



Australian Government

Department of Education, Employment and Workplace Relations

CHCDHA413A Prepare transition plans in a development and/or humanitarian assistance context

Release: 1

CHCDHA413A Prepare transition plans in a development and/or humanitarian assistance context

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to prepare plans for the smooth transition or closure of projects in a development and/or humanitarian context

Application of the Unit

Application

This unit may be applied in a range of development field environments 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. Review and evaluate project outcomes and impact
 - 1.1 Describe the stages and processes of a specific project in terms of the ***relief and development project cycle***
 - 1.2 Review monitoring and evaluation ***data*** collected throughout the project in relation to ***concepts and principles of aid effectiveness and community development***
 - 1.3 Identify impact and outcomes of individual project activities and the overall project
 - 1.3 Identify lessons learned throughout the project and at its completion and determine its relevance and implications to other projects in the context of an overall humanitarian and/or development assistance program
 - 1.4 Review particular issues for ***stakeholders with special needs and disadvantages***
 - 1.5 Analyse the ***community capacity*** to operate and manage installed facilities and ongoing outcomes of the project in general
 - 1.6 Outline and assess indicators which demonstrate the ***merit or worth*** and impact of project activities according to relevant guidelines and procedures
 - 1.7 Describe and document the current role and involvement of different ***stakeholders***, the impact of their participation and their potential role in the future
 - 1.8 In consultation with key stakeholders list and review ***indicators*** to determine project continuity, revision or expansion, gradual phase out or closure/termination and the required time frame
 - 1.9 Incorporate any necessary changes or modifications in the project plan to reflect these findings

ELEMENT

PERFORMANCE CRITERIA

2. Incorporate key information in the *transition plan*

- 2.1 Gather **information** relevant to preparing transition plans in conjunction with stakeholders from the community and other partners
- 2.2 In conjunction with partnering stakeholders, plan and recommend appropriate actions, including the phase out or exit strategies
- 2.3 Prepare transition plan according to relevant guidelines and requirements
- 2.4 Identify potential funding sources and prioritise donor funding opportunities particularly in the case of relief-development transition
- 2.5 Prepare draft transition plan and submit to organisation, field staff and relevant partners for their review and further input
- 2.6 Collect and incorporate relevant feedback from reviewers in the final plan

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:

- Key components of the relief and development project cycle, including crisis versus non-crisis periods
- Relief-rehabilitation-recovery-development continuum
- Specific projects and interventions in the field and related issues
- Key issues and strategies relevant to transition of projects or programs and to project continuity, expansion, phase out and closure
- Key concepts of capacity building
- Project management and evaluation
- General context of humanitarian and development assistance environment
- Program and/or organisation structure, including formal lines of reporting and responsibility
- Emergency management concepts, principles and guidelines
- Key transition processes and exit strategies
- Problem solving and decision making techniques
- Donor priorities and requirements
- Relevant policies, procedures and guidelines relating to issues such as:
 - data collection and analysis
 - risk management
 - evaluation
 - transition
 - sustainability
 - use of communications systems
 - stakeholder or donor relations
- Agency guidelines, such as:
 - Australian Agency for International Aid (AusAID) guidelines, including Development for All (Disability) Strategy and Child Protection Policy

REQUIRED SKILLS AND KNOWLEDGE

- U.S. Agency for International Development Field Operational Guide (USAID FOG)
- United Nations High Commissioner for Refugees (UNHCR) guidelines, especially on specific projects for vulnerable groups
- other relevant agency guidelines
- The Humanitarian Charter and Minimum Standards in Relief (The Sphere standards)

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively assess impact of project activities, capacity of target population, indicators for project continuity, and prepare relevant reports
- Effectively plan and prepare transition plan with appropriate activities, transition strategies and funding sources
- Effectively communicate with, work safely and involve target groups, key staff and other key stakeholders
- Comply with relevant organisational, international and donor policies, procedures and requirements

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:

- Apply skills in:
 - adaptability
 - analysis and problem solving
 - consultation and negotiation with stakeholders
 - decision making
 - identification of stakeholders
 - networking and coordination
 - personal management, including initiative, self motivation
 - planning and scheduling
 - presentation
 - problem definition
 - project management and evaluation
 - risk analysis
 - 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
- Work with people from culturally and linguistically diverse backgrounds and to communicate effectively with a range of different audiences using appropriate communication and interpersonal techniques
- Interpret and explain complex formal documents and systems and assist others to apply

REQUIRED SKILLS AND KNOWLEDGE

them in the workplace

- Prepare written advice and reports requiring reasoning and precision of expression
- Prepare written advice and reports requiring reasoning and precision of expression
- Use communications equipment, including telephone, radio, satellite phone, fax and email
- Evaluate and prioritise risks

continued ...

