

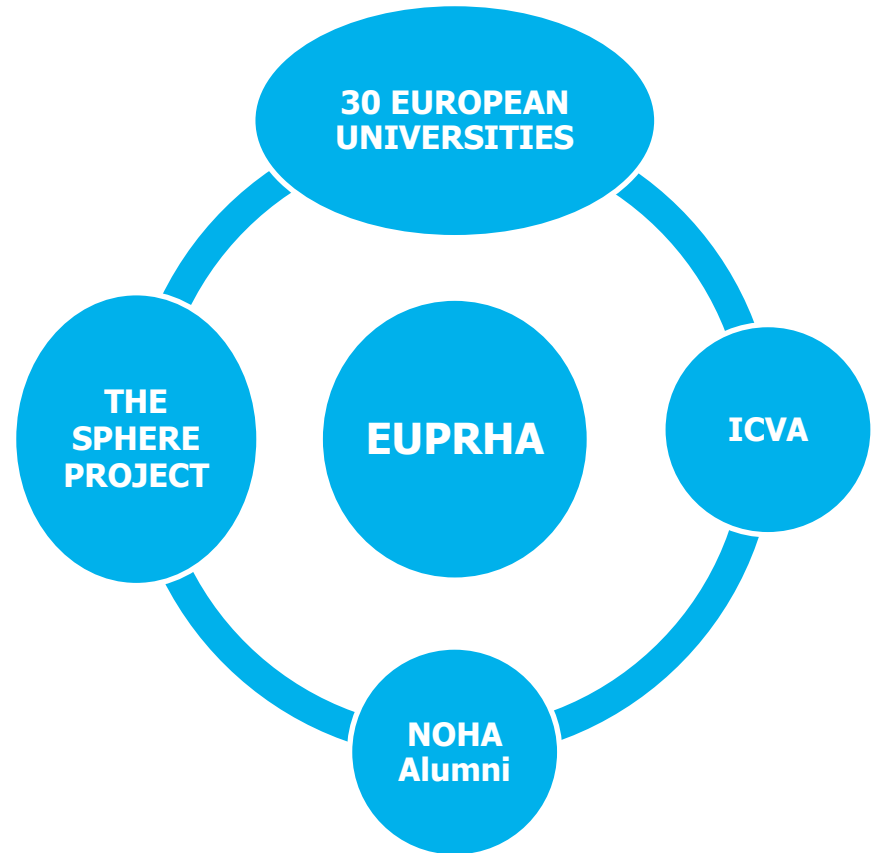
# **HA**Q**F** HUMANITARIAN ACTION QUALIFICATIONS FRAMEWORK

## **The process**

Bastiaan Aardema

# The EUPRHA Project

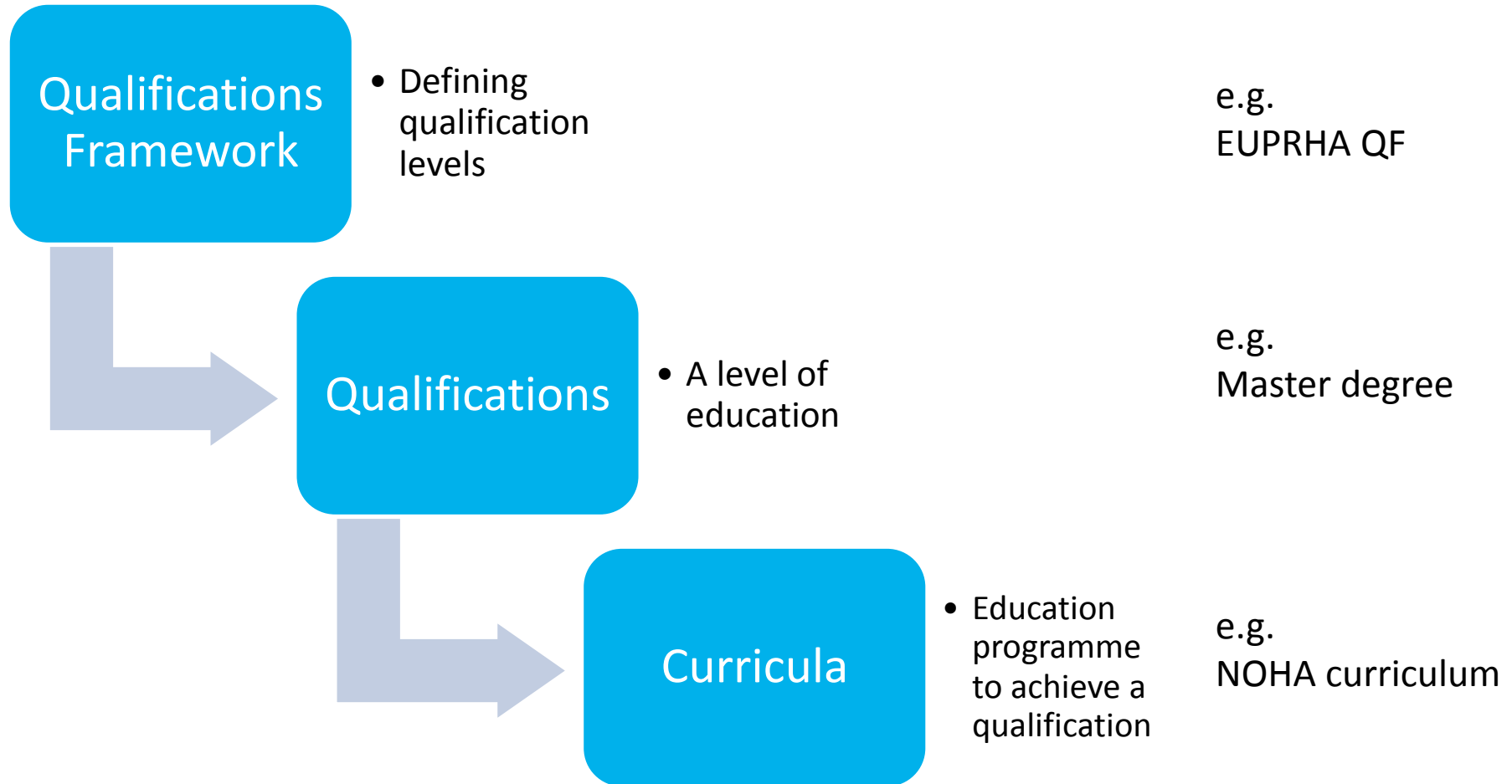
- Funded by the European Commission
- 2011-2014
- [www.euprha.org](http://www.euprha.org)
- To contribute to the professionalization of the humanitarian sector



# Three pillars

- To create a European map of capabilities to identify future potentialities
- To define the skills and competences required for the evolving global trends of the sector
- To develop a Qualifications Framework for the sector

# Distinguishing...



# Qualifications Framework

*A common reference system that acts as a translating and classifying device of qualification levels and systems.*

- Measuring stick
- Ranking levels of learning
- Formulated in learning outcomes
- Learning: formal, non-formal, informal
- Facilitating comparison of diplomas and certificates
- Cross country, cross organisation, cross system

# EQF-LLL

- Formal, non-formal, informal
- Level 1 – 8
  - 1 ~ compulsory primary education
  - 2 ~ lower secondary education
  - 3 ~ upper secondary education
  - 4 ~ Vocational medium level, entry to HE
  - 5 ~ Vocational higher level, associate degree
  - 6 ~ Bachelor
  - 7 ~ Master
  - 8 ~ PhD or higher

## THE EUROPEAN QUALIFICATIONS FRAMEWORK FOR LIFELONG LEARNING

### DESCRIPTORS DEFINING LEVELS IN THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

	KNOWLEDGE	SKILLS	COMPETENCE
<b>LEVEL 1</b> The learning outcomes relevant to Level 1 are	• basic general knowledge	• basic skills required to carry out simple tasks	• work or study under direct supervision in a structured context
<b>LEVEL 2</b> The learning outcomes relevant to Level 2 are	• basic factual knowledge of a field of work or study	• basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	• work or study under supervision with some autonomy
<b>LEVEL 3</b> The learning outcomes relevant to Level 3 are	• knowledge of facts, principles, processes and general concepts, in a field of work or study	• a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	• take responsibility for completion of tasks in work or study • adapt own behaviour to circumstances in solving problems
<b>LEVEL 4</b> The learning outcomes relevant to Level 4 are	• factual and theoretical knowledge in broad contexts within a field of work or study	• a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	• exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change • supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
<b>LEVEL 5*</b> The learning outcomes relevant to Level 5 are	• comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	• a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	• exercise management and supervision in contexts of work or study activities where there is unpredictable change • review and develop performance of self and others
<b>LEVEL 6**</b> The learning outcomes relevant to Level 6 are	• advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	• advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	• manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts • take responsibility for managing professional development of individuals and groups
<b>LEVEL 7***</b> The learning outcomes relevant to Level 7 are	• highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research • critical awareness of knowledge issues in a field and at the interface between different fields	• specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	• manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches • take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
<b>LEVEL 8****</b> The learning outcomes relevant to Level 8 are	• knowledge at the most advanced frontier of a field of work or study, and at the interface between fields	• the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	• demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

