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Section 1 Introduction

1.1 Background to EPS2

The first Emergency Personnel Seminar (EPS1) was held in Dublin in November 1997. See section 2.2 for more detail. At the end of that meeting a working group was given the task of planning follow-up and monitoring. Preparations for EPS2 were started by this group, and carried forward at planning meetings in May and July 1998. RedR took responsibility for most of the practical aspects of organising the seminar. Invitations were sent to over 250 individuals in a wide range of agencies concerned with emergency personnel, and nearly all who asked to participate were able to do so. Funding for 75% of the costs of EPS2 was provided by ECHO. The remaining 25% was provided by participating agencies in the planning group and the fees paid by agencies for individuals attending the seminar in Brussels.

1.2 Aim, objectives and structure of EPS2

The aim of EPS2 was to improve the ability of participating organisations, both individually and as a community, to find, select, prepare and retain personnel for emergency operations.

More specific objectives included

- To share knowledge and experience
- To monitor progress of the EPS1 working groups
- To propose and plan ways forward on issues of emergency personnel

The structure of EPS2 was worked out at the July planning meeting and involved five main elements:

1. Presentation of background of EPS2 to enable all participants to have a common understanding of the nature of the seminar and ways of working collaboratively;
2. Presentation of research and then working group sessions on the subject of foundation training for emergency personnel;
3. Presentation of research and then working group sessions on the subject of recruitment, employment and retention of local staff in emergency situations
4. Working group sessions on a series of 'buzz' topics not included in the main agenda
5. Development of an action plan, drawing on the working group and buzz group sessions during the seminar

The full agenda is in Appendix I.

1.3 Acknowledgments

Thanks are due to all the members of the EPS2 planning group for laying such solid foundations and to the small management group who saw it through; to Rachel Searle-Mbullu and John Telford for their facilitation, which helped make the event so productive; to Sam Platt and Pat Brooke for their administrative work behind the scenes; to Zoe Maus of VOICE for help with preparations in Brussels; to the staff of the Holiday Inn who guaranteed no unpleasant surprises; to ECHO for substantial funding for EPS2; and to all the participants who gave their time and energy and ideas in such a positive spirit.

Section 2 Opening sessions

2.1 Welcome and opening address

The seminar was opened by Sean Greenaway of ECHO/4, who welcomed participants and stressed the importance human resources management (HRM) for effective emergency programmes. The ECHO funding for EPS2 recognises the value of such initiatives, which promote collaborative work on shared problems.

Paul Emes illustrated some important trends and challenges of emergency personnel with the experience of the IFRC. The key constraint to the emergency response during the Rwanda crisis in 1994 onwards was the lack of qualified staff, particularly those with relevant language skills. This weakness prompted a great deal of work to improve the emergency response, with the development of packages of staff and equipment, disaster preparedness training, foundation training, regional recruitment and HRM training in regional centres. After some time there was a drop in the amount of emergency work to be done and people started to wonder if all the effort had been worthwhile. But one thing to be sure of is that emergencies will happen sooner or later, and agencies need to be prepared. Hurricane Mitch has shown that current capacity in emergency human resources is not sufficient, particularly with regard to recruiting Spanish speakers, but also that the investment carried out since 1994 was worthwhile.

This experience has shown the value of both international and local preparedness for emergencies and the value of capacity building through the emergency response.

It is difficult to sustain capacity and to learn lessons through the cycle of disaster and response. But here are many lessons to be learned from our own successes and failures and those of others who we can share experiences with, and there is no need to reinvent the wheel. It is important to try to agree common approaches to problems, even not joint action is not appropriate in every case. And everyone

involved in emergency personnel management should work together to provide the best service to beneficiaries, rather than competing for funding.

2.2 EPS1, Dublin 1997

Bobby Lambert (RedR)

EPS1 came about because many agencies face similar problems with finding, selecting, preparing and retaining emergency personnel, but are not able to deal with these problems individually. It was decided that a common approach would help.

No particular mandate was defined for EPS1, but the idea was for agencies to come together in a fairly informal way to collaborate on policy with a focus on emergency personnel. The term emergency personnel 'pool' or 'reservoir' was used to describe the personnel resource which all the agencies draw from and which emergency personnel move in and out of for a variety of reasons. It is necessary constantly to prepare people entering the pool to replace those who have left so that both the quality and quantity of the pool is maintained.

Demand for emergency personnel is stochastic, i.e. agencies can expect peaks in demand, but can not know when, or how big, the peaks will be. This requires preparation to ensure that agencies have the capacity to meet demand when it arises. Agencies can prepare more efficiently through collaborative approaches such as the People in Aid project.

