Presentation to RECI

Tuesday 14 Sept, 10:30-12:00

Presenters

Arlo Kitchingman
Learning Solutions Specialist (& EiE Focal Point)
Humanitarian Leadership Academy (HLA)

Save the Children **UK**   humanitarian leadership academy **h**

Sian Long
Education in Emergencies Advisor

Save the Children **Norway**

EiE Professional Development Programme

Agenda

Section		Content	Time	Responsible
0	Introductions	Presenters, audience and rationale for session	5 mins	Valeria & Ica
1	EiE PDP overview	Origins, evolution, structure, products & services (incl. target audiences) & next steps	25 mins	Arlo
2	EiE PDP Reach & Impact	Impact case studies from MEEE & ESA regions	10 mins	Sian
3	Mid-point Q&A	Question on the EiE PDP overview and impact	5 mins	Arlo
4	EiE Online deep dive	EiE Online intro and LTP interactive branching scenario activity	30 mins	Arlo & Sian
5	End-point Q&A & Wrap up	Focus question: How can you support the EiE PDP and/or use these products with your org and/or partners?	15 mins	Sian & Arlo Valeria & Ica
		Total:	1hr 30 mins	

EiE Professional Development Programme

1. Overview

Origins & Evolution

Aim: *To support EiE and education practitioners working in emergency-prone contexts to develop the competencies needed to initiate, design and implement timely and quality education in emergencies (EiE) responses*

- Launched in 2015
- Informed by series of global and regional capacity gap analysis
- Competency-based curriculum
- Portfolio of multi-level products/courses
- Sector facing / interagency ↓

Products & Structure

EiE Advanced Course (CAS)

Eligible students who pass EiE Online can apply for the CAS (when applications open)

- 450 learning hours (incl. EiE Online LoE)
- Regionally based & sector facing
- Blended facilitated course incl. simulation & ToT (F2F if possible)
- Accredited by University of Geneva (Cert. of Advanced Studies)
- Resources and delivery in English only (other languages TBC)*

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EiE Online

INEE kaya

Graduates from the CAS support the delivery of the Fundamentals

- Intermediate-level learning linked to INEE competency framework
- Online self-directed & automated / Kaya Platform
- Flexible, modular & stackable (LoE can contribute to CAS)
- Open access / Interagency / H-Pass Badged
- English first, then translated into French and Arabic (and some Spanish)*

EiE Online Module 1 is used as the foundational module for the EiE Fundamentals

EiE Fundamentals Course

- 50 learning hours
- Online self-directed + facilitated sessions (F2F if possible)
- Sector facing & Country/Response focused (via Cluster/WG)
- Session plans & delivery in English, French, Arabic (Spanish planned)*

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*N.B. Language availability variable

Curriculum Modules & Learning Hours

Curriculum influenced by: INEE MS & SC's QLF – thematic/topic areas; humanitarian programme cycle (HPC) & Ecological Systems Theory of Child Development – thematic/topic grouping and sequencing

EiE PDP Module	Fundamentals	Intermediate (Online)	Advanced (CAS)*
1. Foundational Concepts & Frameworks	20	20	10 (30)
2. Cross-cutting Issues & Approaches	5	20	10 (30)
3. Assessment, Analysis & Design	5	40	20 (60)
4. Physical & Psychological Protection & Wellbeing	6	40	20 (60)
5. Teaching, Learning & Improving Outcomes	6	45	45 (90)
6. Enabling & Supporting EiE	5	35	25 (60)
7. Application (Residential)	NA	NA	60 (60)
8. Reflection, Synthesis & Sharing	NA	NA	60 (60)
Totals:	50	200	250 (450)

N.B. The Advanced (CAS) learning hours in brackets represent a total of the Intermediate (Online) course plus the Advanced course learning hours. The Intermediate (Online) course learning hours are counted towards completion of the CAS on completion and passing of an application process including entrance exam and evidence of the Intermediate (Online) course digital badges.

