
<td>3</td>
</tr>
<tr>
<td>3–5 years</td>
<td>7</td>
</tr>
<tr>
<td>&gt;five years</td>
<td>16</td>
</tr>
</tbody>
</table>

KI’s WCA region experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>KIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2–3 years</td>
<td>3</td>
</tr>
<tr>
<td>3–5 years</td>
<td>9</td>
</tr>
<tr>
<td>&gt;five years</td>
<td>21</td>
</tr>
</tbody>
</table>
2.5 Online survey

The online survey tool was framed by the EIE Professional Development Programme competencies framework which evolved from a combination of the INEE Minimum Standards, Save the Children’s Quality Learning Framework (QLF) and the humanitarian programme cycle (HPC). Questions were developed taking into consideration lessons learnt from previous CGAs. The questions were aimed at two groups; education staff and non-education staff working with or managing them.

More than 67 people were directly asked by the consultant to complete the survey over a period of 12 days. Several country clusters also distributed the link to their mailing lists, inviting at least an additional 150 people working on the region to submit the survey. In total, 54 people completed the survey. As the survey was circulated online to KIs and sector stakeholders, voluntary sampling explains how respondents self-selected on whether to complete it.

Using the EIE PDP competency framework, respondents were asked to rank the topics on which they personally need the most support as well as their perception of capacity levels of other entities working in their contexts. Modules cover a wide range of topics, with between three and six units each, as illustrated in the Annex 2.

2.5.1 Survey respondent characteristics

Note that respondents were asked to select as many countries as appropriate for where they work.

Respondents working on one single country represent Burkina Faso, Cameroon, CAR, Chad, DRC, Mali, Mauritania, Niger, and Senegal. Regional and global representation covered three additional priority francophone countries, as depicted below.

**Figure 6:** Countries within respondents’ scope

![Survey respondent staff solely dedicated to one country](image)

24 per cent of survey respondents have been working in their current contexts for more than five years while 20 per cent started fewer than six months ago, meaning the majority were in the mid-range, between six months and five years. The number of years of experience respondents have in the WCA region overall was higher, with 27 respondents, or 50 per cent, indicating they had more than five years in WCA. About 39 per cent of respondents have more than five years of experience in EIE; nearly one quarter have three to five years’ experience. Only one respondent, representing less than 2 per cent of the total, indicated that he or she had fewer than six months of experience in EIE.

**Figure 7:** Survey respondents’ geographic location
The vast majority of respondents work at the country-level (61% main country office/capital, 22% field office, 9% regional, 7% global). The highest number of aggregated respondents represent Mali followed by Burkina Faso, CAR, and DRC, with a breakdown illustrated in Figure 7. The high number of main country office/capital-based respondents could be due to internet connectivity or the concentration of mid- to high-level staff (as more junior staff tend to be in the field).

Figure 8: Survey respondents’ employer type

INGOs were more involved in submitting the survey than other groups, followed by UN staff and NGO representatives. Two MoE representatives completed the survey, one from Burkina Faso and one from DRC. This low number could be attributed to the lack of electricity, computers, internet, technical knowhow, or overall engagement cited by several KIs.

The type of staff that replied was mixed, with the majority being expatriate (21 international staff not from region plus 10 international staff from the region compared to 14 national staff).

More than 61 per cent of respondents self-identified as cluster/sector coordination staff or focal points while 15 per cent indicated that they were education technical advisers or specialists; 6 per cent as education programme or project managers; 4 per cent as chiefs of education; 4 per cent as education programme or project officers; and 6 per cent as heads of programmes, PDQ, or other generalists.

Out of 54 respondents, 35, or 65 per cent, did not answer the multiple-choice question “what best describes your current job responsibilities?” Analysis by staff’s roles is therefore not included in this report.

2.7 Data cleaning and validation

2.6.1 Data cleaning

Notes were taken during KIs and secondary data review while spreadsheets were used to process survey data downloaded from KoBo Toolbox. Anonymized survey data and KI notes can be accessed through SC.22

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22 EIE@savechildren.org.uk
2.6.2 Validation

Preliminary findings were presented during a webinar for regional EiE WG members and country cluster coordination staff for initial feedback and questions.

SC education staff at global level also contributed to the review and finalization of this report.

2.8 Challenges and limitations

Several challenges presented themselves throughout the CGA, which may limit the extent to which readers should extrapolate the findings presented.

Initial prioritization of countries for inclusion in the study happened with little group input, which resulted in imbalanced feedback. For example, despite being included in the UNICEF L2 for the Sahel, no one could really give any information on Benin or Togo during key informant interviews.

It was not always possible to talk with the best-placed person in-country — someone able to speak with authority on the learning needs of different EiE stakeholders nationwide — a limitation caused by both people’s availability and the referrals provided by initial contacts. As the study was conducted at the end of the year, many people were busy with major deadlines and holidays and could thus not make time for the survey or key informant interviews.

Comparatively few local partners (government and NGOs) participated in the CGA via the survey or KIIs. A few former MoE staff or national staff with decades of experience in the sector were able to speak more to the particular needs of these stakeholders, but this number was still far lower than the number of expatriate participants. It is important to keep in mind, when reading this CGA that very few local actors were directly represented in the survey self-assessment on strengths and weaknesses, as illustrated in the survey respondent characteristics segment of the methodology section. The specific capacity gaps of local partners cannot therefore be assumed to be captured representatively in terms of what they themselves feel and prioritize.

Despite lengthy explanations, several KIs did not fully understand what a PDP is (e.g. not vocational training for beneficiaries); the lack of basic understanding of discussion questions from KIs could illustrate the low capacity; one should assume misunderstandings also occurred for survey respondents.

The strength of internet connection compromised the quality of several KIs and presumably prevented certain people from being able to complete the survey.

Some users experienced glitches with web browsers or did not understand how to choose the language option on the KoBo questionnaire, preventing them from submitting survey responses. It is clear from individual messages that language was an issue in the survey. While the survey was developed in English and French, many respondents seem to have either ignored the instructions to toggle the language choice at the top of the webpage, or chose to complete the survey in English, even though it may not have been as easy as it would have been for them in French.

The non-probability sampling methodologies used for KIIs and the survey, and therefore the data, cannot be considered statistically representative.

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3 Key findings

3.1 Overview

Education and non-education staff covering the region overwhelmingly agree: contextually-appropriate practical professional development is much needed at all levels for education practitioners across francophone WCA. To more effectively deliver and support EiE programmes and achieve more positive impacts in vulnerable communities, staff from local, national, and international entities need appropriate and adequate soft skills as well as technical and programmatic competencies. The skills most in need of strengthening are explored below. Capacity gaps are organized by technical competency area, programme initiation and management topics, and by other capacity gaps (including soft skills), as well as by location where feasible.

One point made repeatedly by KIs was that EiE personnel at all levels need to learn how to practically implement EiE concepts and good practice, guidance for which can often appear both conceptually complex and yet technically vague. According to KIs, even existing standards and guidance - which many staff still need support on - such as the INEE MS, are not as clear, or specific, as they could be (e.g. thresholds or benchmarks, space, teacher ratios). Furthermore, staff are not often afforded the training and support needed to confidently fulfil the thresholds and benchmarks set out by these standards.

At times, country offices report feeling pressured by the regional or global levels, from their own organizations or donors, to implement approaches they do not necessarily agree with or fully understand. Country offices cannot always comply with these top-down requests because they do not easily align with local needs or realities, or because national staff lack the experience of establishing them, and the time to invest in reading the often substantive guidance to do so. More

This applies to staff working across different levels of humanitarian architecture. In many places, key informants reported that government counterparts ‘need all of what we [humanitarians] need and more’, including in some cases, basic skills such as use of IT and its software. Many key informants felt MoE counterparts required the most support but that this had to be provided sensitively and through a long-term partnership approach, partially because they are “not used to being challenged while NGOs are”. However, it was also reported that many local partners also struggled to understand the complexities of the humanitarian response system, including what EiE is, the rationale behind it, and how to put in place a minimum package of activities.

This acknowledged, local actors are also reported by key informants to have high levels of acceptance and grassroots knowledge in their communities, to be more resilient, and to have more community-based strategies, often mobilizing with minimal resources available. As such, it is acknowledged that, supported by their organisations and others to strengthen their capacity, these actors would play the majority role in transforming EiE practice on the ground.
3.2 Technical competency capacity gaps

“There is never an end to what staff still need to master in terms of technical knowhow in order to effectively do their jobs; it should be continual; we should be constantly reviewing and learning from the field to reflect and reapply knowledge.”

The above quote is from a regional coordinator KI. In the same interview, the KI highlighted that many of those involved in EiE responses were staff with more operational experience than technical capacity in education. In fact, she argued that this represented a majority, even at international organizations. Capacity development therefore needs to start from “a really basic level”, since for some staff EiE is completely new.

This interview highlights the need for comprehensive technical EiE capacity building in the region. However, our research also suggests that there exist certain stand-out technical areas of EiE which practitioners reported as challenging or having little confidence. Figure 9 summarises the components of different EiE core areas which were most commonly reported as difficult.

**Figure 9: Percentage of survey respondents’ self-identified weakest areas for broad EiE topic areas**

<table>
<thead>
<tr>
<th>EiE Component</th>
<th>Most common capacity gap as self-rated by EiE practitioners</th>
<th>% survey respondents selecting this as their weakest area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Concepts and frameworks</td>
<td>Humanitarian-development nexus</td>
<td>37%</td>
</tr>
<tr>
<td>2. Cross-cutting issues and approaches</td>
<td>Conflict Sensitive Education (CSE)</td>
<td>43%</td>
</tr>
<tr>
<td>3. Assessment, analysis, and design</td>
<td>Assessment</td>
<td>43%</td>
</tr>
<tr>
<td>4. Physical and psychological protection and wellbeing</td>
<td>WASH, health, nutrition, and feeding in learning spaces</td>
<td>31%</td>
</tr>
<tr>
<td>5. Teaching, learning, and development</td>
<td>Accreditation, certification, and transition</td>
<td>37%</td>
</tr>
<tr>
<td>6. Enabling and supporting EiE</td>
<td>Parental and community support</td>
<td>33%</td>
</tr>
</tbody>
</table>

As can be seen in the above table, and despite variance across contexts and countries within the region, between a third and a half of all survey respondents reported a lack of confidence in specific areas within broader EiE topics – including assessment and accreditation in EiE programmes, conflict-sensitive education (CSE) and the humanitarian-development nexus. This suggests that those looking to initiate technical capacity building initiatives for EiE in the region could usefully focus their resources on some core areas of a response.
### 3.2.1 Assessment, Analysis, and Design

**Figure 10:** Self-assessed strengths and weaknesses on components of the assessment, analysis, and design phase of an EiE response

<table>
<thead>
<tr>
<th>Country Name</th>
<th>analysis</th>
<th>assessment</th>
<th>programme design</th>
</tr>
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<tbody>
<tr>
<td>Burkina Faso</td>
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<td>Cameroon</td>
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<td>Central African Republic</td>
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<td>Chad</td>
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<tr>
<td>Democratic Republic of Congo</td>
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<td>Mali</td>
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<td>Mauritania</td>
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<tr>
<td>Niger</td>
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<td></td>
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<tr>
<td>Senegal</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Country Name</th>
<th>analysis</th>
<th>assessment</th>
<th>programme design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burkina Faso</td>
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<tr>
<td>Cameroon</td>
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<td>Democratic Republic of Congo</td>
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<tr>
<td>Senegal</td>
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</tbody>
</table>

The above figure both highlights how **prominent a gap EiE assessment, analysis, and design** are overall but also reveals some regional differences of perceived strengths and weaknesses. The analysis aspect of this is particularly important as the vital link which ensures that the response activities being proposed realistically respond to a solid understanding of the context and the needs and are not just the list of usual EiE activities and components. Insufficient capability to effectively conduct this primary stage of a response undermines the potential success of the programme, regardless of the technical capacity in other areas.