# EQF-LLL

- Formal, non-formal, informal
- Level 1 – 8
  - 1 ~ not occupation specific
  - 2 ~ unskilled employment
  - 3 ~ semi-skilled employment
  - 4 ~ skilled, autonomous work
  - 5 ~ high-grade technicians
  - 6 ~ knowledge-based professionals or professional management positions
  - 7 ~ Experts, senior professionals and managers
  - 8 ~ jobs requiring research skills and/or high level leadership

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<b>LEVEL 3</b> The learning outcomes relevant to <b>Level 3</b> are	• knowledge of facts, principles, processes and general concepts, in a field of work or study	• a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	• take responsibility for completion of tasks in work or study • adapt own behaviour to circumstances in solving problems
<b>LEVEL 4</b> The learning outcomes relevant to <b>Level 4</b> are	• factual and theoretical knowledge in broad contexts within a field of work or study	• a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	• exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change • supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
<b>LEVEL 5*</b> The learning outcomes relevant to <b>Level 5</b> are	• comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	• a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	• exercise management and supervision in contexts of work or study activities where there is unpredictable change • review and develop performance of self and others
<b>LEVEL 6**</b> The learning outcomes relevant to <b>Level 6</b> are	• advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	• advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	• manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts • take responsibility for managing professional development of individuals and groups
<b>LEVEL 7***</b> The learning outcomes relevant to <b>Level 7</b> are	• highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research • critical awareness of knowledge issues in a field and at the interface between different fields	• specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	• manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches • take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
<b>LEVEL 8****</b> The learning outcomes relevant to <b>Level 8</b> are	• knowledge at the most advanced frontier of a field of work or study, and at the interface between fields	• the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	• demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

# EQF-LLL

- Knowledge
  - What you know
  - Theoretical & factual
- Skills
  - What you can do
  - Cognitive & practical
- Responsibility & Autonomy
  - In which situations you can work
  - Professional conduct, wider competences



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<b>LEVEL 3</b> The learning outcomes relevant to Level 3 are	knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	take responsibility for completion of tasks in work or study adapt own behaviour to circumstances in solving problems
<b>LEVEL 4</b> The learning outcomes relevant to Level 4 are	factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
<b>LEVEL 5*</b> The learning outcomes relevant to Level 5 are	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others
<b>LEVEL 6**</b> The learning outcomes relevant to Level 6 are	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups
<b>LEVEL 7***</b> The learning outcomes relevant to Level 7 are	highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research critical awareness of knowledge issues in a field and at the interface between different fields	specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
<b>LEVEL 8****</b> The learning outcomes relevant to Level 8 are	knowledge at the most advanced frontier of a field of work or study, and at the interface between fields	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research



# EQF-LLL

Translated to:

- **National Qualifications Frameworks**
  - Linking to the EQF
  - Comparability between national degrees
- **Sectoral Qualifications Frameworks**
  - Qualifications defined per sector
  - e.g. **EUPRHA**



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	KNOWLEDGE	SKILLS	COMPETENCE
<p>Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.</p> <p>The learning outcomes relevant to <b>Level 1</b> are</p>	<ul style="list-style-type: none"> <li>basic general knowledge</li> </ul>	<ul style="list-style-type: none"> <li>basic skills required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>work or study under direct supervision in a structured context</li> </ul>
<p>The learning outcomes relevant to <b>Level 2</b> are</p>	<ul style="list-style-type: none"> <li>basic factual knowledge of a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools</li> </ul>	<ul style="list-style-type: none"> <li>work or study under supervision with some autonomy</li> </ul>
<p>The learning outcomes relevant to <b>Level 3</b> are</p>	<ul style="list-style-type: none"> <li>knowledge of facts, principles, processes and general concepts, in a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information</li> </ul>	<ul style="list-style-type: none"> <li>take responsibility for completion of tasks in work or study</li> <li>adapt own behaviour to circumstances in solving problems</li> </ul>
<p>The learning outcomes relevant to <b>Level 4</b> are</p>	<ul style="list-style-type: none"> <li>factual and theoretical knowledge in broad contexts within a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change</li> <li>supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities</li> </ul>
<p>The learning outcomes relevant to <b>Level 5</b> are</p>	<ul style="list-style-type: none"> <li>comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge</li> </ul>	<ul style="list-style-type: none"> <li>a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</li> </ul>	<ul style="list-style-type: none"> <li>exercise management and supervision in contexts of work or study activities where there is unpredictable change</li> <li>review and develop performance of self and others</li> </ul>
<p>The learning outcomes relevant to <b>Level 6</b> are</p>	<ul style="list-style-type: none"> <li>advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</li> </ul>	<ul style="list-style-type: none"> <li>advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts</li> <li>take responsibility for managing professional development of individuals and groups</li> </ul>
<p>The learning outcomes relevant to <b>Level 7</b> are</p>	<ul style="list-style-type: none"> <li>highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</li> <li>critical awareness of knowledge issues in a field and at the interface between different fields</li> </ul>	<ul style="list-style-type: none"> <li>specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</li> </ul>	<ul style="list-style-type: none"> <li>manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches</li> <li>take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</li> </ul>
<p>The learning outcomes relevant to <b>Level 8</b> are</p>	<ul style="list-style-type: none"> <li>knowledge at the most advanced frontier of a field of work or study and at the interface between fields</li> </ul>	<ul style="list-style-type: none"> <li>the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research</li> </ul>

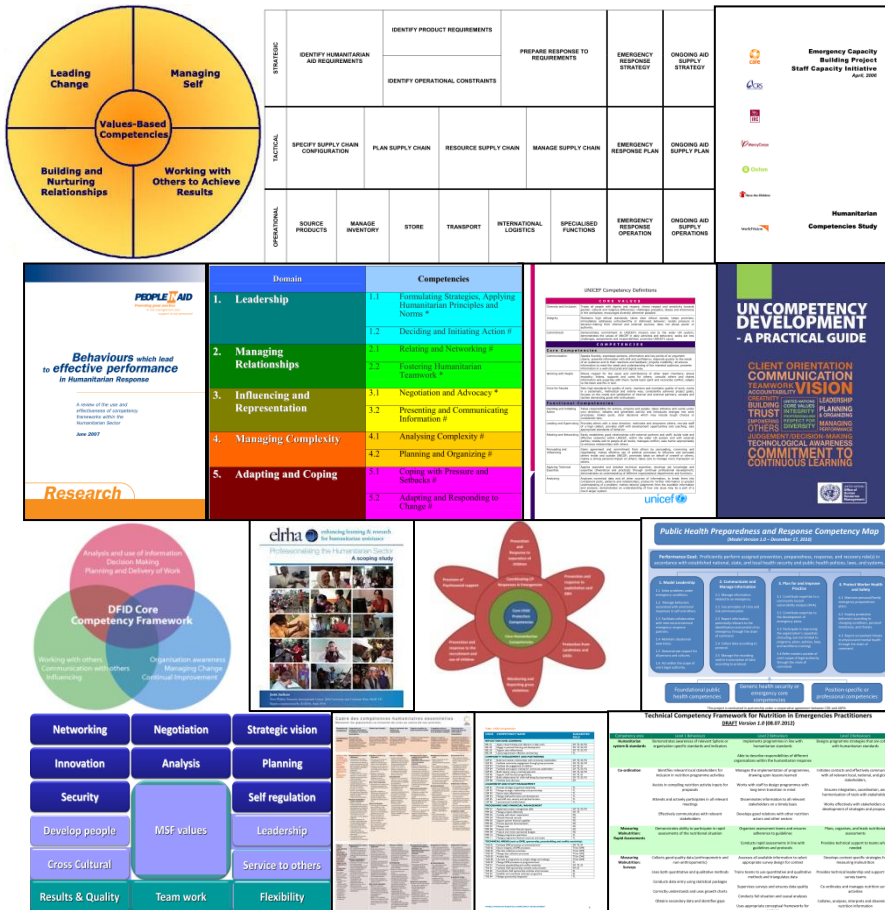
# Humanitarian Action

The collage features several key frameworks:

- Values-Based Competencies:** A circular diagram with four quadrants: Leading Change, Managing Self, Building and Nurturing Relationships, and Working with Others to Achieve Results.
- Humanitarian Aid Requirements Grid:** A table categorizing requirements into Strategic, Tactical, and Operational levels, covering areas like product requirements, supply chain configuration, and emergency response.
- UN Competency Development - A Practical Guide:** A guide for client orientation, communication, and vision, listing various competencies like leadership, negotiation, and planning.
- Public Health Preparedness and Response Competency Map:** A map detailing competencies for public health, organized into functional areas like assessment, planning, and response.
- DFID Core Competency Framework:** A Venn diagram showing the intersection of 'Analysis and use of information', 'Working with others', and 'Organisation awareness'.
- Technical Competency Framework for Nutrition in Emergencies Practitioners:** A detailed framework for nutrition practitioners, including a list of competencies and a corresponding table of knowledge, skills, and attitudes.