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Curriculum Content (1)

EiE PDP Module	Topics/Units
1. Foundational Concepts & Frameworks	1.1 Foundations of EiE 1.2 Barriers to & Aims of EiE 1.3 Quality & Integrated EiE 1.4 Humanitarian-Development Nexus & EiE
2. Cross-cutting Issues & Approaches	2.1 Protection in and through EiE 2.2 Child Participation in EiE 2.3 Safeguarding in EiE 2.4 Gender Responsive EiE 2.5 Inclusive EiE 2.6 Conflict Sensitive EiE
3. Assessment, Analysis & Design	3.1 Assessment & EiE 3.2 Analysis & EiE 3.3 EiE Progamme Design, MEAL & Adaptation
4. Physical & Psychological Protection & Wellbeing	4.1 Safe & Protective Environments for EiE 4.2 WASH, Health and Nutrition (& School Feeding) in EiE 4.3 MHPSS in and through EiE

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Curriculum Content (2)

EiE PDP Module	Topics/Units
5. Teaching, Learning & Improving Outcomes	5.1 Teacher Supply & Wellbeing in EiE 5.2 Teacher Professional Development in EiE 5.3 Pedagogy & Planning in EiE 5.4 Learning through Play in EiE 5.5 Curriculum, Language & Materials (incl. EdTech) for EiE 5.6 Accreditation, Certification and Transition in EiE
6. Enabling & Supporting EiE	6.1 Parental and Community Participation in EiE 6.2 EiE at Home 6.3 School Management and Improvement in EiE 6.4 Cash for EiE 6.5 Policy, Advocacy and Funding for EiE 6.6 Strengthening & Localising EiE Systems & Responses 6.7 Coordinating EiE
7. Application (Residential)	7.1 Simulation (4 days) 7.2 Training of Trainers (3 days)
8. Reflection, Synthesis & Sharing	8.1 Training Analysis & Planning 8.2. Training Delivery 8.3 Training Reflection & Reporting

EiE Professional Development Programme

Mapping against the INEE CF
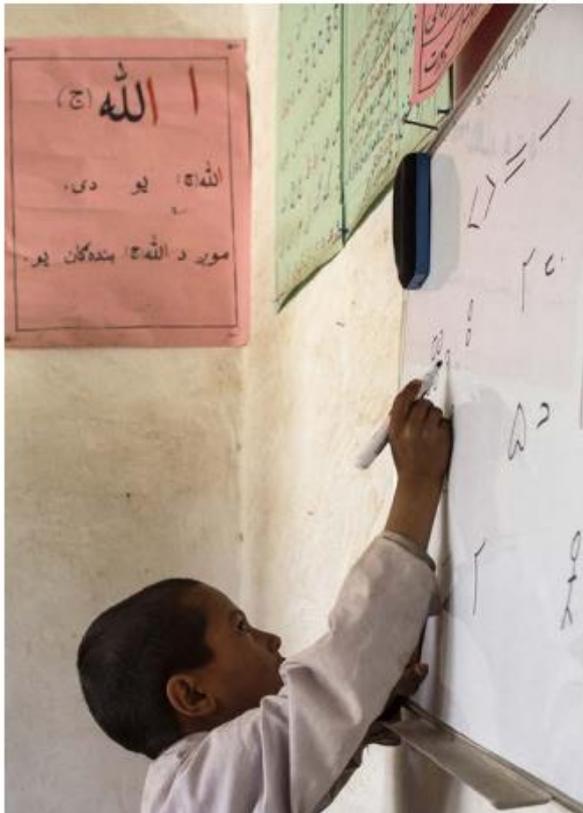
COMPETENCY

A competency is a measurable set of knowledge, skills or attributes required to effectively perform a role in an organization or sector. Competencies can be defined for technical knowledge or ability, interpersonal skills, and personal attitudes or values. An individual could possess certain competencies by nature, but would still be expected to intentionally develop them as part of their professional development.