As illustrated in Figure 10, when asked about the assessment, analysis and design of EiE responses, respondents indicated that they were least confident in assessment (43 per cent).

### 3.2.2 Humanitarian-development nexus and resilience

The **humanitarian-development nexus** presents a substantial challenge for practitioners and was one of the areas respondents reported least confidence. The nexus was cited by KIs - especially donors - as a **major capacity gap**. In addition, the highest percentage of survey respondents identified the nexus as the unit with which they felt least confident in terms of concepts and frameworks (37 per cent). Meaningfully articulating and operationalizing the humanitarian-development nexus is difficult. As one donor put it, “concrete tangible strategies on how that happens are few and far between”. First, the sector needs to strengthen the understanding of **what the nexus actually means for children and youth learners**, and how it plays out.

This analysis shows that the nexus is still not well understood concretely at an institutional level. This impacts at the grassroots level, leaving staff to struggle with operationalizing it. Staff at all levels **need to understand how to actually do it** in terms of planning, indicators, monitoring, donors and **flexible funding**. Operationalising the nexus is made more difficult due to weak systems and existing pressures in many of the contexts of WCA. For many, the line between humanitarian and development is already blurred, and it is unclear when to “hand over to development actors”.

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Figure 11: Self-assessed strengths and weaknesses on EiE concepts & frameworks

self-identified weakest unit for survey respondents by country

<table>
<thead>
<tr>
<th>Country Name</th>
<th>barriers to and rationale for EiE</th>
<th>humanitarian-development nexus</th>
<th>preparedness and resilience</th>
<th>quality education and frameworks</th>
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Conflict and disaster risk reduction (C/DRR) should go hand in hand with preparedness and readiness efforts to ensure resilience in the face of different types of shocks, something on which staff across the region need support.

Staff with many years in the sector, who have worked in multiple countries, see how the lack of preparedness at country level before crisis is a major challenge. In fragile states, or where a situation is disintegrating, a lack of training made available for education personnel - including government counterparts - on EiE basics and humanitarian concepts, or how to put in place contingency plans, are missed opportunities.

In development and humanitarian settings, national governments often learn from NGOs or UN agencies, since they can often bring understanding and experience of similar crises occurring in other countries and contexts. According to KIs across WCA, governments could improve their ability to adapt their plans for emergencies. To do so effectively, KIs suggested that they need support developing preparedness strategies, taking EiE into consideration in national curricula; and putting in place emergency-adapted sector planning.23

KIs repeatedly mentioned the lack of personnel involved in an emergency response who have a holistic overview of the situation. In crisis-affected countries, organizations involved in education need to change their ways of working and recognize

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23 Please note that some of these initiatives are underway thanks to the International Institute for Educational Planning (IIEP) at UNESCO.
that an EiE focal point should not be the only one trained in EiE fundamentals. Staff dedicated to GPE, ECD, quality, OOSC, and other areas should, at a minimum, all know the basics of the humanitarian system and EiE because it is their operational environment. Further, clusters, humanitarian organizations, and MoE counterparts, should work to operate less in silo and more in cooperation with education and development organisations in fragile contexts. Government partners are mostly focused on development; they are often strong in teacher training and other approaches but lack humanitarian nuances and EiE approaches according to KIs. “It is essential to bridge the development divide and bring together” the people working in these different siloes, argued one KI. For coordinated harmonized humanitarian action, clusters need to learn how to better link with development or other fora in spite of constraints. Staff need to learn how to go beyond pure mandatory response strategies and take resilience and recovery into consideration. This would allow for adaptive and phased programming and lead to more lasting positive change.

3.2.3 Improving Learning Outcomes

**Figure 12:** Self-assessed strengths and weaknesses on units of the teaching, learning, and development area of an EiE response

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<tr>
<th>Country Name</th>
<th>accreditation, certification, and transition</th>
<th>child development theory</th>
<th>curriculum and language for learning</th>
<th>teacher professional development</th>
<th>teacher supply and wellbeing</th>
<th>teaching and learning materials and tools (including EdTech)</th>
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**self-identified strongest unit for survey respondents by country**

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Across all countries, measurement of learning outcomes is a technical education issue that needs more focus, according to our research. Staff need to be empowered to shift the focus from access to quality by understanding more about learning outcomes, something reflected in KIs and survey data. There is growing pressure on donors to show the “impact” of their investments too - not the number of pencils distributed, teachers trained, or schools repaired but rather to answer the question: “have children’s socioemotional and academic learning outcomes changed?”. In line with findings from KIs, survey respondents ranked quality learning outcome challenges – including accreditation, certification, and transition - as a priority PD need, suggesting that many across the sector lack the capacity to effectively implement these aspects of an EiE response.
3.2.4 Alternative education

There appears to be demand for alternative education across the Sahel, but our research found that many educational personnel and EiE staff do not yet fully grasp what that entails be it radio programming, small community-based or home-based schooling, or something different altogether. Alternative education’s role in helping maintain continuous education support in contexts of large-scale population displacement also needs to be reinforced as respondents felt this potential unrealised.

The CGA suggests that many EiE practitioners are more prepared to tackle formal education responses as opposed to non-formal or informal at-home, distance, and community learning, or other approaches for when schools are closed and access is compromised (radio, online, etc.) are areas many staff need to learn how, and when, to implement.

Understand of and approaches to accelerated education are also in need of strengthening. For example, many EiE experts seemed to struggle to differentiate between different types of accelerated learning and programmes such as catch-up, bridging, and remedial - despite clear programme definitions and guidance from donors.

In cluster strategies, youth are often lumped together with primary school-aged children in the people in need (PiN) and thus targeted as a homogenous group; yet many EiE practitioners “do not know what to do for adolescent programming” (according to a global Ki). KIs suggested a need for standards on what to do for secondary-level children and youth vocational training. Many reported that partners organise the same type of learning for primary-aged children, yet youth get counted as ‘reached’.

3.2.5 Physical and psychological protection and wellbeing

KIs repeatedly reported the need to strengthen education practitioners’ capacity in protection issues, including but not limited to positive discipline, civil documentation, referral pathways, CP integration, psychosocial support (PSS), and Do No Harm.

In terms of child protection, MHPSS, the Safe Schools Declaration, and how education personnel can feed into the Monitoring and Reporting Mechanism on Grave Violations Against Children in Situations of Armed Conflict (MRM) were all subjects mentioned in donor KIs. Priority country KIs also mentioned PSS as a priority capacity gap, with EiE practitioners reportedly struggling to understand or implement this crucial area of a response.

Survey respondents’ confidence with different aspects of physical and psychological protection and wellbeing are pictured in Figure 12 (see below).

3.2.5.1 Safe schools

The survey respondents for this research project appeared most confident in creating safe schools and learning spaces out of the different elements of physical and psychological protection and wellbeing (as demonstrated in figure 12). However, in KIs, a few challenges were raised. While INGOs, the UN and donors are quick to encourage innovative solutions for addressing complex issues such as deliberate attacks against education, practitioners in the field often struggle to conceptualize and operationalize such approaches. Though the Safe Schools Declaration may, for some humanitarian organizations, present “an opportunity to engage with governments and their respective ministries and armed forces on creating a more protective environment for education facilities,” many still have a hard time understanding how.24 MoEs also lack expertise on safety and security in schools, according to many of the KIs involved in this research, making it difficult to achieve a comprehensive, joined-up approach in protecting schools across different areas.

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**Figure 13:** Self-assessed strengths and weaknesses on components of physical and psychological protection and wellbeing within EiE

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<th>Country Name</th>
<th>Integrated Programming</th>
<th>Positive and Respectful Interactions</th>
<th>PSS and SEL</th>
<th>Safe and Accessible Learning Spaces</th>
<th>WASH, Health, Nutrition, and Feeding in Learning Spaces</th>
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**Self-identified weakest unit for survey respondents by country**

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<th>Positive and Respectful Interactions</th>
<th>PSS and SEL</th>
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According to our analysis, priority areas to strengthen capacity amongst EiE staff include the **safe schools** approach in light of attacks against education and **community-based approaches**. Western-style education is not accepted by certain groups, mostly in the Sahel and Lake Chad Basin, and it is necessary therefore to find contextually relevant approaches that communities can unite behind. Faith-based organizations could be tapped into for this component according to some regional KIs. Others suggest that staff across all types of organisation should learn community engagement techniques that recognize community members as change agents, harnessing their existing capacities.

### 3.2.6 Other cross-cutting issues and approaches

**Figure 14:** Self-assessed strengths and weaknesses on aspects of the cross-cutting issues and approaches involved in EiE responses
self-identified weakest unit for survey respondents by country

<table>
<thead>
<tr>
<th>Country Name</th>
<th>child rights and child-centred education</th>
<th>CSE</th>
<th>gender-sensitive education</th>
<th>inclusive education</th>
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According to some KIs, CSE should be at the top of the capacity development priority list along with PSS, peacebuilding, and peace education (another nuance many practitioners ignore being the distinction between peace education and peacebuilding). The CGA found that currently, traditional actors know better how to deal with education as collateral damage but not what to do when it is directly targeted. For some, it is unclear if the best option is to turn to alternative education or to try to reopen schools. KIs reported that there is often little inter-agency steer offered. Different branches of MoEs across the region need more support in PSS, peace education and peacebuilding as well as early warning systems and how to adapt to themselves being targeted. As evidenced by Figure 13, a high percentage of survey respondents indicated that they too need support on CSE; 43 per cent of respondents, in fact.

