



Australian Government

Department of Education, Employment and Workplace Relations

CHCDHA403A Apply knowledge of humanitarian assistance project work

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required for humanitarian project work, including understanding of key issues in sectors of humanitarian work (i.e. food aid, agriculture and health), and their interaction with one another in humanitarian project work

Application of the Unit

Application

This unit may be applied in a range of humanitarian assistance contexts and should reflect the concepts and principles of aid effectiveness (i.e. ownership, alignment, harmonisation, managing for results and mutual accountability) as embodied in the Paris Declaration and Accra Agenda for Action (AAA)

These skills and knowledge are to be applied within the scope of the person's role and authority

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Apply knowledge of humanitarian project work

PERFORMANCE CRITERIA

- 1.1 Apply knowledge of the stages and components of the relief *project cycle* and their characteristics
- 1.2 Apply understanding of the *relief-development continuum* when undertaking humanitarian project work
- 1.3 Work within the organisation structure, with a clear understanding of key stakeholder roles, responsibilities and *scope of authority* in the field

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 2. Work with understanding of key issues impacting humanitarian interventions | 2.1 Apply broad understanding of <i>issues impacting humanitarian interventions</i> |
| | 2.2 Apply knowledge of interventions aiming to address health and refugee issues, to provide food aid and to address water issues in field environments |
| | 2.3 Apply knowledge of <i>key roles and responsibilities of stakeholders</i> involved in interventions to address each type of issue |
| | 2.4 Work with awareness of human resources, financing and diverse communication issues in humanitarian interventions |
| | 2.5 Work with awareness of differing aid modalities and their implications for humanitarian interventions |
| | 2.6 Explain how the various issues may <i>interact</i> with each other in the field environment when a humanitarian intervention is undertaken |
| 3. Contribute to monitoring and evaluation of humanitarian interventions | 3.1 Work with understanding of the importance of and rationale for monitoring and evaluation of humanitarian interventions as a basis for achieving <i>aid effectiveness</i> |
| | 3.2 Undertake monitoring using relevant tools/templates, practices and processes in line with humanitarian intervention requirements and own work role |
| | 3.3 Participate in evaluation of humanitarian intervention where appropriate in line with own work role and make adjustments to work where indicated as a result of overall evaluation outcomes |
| 4. Address reporting requirements in humanitarian project work | 3.1 Apply knowledge of contractual and organisation <i>obligations</i> with regards to <i>progress reports</i> and <i>financial reports</i> |
| | 3.2 Apply understanding of the importance of <i>donor</i> relations and opportunities to improve these relationships |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes:

- General field environment
- General project cycle
- Relief to development transition issues
- Specific issues impacting on work and outcomes in development and humanitarian assistance, such as gender, HIV, environment and anti-corruption
- Organisation structure, including formal lines of reporting and responsibility
- Organisation support systems and personnel
- Legal and ethical responsibilities, including occupational health and safety (OHS) and environmental regulations, equal employment and anti-discrimination requirements as well as responsibilities in the field context
- Donor priorities, organisation structures and key stakeholders
- Donor funding guidelines and reporting requirements
- Broad knowledge of theoretical thinking and topical issues related to humanitarian relief and development
- Basic analysis techniques
- Organisation policies and procedures relating to issues such as:
 - cash management
 - commodities distribution
 - document storage and security
 - donor relations
 - financial standards
 - handling participant complaints
 - operational authority
 - organisation software
 - personal security

REQUIRED SKILLS AND KNOWLEDGE

- project design
- project development
- service standards
- Agency guidelines, such as:
 - Australian Agency for International Development (AusAID) guidelines, including Development for All (Disability) Strategy and Child Protection Policy
 - U.S. Agency for International Development Field Operational Guide (USAID FOG) and United Nations High Commissioner for Refugees (UNHCR)
 - other relevant agencies
- The Humanitarian Charter and Minimum Standards in Relief (The Sphere standards)

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and describe basic issues and project interventions in field environments particularly with regards to health, commodity and food aid, refugees, water, human resource, communication and finance
- Explain how different project interventions in field environments interact with sectorial issues, and how an intervention may impact another
- Explain the key roles and responsibilities of relevant stakeholders working on issues and project interventions focussing on health, commodity and food aid, refugees, water, human resource, communication and finance
- Comply with relevant organisation policies, procedures and requirements on OHS, stakeholder welfare, security and related issues
- Effectively communicate with and work safely with others in the work area