COMPETENCY LEVELS

Competency levels describe a progressive growth in ability for each competency. For this framework each competency is associated with three competency levels that are indicative of the knowledge and experience commensurate with the competency.

- **Level 1** describes individuals who are relatively new to the field and implementing EiE programming as part of a team.

- **Level 2** describes individuals with some experience in the field gained from a few assignments across different EiE contexts. They have experience in using contextual information to adapt and operationalize various EiE programming.

- **Level 3** describes individuals who are experts in the field. They are creating, designing or adapting EiE programming and they are able to lead and train others.

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EiE PDP Courses ↓

EiE Advanced Course (CAS)

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- 450 learning hours (incl. EiE Online LoE)
- Regionally based & sector facing
- Blended facilitated course incl. sim & ToT (F2F if possible)
- Accredited by University of Geneva (Cert. of Adv. Studies)
- Resources and delivery in English only (other languages TBC)

Simulation, training assignment and possible placement supports development and demonstration of aspects of Level 3, but others can only be developed through actual practice and experiences

EiE Online / kaya

- Intermediate-level learning linked to INEE Competency FW
- Online self-directed & automated / Kaya Platform
- Flexible, modular & stackable (LoE can contribute to CAS)
- Open access / Interagency / H-Pass Badged
- English first, then translated into French and Arabic

Self-directed interactive SCORM activities and branching scenarios supports development and demonstration of aspects of Level 2, but others can only be developed through facilitated activities

EiE Fundamentals Course

- 50 learning hours
- Online self-directed + facilitated sessions (F2F if possible)
- Sector facing & Country/Response focused (via Cluster/WG
- Session plans & delivery in English, French, Arabic

Facilitated delivery of majority of content supports development and demonstration of aspects of Level 2, but time limits depth of application

EiE Professional Development Programme

Current Partnerships

- **IKEA Foundation** – Main core funding donor (until Dec'21)
- **ECHO PP** – launch of EiE PDP in WCA Region (incl. French translation)
- **Save the Children Norway/NMFA** – Support to EiE PDP in MEEE region (incl. Arabic translation)
- **LEGO Foundation** – Learning Through Play incorporation
- **University of Geneva** (UNIGE) & Canton of Geneva – Accreditation and scholarships
- **INEE** – EiE Online funder, contributor and sector endorsement
- **Various EiE sector actors** (Plan International, MHPSS Collaborative, World Vision International, War Child Holland, Humanity & Inclusion, UNICEF, PIN, Global Education Cluster) – EiE PDP product contributors and users