Our analysis also suggests that there needs to be a stronger focus across the region on mainstreaming gender equality in education, including supporting schools and teachers to understand, mitigate and respond to sexual and gender-based violence (SGBV). Staff at all levels need to understand concretely what gender-sensitive programming means, and that it is much more than just sex- and age-disaggregated data (SADD). Perhaps owing to misperceptions of what gender-sensitive programming is, survey respondents indicated that they feel most confident in it as compared with other cross-cutting issues and approaches. However, many KIs were clear that this remains an area staff struggle to implement in practice.

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3.3 Capacity Gap by Location

While it is helpful to understand generally which areas of EiE could be most improved on amongst practitioners in the region, it is also useful to understand which areas were found to be particularly lacking in capacity in different contexts and countries in WCA.

In terms of country specifics, it can be hard to generalize, even within one country. Often, education is covered by more than one line ministry, and decentralized districts can be quite autonomous from the central government. As one KI put it: “countries within WCA are “vast and variable” and crises range from population displacement linked to climate change, food insecurity, inter-communal violence, and larger socio-security issues - all of these emergencies coming “on top of already fragile state[s]”.

Despite the challenges therefore in collecting data disaggregated by country and context, this capacity gap analysis attempts to paint a rough picture of which contexts within the WCA region require which kinds of EiE capacity strength most urgently.

3.3.1 Overall WCA comparisons

Many of the EiE experts interviewed for this research project have experience working across different WCA countries. One KI with experience in anglophone and francophone WCA ventured a comparison which captures well the picture generated through other interviews:

*Crisis has been in DRC for 20 years already; humanitarian organizations have been there for a long time, comparatively; many tools already exist, and the learning needs of staff are different as there is already a lot of expertise. You have to look at the state education was in before the crisis. In Nigeria, for example, [pre-crisis and in-crisis secondary] data exists; needs assessments are easy. If you go to CAR, there is nothing; organizations are still trying to find themselves… They are in need of everything, from assessments, implementation, capacitiation/training. If you go to a place like Mali, standardization is missing. There are many experts in the capital who cannot go to the field where the EiE needs are because of risks like kidnapping. Therefore, in the capital there is a high concentration of experts. If you are there, you have the impression that people really know what they are doing. But when you go to the field it feels like a totally different country; there is no expertise in the implementation. It is very complicated… If you take Burkina Faso, it is very recently that it is experiencing a crisis. NGOs are having a hard time finding staff with EiE experience because there is no expertise; they have never done emergency response before. Organizations are fighting over the few staff that have experience in the cross-border crisis with neighbouring Mali.*

Despite the complexity captured here, through surveys and KIs, this research project was able to capture some general points of comparison and delve into some of the core areas of capacity development for each country.

**Figure 15:** The key priority for PD for survey respondents as disaggregated by country
Across a majority of countries, **assessment, analysis and design** of EiE responses was listed as a priority for practitioners’ personal professional development. Programme implementation and management was also shared widely by staff across different contexts and countries within the region as a priority.

The **concepts and frameworks** topic was only prioritized by survey respondents in CAR and DRC. According to several KIIs, CAR has very low capacity levels within the MoE and the very basics of humanitarian assistance and EiE need to be developed. In Cameroon, cross-cutting issues and approaches as well as physical and psychological protection and wellbeing were the only two modules prioritized by survey respondents for personal development. No one from Burkina Faso, Cameroon, CAR, or Mali indicated teaching, learning, and development was a priority for their personal PD support.

**Enabling and supporting EiE** is the biggest priority for Mali – and a priority for many respondents working in Burkina Faso and DRC as well. The large caseloads and uptick in instability across these three countries could explain this prioritization. For example, according to OCHA, the Pin for the 2020 HNO in DRC is third only to Syria and Yemen, the only two IASC systemwide L3s on the planet. In addition, Mali has the highest Pin behind DRC when looking only at francophone countries and in Burkina Faso, there has been a 100 per cent increase in the HNO target from 2019 to 2020. In these challenging circumstances, enabling and supporting EiE responses was, perhaps unsurprisingly, ranked as a priority for many respondents’ personal capacity development.

### 3.3.2 Lake Chad Basin

KIIs from Lake Chad Basin countries indicated that personnel would greatly benefit from skills that would bolster their personal resilience and stress management; due to threats and violence, many staff and their families fear going to the field for work because of the personal risk it poses in terms of safety and mental health. Staff themselves are in need of **MHPSS skills** looking inward, not just trying to help others in the community according to KIIs in several countries.

### 3.3.3 Sahel

Country-specific KIIs indicated that community participation and engagement, or how to implement EiE together, was a major struggle for this sub-region. Survey data bears this out; the largest percentage of Sahel respondents (representing Niger, Burkina Faso, Mali, and Mauritania) indicated **parental and community support** was the unit of enabling and supporting EiE with which they need the most support at just under 19 per cent; funding represented less than 4 per cent as opposed to the nearly 10 per cent for other sub-regions.
3.3.4 Preparedness countries

For the medium priority preparedness countries in WCA, lessons learnt from countries already in the midst of emergency response should be heeded by countries such as those part of the UNICEF L2 scaleup as well as other neighbouring areas, according to our KII.s To facilitate an immediate reflex to shift from development mentality and technique to EiE, staff must be trained on how to put together a clearly defined strategy for *how to pivot from development to emergency* and how to quickly adapt to accommodate population flows, or to schools being attacked.
3.4 Programme Implementation and Management Capacity Gaps

When asked about the component of programme implementation and management they felt least confident in, a large percentage (44%) of survey respondents indicated that they needed the most support in logistics and procurement. Reporting and communication was the subject matter in which survey respondents felt the most confident in regard to these components.

3.4.1 Resource mobilization, including securing funding and human capital

**Figure 16:** Self-assessed strengths and weaknesses on aspects of enabling and supporting EiE

<table>
<thead>
<tr>
<th>self-identified weakest unit for survey respondents by country</th>
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<td><strong>Country Name</strong></td>
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As depicted in Figure 16, survey respondents felt low levels of confidence in knowing how to mobilise funding for EiE responses. In fact, more than one-quarter (28%) of respondents indicated that they felt least confident in this area as compared to other aspects of enabling and supporting EiE. This supports evidence given by KIs that EiE actors at country level, especially NGOs, often struggle to mobilize funding and need support in learning how to improve advocacy for this. KIs suggested that staff need to better understand EiE donors and their processes, including ECW, and how to harness money. One donor KI mentioned the need for practitioners to understand different funding mechanisms and donor landscapes (e.g. who are donors financed by and what that means). Another emphasized the need to understand how to obtain and work with flexible funding, so if a conflict spills over into another area practitioners can adapt to changing realities when the crisis shifts.

Garnering meaningful community engagement (not motivated by money) was also something KIs across different sub-regions mentioned as a weakness among programme staff and is reflected by survey results as shown above.

3.4.2 Programme management skills

According to our research, local organizations and MoE often face challenges with administration and overall management of EiE programmes. In NGOs, staff are often stretched across multiple roles, which causes confusion and untenable workloads, thus limiting participation in events that could enhance their activities, funding and capacity—including PD. Local partners have limited resources and can often be strained by relationships with INGOs. PD can be a challenge, since local
organizations are smaller; they are more strapped for time and cannot send people away for long trainings. Learning general management techniques and soft skills could help alleviate these issues. Remote management was also raised as an area for capacity strengthening by certain KIs — especially in contexts where it can be dangerous for staff to work in conflict hotspots.

### 3.4.3 Information management skills

A challenge across much of the region is communicating and obtaining real-time information on school closures and population flows, according to KIs. In terms of information management and M&E, staff working for humanitarian organizations often reported that they need a dedicated person for it, which is not the case. Staff “need to just be able to think more logically, know what things to look or ask for.” When people do not take their time on proper information management, it slows them down later. Although reporting attacks against education is improving alongside the MRM, staff are still not linking the reporting to an actual response; improvements could be made across organisations around how to use data to inform actual programming.

### 3.4.4 Proposal and report writing skills

Writing and reporting skills were identified countless times by KIs as weaknesses among staff at regional and country levels. In some cases, staff are “good at implementing but not good at taking a step back, analysing, learning from programmes”. The way project proposals are often written makes measuring impact very difficult and according to several KIs, staff need to learn the basics of how to systematically take things into account in proposals (incl. data, CP, gender, education) and properly link them to activities to realize the theory of change (ToC).

### 3.4.5 MEAL

MEAL was often cited as a challenge for the region. First and foremost, our research suggests a disconnect between those operating at HQ and field level — with field level staff often reportedly struggling to connect field activities with project’s TOC. A KI from one INGO remarked that “even if we design a perfect EiE intervention with all the quality benchmarks, there is not a continuum of expertise that carries through with the field staff and operational colleagues”. According to several KIs, there is a need to ensure learning reaches operational teams on the ground. Currently, the “mindset is that technical staff has the expertise, but they are not the implementers; often implementers are not technical”. Field staff often require further support to understand quality benchmarks and how they fit into them and how to use them practically.
**Figure 17**: Self-assessed strengths and weaknesses on components of programme implementation and management

Despite 2016 WHS commitments to streamline and harmonize reporting requirements, there is still a proliferation of “log-frames,” results frameworks, conceptual or logic models, wrought with matrixes and indicators being produced in the region. One donor KI argued that it would help bridge the humanitarian-development divide to have one framework used by all. They argued that this could then feed into the SDGs, as opposed to the agency or donor-specific models that exist currently—each organization and country cluster having their own mismatched mandatory indicators. However, it is important to note that his harmonization may not be possible as there might not be capacity nor will.

### Table 1: Self-identified weakest unit for survey respondents by country

<table>
<thead>
<tr>
<th>Country Name</th>
<th>financial management</th>
<th>HR management as programme staff</th>
<th>logistics and procurement</th>
<th>M&amp;E</th>
<th>planning</th>
<th>reporting and communications</th>
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### Table 2: Self-identified strongest unit for survey respondents by country

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<tr>
<th>Country Name</th>
<th>financial management</th>
<th>HR management as programme staff</th>
<th>logistics and procurement</th>
<th>M&amp;E</th>
<th>planning</th>
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4 Opportunities

As seen throughout this report, despite the differences across WCA, EiE practitioners in each country require significant professional development. Given the resources and will of some organisations operating across the region – Save the Children included – to offer such capacity strengthening support, this final section of the report looks at opportunities for this much-needed professional development to take place.