The three day EPS1 in Dublin generated a statement for advocacy and also affirmed, for those who recruit emergency personnel, that it is impossible to find the perfect candidate for the field. EPS1 encouraged specific initiatives such as Jim Henry's research on locally employed staff. Another outcome of EPS1 was that the need for some sort of follow-up was identified, and this resulted in EPS2.

Section 3 Reports from EPS1 working groups

3.1 EPS1 follow-up

Bobby Lambert (RedR)

The work of this group was to plan and implement EPS2, and this is reported in sections 1.1 and 2.2.

3.2 Training

Tim Foster (RedR International)

The Training Working Group was formed at EPS1 to work on the following subjects:

- minimum standards for humanitarian training
- core content rather than a broad agenda for training
- mutual recognition of courses rather than competition between agencies
- funding for collaborative training
- assessing the motivation of trainees
- measuring the effectiveness of training
- multicultural training, involving local and expatriate staff
- cost and time of training national staff

All the issues were addressed in one way or another, and specific action was taken on the following:

- *Minimum standards for foundation training* – research was carried out and discussed at EPS2. See section 5.2.
- *Humanitarian Training Inventory* - The group identified a need for a global inventory of humanitarian training courses. A review of current inventories was done and the Humanitarian Assistance Training Inventory (HATI) identified as the one most suitable. Steps were taken to promote and support HATI. See appendix III for website.
- *Support to other initiatives, studies etc.* - e.g. *Review of Training in Health Care in Emergencies*, a study carried out for IHE by Marion Birch

Notes on the working group

- The mandate of the working group was not very clear. It worked through informal exchange, mostly via e-mail. It is worth considering whether this was the most effective way to move things forward. Informal arrangements and a more

institutional arrangement each have their own advantages and disadvantages. But if working groups take on any more formal mandate this would require more resources.

- Membership of the group changed through the year due to people leaving their respective organisations.

3.3 Advocacy for the release of health workers

Alice Tligui (IHE)

IHE was effectively the only member of this working group, but EPS1 had given the organisation impetus to carry out its advocacy work for the release of health workers from the UK National Health Service, and had given it the authority to involve other organisations such as VSO and MERLIN. Work is ongoing.

3.4 Register / pool

Alice Tligui (IHE)

The group consisted of representatives from 10 agencies, who met three times during the year. In order to clarify the mandate of the group, 20 other agencies were asked what they would like the group to discuss, but there was a very poor response. In addition, the group lost cohesion because of the large number of changes in personnel among the participating agencies.

Registers, finance and the development of the pool of emergency workers were discussed, but no conclusions were reached, as the discussions became very political because of the different agendas of all the agencies involved.

Three key features need to be in place for a working group like this to make progress:

- Have a clear mandate
- Set up flexible working methods to suit the needs of different members of the group
- Choose a core person to carry initiatives forward

Section 4 Options for moving forward

4.1 People in Aid - an inter-agency project

Sara Davidson, People in Aid

What is People in Aid?

An inter-agency project, set up by British NGOs and the UK Government's Department for International Development (DfID) in 1994. There are currently about twelve agency members: ten British NGOs and one Irish NGO; the DfID and the Overseas Development Institute. Member agencies vary in size from very small to very large organisations and they are involved in both relief and development.

What does People in Aid do?

People in Aid is best known for two documents: *Room for Improvement* - research into aid worker stress, published in 1995, which identified management issues as a major source of stress
People in Aid Code - published in 1998 to address some of these management issues.
Since then People in Aid has been supporting the agencies piloting the Code and developing a method of auditing compliance with the Code. There are dozens of agencies now testing the Code for reasons connected with performance, reputation and values.

Testing the People in Aid Code

The purpose of the Code is to help agencies improve policy and practice relating to the management of aid workers. There are a number of ways in which agencies may learn lessons and improve practice, but they have to overcome several barriers to learning:

- Every crisis is unique
- Agencies are overwhelmingly action-oriented
- Agencies are defensive to criticism
- There is a lack of accountability

The method used to audit compliance with the Code is based on social auditing. This recognises values as well as measuring performance, and involves consultation and sharing findings with the stakeholders in a project or organisation.

See the Code on the RedR website (see Appendix III), or contact Sara Davidson at People in Aid for more information on the project. Copies of the Code are now available in English, French and Spanish.