- Developments in the humanitarian sector
  - Humanitarian competences
- Certification initiatives
  - E.g. ELRHA/CBHA
- Education ↔ the sector
  - Development of (specialised) frameworks (and still ongoing)
  - Experienced gap with higher education resulting in recruitment difficulties

# Humanitarian Action



- 2003 CARE USA
  - 2005 Humanitarian Logistics Association
  - 2006 Emergency Capacity Building Project
  - 2007 People in Aid
  - 2008 Australian Qualifications Framework (World Vision)
  - 2009 IASC Humanitarian Coordination Competencies
  - 2009? UNICEF Competencies
  - 2010 UN/OHRM
  - 2010 DFID Core Competency Framework
  - 2010 ELRHA Humanitarian Core Competencies
  - 2010 Child Protection In Emergencies
  - 2010 Public Health Preparedness & Response
  - 2010 MSF Dictionary of Competencies
  - 2012 CBHA Core Humanitarian Competencies**
  - 2012 World Vision Integrated Competency Development
  - 2012 Nutrition in Emergencies Competency Framework
- and other frameworks

# Humanitarian Action

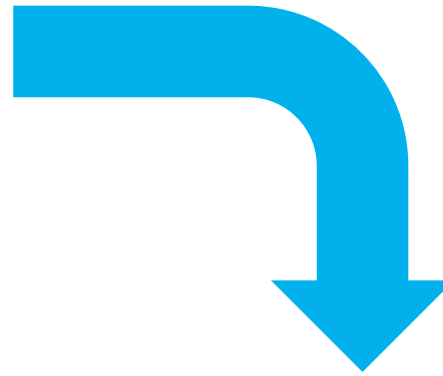
## Core Humanitarian Competencies Framework

Keeping crisis-affected people at the centre of what we do



Competency Domains	Understanding humanitarian contexts and applying humanitarian principles	Achieving results	Developing and maintaining collaborative relationships	Operating safely and security at all times	Managing yourself in a pressured and changing environment	Demonstrating leadership in humanitarian response
Outcomes	Understand operating contexts, key stakeholders and practices affecting current and future humanitarian interventions	Be accountable for your work and use resources effectively to achieve lasting results	Develop and maintain collaborative and coordinated relationships with stakeholders and staff	Operate safely and securely in a pressured environment	Adapt to pressure and change to operate effectively within humanitarian contexts	Demonstrate humanitarian values and principles, and motivate others to achieve results in complex situations, independent of one's role, function or seniority

<b>Competencies and Core Behaviours for all staff in humanitarian response, informed by skills and knowledge</b>	<b>● Understanding the humanitarian context</b> <ul style="list-style-type: none"> <li>&gt; Demonstrate understanding of the phases of humanitarian response including preparedness and contingency, Disaster Risk Reduction, response and recovery.</li> <li>&gt; Apply understanding of the political and cultural context and underlying causes of the humanitarian crisis.</li> <li>&gt; Demonstrate understanding of the gender and diversity dimensions of humanitarian situations.</li> <li>&gt; Take into account the needs, skills, capacities and experience of crisis-affected people and apply these in the response.</li> </ul>	<b>● Ensuring programme quality and impact</b> <ul style="list-style-type: none"> <li>&gt; Demonstrate understanding of agency project cycle management.</li> <li>&gt; Actively participate in the design and implementation of effective projects and programmes.</li> <li>&gt; Maintain focus on delivery of timely and appropriate results using available resources.</li> </ul>	<b>● Listening and creating dialogue</b> <ul style="list-style-type: none"> <li>&gt; Actively listen to new and different perspectives and experiences of crisis-affected people, stakeholders and team members.</li> <li>&gt; Establish and maintain clear dialogue with crisis-affected people or other stakeholders.</li> </ul>	<b>● Minimising risk to communities, partners and stakeholders</b> <ul style="list-style-type: none"> <li>&gt; Pay attention to the safety of crisis-affected people and other key stakeholders.</li> <li>&gt; Participate actively in the identification and communication of risk and threats and mitigate these for you and your agency.</li> <li>&gt; Take measures to 'do no harm' and to minimise risks for your partners and the crisis-affected people you work with.</li> </ul>	<b>● Adapting and coping</b> <ul style="list-style-type: none"> <li>&gt; Remain focused on your objectives and goals in a rapidly changing environment.</li> <li>&gt; Adapt calmly to changing situations and constraints.</li> <li>&gt; Recognise personal stress and take steps to reduce it.</li> <li>&gt; Remain constructive and positive under stress to be able to tolerate difficult and challenging environments.</li> </ul>	<b>● Self-awareness</b> <ul style="list-style-type: none"> <li>&gt; Show awareness of your own strengths and limitations and their impact on others.</li> <li>&gt; Demonstrate understanding of your skills and how they complement those of others to build team effectiveness.</li> <li>&gt; Seek and reflect on feedback to improve your performance.</li> </ul>
	<b>● Applying humanitarian standards and principles</b> <ul style="list-style-type: none"> <li>&gt; Ensure that programme goals, activities and staff behaviour uphold key national and international humanitarian frameworks, standards, principles and codes which your organisation has committed to.</li> <li>&gt; Use your power responsibly, in line with accountability principles and standards.</li> <li>&gt; Demonstrate understanding of your role and that of your organisation and others within the humanitarian system.</li> <li>&gt; Demonstrate an understanding of coordination mechanisms.</li> </ul>	<b>● Working accountably</b> <ul style="list-style-type: none"> <li>&gt; Be answerable to crisis-affected people for your actions and decisions.</li> <li>&gt; Collect, analyse and disseminate relevant and useful information and feedback with crisis-affected people and other stakeholders.</li> </ul>	<b>● Working with others</b> <ul style="list-style-type: none"> <li>&gt; Contribute positively in the team to achieve programme objectives.</li> <li>&gt; Share useful information and knowledge with colleagues, partners and crisis-affected people as and when appropriate.</li> </ul>	<b>● Managing personal safety and security</b> <ul style="list-style-type: none"> <li>&gt; Build and sustain acceptance for your work in line with humanitarian principles and standards.</li> <li>&gt; Reduce vulnerability by complying with safety and security protocols set by your organisation and adapt them to the local context.</li> <li>&gt; Actively participate in networks to access and contribute to good practice.</li> <li>&gt; Challenge decisions and behaviour which breach the International Red Cross and Red Crescent and NGOs / individual agency Codes of Conduct.</li> </ul>	<b>● Maintaining professionalism</b> <ul style="list-style-type: none"> <li>&gt; Take responsibility for your own work and its impact on others.</li> <li>&gt; Plan, prioritise and perform tasks well under pressure.</li> <li>&gt; Maintain ethical and professional behaviour in accordance with relevant codes of conduct.</li> <li>&gt; Demonstrate personal integrity by using one's position responsibly and fairly.</li> <li>&gt; Be aware of internal and external influences that affect your performance.</li> </ul>	<b>● Motivating and influencing others</b> <ul style="list-style-type: none"> <li>&gt; Communicate humanitarian values and encourage others to share them.</li> <li>&gt; Inspire confidence in others.</li> <li>&gt; Speak out clearly for organisational beliefs and values.</li> <li>&gt; Demonstrate active listening to encourage team collaboration.</li> <li>&gt; Influence others positively.</li> </ul>



## KNOWLEDGE

In the context of EQF, knowledge is described as theoretical and/or factual.

## SKILLS

In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

## COMPETENCE

In the context of EQF, competence is described in terms of responsibility and autonomy.