4.1 Existing EiE PD

While EiE professional development (PD) initiatives exist across the region they are limited and a common challenge, and one raised by KIs, was the **piece-meal nature** of many of these initiatives. From individual NGOs and UN agencies to IIEP, GEC, and INEE, “everyone is creating their own tools” said one KI. Education personnel need to learn more about how to harness the resources and initiatives of IIEP, GEC, INEE, and others, and not reinvent the wheel, according to other KIs; these thoughts are echoed in a recent joint report on EiE guidance and tools.25

Many international organizations have learning programmes targeting different levels of humanitarian and education staff across the region yet it was reported that staff struggle to get online and find these resources. For instance, internal NRC and SC EiE staff training materials exist; Plan International’s Academy and UNICEF have their own EiE courses online as well, in addition to EiE programmes through University College London, University of Nairobi, Fordham University, and online coursework available from INEE (e.g. INEE MS and CSE) and others.

Recognising the value of these initiatives, this report would recommend that UN agencies and NGOs operating across the region take steps to join up their approach and offer **sector-wide capacity strengthening opportunities** that are accessible to all kinds of EiE practitioners – prioritising the core areas raised in this report and elsewhere by HQ and field staff.

4.2 Barriers to EiE PD and potential solutions

KIs and survey respondents were asked about the factors which they believe currently inhibit education practitioners from developing themselves professionally. As KIs were more free flowing, their opinions are summarized in narrative form while survey responses are graphed. When presented with a multiple-choice question outlining the main challenges to accessing PD opportunities for all audiences, the following responses were captured:

**Figure 18:** PD challenges according to survey respondents

<table>
<thead>
<tr>
<th>main challenges to accessing PD opportunities like the EiE PDP</th>
<th>% survey respondents</th>
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</thead>
<tbody>
<tr>
<td>funding</td>
<td>81%</td>
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<tr>
<td>opportunity access/awareness</td>
<td>69%</td>
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<tr>
<td>HR/management support</td>
<td>48%</td>
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<tr>
<td>language</td>
<td>41%</td>
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<tr>
<td>time</td>
<td>37%</td>
</tr>
<tr>
<td>logistics/travel/visa</td>
<td>33%</td>
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<tr>
<td>internet</td>
<td>24%</td>
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<tr>
<td>other</td>
<td>4%</td>
</tr>
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</table>

25 Education in Emergencies Guidance and Tools: Survey Results and Analysis, GEC, INEE, UNHCR, 2020
simultaneously ensure participants are interested and engaged. One KI highlighted that cost-sharing between employer (i.e., UN agencies and INGOs) and employee would be advantageous while showing “they care and are invested in that person”. Another KI thought it would work for the host government and humanitarians to pool resource to ensure all participate.

“It will take a lot of discipline, motivation, and line manager support to fully commit and excel.”

Above and beyond financial barriers, organizational, management, and or HR support were also mentioned as key barriers to staff accessing EiE PD. Indeed, almost half of respondents (48%) indicated that having HR or management support was a challenge to accessing PD.

A related hurdle appears to be how PD opportunities are communicated, with some KIs suggesting that opportunities only go through management and bias is sometimes shown in who is then selected to participate. Other KIs pointed out that while many appropriate online resources exist, staff do not always know how to access these or know of their existence in the first place. Nearly 69 per cent of survey respondents - more than two-thirds - indicated that access to opportunities or knowing they exist was the second most significant barrier to PD.

In addition to developing, or better sharing, tools (training pack and supplemental resources) in French, any training opportunities need to be facilitated by francophones, according to several KIs. “Just by translating materials it does not mean that they will be understood; you need to really contextualize”. Course materials should be contextualized to the region and or sub-regions ahead of time. Before beginning a francophone PD initiatives, organizers must ensure translations work for each country; hiring a professional firm can backfire in the experience of several experts. The fact that most tools are in English is seen as demotivating by many practitioners across the region. To make it more likely that materials will be understood, language needs to be simpler and clearer, avoiding jargon or being too academic. PD initiatives also needs to consider local languages for local partners. 41 per cent of survey respondents said language was a key challenge to PD. To complicate matters, practitioners from the priority countries of Cameroon and Mauritania may well not be fluent in French, as much work in those two countries is conducted in English and Arabic, respectively.

As cited in other CGAs and mentioned in the WCA regional EiE WG meeting, a major challenge to PD is the time it takes. 37 per cent of survey respondents indicated that time was a major challenge for undertaking and completing PD. Hundreds of study hours were deemed burdensome by some KIs. For longer more involved trainings, staff, including MoE counterparts, are often not able to attend because of their workloads. Several KIs also complained about the lack of advanced planning and failure to consider everyone’s calendars; without forethought, staff often have to prioritize their regular project work instead of attending training sessions. For PD of any kind, KIs suggested that a calendar invitation should be sent ahead of time to see how it will fit in with other obligations. Cultural calendars where people may be semi-nomadic should also be considered. Another suggestion mentioned by KIs was that while training is taking place, managers should give staff a reduced workload - 10 per cent less for example - which should be accepted and understood ahead of time.

One third of survey respondents deemed the logistics of travel, including visas, to be a challenge to partaking in PD. Many KIs insisted that residential PD portions need to be run in a location that is convenient for everyone; avoid having training in headquarters or Geneva. For in-person trainings taking place in the WCA regional hub, it should be remembered that travel to Dakar from parts of the region can take at least two days. Several KIs thought it would be beneficial to send facilitators to the deep field, including places such as Goma or Kasai.

Respondents who were able to submit the online survey did not find internet to be a major challenge in accessing PD; less than one quarter of respondents, or 24 per cent, chose internet as a top challenge. However, this finding may not be very representative of EiE staff in the region as a whole – as those able to fill in the survey were also those with an existing internet connection. Further, KIs, speaking on behalf of many of their peers and co-workers, indicated internet to be a great difficulty. In some field offices internet is “impossible”, according to one KI and even in some priority WCA capitals, internet is hard to come by, according to KIs. Several KIs suggested online portions of PD interventions be made available offline and indicated that everything should also be low-bandwidth and heavy files avoided. In short, “for any online materials, they need to be downloadable and sharable, easy to follow’’.
Other challenges raised by several KIs were more cultural or behavioural in nature. According to several KIs, staff often do not see what the added value of PD is. To motivate people to take the time to fully participate in the PD, KIs suggested that staff need to understand the potential benefits it could bring, in terms of their careers and wellbeing. KIs indicated that this would require a cultural shift.

“It’s more than money, it’s more the soft stuff: lack of vision, leadership, motivation and institutional engagement. We need institutions to commit and let people participate in addition to overall strategy. You can have normal people learning from the champions in your own country, do not need to pay DSA and flights from all over; need to identify those champions and show evidence for how they are successful, why is their work having a positive impact, how can we learn from that and apply to other contexts understanding it cannot be cookie cutter? But how can people do this and their full-time jobs?”

Some ideas for institutional commitment, is that first, the weaknesses need to be recognized and accepted, perhaps through the internalization of this CGA. It was suggested that there must also be a common understanding on room for improvement and agreement on a PD plan amongst organisations. KIs suggested starting small, including feedback, and having something standard for each country, which could be led by clusters.

Another key ingredient in a successful PD intervention that was mentioned several times was targeting. “Often the people that are sent to trainings are not the right people,” not “the most motivated... will not implement what they were taught”. As a result, those organising PD “need predefined criteria or profiles and to stick to them”. Some KIs believed equity should be part of participant selection, keeping in mind gender and inclusion parity, perhaps giving quotas to NGOs or MoE. One KI thought different branches of government, or different education ministry departments, should be involved in different modules. Others thought there could be a pre-test to gauge each person’s level before being accepted into the PD initiatives. “It is important to put people in the proper level you cannot have them all in one cohort or classroom to ensure a favourable learning environment”. Several KIs indicated more advanced learners should not be held back because of more novice ones. For CAR, it “might be better to have different levels,” as MoE and local partners, or newly hired staff, will not have the same understanding as those working with aid organizations for many years, according to a KI there.

The localization aspect of delivering effective EiE responses that are in touch with crisis dynamics and community preferences, as discussed earlier in this chapter, cannot be ignored in targeting PD either. It may be necessary to open up PD opportunities to more non-traditional participants - earmarking, for example, places for female university students to be able to take the reins for the next generation. A Dakar-based KI mentioned freelancers not connected to an institution would also be good candidates and not as easy to find as those traditionally attending PD initiatives. For EiE PD initiatives to have long-term impact and attract more talent to the workforce while professionalizing it, he suggested including the next generation, especially younger, female EiE staff or trainees. As well as EiE staff, development professionals were also mentioned as eager potential participants in EiE PD initiatives.
4.3 PD delivery modalities

Below is a basic summary of preferred PD delivery modalities. Nuances from KIs are captured in the accompanying text.

**Figure 19:** Preferred delivery modality for EiE PD among survey respondents and KIs

Participants were asked to choose the delivery modalities they preferred for effective PD and most gave multiple options. KIs and survey respondents alike tended to emphasize a preference for face-to-face delivery. Facilitating EiE PD face-to-face would help ensure people “really get it” according to KIs. One person indicated that face-to-face permits and facilitates more enriching interactions and exchanges than other modalities, something echoed by other KIs. KIs repeatedly called for practical in-person trainings, moving away from the theoretical. However, it was acknowledged that face-to-face trainings do have some drawbacks. One KI indicated that face-to-face training can be difficult in terms of “security and mobility,” especially if field staff need to travel to a country or regional capital to participate. Another indicated that people in their office cannot do a lot of face-to-face since “it is helpful but expensive.” Some indicated face-to-face as necessary for advanced topics. Others insisted that it must be interactive as opposed to more lecture style. “The PDP should be dynamic and engaging, not just sitting in a classroom”.

The second preference for delivery modality after face-to-face among KIs and survey respondents was peer learning including networking. Though online delivery ranked third, according to KIs, for online training, people in WCA “need time”. Were a PD to be entirely online it “would not be effective” according to one KI and “online training will not resolve the issues” according to others. Another opinion is that “online training is tough because people do not master ICT. If it is online, it needs to be really intuitive with apps or something on a tablet or smartphone”.

Others believe distance learning with an engaged and attentive coach could be a good option in that staff could keep working while being supported in the training, with deadline reminders, and other prompts. Participants would need to understand that there are strict requirements and that if not followed, they could be dropped from the course, according to several KIs.

To overcome the barriers cited in the above section, many KIs agreed that trainers should be very in touch with the field, and that having trainings in the field, not just in the capital, would allow people to learn better. One respondent said, “in terms of EiE PD the best is the practice: job placement/site visit/stretch assignment because it allows you to master what you have learned,” indicating a kinaesthetic learning style. Visiting projects or sites that excel at education provision, for example where inclusion is done well, could be an inspirational learning experience.

Tied for fourth place was the loose category of mentoring. Among KIs, more requests came for follow-up as opposed to mentorship or coaching. Having a facilitator closely monitor and encourage participants with direct contact at least a few times a week and sharing experiences, would also help PD be more effective, according to KIs.