4.2 Options for moving forward

Bobby Lambert of RedR encouraged participants to think creatively about ways of making progress on some of the issues to be addressed during EPS2, and not to consider only the more formal models of collaboration. He presented some options, and these were added to by participants to create the following list.

- Working groups* - these can be informal and flexible, e.g. EPS1 working groups above
- Steering groups* - these are more formal, with a mandate agreed between participating agencies e.g. the People in Aid project
- Individual agency action* - this can still serve the needs of the larger agency community through sharing experiences or through the impact on shared resources like the emergency personnel pool
- Individuals' actions within their own agency* - even if the agency as a whole does not immediately change policy and practice, one individual's efforts can contribute to a process of positive change
- Co-ordinating bodies* - existing co-ordinating mechanisms can be used to promote change, e.g. to define local employment practices in a particular field situation
- Research on specific issues* - e.g. the IHE research on local staff (see section 6.1) encourages agencies to reflect on their practice and may offer possible ways forward
- Informal networks* - these often already exist, and may have no specific objective other than sharing common concerns. Networks may cut across other ways of working and help progress when more formal relationships are not successful.
- Electronic information exchange* - websites and the e-mail provide an increasingly broadly accessible means for people with a shared purpose to share information and ideas. See Appendix III for useful website addresses.

Section 5 Foundation training for emergency personnel

5.1 Presentation of research paper

John Adams (Independent)

A number of agencies providing preparatory training for aid workers were consulted and a review was carried out on 11 training courses to identify common areas of good practice.

5.1.1 Definition and aim of foundation training

Definition of foundation training: Non-technical training of *universal* value or necessity, for emergency personnel, as distinct from

Induction - *agency-specific* training;

Briefing - *programme, context or role-specific* training.

Aim of foundation training: To equip emergency personnel to fulfil their roles in the field *effectively* and *safely*.

This aim is successfully achieved by both *providing basic knowledge* and *raising awareness*

5.1.2 Some key findings

- ◆ There is common agreement that adequate foundation training for emergency personnel is needed
- ◆ There is a significant and growing overlap between training courses with respect to foundation subjects covered
- ◆ Training methods in most training courses are based on a mix of factual presentations, teamwork / case study work and exchange of ideas. There is significant agreement on the value of this mix of training methods.
- ◆ A mix of professional / experienced trainers / facilitators and staff with relevant field experience is commonly used for foundation training
- ◆ There are advantages to having groups of mixed experience and agency affiliation on foundation courses
- ◆ There are other advantages to having foundation courses aimed specifically at trainees with little or

no emergency experience who will work for a particular organisation

- ◆ Residential training courses have advantages for both multi-agency and single agency training courses
- ◆ There is a great variation in cost to participants of foundation training

5.2 Workshop session reports

The participants broke into eight groups to discuss the following questions.

1. What is an appropriate minimum level of training?
2. How is this training to be funded?
3. How is the quality of this training to be established and monitored?

Pairs of groups then combined their work to produce four reports to a plenary session.

5.2.1 Minimum level of foundation training / course design

The following subjects were recommended for inclusion in foundation training courses by two or more of the four groups.

- The context of emergencies and emergency programmes
- Mandates / legal issues / human and humanitarian rights
- Attitude of the emergency worker
- Personal coping mechanisms and managing stress
- Security and safety
- Adapting skills already gained in other fields
- First aid
- Personal health
- Cross-cultural issues
- Teamwork
- Project planning and key programme components
- People management
- Media awareness

In addition, the following points were made on the design and management of courses, some of which support current good practice identified in the foundation training research paper:

- Trainees should be selected before training
- But trainees may fail the course if they show themselves to be unsuitable for emergency work, for one reason or another
- Residential courses help with team building and exchange
- Pre-course reading material can make courses more time-efficient
- Case studies and team exercises make learning more appropriate for emergency programmes
- Foundation training courses should be a minimum of 5 days

During the plenary discussion after the presentation of the workshop sessions, the following points were made.

- Training should be seen as an ongoing process, adapted to the needs of people at different stages of their career
- Rather than proposing a minimum level of foundation training applicable to all emergency personnel, it is more appropriate to look at the minimum level of competency needed to a certain type of job in a certain type of situation. Then given the qualities and experience of a particular emergency worker, their training should be tailored to bring them up to the competency required
- This training does, however, need to be monitored using some measurable indicators of quality.