<b>Additional Behaviours for 1st level line managers in humanitarian response, informed by skills and knowledge</b>	<b>● Understanding the humanitarian context</b> <ul style="list-style-type: none"> <li>&gt; Assess and analyse key issues in the humanitarian situation and formulate actions to respond to them.</li> </ul>	<b>● Ensuring programme quality and impact</b> <ul style="list-style-type: none"> <li>&gt; Set standards in your work and follow agreed operating procedures.</li> <li>&gt; Clarify roles and responsibilities within your team to maximise impact.</li> <li>&gt; Collaborate with stakeholders to avoid duplication and maximise resources.</li> <li>&gt; Regularly provide feedback and information to achieve improved results.</li> <li>&gt; Document lessons learned and apply them to future projects.</li> </ul>	<b>● Listening and creating dialogue</b> <ul style="list-style-type: none"> <li>&gt; Ensure feedback from crisis-affected people, partners and other stakeholders is incorporated into programme design, implementation and learning.</li> </ul>	<b>● Minimising risk to communities, partners and stakeholders</b> <ul style="list-style-type: none"> <li>&gt; Undertake effective risk assessments with crisis-affected people and partners.</li> <li>&gt; Demonstrate an understanding of wider UNHCR security coordination and how your organisation participates in those mechanisms.</li> <li>&gt; Develop contingency plans.</li> </ul>	<b>● Adapting and coping</b> <ul style="list-style-type: none"> <li>&gt; Help others to recognise and manage their own stress by modelling appropriate self care and prioritising your workload.</li> <li>&gt; Promote well-being and a 'duty of care' culture.</li> </ul>	<b>● Self-awareness</b> <ul style="list-style-type: none"> <li>&gt; Demonstrate an understanding of your own strengths and limitations and their impact on others.</li> <li>&gt; Seek and reflect on feedback to improve your performance.</li> </ul>
	<b>● Applying humanitarian standards and principles</b> <ul style="list-style-type: none"> <li>&gt; Participate in the development of organisational response based on an understanding of the operating context.</li> <li>&gt; Respect International humanitarian law and relevant treaties.</li> <li>&gt; Actively participate in disaster coordination and interagency cooperation, based on a clear understanding of your organisation's perspective and approach.</li> </ul>	<b>● Working accountably</b> <ul style="list-style-type: none"> <li>&gt; Establish processes through which crisis-affected people can participate in the response and share their expectations and concerns.</li> <li>&gt; Ensure efficient and transparent use of resources in accordance with internal controls.</li> </ul>	<b>● Working with others</b> <ul style="list-style-type: none"> <li>&gt; Monitor work progress and individual performance.</li> <li>&gt; Establish agreed ways of working at a distance with partners and staff.</li> <li>&gt; Work with your team to build trust with communities and stakeholders.</li> <li>&gt; Foster collaborative, transparent and accountable relationships through implementation partnering agreements.</li> <li>&gt; Use negotiation and conflict resolution skills to support positive outcomes.</li> </ul>	<b>● Managing personal safety and security</b> <ul style="list-style-type: none"> <li>&gt; Monitor security risks and ensure organisational protocols are understood and consistently followed by staff.</li> <li>&gt; Take appropriate action and provide direction and support to team members in the event of a crisis.</li> </ul>	<b>● Maintaining professionalism</b> <ul style="list-style-type: none"> <li>&gt; Set realistic deadlines and goals.</li> <li>&gt; Enable others to carry out their roles and responsibilities.</li> <li>&gt; Monitor commitments and actions transparently.</li> <li>&gt; Take time to learn from experience and feedback and apply the learning in new situations.</li> </ul>	<b>● Motivating and influencing others</b> <ul style="list-style-type: none"> <li>&gt; Communicate humanitarian values and encourage others to share them.</li> <li>&gt; Inspire confidence in others.</li> <li>&gt; Speak out clearly for organisational beliefs and values.</li> <li>&gt; Demonstrate active listening to encourage team collaboration.</li> <li>&gt; Influence others positively.</li> </ul>

basic general knowledge

basic skills required to carry out simple tasks

work or study under direct supervision in a structured context

basic factual knowledge of a field of

basic cognitive and practical skills

work or study under supervision

# Humanitarian Action

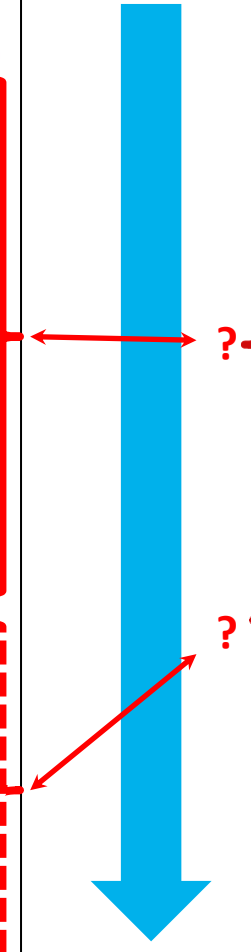
## Core Humanitarian Competencies Framework Keeping crisis-affected people at the centre of what we do



Competency Domains	Understanding humanitarian contexts and applying humanitarian principles	Achieving results	Developing and maintaining collaborative relationships	Operating safely and security at all times	Managing yourself in a pressured and changing environment	Demonstrating leadership in humanitarian response
Outcomes	Understand operating contexts, key stakeholders and practices affecting current and future humanitarian interventions	Be accountable for your work and use resources effectively to achieve lasting results	Develop and maintain collaborative and coordinated relationships with stakeholders and staff	Operate safely and securely in a pressured environment	Adapt to pressure and change to operate effectively within humanitarian contexts	Demonstrate humanitarian values and principles, and motivate others to achieve results in complex situations, independent of one's role, function or seniority

Competencies and Core Behaviours for all staff in humanitarian response, informed by skills and knowledge	Understanding the humanitarian context	Ensuring programme quality and impact	Listening and creating dialogue	Minimising risk to communities, partners and stakeholders	Adapting and coping	Self-awareness
<ul style="list-style-type: none"> <li>Understanding the phases of project cycle management, including preparedness and contingency, Disaster Risk Reduction, response and recovery.</li> <li>Apply understanding of the political and cultural context and underlying causes of the humanitarian crisis.</li> <li>Demonstrate understanding of the gender and diversity dimensions of humanitarian situations.</li> <li>Take into account the needs, skills, capacities and experience of crisis-affected people and apply these in the response.</li> <li>Applying humanitarian standards and principles</li> <li>Ensure that programme goals, activities and staff behaviour uphold key national and international humanitarian frameworks, standards, principles and codes which your organisation has committed to.</li> <li>Use your power responsibly, in line with accountability principles and standards.</li> <li>Demonstrate understanding of your role and that of your organisation and others within the humanitarian system.</li> <li>Demonstrate an understanding of coordination mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the humanitarian context</li> <li>Demonstrate understanding of agency project cycle management, the design and implementation of effective projects and programmes.</li> <li>Maintain focus on delivery of timely and appropriate results using available resources.</li> <li>Working accountably</li> <li>Be answerable to crisis-affected people for your actions and decisions.</li> <li>Collect, analyse and disseminate relevant and useful information and feedback with crisis-affected people and other stakeholders.</li> <li>Making decisions</li> <li>Demonstrate flexibility to adapt in situations of rapid change, always informed by a focus on crisis-affected people.</li> <li>Demonstrate understanding of when a decision can be taken and when to involve others.</li> <li>Consider the wider impact of your decisions in order to achieve results.</li> </ul>	<ul style="list-style-type: none"> <li>Listening and creating dialogue</li> <li>Actively listen to new and different perspectives and experiences of crisis-affected people, stakeholders and team members.</li> <li>Establish and maintain clear dialogue with crisis-affected people or other stakeholders.</li> <li>Working with others</li> <li>Contribute positively in the team to achieve programme objectives.</li> <li>Share useful information and knowledge with colleagues, partners and crisis-affected people as and when appropriate.</li> <li>Making decisions</li> <li>Challenge decisions and behaviour which breach the International Red Cross and Red Crescent and NGOs / individual agency Codes of Conduct.</li> </ul>	<ul style="list-style-type: none"> <li>Minimising risk to communities, partners and stakeholders</li> <li>Pay attention to the safety of crisis-affected people and other key stakeholders</li> <li>Establish and communicate risk and threats and mitigate these for you and your agency.</li> <li>Take measures to 'do no harm' and to minimise risks for your partners and the crisis-affected people you work with.</li> <li>Working with others</li> <li>Contribute positively in the team to achieve programme objectives.</li> <li>Share useful information and knowledge with colleagues, partners and crisis-affected people as and when appropriate.</li> <li>Making decisions</li> <li>Challenge decisions and behaviour which breach the International Red Cross and Red Crescent and NGOs / individual agency Codes of Conduct.</li> </ul>	<ul style="list-style-type: none"> <li>Adapting and coping</li> <li>Remain focused on your objectives and goals in a rapidly changing environment.</li> <li>Recognise personal stress and take steps to reduce it.</li> <li>Remain constructive and positive under stress to be able to tolerate difficult and challenging environments.</li> <li>Maintaining professionalism</li> <li>Take responsibility for your own work and its impact on others.</li> <li>Plan, prioritise and perform tasks well under pressure.</li> <li>Maintain ethical and professional behaviour in accordance with relevant codes of conduct.</li> <li>Demonstrate personal integrity by using one's position responsibly and fairly.</li> <li>Be aware of internal and external influences that affect your performance.</li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Show awareness of your own strengths and limitations and their impact on others.</li> <li>Demonstrate understanding of your skills and how they complement those of others to build team effectiveness.</li> <li>Seek and reflect on feedback to improve your performance.</li> <li>Motivating and influencing others</li> <li>Communicate humanitarian values and encourage others to share them.</li> <li>Inspire confidence in others.</li> <li>Speak out clearly for organisational beliefs and values.</li> <li>Demonstrate active listening to encourage team collaboration.</li> <li>Influence others positively to achieve programme goals.</li> <li>Critical judgement</li> <li>Analyse and exercise judgment in challenging situations in the absence of specific guidance.</li> <li>Demonstrate initiative and suggest creative improvements and better ways of working.</li> <li>Demonstrate tenacity to achieve results.</li> </ul>	