While survey respondents preferred job placement/site visit/stretch assignment, mentoring, and self-directed learning such as e-learning and reading assignments equally (and the least), KIs put self-guided learning last. One KI felt that it was rare for
people to dedicate adequate time to reading for self-directed learning if there is no follow-up or evaluation mechanisms. Another indicated that there is not enough support or guidance for self-directed learning. One KI reminded us that not everyone has the “time or will” for readings and there is a need to present key messages in various ways and then link to additional documents and include examples. Overall, it seems people think e-learning takes a lot of self-discipline and time, which not everyone has.

In general, KIs most commonly identified blended learning programmes, with a mix of delivery modes, as the most suitable way to carry out PD of EiE staff in the region, substantiated above by survey respondents’ multiple preferences. KIs felt strongly that there should be a wide variety within blended learning to be effective, including using Skype calls, online fora, mentors, and self-study at your own pace - so as to ensure that staff in areas where internet is inconsistent can connect whenever there is coverage. As one KI put it, “different offers for different folks” could garner more meaningful participation. Depending on the context and audience, EiE PD initiatives “should have several packages to pick and choose what to teach”.

In addition to blended learning, making EiE PD practical will be key to its success across WCA. As many practitioners lack practical experience conducting EiE responses, there was an overwhelming preference for practical hands-on learning amongst both survey respondents and KIs. KIs repeatedly emphasized that PD needs to be concrete instead of theoretical, including learning on practical elements of EiE such as how to develop a proposal. To complement the face-to-face training and follow-up, countless CGA participants prioritized field learning (e.g. facilitator accompanies participants to project site to see how well they are implementing); only then can facilitators certify that participants’ capacity has actually been built. They suggested one suggestion was to deliver a single module to learners and then go to the field to practice. EiE PD learners need to understand, try, feel emotions, “to be able to apply” what they have learned, to “experiment,” and ultimately “show they have mastered the skills” suggested multiple KIs. To measure participants’ learning - a goal of the sector more broadly - PD organizers need to understand how learners apply a certain approach in month zero and then in month nine; for that, facilitators need to observe practitioners in action. Even “two WCA visits together to learn at a project site” would be helpful to many, according to KIs.

“People love to hear challenges and learning from elsewhere” and many KIs expressed their desire to have the chance to dialogue and exchange with others, to share experiences and learn together. This tradition and learning style will surface naturally for any training in this region and KIs suggested that facilitators must therefore recognize ahead of time that the pace of any training will likely end up being slower than for other audiences.

4.4 Going beyond delivery

Time and again, KIs stressed the need for support to be ongoing and far reaching. Various suggestions were given, some of which are captured below:

- Regardless of who facilitates, “it is essential to get agency, INGO and local participation and buy-in”. MoE should also be involved in the planning stages;
- As with the country-level GEC core skills training, any onsite PD facilitators should come before to prepare and adapt with local actors before the training;
- It could be useful to get lessons learnt from capacity building initiatives already done by education clusters around the region; it is important to learn from past successes and mistakes;
- If facilitators are outsiders, it is essential to contextualize materials to the local setting. For example, if an ALP specialist from Europe comes, they would first need to sit together with the MoE, NNGOs, UN and INGOs and adapt the content and approaches, “and say this is how this will work here in Mali so it can actually be adopted; otherwise it will just stay on a [PowerPoint] slide” and never be put into practice. Materials need to be adapted together as with INEE MS contextualization efforts. Otherwise, are they “generic enough for everyone, or for no one?” For EiE PD to be successful in WCA, we need to “think how to create space for contextualization of different things” such as group work with people from different levels according to several KIs;
- PDP needs to be properly resourced to include administrative support staff to be on call to explain and troubleshoot 24/7;
- Creating an education community of practice fosters a sense of belonging practitioners learn a lot from one another. It is very practical and can aid in staff retention so PD initiatives should aim to include some element of peer-to-peer learning;
Keep a platform of alumni and hold regional meet-ups and refreshers;

Many KIs emphasized the critical need to get learning down to field level; several offered ideas for how to cascade EiE PD to maximize its reach. To help the delivery of quality EiE responses, EiE PD needs to widen the playing field. Some suggested having a pool of trainers or a capacity building hub. Some KIs wanted a training in their country capital, while others said that even that would not be diffused or inclusive enough. “You need a larger number of participants at decentralized locations so more people can really learn; field staff need to learn as they are the premier actors”. If a ToT approach were taken, each person should then have to train x number of others after y time and be evaluated thereon according to another suggestion. You “need to have mixed teams of trainers including MoE” and other local resources where they exist;

The majority of learners need to be followed closely with deadlines and discipline (e.g. you cannot travel to an in-person portion until you finish x assignment [online prerequisite before face-to-face]);

Make a clear roadmap and explain how it will be followed over time. Training needs to be paired with follow-up and regular refreshers over time;

After completing a cycle of PD, “evaluate peoples’ levels to ensure they have required skills; from those grades, what can we learn, how to realign curriculum?”

Participants’ behaviour change should also be measured to see if the PD has been effective;

A certificate can act as a metaphorical carrot, without which PD would likely fall by the wayside for some participants; “everyone is trying to get a certification or some piece of paper”;

“PD should target key actors yet make it available for the whole cluster group and MoE,” highlighting the need for the open-source intermediate tier of the inter-agency EiE PDP;

There should not be too much homework, especially reading, as a critical mass will not read the assignment;

Using different visuals, fact-sheets, or checklists could be helpful for some learners;

A few KIs suggested residential trainings so that participants would not be too distracted. One spoke from experience, “having everyone staying at the same hotel including those already living in the capital ensured people were dedicated to the training for a full week as they would be abroad”. Another, however, bluntly said that it is “not useful to be at a nice hotel in the capital”;

While one KI suggested working together in a computer lab to address the issue that not all practitioners have computers or electricity, another disagreed: “When people huddle around one laptop, those in most need of capacity development sit to the side just watch and do not therefore learn much. To be successful for national partners, PD needs to invest in proper tools while making sure they are taken care of and valued”.

4.5 Audience and groupings

“If you do online and face-to-face [training], you need to bring it together with a group for better learning”;

“One good approach would be to create a cohort like UNESCO does, putting people in the same country together who work on the same modules and activities together; if PD is purely individual, you can slack off and do not hold others responsible. Contextualized group work creating a pedagogy that ensures they have to work together would be more beneficial”;

One donor KI suggested that PTF/LEG mini-trainings could be especially useful for preparedness countries;

Most KIs believed regional or sub-regional cross-border learning could be productive, by grouping participants from similar contexts. For instance, it would be “better for Mali to learn from Niger than someone from global”. Neighbouring countries can learn from one another, which could make PD initiatives more sustainable. One KI suggested generic topics such as CSE, INEE, protection, gender, and others could be covered together; whereas for more location-specific issues, you “cannot just have a blanket response and need to separate by context and separate training participants. You need to address the realities of each country” and places such as “DRC and the Sahel are nothing alike”. KIs covering
Cameroon believed it could be teamed with the Lake Chad Basin (Niger, Cameroon, Chad), CAR, the Sahel, or, Nigeria for the anglophones. To put it simply, and as one KI said, *individual learning does not work here*.

- “Facilitation would be best if cluster coordination units were more ‘peers than overlords’ to ‘take away top-down mentality’.”

### 4.6 Potential delivery partnerships and donors

Recommendations for delivery and funding partnerships were wide-ranging. As EiE practitioners are used to not having adequate resources to implement responses that can meet the needs of all vulnerable people, many creative solutions were proposed. Including host governments as potential funders and facilitators was recommended. Platforms or *consortia* could be looked at for both funding and content delivery in addition to *education-specific entities* such as ECW, ECCN, in-country LEGs and PTF, as well as clusters, at national, regional, and local levels.

*Traditional and non-traditional donors* were recommended by KIs, a full list of which can be found in Appendix 5. Potentially combining funding streams was another suggested option to expand the regional PD offering. *Development and humanitarian agencies* representing countries such as Canada, France, Japan, Norway, Sweden, Switzerland, the UK, and U.S., in addition to regional bodies such as the EU, ECOWAS, the African Union and G5 Sahel, were also noted for potential partnerships. Having NGOs and UN agencies *earmark* annual budgets for PDP and tapping into pooled humanitarian funds are additional ways to ensure regional EiE PD is properly resourced. Creating private sector partnerships, tapping into philanthropies or the social responsibility arms of foundations or big business, potentially linked to the SDGs, are other avenues worth exploring.

To cover the various core components of EiE PD, KIs suggested that professionals from different organizations with different mandates could be invited to facilitate *together*. Bodies like the MHPSS collective, research centres, and training institutes such as Bioforce would be helpful in contributing to the effective delivery and understanding of non-EiE specific yet complementary information. To enlarge the reach of regional PD, *local delivery partnerships* were recommended, including NGOs, universities, and other professional training entities. By identifying organizations that are champions of EiE, and rewarding them with a certificate, it was suggested that they may be more likely to collaborate.

### 4.7 Hours to dedicate to PD

When asked how much worktime can be dedicated to PD each month for education practitioners, more than three quarters of survey respondents indicated 30 hours or fewer per month. Only four respondents, representing less than 8 per cent, indicated that they could dedicate 51–70 hours per month. With the inter-agency EiE PDP advanced course requires 420 hours over nine months, fewer than 22 per cent of respondents could properly participate. The inter-agency EiE PDP intermediate self-paced open-source option could thus be better for many education professionals covering WCA. However, when asked about the types of delivery modalities that would be preferable for EiE PD considering their contexts, nearly 69 per cent of respondents indicated face-to-face, followed by 60 per cent for peer learning/networking; almost 41 per cent opted for online learning led by an instructor while around 37 per cent indicated self-directed learning. The preferences for how EiE PD initiatives should be delivered therefore do not match the time needed and the existing tiers. Those wishing to plan for and deliver EiE PD will therefore likely have to find a compromise between meeting the preferred modalities of EiE practitioners and the realities of the time they can dedicate to PD.
Figure 20: Time learners have to dedicate to EiE PD according to survey respondents
Appendix 1: KII findings by country

Burkina Faso

Burkina Faso has felt the effects of the central Sahel crisis for some time; the prevalence of school closures due to violence has been rising more recently. According to KIIIs, operational staff have very little understanding of new innovative approaches, cultural sensitivity, gender, AAP, feedback and complaints mechanisms; proposals often include all of these buzzwords, yet they do not translate down to field level. In short, despite proposals being very attractive, there is “a long way to go” in their implementation. Quality control and MEAL should also have a stronger focus to ensure the effectiveness of EIE interventions. Writing concept notes, proposals, and EIE project documents are in need of strengthening according to another specialist.