Although there was broad agreement on the design of foundation training for emergency personnel, there were persuasive arguments against agencies working together to agree and require a minimum level of foundation training, but for a commonly agreed understanding of competencies needed for emergency work and the design of training courses to fill competency gaps. On the other hand, the agreement on foundation training design did suggest the possibility of commonly recognised foundation training modules being accepted by operational agencies and being used as a foundation for more agency specific induction training.

5.2.2 Establishing and monitoring the quality of foundation training

A number of varied but complementary mechanisms for establishing and monitoring the quality of foundation training were proposed during the workshop sessions. These were:

- Evaluation of courses by trainees:* this is current practice for all courses reviewed during the research. One suggestion was for trainees to give

feedback on the course after 3 months in the field and / or at the end of the field mission

- Evaluation by facilitators and trainers:* this is a common current practice
- Appraisals of emergency personnel in the field:* this is rarely done in current practice
- External evaluation:* by inviting other agencies to participate, or by carrying out formal evaluations
- Making evaluation information freely available:* both internal and external evaluations can be made available to trainees and other organisations to facilitate a process of peer review and reputation building
- Accreditation by an external academic body:* this was not a majority suggestion
- Using process indicators to measure quality:* for instance, the ratio of trainees to trainers, or the duration of the course

5.2.3 Funding for foundation training

Again, a mix of possibilities was suggested to be most appropriate, and the following possibilities proposed:

- Trainees' contribution:* one workshop group proposed that trainees should not have to pay for foundation training. Another suggested they should pay but should be refunded when they take up a post with an agency
- A proportion of project budgets allocated to training:* this would make the cost of training explicit to agencies and donors and relate training activity to project activity
- A proportion of agency turnover to a training fund:* this would create a more flexible pot of money for training that could be managed by agencies in a collaborative manner
- A proportion of the agency's salaries budget allocated to training:* this would relate funding for training closely to human resources spending, rather than general activity
- Institutional donors fund training:* this is already the case to some extent. But there could be greater recognition of the role played by some agencies which invest heavily in training, to the benefit, ultimately, of the greater community of agencies
- Agencies hitch a free ride with academic institutions:* universities can gain credibility, increase employment opportunities for their students and maintain a basis in practice for their courses through the involvement of humanitarian agencies. In return the humanitarian agencies can place some of the burden of training onto academic institutions who are then responsible for securing funding.

5.2.4 Other key points relating to training

- *Management training is a critical need:* At EPS1 the shortage of good managers for emergency programmes was discussed. This is a recurrent concern, and one which could be addressed, in part, by giving more attention to management training
- *The proliferation of masters degrees in humanitarian subjects:* It is important for agencies to assess their value and to strengthen links with universities to ensure courses meet their needs
- *Foundation training courses should be challenging:* It is far cheaper and safer to discover trainees' weaknesses on training courses than in the field, so courses should be designed and run so as to be a testing experience
- *Preaching to the converted at EPS2:* All the participants at EPS2 were in agreement on the main points above. But few of them are in a position to effect change within their own agencies. People within the agency management and government structures have to be convinced of the need for more attention to training for emergency personnel.

Section 6 Recruitment, employment and retention of locally employed staff in emergency situations

6.1 Presentation of study report

Jim Henry (Consultant)

Jim Henry presented a draft of the study report, *Sometimes Maybe, Sometimes Not: The recruitment, employment and retention of locally employed staff in emergency situations* to EPS2 for discussion. The study is being carried out for IHE and funded by the UK Department for International Development. It arose from discussions held at EPS1. The purpose of the study is to seek answers to a number of questions:

- ? What are the wider contextual issues influencing how agencies deal with staff?
- ? What are the agencies, and how do they employ staff?
- ? What are the substantive or generic issues identified among practitioners?
- ? How can we maximise the potential for agencies and staff to benefit from improved policies and procedures?

The study has thrown up a number of possible constraints to developing clear policy on the employment of local staff, including the following:

- ◆ There is rarely an agreed policy on local staff within individual agencies - human resources departments may have a very different vision to operational departments
- ◆ Agencies have a very poor institutional memory and current attitudes are heavily biased by the experience of the Rwanda crisis
- ◆ Many agencies have a poor understanding of themselves and the environment in which they operate. Both agencies and the external environment are constantly changing
- ◆ Although many of the problems to do with employing local staff are well known, what is less clear is why agencies do what they do.