Additional Behaviours for 1st level line managers in humanitarian response, informed by skills and knowledge	Understanding the humanitarian context	Ensuring programme quality and impact	Listening and creating dialogue	Minimising risk to communities, partners and stakeholders	Adapting and coping	Motivating and influencing others
<ul style="list-style-type: none"> <li>Participate in the development of an organisational response based on an understanding of the operating context.</li> <li>Respect International humanitarian law and relevant treaties.</li> <li>Actively participate in team coordination and inter-agency cooperation, based on a clear understanding of your organisation's perspective and approach.</li> </ul>	<ul style="list-style-type: none"> <li>Assess and analyse key issues in the humanitarian situation and formulate actions to respond to them.</li> <li>Clarify roles and responsibilities within your team to maximise impact and accountability.</li> <li>Collaborate with stakeholders to avoid duplication and maximise impact.</li> <li>Regularly provide feedback and information to achieve improved results.</li> <li>Document lessons learned and apply them to future projects.</li> <li>Working accountably</li> <li>Establish processes through which crisis-affected people can participate in the response and share their expectations and concerns</li> <li>Ensure efficient and transparent use of resources in accordance with internal controls.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure feedback from crisis-affected people, partners and other stakeholders is incorporated into programme design, implementation and learning.</li> <li>Working with others</li> <li>Establish clear objectives with teams and individuals</li> <li>Monitor work progress and individual performance.</li> <li>Establish agreed ways of working at a distance with partners and staff.</li> <li>Work with your team to build trust with communities and stakeholders.</li> <li>Foster collaborative, transparent and accountable relationships through organisation partners to formalise and implement partnering agreements.</li> <li>Use negotiation and conflict resolution skills to support positive outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Understand effective risk assessments with crisis-affected people and partners.</li> <li>Demonstrate an understanding of wider UN/NGO security coordination and how your organisation participates in those mechanisms.</li> <li>Develop contingency plans.</li> <li>Managing personal safety and security</li> <li>Monitor security risks and ensure organisational protocols are understood and consistently followed by staff.</li> <li>Take appropriate action and provide direction and support to team members in the event of a crisis.</li> </ul>	<ul style="list-style-type: none"> <li>Help others to recognise and manage their own stress by modelling appropriate self care and prioritising their workload.</li> <li>Promote well-being and a 'Duty of care' culture.</li> <li>Maintaining professionalism</li> <li>Set realistic deadlines and goals.</li> <li>Enable others to carry out their roles and responsibilities.</li> <li>Monitor commitments and actions transparently</li> <li>Maintain a broad strategic perspective at the same time as an awareness of the detail of a situation.</li> <li>Act decisively and adapt plans quickly to respond to emerging situations and changing environments.</li> <li>Take informed and calculated risks to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>Inspire others by clearly articulating and demonstrating the values, core purpose and principles that underpin humanitarian work.</li> <li>Provide regular and ongoing informal and formal feedback.</li> <li>Recognise the contribution of others.</li> <li>Adapt leadership style to the time frame and changing situations.</li> <li>Critical judgement</li> <li>Analyse and exercise judgment in challenging situations in the absence of specific guidance.</li> <li>Demonstrate initiative and suggest creative improvements and better ways of working.</li> <li>Demonstrate tenacity to achieve results.</li> </ul>	



## THE EUROPEAN QUALIFICATIONS FRAMEWORK FOR LIFELONG LEARNING

### DESCRIPTORS DEFINING LEVELS IN THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)

	KNOWLEDGE	SKILLS	COMPETENCE
Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of EQF, competence is described in terms of responsibility and autonomy.
LEVEL 1	The learning outcomes relevant to Level 1 are	basic general knowledge	work or study under direct supervision in a structured context
LEVEL 2	The learning outcomes relevant to Level 2 are	basic factual knowledge of a field of work or study	work or study under supervision with some autonomy
LEVEL 3	The learning outcomes relevant to Level 3 are	knowledge of facts, principles, processes and general concepts, in a field of work or study	take responsibility for completion of tasks in work or study
LEVEL 4	The learning outcomes relevant to Level 4 are	factual and theoretical knowledge in broad contexts within a field of work or study	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change
LEVEL 5	The learning outcomes relevant to Level 5 are	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	exercise management and supervision in contexts of work or study activities where there is unpredictable change
LEVEL 6	The learning outcomes relevant to Level 6 are	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts
LEVEL 7	The learning outcomes relevant to Level 7 are	highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches
LEVEL 8	The learning outcomes relevant to Level 8 are	knowledge at the most advanced frontier of a field of work or study and at the interface between fields	demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

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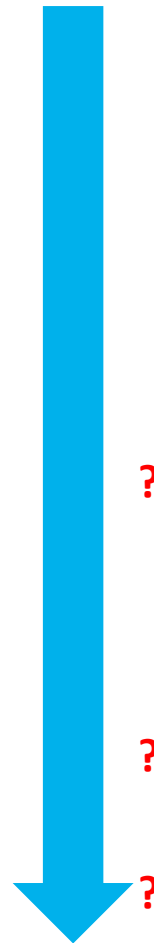
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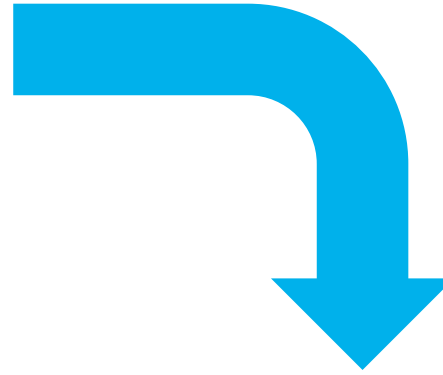
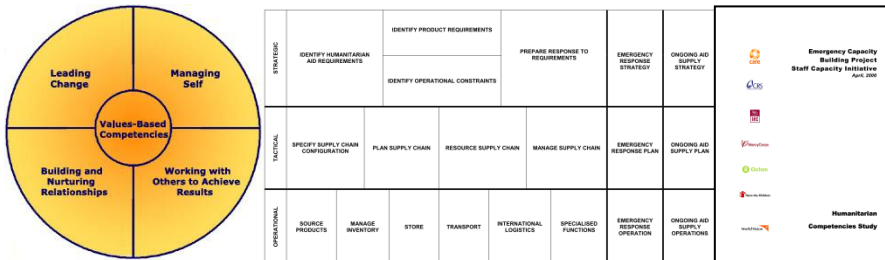
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		KNOWLEDGE	SKILLS	COMPETENCE	
	LEVEL 1	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of EQF, competence is described in terms of responsibility and autonomy.	
	LEVEL 1	The learning outcomes relevant to Level 1 are	• basic general knowledge	• basic skills required to carry out simple tasks	• work or study under direct supervision in a structured context
	LEVEL 2	The learning outcomes relevant to Level 2 are	• basic factual knowledge of a field of work or study	• basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	• work or study under supervision with some autonomy
	LEVEL 3	The learning outcomes relevant to Level 3 are	• knowledge of facts, principles, processes and general concepts, in a field of work or study	• a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	• take responsibility for completion of tasks in work or study • adapt own behaviour to circumstances in solving problems
	LEVEL 4	The learning outcomes relevant to Level 4 are	• factual and theoretical knowledge in broad contexts within a field of work or study	• a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	• exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change • supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
	LEVEL 5*	The learning outcomes relevant to Level 5 are	• comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	• a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	• exercise management and supervision in contexts of work or study activities where there is unpredictable change • review and develop performance of self and others
	LEVEL 6**	The learning outcomes relevant to Level 6 are	• advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	• advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	• manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts • take responsibility for managing professional development of individuals and groups
	LEVEL 7***	The learning outcomes relevant to Level 7 are	• highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research • critical awareness of knowledge issues in a field and at the interface between different fields	• specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	• manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches • take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
	LEVEL 8****	The learning outcomes relevant to Level 8 are	• knowledge at the most advanced frontier of a field of work or study and at the interface between fields	• the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	• demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