Many practitioners lack understanding of the importance of and how to ensure education continuity. Not everyone understands community-based approaches that focus on protective learning or what to do with a transitional phase when formal education is not an option. Staff should understand how to adapt the language of instruction, type of school, or curriculum, all of which would enhance AAP. How to negotiate the social contract, for instance, how to involve the community in asking what topics are acceptable to teach, in what language, and using what modalities, is also missing for some practitioners according to KII.

In areas where access is not possible, staff need to learn how to work effectively through local partnerships.

There is a great need to invest in capacity development to reinforce “emergency reflexes” such as having preparedness and contingency plans and stocks prepositioned in hotspots to be able to quicken response in the field among local partners.

How to work cross-sector; for example, how the MoE could collaborate with the defence ministry regarding attacks against education with the hydrological ministry for WASH-in-schools, is another topic in need of strengthening.

Staff need to understand how to obtain and work with flexible funding, so if a conflict spills over into another area you can adapt to changing realities when crisis shifts.

Cameroon

This central African nation is unique in its official languages, with some crises split along linguistic fault lines. To maximize PD coverage and effectiveness, the anglophone and francophone versions of the EIE PDP should be employed for this multilingual country.

In the francophone far north, part of the Lake Chad Basin crisis, capacity building around PSS is a priority, in terms of how to better identify PSS needs within affected populations and how actors on the ground can better understand PSS and how to facilitate or deliver it. Currently, when field staff come into contact with people that live these traumas they themselves break down; they need competencies to stay strong so they can handle survivors. One KI said international and local organizations need to bolster their empathy, personal resilience, and strength. In addition, CBOs do not have a general understanding of EIE and response; as in other places, they also still need to understand needs assessments, analytical thinking, formulating projects, and reporting. It would be helpful if tools used to facilitate such tasks could be simplified “because they take forever; they lack the technical knowhow.”

MoE needs to learn how to manage overcrowded classrooms and large group pedagogy as well as overall pedagogy, PSEA, PSS, and accelerated learning. For these particular themes, staff in Cameroon do not have enough existing materials adapted for the school environment; staff is unsure how to train local partners including MoE thereon.

According to a former MoE official, actors need to be able to contextualize global guidance. They also need to learn how to respond to survivors of SGBV and other violence as well as conflict management. DRR, including prevention and mitigation, is also things that need to be added to trainings.

CAR
While it may seem one of the farthest behind in terms of capacity, education actors are very dedicated and do things from the heart. As noted above, CAR was also the only country to complete the cluster group work; some the input from participants is included below. First and foremost, EiE practitioners need to understand “what is EiE and how to put in place a minimum packet of activities?” as well as the reasoning behind EiE.

Components of teaching, learning, and improving outcomes are also in need of reinforcement. Staff need to be able to “go beyond” formal access. Technically, practitioners need to better master SEL and peace education and to be prepared to choose curriculum topics that fit the context.

Cross-cutting issues in need of reinforcing include HIV/AIDS and cash in education. In terms of protection-related issues, practitioners need to better understand MHPSS, CP, rights, and wellbeing, as well as protective environments (violence, safe spaces).

As a resource-strapped country, it is important for practitioners to learn how to strengthen volunteer teachers on pedagogy without any resources such as kits. Currently, it is difficult training volunteer teachers “who are mostly interested in free lunch or per diems” and have a very low level of basic education themselves. Improving PTA training and solutions for encouraging teachers, often the first to flee, to stay or to return in spite of emergency, were also expressed as needs by KIs.

Overall, project management, strategizing, and resource mobilization need strengthening. Transportation and school logistics were also identified as challenges.

As in other parts of WCA, improving information sharing, especially from the field, including real-time alerts, is important as well as having practitioners understand how to read data collection tools or create a questionnaire for data collection and how to quantify data and analyse and interpret results. Related needs are how to visually present data through mapping and infographics and reporting and writing to make a compelling overview or argument. More granularly, staff need to master how to develop a project log-frame.

As for soft skills, coordination between partners including MoE and local communities is in need of reinforcement. More broadly, active communication, and communication more generally, as well as leadership, networking, dealing with donors, and stronger advocacy skills to steer decisions to education, would be beneficial for EiE personnel to master. While CAR may seem like an outlier, some KIs thought its staff could participate in a regional EiE PDP as the contexts and needs are similar enough.

Chad

To aid in capacity building with the MoE, and to serve as a kind of glue for the sector, the cluster and its coordination unit should be prioritized for capacity building; training should cover communication roles and responsibilities, as well as monitoring accountability. Systemization of data collection is another capacity gap identified by KIs. “For an EiE PDP to benefit Chad, it needs to have a more strategic focus and needs to bring people together so it can strengthen the system slowly over time.”

According to one KI, “NGOs are outsiders unlike in other humanitarian responses;” not sharing or participating in the cluster much yet they are eager to learn. The MoE “definitely needs training,” especially on seeing things holistically including humanitarian architecture and processes, and why EiE and INEE MS are important.

Many “staff in the field do not have specific training for what they are doing; someone usually has some training more or less that can try to figure it out.” Opinions given included that the PDP should cover how to make activities sustainable as well as how to think outside the box, so people are not stuck doing the same thing year after year. For example, how can teacher trainings be flipped so that refugee teachers can train Chadians? One KI mentioned that humanitarians are wary of working with technology, such as mobile innovations, and that they need to “open their minds to innovation and new approaches.”

Another topic mentioned that did not come up for other countries was how to procure materials more sustainably (e.g. no need to bring everything from outside; locals are creative); look to local community for solutions on what to include in recreation kits for example.
Democratic Republic of Congo (DRC)

Ebola in the east of DRC was at the time of writing the only UNICEF L3 in the region; natural disasters and conflict continue to rock other parts of the country. With a large proportion of local and national partners, the depth and breadth of needs are great.

According to an MoE official, his colleagues still need to understand the basics of EiE and what it is as many authorities do not know what can be done when there is an emergency. Across the country, they should know different kinds of interventions linked to types of risks and crises. He says it is hard to reflect on what to do and make quick decisions. As hazards are known ahead of time, there should be preparedness initiatives linked to each geographical area. Training needs to reach the local level “since same types of crisis situations keep happening.” He thinks a menu of response options would be helpful, something mentioned by numerous KIs across WCA.

As elsewhere, practitioners need support on (rapid) needs assessment, especially local partners including MoE and analysis. Strengthening information systems is something staff need to understand how to do as, admittedly, the MoE does not always have the data to plan and execute timely evidence-based responses. Moreover, ICT for monitoring considering the context, and how to do data collection in different areas with different realities (crises and connectivity) are critical elements to take into consideration. Often in reports, the quality of narrative lacks exploitable data. Weaknesses in assessment and analysis have knock-on effects, firstly when it comes to project design. Programme conceptualization is a constraint, for instance understanding and the actual needs and how to link them to a response. Cause and effect critical thinking in programme design also needs reinforcing in addition to overall proposal writing. The vast majority of EiE staff for all organizations are operational who have trouble linking things, with log-frames, ToC, the project cycle, and meaningful indicators (e.g. beyond number of children); there are only a handful of EiE technical specialists nationwide covering the entire sector. Staff often know the context very well but cannot explain it well to others; they cannot put it into perspective, be a spokesperson, or advocate. Fostering the development of soft skills could help overcome such issues.

Many education practitioners do not think immediately of improved learning outcomes as a goal and think access is the main objective. Getting them to realize this, as well as measuring it using tools such as EGRA and EGMAs, national literacy and numeracy tests, or something simpler, is important. One KI put it simply when speaking about staff; “I am not confident they can support teachers to deliver quality education to children.” Projects do not put a focus on quality from the outset; staff need to understand it well before they can put it into practice.

The inter-agency training package for primary schoolteachers in crisis contexts (TICC) is a resource many are not familiar with how to put in place, especially local partners. In addition to mastering existing training materials, staff should go beyond peace education to better keep schools safe, monitor attacks, engage non-state armed actors with the goal of keeping schools safe, for example working with organizations such as Geneva Call on issues linked to the MRM and IHL according to one KI. Another example of the importance of putting theory into action is how accelerated learning represents a big opportunity; people however do not have experience doing it so are unsure sure how to operationalize it. Thinking through disparities in terms of performance in primary and secondary schools and thinking outside the box when it comes to double shifts as an easier way around overcrowded classrooms were also cited as staff needs.

While many Congolese EiE experts find themselves working in other parts of WCA, and the wider world, “national staff always do the same thing as they have not been exposed to other country contexts. They need to think outside the box, to think more profoundly.” Many cluster members do not even understand the role of cluster. Related to the nexus, staff need to understand when structural problems fall under the EiE remit (e.g. schools destroyed because they were poorly built originally).

In terms of protection, local partners also need to better comprehend child safeguarding and PSEA, and how to handle daily complaints from schools regarding issues related to sexual abuse as it is key in school safety. National understanding of disabilities and rights-based approaches is very limited. Gender is not understood in the same way by all partners. Understanding gender and thinking critically about it means more than just mean looking at girls’ issues; there are also boys’ issues, more so in DRC than in the Sahel according to some.

Other cross-cutting issues personnel in DRC need support on include accountability, how to integrate climate change and other “newer” topics, and how we can work toward prevention, mitigation, and resilience.
Finally, fraud can be a big issue with local humanitarian organizations working in EiE; overall programme management including internal controls must therefore be strengthened for EiE responses to have a more positive impact. If SC or UNICEF stop working with abusers, pooled funds still give them money because they do not see the dangers or previous aggressions and label it as pure localization. Cluster needs to fulfil its core function to build national capacity and go beyond round robins at meetings.

Mali

According to an MoE perspective, practitioners need to learn to ensure rapid assessments accurately reflect realities and guide realistic responses. “The responses we [humanitarians] use are not always the solution” partially because people do not fully understand the local realities. Staff should know more how to involve affected populations to ensure continuity and sustainability, and to steer them away from “just wanting money.” NNGOs do not have required competencies for an EiE intervention but they master the field. Staff from one NNGO interviewed said they themselves need “strategies and mechanisms for community-based responses where education is targeted on how to keep children learning.”

To effectively do their jobs, education staff still need to master how to effectively involve communities at each step of the project cycle, to ask families what they want for their children and go from there, to improve community mobilization to include the actual local needs along with local capacities to respond. They also need to improve skills in communication, reporting, and gathering and sharing reliable data, a prerequisite for which is community trust. To that end, practitioners need to learn communication techniques to build trust, and skills to triangulate information. “Child rights and gender also need reinforcing so we can better understand all groups, including youth; then we can have a more accurate picture of what is going on and how to more effectively respond.” It would be helpful for staff to learn “how to implicate youth and markets to better sustain communities, but each village has its own realities.”