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use appropriate communication and interpersonal techniques with colleagues and others
- Work as part of a team environment to complete tasks
- Identify and clearly define problems and demonstrate appropriate response procedures
- Initiate new ideas or work methodologies
- Accurately plan and organise work activities
- Efficiently manage own responsibilities and timelines for completion of work
- Demonstrate personal management, including initiative, self motivation and direction
- Retain clear sense of personal values and ethics in ambiguous or stressful situations
- Identify areas for personal improvement or training in self and others

REQUIRED SKILLS AND KNOWLEDGE

- Make situational assessments
- Demonstrate ethical handling of service delivery issues
- Work with people from culturally and linguistically diverse backgrounds, showing sensitivity to cultural differences, including:
 - awareness and understanding of cultural differences
 - ability to express that awareness and understanding clearly and concisely
 - ability to build rapport with others, including participants, community leaders, donors and other non-government organisations
 - use basic strategies to overcome language barriers (fluency in more than one language would be a major asset)
- Work inclusively, respecting community values, to address needs of stakeholders with special needs and disadvantages, such as refugees, children and people with disabilities
- Use emotional state control
- Use communications equipment, including telephone, radio, satellite phone, fax and email
- Use computing equipment and common software programs
- Use administration and routine office procedures
- Demonstrate adaptability and the ability to deal with ambiguous situations
- Select and use appropriate technology

continued ...

Essential skills (contd):

- Apply skills in:
 - setting priorities
 - undertaking new tasks
 - adapting to different environments and responding effectively to challenges
 - communicating effectively with a wide range of different audiences
 - working safely and encouraging a safe workplace
 - accessing organisation records and information sources
 - interviewing
 - networking
 - language, literacy and numeracy skills such as those required to:
 - collect, analyse and organise data
 - communicate in spoken and written form with a range of audiences
 - adjust spoken and written language to suit audience
 - prepare or customise materials
 - calculate and estimate times, costs and quantities

REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The application of competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- The circumstantial or unsolicited testimony of project participants, governments or other non-government organisations regarding ethical behaviour should be considered as significant evidence in relation to this unit

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in development and humanitarian assistance should be aware of access, equity and human rights issues in their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In particular workers should be aware of cultural, historical and current issues facing the people and culture in which they are working
 - Assessors and trainers must take into account relevant access and equity issues relating to the culture in which they are working

- Context of and specific resources for assessment:*
- This unit may be assessed independently, however holistic assessment practice with other related units of competency is encouraged
 - Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
 - Resources required for assessment include access to:
 - workplace location or simulated workplace
 - specifications and work instructions
 - policy manuals and procedure manuals (international and local, including sector specific manuals)
 - relevant documents (such as staff assessments, memos, leave records and performance reviews)
 - relevant equipment (such as vehicles, office equipment and communications equipment)
 - managers, co-workers and other staff

EVIDENCE GUIDE

Method of assessment:

- Assessment needs to take into consideration the practical difficulties associated with attempting on-job assessment in the field
- Given the nature of this unit, candidates should be expected to present evidence from within a real field environment
- If this is not possible, demonstration of some performance criteria in this unit may be achieved through observing the behaviour and responses of the candidate under a stressful situation similar to those likely to be encountered in the field
- While it is unethical and inappropriate to place a candidate in real danger, a life-like simulation may provide the best opportunity to observe 'near-real' responses
- Underpinning knowledge may be assessed through:
 - written assignments
 - project reports
 - debriefings
 - action learning projects
- Assessment should be supported by supplementary evidence from a wide range of sources, preferably including evidence from one or more field situations

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Project cycle is:

- A well known relief management construct used to describe the normal life-cycle of a relief project from crisis to non-crisis stages
- The project cycle generally includes the following areas:
 - assessment
 - analysis
 - design
 - marketing
 - monitoring
 - reporting
 - evaluation

Relief-development continuum is:

- A theory which proposes that relief and development are not separate activities but part of a single approach to disaster environments
- Project activities are planned depending on the stage of the disaster but all interventions incorporate gender, environmental and sustainable analysis

Scope of authority may include:

- Delegation to sign cheques or authorize, purchases and payment of invoices
- Delegation to negotiate contract changes with, donors
- Delegation to authorise use of project equipment
- Delegation to recruit or direct staff
- Delegation to determine changes to project interventions