- ELRHA/CPIE
  - 0 up to 18 months experience
  - 18 months up to 5 years experience
  - more than 5 years experience
- Australia
  - Certificate IV (hum. ass.)
  - Diploma community services (hum. ass.)
- HLA Certification in Humanitarian Logistics
  - level 1, operational
  - level 2, tactical
  - strategic
- UN/OHRM
  - Staff member
  - Manager
  - Manager of managers
- ECB-project
  - Program manager level 1
  - Program manager level 2
- ISCO levels
- MSF (IFFG levels)



# Humanitarian Action



**PEOPLE AID**

*Behaviours which lead to effective performance in Humanitarian Response*

Jan 2017

**Research**

Domain	Competencies
1. Leadership	1.1 Formulating Strategies, Applying Humanitarian Principles and Norms # 1.2 Deciding and Initiating Action #
2. Managing Relationships	2.1 Building and Nurturing Relationships #
3. Influencing and Representation	3.1 Negotiation and Advocacy # 3.2 Presenting and Communicating Information #
4. Managing Complexity	4.1 Analysing Complexity # 4.2 Planning and Organizing #
5. Adapting and Coping	5.1 Coping with Pressure and Setbacks # 5.2 Adapting and Responding to Change #

**UN COMPETENCY DEVELOPMENT - A PRACTICAL GUIDE**

CLIENT ORIENTATION  
COMMUNICATION  
TEAMWORK  
ACCOUNTABILITY  
BUILDING TRUST  
TECHNOLOGICAL AWARENESS  
COMMITMENT TO CONTINUOUS LEARNING

**DFID Core Competency Framework**

Analysis and use of information  
Decision Making  
Planning and Delivery of Work

Working with others  
Communication with others  
Self-reflecting

Organisation awareness  
Managing Change  
Cultural Intelligence

**crha** Enhancing learning & research for humanitarian response  
Professionalising the Humanitarian Sector

Networking	Negotiation	Strategic vision
Innovation	Analysis	Planning
Security	MSF values	Self regulation
Develop people		Leadership
Cross Cultural		Service to others
Results & Quality	Team work	Flexibility

KNOWLEDGE	SKILLS	COMPETENCE
<p>In the context of EQF, knowledge is described as theoretical and/or factual.</p> <p>➔ basic general knowledge</p>	<p>In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).</p> <p>➔ basic skills required to carry out simple tasks</p>	<p>In the context of EQF, competence is described in terms of responsibility and autonomy.</p> <p>➔ work or study under direct supervision in a structured context</p>
<p>➔ basic factual knowledge of a field of</p>	<p>➔ basic cognitive and practical skills</p>	<p>➔ work or study under supervision</p>

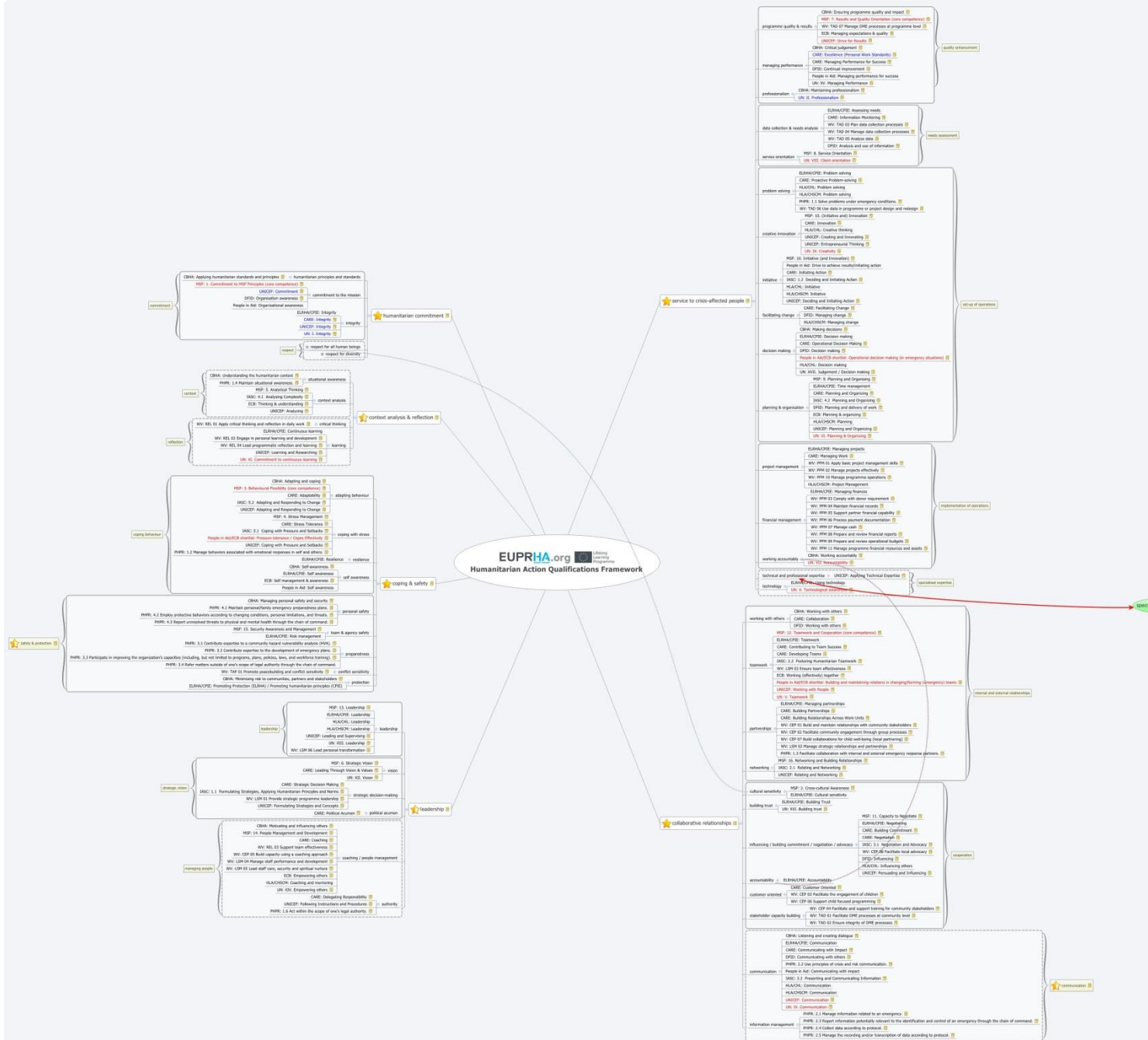
Collecting  
competency  
frameworks  
relevant for  
humanitarian  
action