REQUIRED SKILLS AND KNOWLEDGE

Essential skills (contd):

These include the ability to:

- Deal with ambiguous situations
- Participate in a team environment to complete tasks
- Identify problems and demonstrate appropriate response procedures
- Initiate new ideas or work methodologies
- Accurately plan and organise work activities
- Efficiently manage self responsibilities and timelines for completion of work

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 actual community development context or a realistic simulation

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
- 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

Relief and development project cycle may consist of:

- Assessment
- Analysis
- Planning
- Designing
- Marketing
- Implementing
- Monitoring
- Reporting
- Evaluation
- Transition

Relief-rehabilitation-recovery-development continuum refers to

- The concept which proposes that relief, rehabilitation, recovery and development are not separate activities, but are part of an integrated and holistic approach to disaster environments
- Project activities are planned depending on the stages of disaster, and all interventions incorporate gender, environmental and sustainability analysis

Data refers to:

- Data to be collected and may include vulnerable groups, security risks, knowledge attitude and practices (KAP) of people on issues relevant to the project, existing resources, availability and sufficiency and reliability and community structures

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

Stakeholders with special needs and disadvantages may include:

- Refugees
- Children
- The elderly
- Widowed
- People with disabilities

RANGE STATEMENT

Community capacity may primarily refer to:

- Technical skills
- Organisation and management skills
- Financial capacity
- Resource generation and utilisation skills
- Skills in preparing operational and contingency plans
- Networking and liaison skills

Merit or worth may refer to:

- The intrinsic value of a program or project
 - Value which the program adds to its context or situation
- These judgements should be made at least in part by the program stakeholders

Stakeholders may include:

- Community
- Civil society groups
- Community based organisations
- Government agencies (e.g. AusAID)
- Non-government organisations
- International government organisations (e.g. Oxfam, Care International, Red Cross, Water Aid)
- Local government and government line-agency offices
- Bi-lateral and multilateral agencies (e.g. United Nations, Area Development Bank, World Bank) and business enterprises

RANGE STATEMENT

Indicators may include:

- Existing community based organisation as an over-all management committee
- Trained key community leaders (e.g. in governance, financial management, program management and networking)
- Registered organisation as a legal entity, and with leadership structure
- Existing institutions (community based organisations, other non-government organisations, a government department/agency or a church) with relevant technical and managerial competence
- Community's increased level of awareness on various legal issues that affects their human rights
- Community's increased access to and control over knowledge, information and technology
- Communities have food security and sufficient income
- Increased community capacity to manage administration and finance of community based organisations
- Presence of community infrastructure such as improved health service facilities, improved educational facilities for children, improved public transport system in villages and improved road communication
- Other communication facilities like telephone, fax and internet
- Rural electrification
- Regulated marketing structure for marketing of products

RANGE STATEMENT

Transition refers to:

- The process which involves specific activities that are aimed to facilitate the phase out, termination or closure, and major changes in the program or project, and the ongoing sustainability of project outcomes
- These include activities that involve building up the target population's ability to implement and sustain the projects on their own, and in a longer term without significant external support from the organisation
- The focus of the transition process would depend on the major needs of the community, but in general, these would include funding, capacity building, networking with other organisations and establishing committees for operation and maintenance

Transition plans may include:

- Purpose and objectives
- Strategies
- Guidelines
- Processes
- Key components
- Schedules
- Key indicators
- Major outputs
- Resource requirements
- Funding
- Budgets
- Staff requirements

Information may include:

- Key findings from:
 - assessment
 - analysis
 - monitoring and evaluation
 - consultations from stakeholders
- And may relate to:
 - community capacity to manage projects
 - sustainability issues
 - available resources
 - impact indicators

Unit Sector(s)

Not Applicable