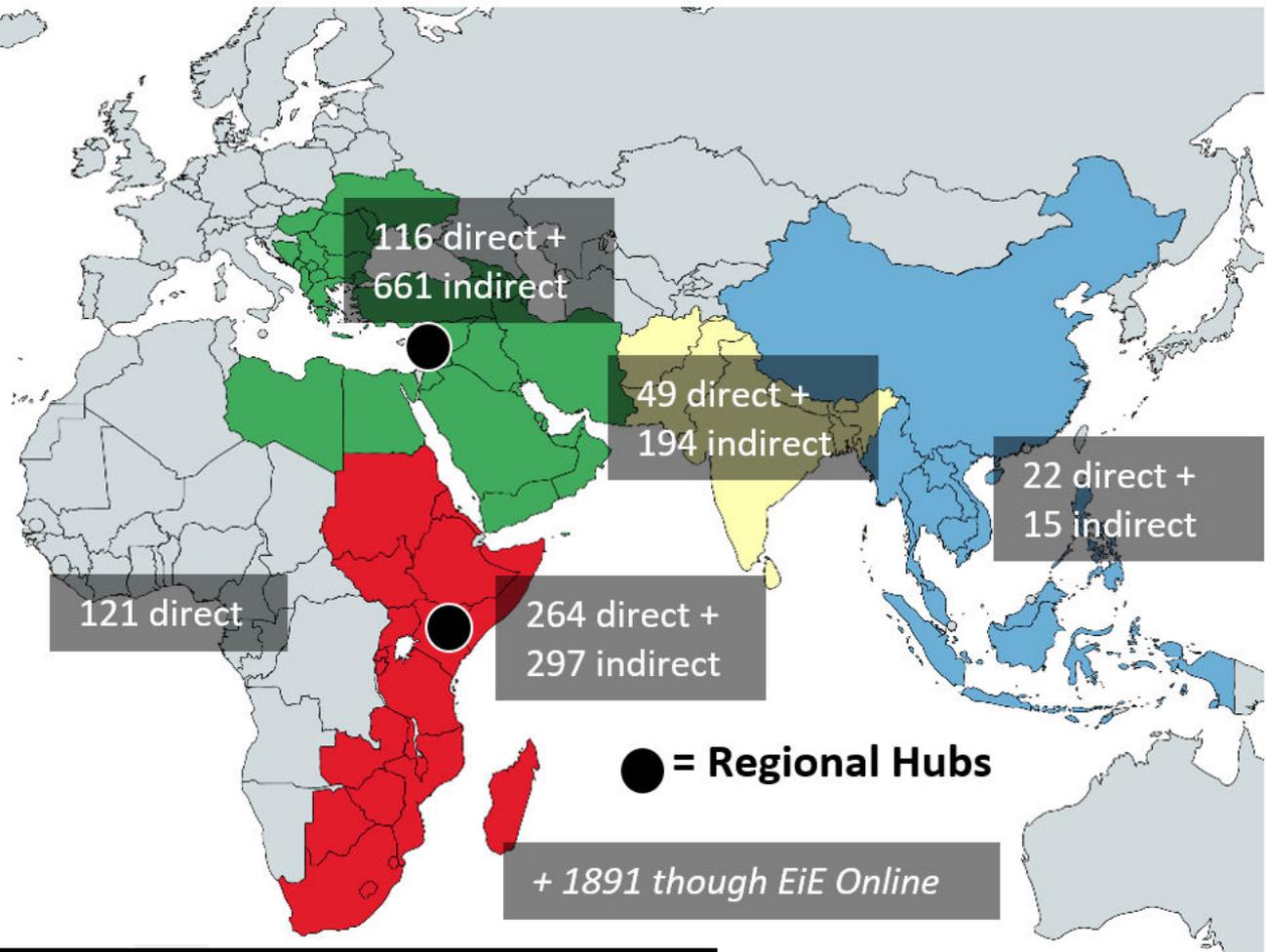Professional
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Next Steps & Opportunities

- **New core cost donor (to replace IKEA F)**
- More content online - accessibility & sustainability
- More interagency (via INEE?)
- Review & renew accreditation partnerships (regional?)
- Improve representation & accountability mechanisms
- Review curriculum & add content (e.g. climate crisis, decolonisation of aid/curriculum)
- Expand - more products to WCA + LAC?

2. Reach & Impact

Delivery & reach to date

116 direct + 661 indirect

49 direct + 194 indirect

22 direct + 15 indirect

121 direct

264 direct + 297 indirect

● = Regional Hubs

+ 1891 though EiE Online

EiE PDP Course	Direct	Indirect (but supported)
EiE Fundamentals (30-50 hrs)	361	NA
EiE Intermediate/F2F (200 hrs)	74	468
Online (20-200 hrs)	1891	NA
EiE Advance (CAS) (450 hrs total)	140	699
Totals:	**2466**	**1167**

EiE Professional Development Programme

Key Performance Indicators (1)