Three recommendations on the employment of local staff in emergency situations are made in the report:

1. A Protocol (as distinct from a Code of Conduct), specifically relating to areas of human resource management and practice should be developed describing the areas in which agencies would collaborate. Guidelines should be developed which describe the elements to be considered when developing HR policies and procedures at local level.
2. Consideration should be given to the establishment of a focal point, at regional level, for support to agencies and co-ordination mechanisms - for the provision of advice, and as a mechanism for developing local capacity through collaborative efforts in recruiting, training and developing the skills of staff.
3. Inter-agency collaboration on training, career development and local capacity building should be encouraged and supported, and agencies further encouraged to try and maximise the level of inter-agency involvement in their own career development initiatives.

The final report of the study will be available from IHE in January 1999.

6.2 Workshop session reports

The participants broke into eight groups to discuss the questions below.

1. What are the generic issues most important in relation to locally recruited staff (in the light of Jim Henry's presentation and / or your own experience and concerns)?
2. What is your agency doing about these issues already?
3. What should be done about them and how?

Pairs of groups then combined their work to produce four reports to a plenary session. What follows is a summary of the presentations of the four consolidated groups.

6.2.1 Generic issues most important in relation to locally recruited staff

Salaries	Security, health and welfare	Other issues
<ul style="list-style-type: none"> • disruption to local labour market e.g. unfair competition inflates local salaries • impact on local economy (short, medium and long-term) • poaching/brain drain • local labour law, market rates – sometimes several • ad hoc salary structures • terms and conditions: tiered systems • equity in salaries and benefits: UN scale vs. local market • local / expatriate staff salary scales – locality differences 	<ul style="list-style-type: none"> • evacuation / security / relocation - complex issues of evacuation of local staff • transparency; responsibility to families of staff • security, evacuation and health care rules for everyone (though the rules may not be the same for all staff) • insurance and social security • death and disability insurance • insurance – many and varied underwriters are used by agencies • holidays 	<ul style="list-style-type: none"> • career development and training • glass ceiling – invisible limits to career development • staff associations • short-term contracts • training and training appraisal • job descriptions • recruitment process, advertising etc. • independence / trust • continuity • staff retention • resource allocation • value of local capacity • arrogance vs. cultural awareness • rationale for hiring locally • funding

6.2.2 Current practice by agencies

- *RedR*: training in field for national staff; working through insurance for all members.
- *Red Cross*: training for expatriate counterparts; looking at package for national staff - home country & in-country costs etc.
- *Christian Aid*: centralising local employee information at headquarters.
- *Cinfo*: market – ethical mix in policy; questioning northern-only register.
- *ASSIST*: local staff training; carrying own insurance.
- *CARD*: have a well established system of insurance
- *DRA, Concern, MSF*: developing guidelines for local country managers
- *IRC*: each country has a country-specific personnel policy; uniform training opportunities
- *Development Workshop*: local staffing management and representation on international board
- *HEED*: conditions of service
- *Bioforce*: 20% of trainees are local staff
- *Others*: not enough is currently being done, but some actions are taken through co-operation with local NGOs and South-South recruiting

6.2.3 Recommendations - what and how

- Have a platform for discussion (protocol), which forces organisations to engage with each other on issues
- Identify protocols at HQ level, but be more specific at field level
- Be transparent about conditions of service and other policies for locally recruited staff
- Recognise the tension between ethical concerns and market forces when setting local salary scales
- Provide both training and resources to managers in the field
- Have human resources management capacity and operations should exist at the same level, both at headquarters and in the field
- Each individual investigates the potential for improvement in their own organisation
- Build the capacity of local NGOs
- Have plans in place regarding the evacuation of locally recruited staff
- Include specific budget lines in programme proposals for security / evacuation
- Negotiate collectively with insurance companies on local insurance. This could be done by a consortium of agencies via local or international brokers

- Collect baseline data as starting point for training programmes and career development. This needs a budget
 - Break the glass ceiling for locally recruited staff - this is a huge problem and will take a long time to overcome
 - Rotate management level locally recruited staff through headquarters and ensure staff are aware of this policy
 - Facilitate the development of staff associations and help give local staff a voice
- It is in the humanitarian organisations' own interests to develop the capacity of local staff or local partners, as this strengthens their own capacity
 - However, there is a danger of pushing local NGOs beyond their capacity and causing long term damage
 - Local staff terms and conditions are largely dictated by donors, so implementing agencies face constraints to change practice
 - Evacuation is just one of a number of security issues important for local staff which need attention
 - Agencies must clarify to what extent they can make provision for their own local staff in the event of a security problem and possible evacuation when they are part of a multi-agency security plan
 - Field managers need guidance from their agencies on implementing all these ideas
 - Most of the issues discussed above are not new and change seems to depend more on the will of organisations than their awareness of the problems. Many of the issues require agencies to examine their own culture and ethics for them to be addressed, and this is a difficult process.