RANGE STATEMENT

Issues impacting humanitarian interventions may include:

- Health issues, such as:
 - health indicators such as infant mortality and malnutrition
 - health surveys in order to derive health data
 - health interventions such as immunisation or supplemental feeding programs
 - international standards for health
- Food aid issues, such as:
 - food for work programs
 - dietary requirements of project participants
 - international standards on food aid
 - cultural requirements of project participants
- Refugee issues, such as:
 - familiarity with The Humanitarian Charter and Minimum Standards in Relief (the Sphere standards) and with international law pertaining to refugees and their rights
 - consideration of cultural issues and of host communities' needs and rights
- Water issues, such as:
 - access to water and its management
 - water purification
 - formulas for calculating the volume of water required
 - ownership of water
 - distribution of water, including storage and plumbing infrastructure
- Human resource issues, such as:
 - hiring of local staff
 - local labour hire laws
 - local workers' demand for daily cash payment
 - staff accommodation and other conditions
 - evacuations
 - notification of next-of-kin where necessary
- Communication issues, such as:
 - dealing with local or international media
 - preparing press releases
 - hosting media visits
 - preparing non-media marketing information

RANGE STATEMENT

- A range of political and military issues
- Finance issues, such as:
 - acquittals
 - budget submissions
 - preparation of invoice and receipt books
 - cash security
 - foreign currency restrictions and transactions

Key roles and responsibilities may include:

- Operational
- Line management
- Preparation of financial reports
- Preparation of non-financial reports
- Design of project
- Monitoring of project
- Evaluation of project

Key stakeholders may include:

- Community members and representatives
- National and/or local government
- Private sector organisations - local and international
- Donors
- Other government and/or non-government organisations
- Voluntary civic and social organisations
- 'Internal' stakeholders, such as:
 - immediate managers
 - organisation's national hierarchy
 - organisation's international or regional managers
 - designated staff with specific project responsibilities

RANGE STATEMENT

Interact refers to:

- Interactions which occur when one project intervention has an impact, either directly or indirectly on another project intervention
- Interactions may also be considered to have occurred when one project intervention stops another one from being implemented
- For example, a health intervention may stop other water interventions going ahead
- This impact is considered an intervention

Aid effectiveness includes:

- Ownership, including:
 - using delivery processes that support partner countries to exercise effective leadership over their development policies and strategies
 - coordinating development actions
 - involving communities and local government in decision making, implementation, monitoring and evaluation
 - encouraging community's and local government's contribution to problem solving
- Alignment, involving maintaining a comprehensive understanding of partner countries' national development strategies, institutions and procedures to guide program delivery
- Harmonisation:
 - actively seeking to collaborate with other Official Development Assistance (ODA) partners to create added value and greater development effectiveness
- Managing for results, including continuous improvement of systems to:
 - manage for development results and
 - support evidence-based decision making
- Mutual accountability, involving demonstration of:
 - full transparency and accountability for the use of development resources in program delivery

RANGE STATEMENT

Obligations may include:

- Regular reports
- Specific activities
- Outputs
- Inputs
- Training sessions

Progress reports may include:

- Monthly reports
- Situational reports
- Verbal presentations
- Annual plans
- Evaluations

Financial reports may include:

- Acquittals
- Budget submissions
- Preparation of invoice and receipt books

Donors may include:

- Government:
 - Australian Agency for International Development (AusAID)
 - Canadian International Development Agency (CIDA)
 - European Union (EU)
 - Japan International Cooperation Agency (JICA)
 - U.S. Agency for International Development (USAID)
- Multilateral:
 - World Food Program (WFP)
 - United Nations Children's Fund (UNICEF)
 - United Nations High Commissioner for Refugees (UNHCR)
- Private donor:
 - internal
 - external
- Corporate donor
- Local representatives of all of the above
- Local host government

RANGE STATEMENT

Project interventions are:

- Any activities undertaken by the organisation within a field environment funded through the project budget

Commodity may include:

- Food
- Blankets
- Temporary shelters
- Tools and equipment
- Any other items for distribution to project participants

Commodity issues may include:

- Food and non-food storage requirements
- Procurement of food and non-food goods
- Transport of food and non-food goods
- Commodity tracking
- Distribution methods

Line managers are:

- Managers with direct authority over and responsibility for staff reporting to them

Unit Sector(s)

Not Applicable