“With all these schools closing, the first question should have been to communities: what do you want for education? How can we continue?” EiE practitioners need to improve their skills in operationalizing community participation and accountability to affected populations.

Local leaders and cooperatives need to also understand EiE and humanitarian assistance to facilitate meaningful access. Many key stakeholders whose active participation is essential to the success of EiE interventions do not understand what alternative education could be, including those in charge of implementing it. Realizing the Safe Schools Declaration action plan and working through school management committees are also things practitioners need to learn.

According to one education specialist, among national partners, there are no consistent weaknesses; some NGOs are better in certain thematic technical areas than others, based on experience and what projects they have worked on in the past. “The biggest area national partners lack capacity in is their ability to carry out assessments, including data collection, information management, and analysis, some of which is related to having enough staff that understand Microsoft Excel;” rapid or ad-hoc assessments and analysis of needs are also lacking among education partners and news concerning schools often comes from other sectors. The difficulties in data collection and analysis mean that the underlying reasons that schools close are still not understood or well documented; staff should be able to do conflict scans with members of different types of communities, but first need to improve methods of assuring community buy-in and mobilization. The root causes of conflict and school closure can be different from village to village or district to district, but there are still trends that need to be brought to light. Despite a crisis spanning the better part of a decade, DRR, resilience building, and national capacity in PSS are still in need of strengthening.

Government is also lacking integral skills, for instance they do not know when you should use what type of EiE response; “even if they are trained it is still hard to put into action as you need to find the right person with right attitude.” As elsewhere, MoE needs to learn advocacy; how to articulate to stakeholders and argue the importance of EiE needs strengthening. Soft skills such as influencing behaviour and changing organizational culture could help get more needed buy-in and genuine involvement.
Practitioners also need to learn how to put in place RRM for “when we hear of pop-up emergencies that do not fit into the overarching strategy and how to scale up initiatives, especially those effective approaches NGOs are able to develop in the deep field.”

Mauritania

The KI sample from Mauritania is perhaps the least representative. The consultant was only able to speak to two people from one single organization; that organization just started education work there despite the Malian refugee camp being open since the early 1990s — though after the latest peak from 2012–2013, the camp population is higher than it has been since 2014. Impressions of internal capacity gaps from these two KIs are detailed below.

With the start-up team and surge report, there is still “lots of room for improvement.” Tapping into local community networks while at the same time being able to have a strategic overview and long-term vision are competency gaps. Staff need to learn more about accelerated education programmes including catch-up classes, from the basics of what they are to how to design and implement them. Practitioners need to be trained on PSS and how to operationalize exiting tools for caring for children.

Being able to recruit qualified people is also a major struggle as there is not much opportunity for higher studies across Mauritania. Basic things like writing and reporting need to be strengthened. MoE and the sector working group are in need of training, support, and to be revitalized in general.

For PDP considerations, it should be noted that, according to one KI, around half of relevant actors are francophone while the other half are more comfortable in Arabic.

Niger

People have the theory; but they need to know how to put that to work, the experience, tools, and knowledge of the field.

National staff from all types of organizations need more competencies in EiE basics; the MoE is especially “ignorant of types of attacks or grave violations” according to one KI. EiE practitioners at all levels need to know how to engage the community even when the communities themselves threaten them and education. Currently, staff is struggling with community participation in terms of how to bring everyone to the table to reflect together; they need more knowhow on how to implement alongside communities. Personnel also need to know how to continue needed technical support for teachers surrounding teacher training pedagogy vis-à-vis non-state actors including Bako Haram; where teachers and schools are directly threatened, instead of abandoning educators, we need to “figure out a way to get school district inspectors there, how to support someway” as they are in desperate need of supervision and coaching.

Practitioners also need to master how to expand schools’ capacity to host population influxes, how to quickly adapt classrooms, and how to clearly define standards and approaches in regard to equipment or infrastructure. Staff need to know how to develop accelerated education that is adapted to various needs such as structural OOSC in the midst of regional conflicts teamed with refugee influxes and traditional nomadic families. Moreover, Niger has become a major migration corridor to Libya and Europe, children are at risk, but practitioners do not know how or if to intervene. Overall, how to adapt curricula in this myriad of crisis situations is in need of reinforcement.

Staff also need clear operational guidance on technical work, “not a 200-page document no one will read.”
Staff need to know how to go beyond superficial understandings of gender and how to operationalize that with protection mainstreaming and PSS, to become better versed in how issues including child marriage and harmful local customs have become exacerbated by the presence of armed groups. Practitioners are also having trouble working with disabled children for cultural reasons; they thus need to know how to be able to identify the most vulnerable in spite of families keeping them hidden.

Practitioners need to learn ways to reinforce communities’ own disaster resilience especially where certain types of emergencies are recurrent (e.g. climate change linked disasters, floods, droughts that cause population displacements and damage schools). They also need to learn how to do school CIDRR plans.

In addition to processing data as well as the importance of information sharing and early warning systems, risk analysis, preparedness, and scenario development are all topics in need of strengthening. In terms of information gathering and sharing, practitioners need to learn how to manoeuvre the state trying to hide the facts while villages being threatened, or villagers killed for being informants to obtain reliable actionable data. Government authorities need to better understand the complexities of the situation, including the dynamics of hosting refugees from different language groups. MoE needs training on international law and putting it into context (e.g. basics of human rights law, refugee statutes) so they take refugee education more seriously. Soft skills including how to influence and build trust could ease some of these tensions and contribute to the issues being taken more seriously at a national level and in longer-term sector planning, thus reinforcing the nexus.

As highlighted by the recent 2020 HRP project development process, it was clear many partners do not excel at writing short narrative project summaries or putting together detailed budgets, two crucial skills for programme management. Other more general competencies in need of strengthening among education personnel include operational management, HR, finance, and using ICT.

Communication skills to be adapted to each audience including affected populations, government, and within organizations are also essential. “Humanitarian needs and organizational priorities need to align, and staff need to know how to make that happen in terms of strategies and indicators.” Soft skills such as decision-making and problem solving, even for basic office management hiccups would also be helpful. Stress management techniques are needed for humanitarian staff, MoE counterparts, and beyond, since many staff fear going to crisis zones to do their jobs.

Senegal

In Senegal many people ignore neighbouring countries’ problems, not recognizing the risk for instability, according to people working in development there. There are nonetheless a lot of similar Sahel phenomena in the poorer districts of Senegal. Even if the same INGOs work in Senegal as in emergency countries, they do not have EIE basics, or have the reflexes to include preparedness or contingency planning in their activities. Some have the more traditional development mindset. Considering, all of the modules and units addressed in the EIE CAS would be useful for Senegal. The MoE tends to prioritize infrastructure and basic access and needs to think more in terms of SEL and academic learning outcomes, as experienced by EIE practitioners across the region. Other competencies that would be helpful to reinforce include planning and implementing education in the most resource-constrained areas, how to actually deliver when access and logistics are hard or money is tight, reminiscent of needs expressed for places like CAR.

According to the one KI interviewed for this regional hub, in the same way Senegal provides peacekeeping forces across the region, it also provides relief workers for humanitarian assistance, especially in education since they “are very educated and mobile.” Senegalese education practitioners work in Haiti, CAR, and across the Sahel; some come from MoE, UNICEF, USAID. They do not necessarily however have any formal EIE training. It would therefore be highly beneficial if they could participate in the EIE PDP before deploying to other countries. Many foundations, evaluation firms, think tanks, in addition to humanitarian organizations, have a base in Dakar, so there is more awareness of regional opportunities. Senegalese are respected as external but know the contexts like insiders, which makes them an asset in terms of programme design and trust-building.
Appendix 1: Key Informant Interview (KII) Questionnaire

1. Engaging in this process cannot be considered a guarantee for any direct or indirect support to you, your country, or your organization; but the information you provide will help us prioritize and advocate.

2. Do you consent to taking part in an interview about EiE needs in WCA, for notes to be taken, and for your responses to be shared in a report? What you say will remain anonymous and comments will not be directly attributed to you or your organization in the report. Our discussion will be around 45 minutes.

3. Notes:

4. What is your name?

5. For which organization do you currently work?
   - government
   - national or local organization
   - Education Cluster
   - ActionAid
   - Aide et Action
   - ANCEFA
   - Child Fund
   - COOPI
   - DRC
   - ECHO
   - HI
   - IRC
   - NRC
   - OCHA
   - Plan
   - Save the Children
   - Search for Common Ground
   - SOS Village International
   - UNESCO
   - UNFPA
   - UNHCR
   - UNICEF
   - WFP
   - other ______

6. What is your current job title?

7. On what country/ies do you work?
   - Benin
   - Burkina Faso
   - Cameroon
   - CAR
   - Chad
   - Côte d’Ivoire
   - DRC
   - Mali
   - Mauritania
   - Niger
   - Senegal
   - Togo
   - other

8. How long have you been working there?
   - 0
   - fewer than six months
   - six months to one year
   - one to two years
   - two to three years
9. How much experience do you have in the WCA region?
   - 0
   - fewer than six months
   - six months to one year
   - one to two years
   - two to three years
   - three to five years
   - more than five years

10. How many years of experience do you have in EiE?
    - 0
    - fewer than six months
    - six months to one year
    - one to two years
    - two to three years
    - three to five years
    - more than five years

11. What are the main obstacles/challenges to implementing quality EiE responses in this region or country? In other words, what do staff need to deliver quality programming? What is stopping programmes from having positive impact? What would help staff to do better outside of operational areas?

12. What are the main gaps or challenges in capacity among education staff in the region?

13. What are the main gaps or challenges in capacity among local organizations and government counterparts working in EiE?

14. What do education staff still need to master, in terms of technical know-how, in order to effectively do their jobs?

15. What do local and national partners still need to learn to be able to more effectively respond to EiE needs?

16. Other competencies in need of strengthening among education personnel

17. How can we make it easier to overcome these barriers?

18. Do you know of any existing capacity building products or initiatives for education staff?

19. What are the main hurdles to accessing professional development opportunities like the EiE PDP?
   - funding
   - access to opportunities
   - time
   - logs/travel/visa
   - internet
   - HR/management support
   - language
   - other
   - none of the above

20. What would be the preferred modality of delivering the EiE PDP considering the context?
    - face-to-face
    - mentoring
    - job placement/site visit/stretch assignment
    - online learning led by instructor
    - self-directed learning (e-learning, reading)
    - peer learning/networking
    - none of the above

21. Comments on modalities:

22. What are some key considerations (including things to avoid) when providing capacity development or establishing a capacity development programme for education practitioners in the region?

23. Do you have any recommendations on possible EiE PDP delivery partnerships?

24. Do you have any recommendations on any potential funding partnerships for the region?

25. Do you have any job descriptions you could share for my review to compare expected competencies with what is already in the EiE PDP?