Indicator	Region			
	Average	1) South Asia	2) MEEE	3) ESA
% of participants reached by the programme report applying the learning from it in a workplace setting	100%	100%	100%	100%
% of graduates report being increasingly involved in humanitarian responses and/or are deployed to emergencies in their country or region	80%	73%	87%	90%
% of graduates report transferring knowledge and/or skills to others with the aim of improving programming in emergency contexts	91%	82%	100%	90%
% of graduates reporting changes to role (incl. to senior roles)	90%	67%	94%	78%
of which % attributing this role change to CAS (at least in part)	91%	88%	100%	86%

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Common role/opportunity changes

- Joining a global or regional EiE surge team (incl. Cluster RRT) (x 5)

- Gaining an international EiE position & contract (x 5)

- Gaining a more senior EiE role in-country (incl. Cluster Coordinator) (x 13)*

- Joining the EiE PDP teaching/facilitation team for future courses (x10)

* This includes moving from national/local organisation to international (incl. UN)

Key Performance Indicators (2)

Indicator	Year		
	2019	2021	2023 aim
% of EiE PDP participants from or based in emergency-affected countries*	95%	100%	100%
% of EiE PDP participants working for local and national organisations**	19%	34%	At least 50%

**Achieved through pro-active outreach through INGO partners (esp. SC), use of scholarships, provision of data bundles and other ad-hoc pastoral support. Challenges to greater participation include language (course resources still primarily in English, process of translation into French & Arabic underway for Intermediate and Fundamental level course), internet access, time, awareness of opportunities, etc. Remaining 66% of students work for INGOs (incl. SC) and UN bodies, but nearly all are from country or region (as well as being from emergency-affected countries themselves*)

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Individuals

'Before the course, I could see when things were wrong and I could tell from common sense how to fix some of the problems – but now I actually have the confidence to advocate for the changes I want to see, given the knowledge and expertise I have from the CAS'

Ex-Global Programme Advisor, now CD for an INGO, ESA region

'I just finished the CAS for ESA region and it's an experience I can attest is very informative in EiE. I gained the most relevant experience, skills and knowledge in EiE, that in turn was an enabler towards being selected for the EiE WG Coordinator after a very competitive and rigorous process'

Ex-NNGO Education Manager, now EiE WG Coordinator, ESA region

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Individuals

‘The knowledge I've learnt on this course is around gender transformation and I want the ministry to understand and get behind this concept. Gender mainstreaming is not enough – let us be more active in advocating and giving more resources to schools to include the girl child’

Technical Advisor, The Ministry of Education, ESA region

‘For our organisation EiE is becoming more of a focus in humanitarian aid. I am involved in the project design of all EiE interventions in different countries since completing the EiE CAS’