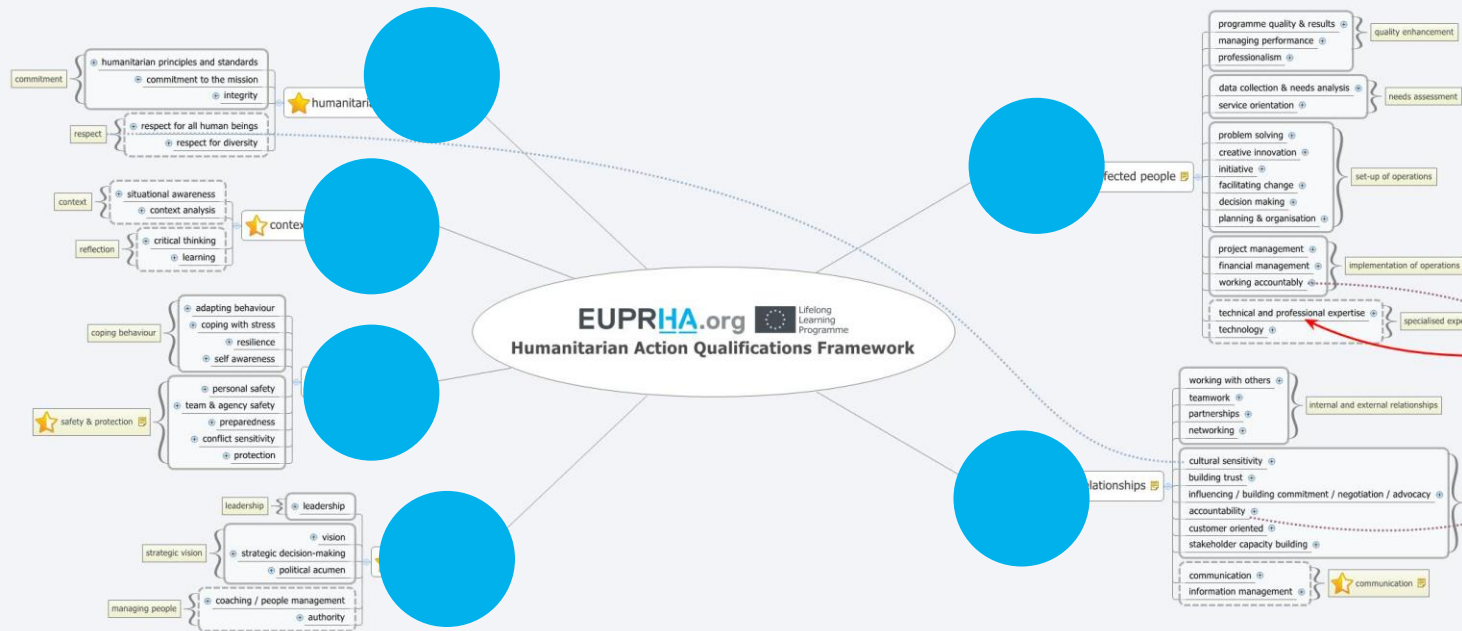


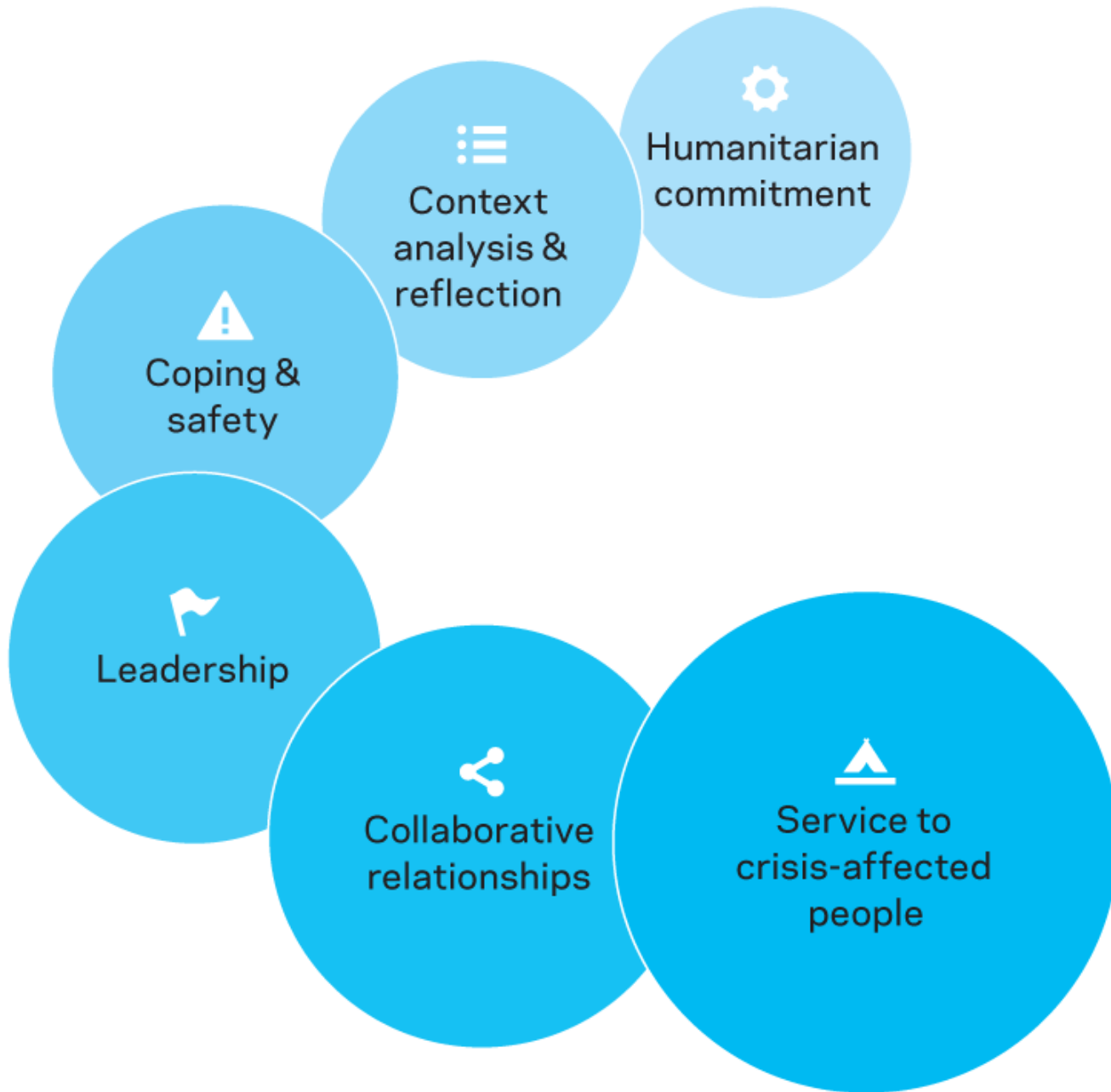


Establishing which groups of competencies have been defined repeatedly



Consolidating groups into **thematic dimensions** to be covered by QF





# EUPRHA Profile

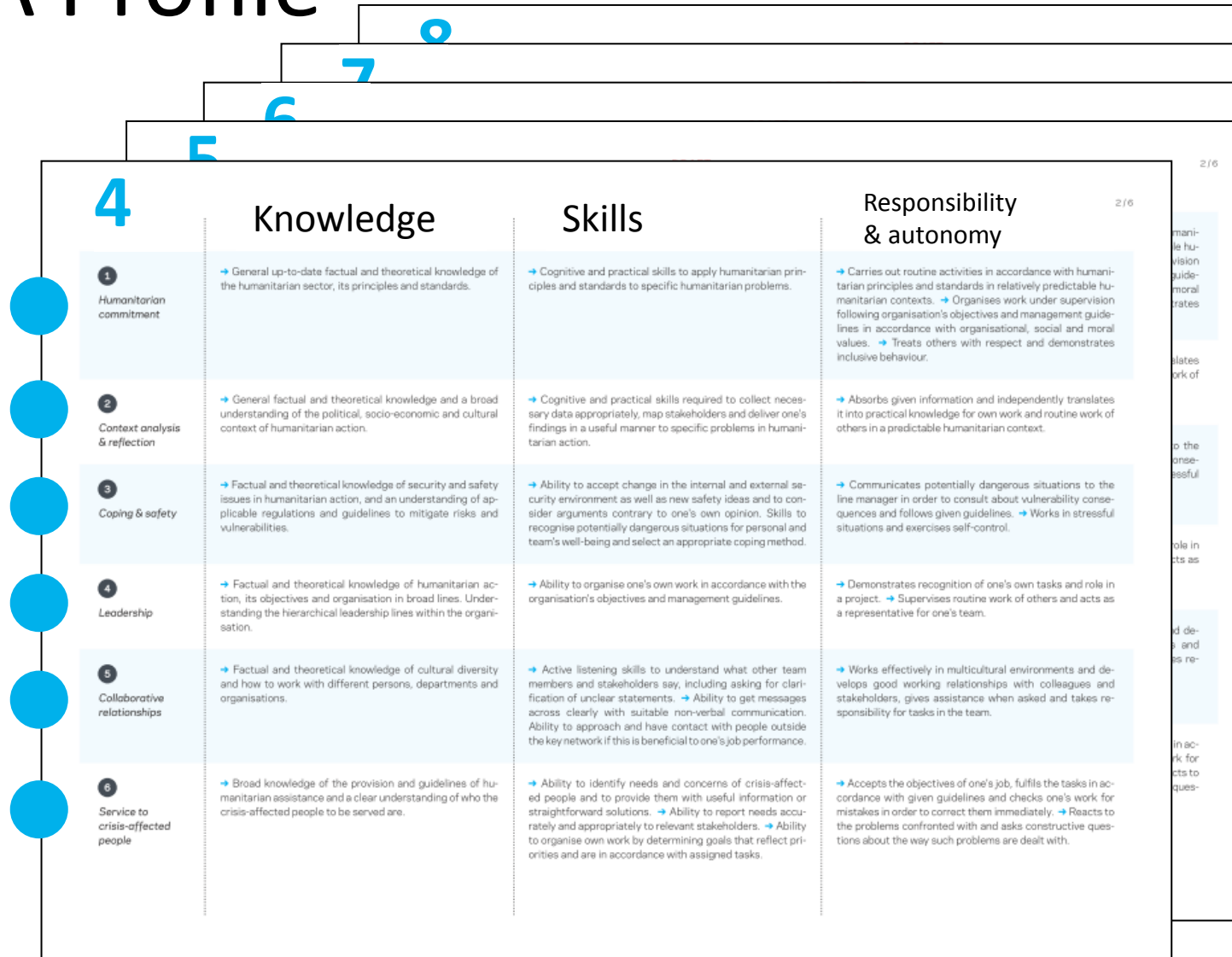
Levels 4-8

defined in:

- Knowledge
- Skills
- Responsibility/autonomy

defined for:

- 6 thematic HA dimensions



# HA QF

Further selection  
of level indicators

Levels 1-8

defined in:

- Knowledge
- Skills
- Responsibility/ autonomy

1  
2  
3  
4  
5  
6  
7  
8

## HA QF HUMANITARIAN ACTION QUALIFICATIONS FRAMEWORK

LEVEL INDICATORS	Knowledge	Skills	Responsibility & autonomy	
1	Has basic general knowledge, is able to communicate with team members and completes simple supervised tasks.	Basic, general knowledge useful for the action area.	Basic interpersonal, communication and organisational skills to carry out simple tasks.	Completes simple tasks. Works reliably under direct supervision in humanitarian contexts. Works ethically and is self-disciplined.
2	Has basic knowledge of the humanitarian sector, basic problem-solving skills and can use these skills under supervision.	Basic knowledge of the humanitarian sector and the needs of crisis-affected people.	Ability to use information and resources in order to carry out tasks using simple rules and tools.	Works under supervision with some scope for adjusting simple procedures to achieve goals in accordance with the humanitarian principles.
3	Has basic knowledge of the humanitarian principles and procedures, completes allocated tasks and provides general support in humanitarian action.	Basic knowledge of humanitarian principles and standards. Knowledge of the purpose and methods used in a humanitarian action area including personal safety guidelines and team procedures.	Ability to provide general support for humanitarian work. Ability to accomplish tasks by selecting and applying safe practice, basic methods, tools, materials and information in crisis response. Ability to identify personal risks.	Takes responsibility for completion of allocated tasks and operates autonomously within that mandate. Adapts own behaviour to respond to changing circumstances in the field. Guides other support workers in humanitarian work.
4	Has up-to-date, general knowledge of the humanitarian action sector and its context, and works in general and technical roles in teams delivering aid in relatively predictable humanitarian contexts. Works safely in stressful situations and recognises potentially dangerous situations.	General, up-to-date knowledge of the humanitarian sector, working principles and standards. Broad understanding of the political, socio-economic and cultural context of humanitarian response. Knowledge of security and safety issues and regulations for mitigating risk in humanitarian action.	Active listening and communication skills and ability to get messages across clearly. Ability to identify needs and concerns of crisis-affected people. Ability to report needs accurately and appropriately to relevant stakeholders. Ability to organise own work by determining goals that reflect priorities and are in accordance with assigned tasks. Skills to recognise potentially dangerous situations for personal and team's well-being and select an appropriate coping method.	Carries out routine activities in accordance with humanitarian principles and standards in relatively predictable humanitarian contexts. Organises work under supervision following organisation's objectives and management guidelines in accordance with organisational, social and moral values. Supervises routine work of others and acts as a representative for the team. Works effectively in multicultural environments and develops good working relationships with colleagues and stakeholders. Works in stressful situations and exercises self-control.
5	Has specialised expertise of the humanitarian sector and its challenges for performing high-grade technical roles with some managerial duties and is able to organise creative, high impact solutions for common humanitarian aid problems together with relevant stakeholders.	Up-to-date, specialised knowledge of the humanitarian sector, its principles and standards. Specialised knowledge and understanding of humanitarian operations. Advanced knowledge, including security issues and risks. Understanding of the experiences, needs and capacities of crisis-affected people in order to provide high impact solutions. Theoretical and practical knowledge of team dynamics and effective collaboration in organisations.	