



Australian Government

Department of Education, Employment and Workplace Relations

CHCDHA410A Adapt and apply technical knowledge in a development context

Release: 1

CHCDHA410A Adapt and apply technical knowledge in a development context

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to adapt existing technical knowledge and skills to address needs in a resource poor environment and apply them creatively and in line with needs and resources of each specific development or humanitarian assistance context

Application of the Unit

Application

This unit may be applied in a range of development and/or humanitarian assistance work contexts and should reflect the concepts and principles of aid effectiveness and community development (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

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Adapt technical knowledge and skills to suit specific development or humanitarian assistance context | <ul style="list-style-type: none">1.1 Conduct a situational analysis and audit of available community resources and capabilities relevant to development situation requiring attention1.2 Work with understanding of the application of the <i>concepts and principles of aid effectiveness and community development</i>1.3 Clarify <i>factors</i> that individually and in interaction may impact on the situation and have <i>implications</i> for effectiveness of a technical solution1.4 Involve community members in discussion of factors potentially impacting on the situation and the solution to it in order to fully appreciate these factors and their relationship to the situation1.5 Modify own approach to situation requiring attention by reducing technical issues to first principles1.6 Modify approach to addressing the situation requiring attention by considering potential solutions from first principles1.7 Review knowledge and technical solutions developed to address related situations and identify commonalities and application in relation to current situation1.8 Consider the need to build local community capacity through transfer of skills and knowledge as a high priority in addressing the situation and creating a sustainable outcome1.9 Clearly communicate with <i>key stakeholders</i> in language they understand about key technical aspects of the situation and its solution to develop their understanding and to enable and support them to contribute to the solution |
|---|---|

ELEMENT**PERFORMANCE CRITERIA**

2. Apply technical knowledge and skills creatively to address community needs

- 2.1 Reflect on technical aspects of the situation and work collaboratively to identify innovative approaches to finding a solution that best addresses community needs
- 2.2 Explore ways to address constraints and limitations in ways that may stretch conventionally acceptable boundaries but provide an adequate solution in current circumstances
- 2.3 Review risks associated with options outside conventionally acceptable boundaries in current circumstances and balance against potential outcomes
- 2.4 Work in a collaborative way with a range of key stakeholders to find effective solutions in a resource poor environment
- 2.5 Share technical knowledge and skills with others in a way that contributes to achieving innovative and ongoing solutions to development issues

3. ***Monitor and evaluate*** technical solutions

- 3.1 Establish processes to monitor technical solution and identify criteria for evaluation of outcomes over an identified period of time
- 3.2 Share relevant information, skills and knowledge to enable ongoing monitoring and evaluation and to make appropriate adjustments to respond to any issues identified
- 3.3 Participate in monitoring and evaluation with community members in line with own work role

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:

- Values, principles and ethics underpinning work in the sector, including the Paris Declaration and Accra Principles and principles of 'Do No Harm'
- Australian Agency for International Aid (AusAID) guidelines, including Development for All (Disability) Strategy and Child Protection Policy
- Cultural and country context of specific field projects/programs and sufficient knowledge of local language/s to support basic communication
- Partner country's national development strategies, institutions and procedures
- Basic understanding of the country's political and power structure
- First principles in area of technical expertise

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Be flexible and innovative in analysing technical issues in a specific field environment and reducing technical aspects to first principles to find practical solutions
- Analyse factors impacting on technical issues and potential solutions
- Work effectively within constraints provided by limitations on availability of resources and infrastructure and adapt technical knowledge to realistically address requirements of specific situations
- Find and develop innovative solutions for issues using limited resources and available structures in own area of technical expertise
- Effectively communicate with other stakeholders, including community members, about technical issues using language and concepts they understand
- Listen to and consider options for technical solutions that may be outside conventionally acceptable limits
- Modify thinking and application in relation to own technical skills and knowledge to address situation issues and available resources

REQUIRED SKILLS AND KNOWLEDGE

- Share skills and knowledge with community members to support ongoing maintenance of selected technical solution
- Establish and maintain monitoring and evaluation processes to support and adjust technical solution as required

REQUIRED SKILLS AND KNOWLEDGE

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:

- Comply with relevant organisation policies, procedures and requirements on occupational health and safety (OHS), stakeholder welfare, security and related issues
- Effectively communicate with and work safely with others in the work area
- 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
- Demonstrate ethical handling of service delivery issues
- Work with people from culturally and linguistically diverse backgrounds, showing sensitivity to cultural and political differences, including:
 - awareness and understanding of cultural differences and issues associated with disadvantage and disability
 - ability to express that awareness and understanding clearly and concisely
 - ability to build rapport with others, including participants, community leaders, donors, government representatives and other non government organisations involved in development assistance work
 - use basic strategies to overcome language barriers (fluency in more than one language would be a major asset)
 - no political bias in own conduct
- Use emotional state control
- Cope with stressful work environment
- Demonstrate adaptability and the ability to deal with ambiguous situations
- Use communications equipment, including telephone, radio, satellite phone, fax and email
- Use computing equipment and common software programs
- Use administration and routine office procedures
- Select and use appropriate technology

continued ...

REQUIRED SKILLS AND KNOWLEDGE

Essential skills (contd):

- Demonstrate basic financial management
- Apply skills in:
 - accessing relevant records and information sources
 - adapting to different environments and responding effectively to challenges
 - capacity building
 - communicating effectively with a wide range of different audiences
 - interviewing and recording
 - networking
 - report writing
 - setting priorities
 - undertaking new tasks
 - working safely and encouraging a safe workplace
 - 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

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

EVIDENCE GUIDE

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

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 project documents, trip reports, 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

Concepts and principles of aid effectiveness and community development include:

- 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
 - 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

Factors that may impact the situation may include:

- Lack of or inability to access resources and technology
- Local policies, infrastructure and existing systems relating to technical support of the situation
- Political factors
- Community resistance
- Community ability and motivation to maintain introduced resources
- Instability or volatility - e.g. in social, physical, political and/or economic environment
- Ability to fund and support technology as part of ongoing solution
- Cultural sensitivities
- Principles of aid effectiveness

Key stakeholders may include:

- Community members
- Multi-disciplinary team members
- Other workers on the project or program
- Project or program manager
- Funding bodies

RANGE STATEMENT

Culturally sensitive issues refer to:

- Many ways in which cultures vary
- While very different cultures present obvious challenges to those moving into them, cultures which, on the surface, appear to be more closely related can also be challenging because the differences are more subtle
- Culturally sensitive issues may include:
 - clothing preferences
 - cultural imperialism
 - decision making processes
 - directness in conversation (or not)
 - disadvantage and disability
 - evangelism or proselytism
 - food and drink preferences
 - form of government
 - gender of interviewed
 - gender of interviewer
 - gifts
 - greetings
 - identification (with self, family, community, religion, cultural or ethnic group and country)
 - introductions
 - options for expressing disagreement or disapproval
 - preferences relating to positions offered to women or elders
 - requirement of single or multiple gender team
 - role of political parties
 - role of religious authorities
 - role of royal family or traditional rulers
 - role of the military
 - sensitive topics for conversations

RANGE STATEMENT

Monitor and evaluate may include:

- How identified ethical issues are considered and incorporated in the program design
For instance, in designing a project in a conflict environment, considering if provision of aid will:
 - have a positive effect on the conflict (i.e. help people to stop fighting) or
 - add to the conflict (i.e. increase competition and mistrust)
- How identified culturally sensitive issues are considered and incorporated in the program design
For instance, in designing a program efforts are made to ensure that:
 - the program assists the affected people without political, religious or gender discrimination
 - programs are carried out in a way that uses and enhances local knowledge and skills
- Program goal and purpose
- Program outputs
- Project activities
- Implementation plan and schedule,
- Program inputs or resources required
- Program impacts,
- Management of risks
- Constraints and assumptions
- Program sustainability
- Management structure and staffing requirements
- Addressing principles of development and/or aid effectiveness
- Financial management and use of resources

Implications may include:

- Misunderstanding and conflict
- Real and important needs of target community may not be addressed
- Image and reputation of the organisation may be affected
- Program procedures may be less efficient and effective
- Lack of participation of affected communities

Unit Sector(s)

Not Applicable