6.2.4 Other discussion points

- Agencies must be clear about the question of equity in local salaries: it is impossible for local staff salaries to be both comparable with those for staff in other local sectors and with salaries expatriate colleagues
- Agencies must have transparent local staff of policies, whilst understanding the complexity of the issues and the complexity of the environment in which they operate
- It is imperative that staff associations form and grow for the well being of local staff
- There are important differences between the capacity of small and large organisations to develop employment of locally recruited staff

Section 7 Action points

During the afternoon on 13 November EPS2 participants worked in four groups to propose action points on the two major themes of the Emergency Personnel Pool and Training. Commitments to action were made by participants as individuals, each with a particular role and level of authority in their own organisation. In this way it is hoped that actions are achievable and realistic. During the final plenary session the action points were presented and all participants present had the opportunity to sign up to join working groups or receive information from a focal point person. During the week after EPS2, participants who were not at the final session or who wished to be included in activities after consultation with their organisations were given an opportunity to do so.

The value of the agreed action points will be enhanced if the means are established to follow up working group and individual activities in the coming months. Experience from the EPS1 working groups showed how difficult it can be to sustain momentum and how useful it would be to have continued support for initiatives undertaken at EPS2.

The action points are summarised in the table on pages 13-15. The table is called 'Action Points' rather than 'Action Plan', as the latter name has a very specific meaning in project management, and the process at EPS2 was not a formal action planning exercise.

Section 8 The future of the Emergency Personnel Seminars

There was a clear request from participants for follow-up action to EPS2, both through specific actions proposed in the action plan, and through organising a third seminar (EPS3). In addition, it was agreed that a mechanism be put in place to monitor actions planned and ensure continuity between EPS2 and EPS3 so that the seminars become part of an ongoing and incremental process of collaboration, rather than a series of individual events.

It was suggested that the EPS become more formalised, both in the sense of giving a formal status to recommendations and resolutions made at an EPS; and in the sense of giving a formal mandate to an EPS organising body.

John Telford closed EPS2 by commenting on the change in the debate since EPS1. Whereas EPS1 was concerned with identifying the issues of importance to agencies (the *what*), EPS2 was about *how* to tackle the issues and *who* would take action.

Action Points EPS2 Brussels 11-13 November 1998

1. Training

What	How	Who	When
1.1 Research agency practice on field staff well-being support issues	Gather information on how agencies ensure / promote physical and mental well-being for their staff (e.g. coping with stress)	Pascale Gilbert-Miguet (WHO) focal point Cathy Lennox-Cook (AAH) support and information sharing	Information received to be evaluated by the end of 1999
1.2 Clarify the common core competencies required for all emergency personnel	Carry out an extensive survey, and / or use the information gathered for the foundation training report for EPS2	Rory Downham (Bioforce) or Katy Dent (Merlin) possible focal points. <i>To be confirmed</i> Support from Geoff Loane (APSO), Cathy Lennox Cook (AAH), Ajit Phadnis (DROP)	Report back by mid 1999
1.3 Foundation training quality control	Individuals to seek agreement within their own organisations on systems (protocols) for quality control of foundation training, and share this with the wider group of interested participants	Bob MacPherson (CARE) focal point Support from Alice Tligui (IHE), Bobby Lambert (RedR), Nina Juell (NRC), Thomas Thomsen (DRC), Katy Dent (MERLIN), Pilar Aguilar (UNICEF), Geoff Loane, APSO)	Mid May 1999
1.4 Safety and security course curricula	Collate and compare existing curricula for safety and security training (content, duration, target audiences/level)	Koenraad van Brabant (RRN/ODI) focal point Support from Selena Whitehead (VSO), Vladimir Mijovic (UNHCR), Bob MacPherson (CARE), Bobby Lambert (RedR) Information sharing - Joan Coyle (BRCS), Cathy Lennox-Cook (AAH)	April 1999
1.5 Support to HATI (Humanitarian Assistance Training Inventory)	Provide continued moral support and seek wide support from the rest of the EPS2 group	Tim Foster (RedR Int.) focal point	Ongoing