Education Manager, INGO, MEEE Region

3. Mid-point Q&A

4. EiE Online Deep Dive

Learning Through Play in EiE

https://kayaconnect.org/c/learning-through-play-in-eie-54
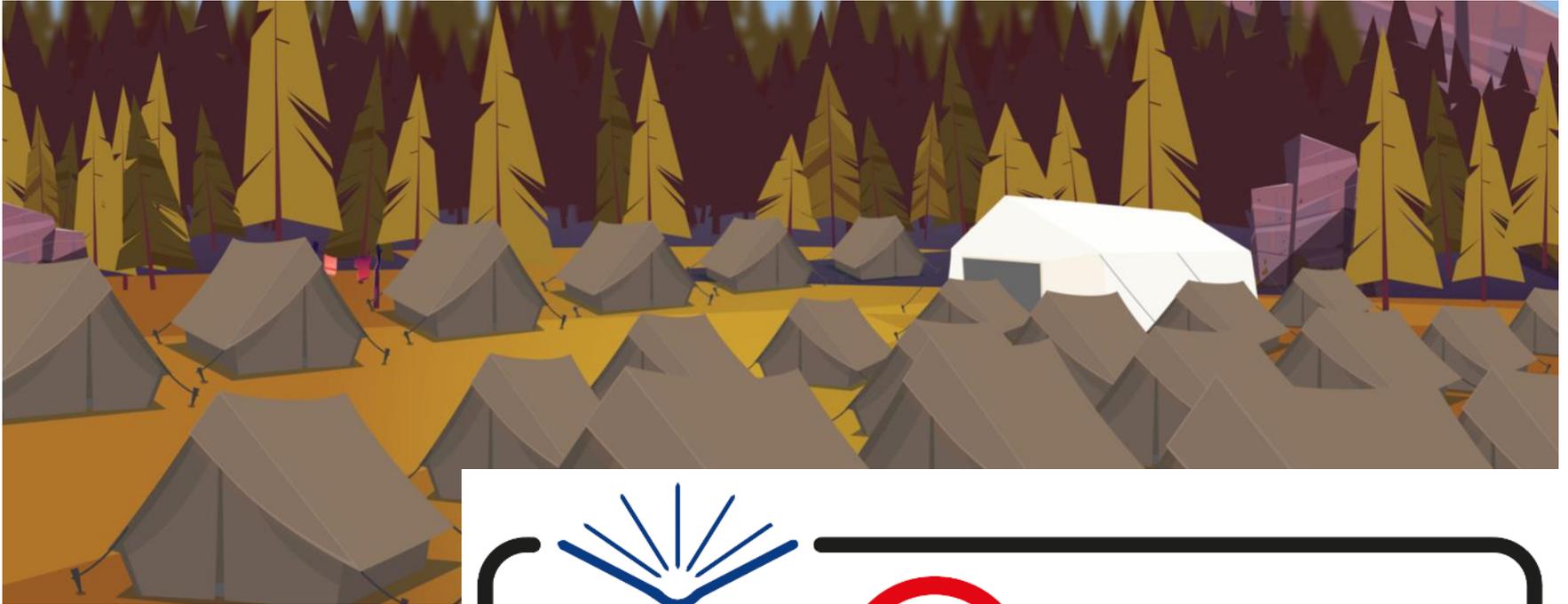
Introduction

Children playing football, Pakistan

Play is an innate human need and a fundamental aspect of exploration and learning, at all ages, albeit in different forms. Children in particular make sense of and learn about the world through play, particularly when it is led by their own interest and inquisition. Protecting, nurturing and supporting this way in which children naturally learn offers educational benefits but also provides psychosocial support and social emotional development through the active, joyful and social nature of the approach. Therefore it is a pedagogy that is equally relevant, if not more so, to children affected by emergencies and should be considered as a component in all education in emergencies responses.

This course will explore Learning Through Play in Emergencies in more depth, looking at what it is, why we should do it, and how to implement it in emergencies.

By the end of this course unit, you will be able to.

o Describe the concept and the holistic benefits of Learning Through Play, particularly in emergency contexts

o Explain how the key components of Learning Through Play - environment, resources, practitioners and parents - can be mobilised and supported in different settings to enable and promote it

o Recognise the importance of an enabling and supportive policy environment to effectively implement Learning Through Play in emergencies and some strategies for promoting this

o Reflect on the application of Learning Through Play to your context and work

These learning objectives link to the following INEE Professional Development Competencies and Levels (CL):

o **3.2.1 Learners' needs (CL1):** Describe the ages and stages of child development, and the implications for teaching and learning

o **3.2.2 Pedagogy (CL1):** Identify the types of contextually relevant pedagogical practices that support child well-being and learning

You will need about **8 hours** to complete this course unit.

RECI presentation
14 Sept 2021

5. End-point Q&A

Focus question:

How can you support the EiE PDP and/or use these products with your org and/or partners?

EiE Professional Development Programme

5. End-point Q&A

Focus question:

How can you support the EiE PDP and/or use these products with your org and/or partners?

- Support mobilising funding for programme continuation? (current priority)

- Offer EiE technical support for programme delivery?

- Offer support for translation of content into other languages?

- Help engage more local and national organisations in programme?

- *Other?*

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INFO & QUESTIONS
EiE PDP site
a.kitchingman@savethechildren.org.uk

THANK YOU