26. Do you have any additional comments?
Appendix 2: Abbreviated Survey Questionnaire

The aim of the inter-agency education in emergencies (EiE) professional development programme (PDP) is for education practitioners to develop the knowledge, skills, and attitudes (i.e. competencies) to be able to initiate, design, and implement quality timely EiE responses.

The goal of this survey is to facilitate a capacity gap analysis in terms of learning needs of education personnel in fragile and crisis-affected francophone countries in West and Central Africa in order to inform the possible development of an EiE PDP translated and contextualized for the region.

Engaging in this process cannot be considered a guarantee for any direct or indirect support to you, your country, or your organization; but the information you provide will help us prioritize and advocate. What you say will remain anonymous and comments will not be directly attributed to you or your organization in the report.

1. For which organization or government body do you currently work?
2. In this role, are you national or international staff?
   - national
   - international (from region)
   - international (not from region)
3. At which level do you work?
   - field office
   - country office
   - regional office
   - other
4. Are you cluster/sector coordination staff or focal point?
5. What is your current job title?
6. What best describes your current job responsibilities?
   - Education Project Assistant
   - Education Programme/Project Officer: responsible for implementing project plans, supervising project teams, and coordinating with sectors and education stakeholders at project level
   - Education Programme/Project Manager or Coordinator: responsible for leading sectoral assessment, project planning, coordination, supporting fundraising, recruitment, team capacity building, procurement, usually at sub-national level, liaising with other sectors
   - Education Technical Adviser or Specialist: responsible for lead on technical advice, sectoral assessment, program design, master-budgeting, coordination, supporting fundraising, recruitment, procurement in medium to large-scale operations
   - Chief of Education
   - Head of Programmes/PDQ other generalist
7. On what country/ies do you currently work?
   - Benin
   - Burkina Faso
   - Cameroon
   - CAR
   - Chad
   - Côte d’Ivoire
   - DRC
   - Mali
   - Mauritania
   - Niger
   - Senegal
   - Togo
   - other
8. How long have you been working there?
   - fewer than six months
   - six months to one year
   - one to two years
two to three years
three to five years
more than five years

9. How much experience do you have in the WCA region?
   fewer than six months
   six months to one year
   one to two years
   two to three years
   three to five years
   more than five years

10. How many years of experience do you have in EiE?
    fewer than six months
    six months to one year
    one to two years
    two to three years
    three to five years
    more than five years

11. In ascending order, please rank the following topics, from the one you are weakest in to the one you are strongest in.
    foundational concepts and frameworks
    cross-cutting issues and approaches
    assessment, analysis, and design
    physical and psychological protection and wellbeing
    teaching, learning, and improving outcomes
    support systems
    general programme implementation/management

12. Why did you answer this way? Please explain your ranking and what exactly you personally still need to learn.

13. If there are other specific topics that you need to master to be able to better deliver quality EiE programming with a positive impact, please list them below.

14. Please rate the capacity level of international NGOs/UN agencies for each of the following topics (NA/zero experience, weak capacity, medium capacity, strong capacity) [for non-INGO/UN respondents].
    foundational concepts and frameworks
    cross-cutting issues and approaches
    assessment, analysis, and design
    physical and psychological protection and wellbeing
    teaching, learning, and improving outcomes
    support systems
    general programme implementation/management

15. Please rate the capacity level of national/local NGOs for each of the following topics (NA/zero experience, weak capacity, medium capacity, strong capacity) [for non-NNGO respondents].
    foundational concepts and frameworks
    cross-cutting issues and approaches
    assessment, analysis, and design
    physical and psychological protection and wellbeing
    teaching, learning, and improving outcomes
    support systems
    general programme implementation/management

16. Please rate the capacity level of government counterparts for each of the following topics (NA/zero experience, weak capacity, medium capacity, strong capacity) [for non-government respondents].
    foundational concepts and frameworks
    cross-cutting issues and approaches
    assessment, analysis, and design
    physical and psychological protection and wellbeing
    teaching, learning, and improving outcomes
    support systems
    general programme implementation/management
17. What are the main hurdles to accessing professional development opportunities like the EiE PDP (for all audiences)?
   - access to opportunities/knowing they exist
   - funding
   - HR/management support
   - internet
   - language
   - logistics/travel/visa
   - time
   - other
   - none of the above

18. About what percentage of work time can be dedicated to professional development each month for education practitioners (yourself or those you manage if generalist)?
   - 0
   - fewer than 15 hours per month
   - 15–30 hours per month
   - 31–50 hours per month
   - 51–70 hours per month
   - other

19. What would be the preferred modality of delivering the EiE PDP considering the context?
   - face-to-face
   - job placement/site visit/stretch assignment
   - mentoring
   - online learning led by instructor
   - peer learning/networking
   - self-directed learning (e-learning, reading)
   - none of the above
   - other

20. Why did you deprioritize certain modalities?

21. Please list any recommendations on possible EiE PDP delivery partnerships below (e.g. organizations, institutions).

22. Please list any recommendations on potential funding partnerships for EiE PDP.
## Appendix 3: CAR Group Work

Groupe de travail sectoriel éducation en situations d’urgence (ESU)  
Activité de groupe (niveau national ou sous-national) ou réflexion du groupe stratégique consultatif (GSC)

Quels sont les besoins d’apprentissage des membres de votre cluster/groupe sectoriel ?

Suggestions d’activités (veuillez choisir une option ou adapter cet exercice à votre contexte.) :

1. Prendre huit feuilles de tableaux de conférence ; écrire le nom d’un sujet ci-dessous sur un papier flipchart ; répéter pour chaque sujet ; accrocher les huit flipcharts sur les murs de la salle de réunion ; distribuer les papiers Post-it (notes repositionnables/papillons adhésifs) aux participants ; demander aux participants d’écrire leurs avis sur les compétences qui manquent sur les notes Post-it (un seul besoin d’apprentissage pour chaque Post-it) ; demander aux participants de coller leurs notes aux flipcharts correspondants en tournant.
2. Diviser le groupe en petits groupes ; distribuer ce fichier ou un papier avec ce cadre de sujets ; répartir les sujets à chaque groupe en leur demander de réfléchir seulement aux sujets confiés au groupe.

<table>
<thead>
<tr>
<th>sujet</th>
<th>compétences qui manquent pour les partenaires (ONG locales, nationales, internationales, ONU, MoE)</th>
</tr>
</thead>
</table>
| conceptions et cadres de base              | - Normes minimales de l’éducation en situation d’urgence  
                                           | - Les normes standards  
                                           | - Les normes SPHERE                                                                 |
| questions et approches transversales       | - Protection  
                                           | - Genre  
                                           | - Education inclusive pour les personnes handicapées  
                                           | - Environnement protecteur                                                                 |
| évaluation des besoins, analyse et conception des projets | - Méconnaissance des outils de collecte  
                                           | - Mauvais dépouillements des données  
                                           | - Elaboration du cadre logique du projet  
                                           | - Rapportage                                                                 |
| protection physique et psychologique et bien-être | - Méconnaissance des textes nationaux et internationaux sur la protection de l’enfant |
| enseignement, apprentissage, et amélioration des résultats d’apprentissage | - Les ONG ont du mal à produire des standards sur ce point. Peut être un manque d’indicateurs standards ou des matrices partagées ou de connaissance spécifiques |

Un engagement dans le processus de l’analyse des lacunes d’apprentissage ESU ne peut en aucun cas être considéré comme une garantie de soutien direct ou indirect pour vous, votre pays, ou votre organisation ; cependant, les informations que vous fournissez nous aideront à définir les priorités et faire un plaidoyer. Merci de votre appui !
### Groupe de travail sectoriel éducation en situations d'urgence (ESU)

#### Activité de groupe (niveau national ou sous-national) ou réflexion du groupe stratégique consultatif (GSC)

<table>
<thead>
<tr>
<th>Sytèmes de soutien : participation communautaire, gestion scolaire, politique et coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Les enseignants formés sont souvent les premiers à quitter les zones de crise. Comment les inciter à rester et/ou à revenir quand il y a une crise.</td>
</tr>
<tr>
<td>- Renforcer les maîtres parents sur une pédagogie sans matériel lors d'absence de kits scolaires.</td>
</tr>
<tr>
<td>- Formation à l'éducation en situation d'urgence.</td>
</tr>
<tr>
<td>- Modules sur la pédagogie et l'appui psycho-social qui soit le même pour tous les acteurs.</td>
</tr>
<tr>
<td>- Faiblesses sur les activités artistiques, culturelles, accompagnement scolaire en milieu hospitalier.</td>
</tr>
<tr>
<td>- Santé mentale.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Autres sujets techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Communication active.</td>
</tr>
<tr>
<td>- Transport scolaire.</td>
</tr>
<tr>
<td>- Logistique scolaire.</td>
</tr>
<tr>
<td>- Centre de loisirs.</td>
</tr>
<tr>
<td>- Manque de standards de coordination entre les acteurs qui interviennent dans la même zone.</td>
</tr>
<tr>
<td>- Manuel de formation des APE non standardisé.</td>
</tr>
<tr>
<td>- Manque de politique de coordination entre les autorités éducatives et la communauté.</td>
</tr>
<tr>
<td>- Difficulté dans la formation des maîtres parents qui sont surtout intéressés par les pauses déjeuners ou les perdiens.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Autres sujets soft skills (qualités personnelles/savoir-être)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Renforcer le leadership humanitaire.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>EiE-Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Renforcer le mécanisme de communication entre les membres du cluster.</td>
</tr>
<tr>
<td>- Améliorer le réseautage des partenaires en éducation.</td>
</tr>
<tr>
<td>- Mobilisation des ressources et savoir approcher les bailleurs de fonds.</td>
</tr>
</tbody>
</table>

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Appendix 4: EiE Actors by Country

According to OCHA, as of 2 December 2019, there are 160 different organisations involved in EiE across the region; it should however be noted that the countries in the OCHA analysis (Burkina Faso, Cameroon, CAR, Chad, DRC, Mali, Niger, and Nigeria) do not match exactly the countries covered in this CGA. Regardless, the range of organizations with an operational presence ranges from 47 in CAR to one in Burkina Faso, highlighting the potential incompleteness of the data. Indeed, the CAR Education Cluster indicates that it has 32 active partners. The OCHA breakdown in types of organizations shows that the majority of EiE actors with operational presence (more than 56%) in these eight countries are indeed national or local NGOs (one Red Cross/Crescent, 59 INGO, four government, seven UN agencies, 90 NNGOs).

A list of EiE actors by country was compiled using primary data from WCA EiE CGA countries as well as GEC during this consultancy. For access, please contact SC.