2. Emergency Personnel Pool

What	How	Who	When
2.1 Develop a common competency framework between agencies	Share ideas and proposals for a common framework	Susan Reihl (IRC) focal point, with backup from Bobby Lambert (RedR) and Paul Emes (IFRC) Joan Coyle (BRCS), Sangeeta Patel (HelpAge Int.), Agnes Delahaie (MSF-B), Karen Michels (MSF-H), Cathy Lennox-Cook (AAH), Ajit Phadnis (DROP) and Katy Dent (MERLIN) also interested	
2.2 Linking registers to allow agencies and potential staff to have better access to each	Provide a focal point for discussion between register providers and users on a shared	Bobby Lambert (RedR) focal point	Ongoing

other	register of emergency personnel		
2.3 Directory of aid agencies' employment opportunities to allow emergency personnel to make better informed career decisions	Bring together existing information on aid agencies' employment opportunities	Jane Herbert (Christian Aid) and Alice Tligui joint focal points Mechthild Nussbaumer (Cinfo) and Cathy Lennox-Cook (AAH) also interested	
2.4 Security and safety for emergency personnel	Provide a focal point for information on security for emergency personnel (other than training - see 1.4)	Koenraad van Brabant (ODI/RRN) focal point Bobby Lambert (RedR), Joan Coyle (BRCS), Bob MacPherson (CARE), Vladimir Mijovic (UNHCR) and Mechthild Nussbaumer (Cinfo) also interested	Ongoing
2.5 Establish comparison of qualifications and registration of health professionals from different countries	Carry out research	Alice Tligui (IHE)	

2. Emergency Personnel Pool

2.6 Develop field office human resources guidelines	Agencies to look at developing their own field HRM guidelines and share developments with other agencies Take draft MSF guidelines, circulate and adapt them as appropriate MSF to circulate their guidelines to interested people when they are ready	Karen Michels (MSF-Holland) focal point. Agnes Delahaie (MSF-Belgium), Karen Michels (MSF-Holland) Susan Reihl (IRC), Katy Dent (MERLIN), Jane Herbert (Christian Aid), Sangeeta Patel (HelpAge Int.), Helen Minikin (SCF(UK)), Alice Tligui (IHE), Cathy Lennox-Cook (AAH) also interested	Progress to be reviewed
2.7 Establish information and opinions on staff associations for emergency personnel to determine possible developments needed	Investigate the current position Canvas opinion Suggest possible areas for development	Alice Tligui (IHE), Katy Dent (MERLIN), Sangeeta Patel (HelpAge Int.) Information to Cathy Lennox-Cook (AAH)	July 1999

3. Future Emergency Personnel Seminars

What	How	Who	When
3.1 Make preparations for EPS3 and ensure continuity from EPS1 and EPS2	Establish a management group for EPS3 Secure funds, staff and other resources needed Provide focal point for linking with EPS1 and 2	Alice Tligui (IHE), Bobby Lambert (RedR)	

Appendix II EPS2 Participants Contact List

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Emergency Personnel Seminar 2 (EPS2)

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Appendix III Useful website addresses

ACT International	www.act-intl.org
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Bioforce	www.bioforce.asso.fr
CARE	www.care.org
Christian Aid	www.christian-aid.org.uk
Cinfo	www.cinfo.ch
DRC	www.drc.dk
HATI (Humanitarian Assistance Training Inventory) information on UN, NGO and other training courses	www.reliefweb.int/resources/training Send information on training courses to HATI@dha.unicc.org
HelpAge International	www.oneworld.org/helpage
ICRC	www.icrc.org
IFRC	www.ifrc.org
IHE	www.ihe.org.uk
IOM	www.iom.int
IRC	www.intrescom.org
NRC	www.nrc.no
RedR	www.redr.demon.co.uk (temporary location) Includes EPS1 papers, People in Aid Code and report on insurance, and EPS2 papers coming soon
RRN (Relief and Rehabilitation Network)	www.oneworld.org/odi/rrn
Sphere Project on Minimum Standards in Humanitarian Response	www.sphereproject.org or www.ifrc.org/pubs/sphere
VOICE	www.oneworld.org/voice
VSO	www.vso.org.uk

Appendix IV Evaluation and recommendations for EPS3

The specific objectives for EPS2 included

- To share knowledge and experience
- To monitor progress of the EPS1 working groups
- To propose and plan ways forward on issues of emergency personnel

The purpose of this evaluation is to assess to what extent these objectives were met and to document lessons so that any future seminars in the EPS series are organised and managed effectively and efficiently.

The evaluation is based on the following.

1. Brief feedback from participants during the closing session.
2. Written feedback received from 20 participants on a simple evaluation sheet
3. Brief reflection during the EPS2 steering group immediately after closure of the seminar

The following points were made by participants. Where more than one person made the same point a symbol for each additional person appears against the point.

Objective 1 Sharing knowledge and experience

Positive points

- Gave people confidence and ideas to move forward collaboratively
- Interesting presentations
- Chance to establish new contacts or develop established ones
- Learning and sharing - information, ideas and experiences
- Realising that others experience the same problems
- Affirmation - confirmation that we are doing the right thing
- Opportunity to join an inter-agency forum
- Good mix of agencies and mix of old and new faces
- International dimension - good to have more participants from southern countries
- Good atmosphere, inclusive, constructive and devoid of inter-agency politics

Negative points / could have been done better

- More involvement of local staff would have been useful for the sessions on local staff employment
- Limited opportunity to discuss problems particular to southern agencies. EPS2 focused heavily on the concerns of northern agencies and expatriate staff

Objective 2 Monitor progress of EPS1 working groups

The EPS1 working group reports were presented on day 1 and provided useful information for EPS2. No feedback was received on this objective.

Objective 3 Propose and plan ways forward on issues of emergency personnel

The action planning session on the afternoon of day 2 developed many of the issues discussed during EPS2 into commitments by some individuals to practical actions; to commitment by others to support those actions; and requests by others to be formally included in information-sharing groups.

Positive points

- Opportunity for individuals to make commitments to action whatever their level of authority
- The idea of protocols as a way of moving forward (as distinct from standards and codes) was very interesting

Negative points / could have been done better

- Action points and modality of action needed to be developed with more precision

Organisation and management of EPS2

Positive points

- Buzz groups were a useful addition to the main agenda
- Good facilitation
- Well organised and managed
- Administration support was very good
- Good team work
- Background reading material was good
- A lot of ground was covered in a short time
- Plenty of time for informal exchange
- Good to have seminar sessions and venue at same location
- Convenient and cost-effective venue
- The process was done with sincerity

Negative points / could have been done better

- Too much time spent on recaps and on covering old ground on day 1
- Too much time spent on some points at the expense of other more important ones
- Buzz group subjects were too similar to the main agenda and their purpose was not sufficiently clear
- Not enough time to report discussions of buzz groups
- Action planning session was too rushed
- Too much group work
- Organisation of workshop groups was too complex and led to avoidable repetition

- Lack of focus in workshop sessions - need better definition of the problem to be addresses and the aims of the session
- Inadequate time and attention on synthesis of the workshop sessions. The rapid presentation of lists did not convey enough meaning
- Action planning session workshop session was not satisfactory
- Time allowed for presentation of papers too short
- Problem of dealing with such a varied group of people with different level of authority
- This seminar felt too big
- Large number of new faces made it difficult to build on EPS1
- Clearer assessment of the impact / value of EPS1 would have helped
- Some issues which came up at EPS1 were discussed again here without progress
- Travel directions from the Eurostar were incorrect
- Disappointed there was no social event organised at the hotel
- Plenary session room was not convenient (too long and narrow)
- Not enough water available during the working sessions
- Food could have been better
- More information should have been sent to participants before the seminar and sent earlier
- More information on other participants / agencies and past / current activities would have been helpful when planning future actions

Recommendations for EPS3

- . Maintain continuity between seminars to ensure we build on progress made and avoid dropping issues which are discussed but not acted on.
- . Maintain contacts between action focal points and EPS3 management group.
- . Build more time into the agenda for the synthesis of workshop discussions
- . Keep a fairly informal management structure, but have a part time organiser involved over a longer period between seminars
- . Have a small secretariat to ensure contacts are maintained between seminars
- . Ask participants to bring relevant documents with them to share with others
- . Build EPS3 on the work of the EPS2 focal points and action groups
- . Keep the concept similar to its present form, as a network for emergency personnel human resource people
- . Structure and manage seminar to divide workshop session topics up between participants to save time; or have fewer people and / or fewer topics for discussion
- . Ask participants to prepare a short summary of their / their agency's relevant activities before the seminar
- . Have more time for presentation of new material
- . Provide more reading material before seminar or on arrival
- . Look at personnel issues more in the context of programmes - the nature of the programme is influences the relative importance of local and international staff
- . Keep the numbers at EPS2 smaller and make participation more formal for more focused and effective discussions and resolutions - learn from People in Aid example
- . Provide one-page summaries of presentations to reduce reading time
- . Choose a more centrally located venue or one which allowed more walks outside to avoid feelings of isolation and claustrophobia.
- . Send out papers and other reading material earlier
- . Bring more agencies into the networks established so far
- . Keep it the same - why make changes when it works well?