Ability to communicate clearly while adapting the language to the other party's position, interests and needs. Ability to structure data into information useful for humanitarian challenges. Ability to develop creative, high impact solutions to typical humanitarian aid problems and review their effect. Ability to judge security situations, reassesses priority of objectives and adjust procedures to safety needs. Ability to create and sustain networks with relevant actors and stakeholders.	Applies humanitarian principles and standards, and promotes ways of adhering to them in uncertain and unpredictable humanitarian contexts. Identifies the extent and impact of one's tasks and the need for support without needing intensive supervision. Coordinates activities with stakeholders to ensure that common objectives are achieved in multicultural environments and unpredictable contexts. Identifies own and others' stress levels, and detects or asks assistance in detecting their causes.

LEVEL INDICATORS	Knowledge	Skills	Responsibility & autonomy	
6	Has a critical understanding of the humanitarian sector, manages teams in professional management positions, and as a knowledge-based professional takes the responsibility for analysing and innovatively solving complex service problems together with crisis-affected people.	Advanced knowledge and critical understanding of humanitarian practice, its principles and standards, guidelines, methods and security policies. Advanced knowledge and critical understanding of needs of crisis-affected people and humanitarian operations. Advanced knowledge and critical understanding of the different roles and dynamics in teams and among stakeholders.	Advanced communication skills and capacity to assess key sources and recipients of sensitive information. Advanced skills to analyse complex problems in an unpredictable context and produce innovative humanitarian solutions. Ability to link current actions to established humanitarian objectives and prioritise short term and medium term objectives. Ability to mobilise resources using the skills and capacities of crisis-affected people in own activities.	Takes responsibility for the assessment of operations in uncertain, complex contexts and manages autonomously the consequences for the application of humanitarian principles and standards. Promotes effective collaborative relationships among team members and stakeholders in insecure, multicultural, complex contexts. Prioritises security information based on the context and takes practical steps to reduce the vulnerability of the team and beneficiaries.
7	Has a highly specialised understanding of humanitarian action and its impact and the ability to develop new interdisciplinary knowledge and procedures as a senior professional or expert. As a senior manager, provides tactical and strategic leadership in insecure situations.	Highly specialised knowledge and critical understanding of humanitarian concepts, theories and current trends. Highly specialised knowledge and conceptualised understanding of the needs and rights of crisis-affected people. Highly specialised interdisciplinary, innovative expertise concerning specific aspects of humanitarian action. Critical and interdisciplinary understanding of the possible impact of humanitarian action in respect of the interests of different actors.	Specialised problem-solving skills using research for developing actions to promote effective responses. Specialised skills for conceptualising, interpreting and critically analysing data, information and experience in order to develop new interdisciplinary knowledge and procedures for humanitarian action. A range of coaching and management skills in order to facilitate the acceptance of strategic decisions.	Takes responsibility for specifying clear ethical standards. Operates strategically and innovatively in the application of the humanitarian principles and standards in complex and insecure contexts. Engages and motivates people to work in different levels of decision-making. Promotes the development of people in order to improve the strategic performance of the group. Shows firm decision-making during insecure situations on advice by security sources and other stakeholders.
8	Has the capacity to use a range of high-level strategic approaches to optimising performance of humanitarian action, to design, carry out and use cutting-edge humanitarian research projects and provide top-level leadership in humanitarian action.	Most advanced, specialised knowledge of the humanitarian sector, its principles and standards, and a critical understanding of cutting edge issues at the interface with related disciplines. Cutting-edge knowledge of contextual developments, needs, rights, trends and related challenges in the humanitarian field. Interdisciplinary knowledge at the most advanced frontier concerning quality management, quality control processes and methodologies in humanitarian operations.	Advanced and specialised skills and techniques required to recognise and solve critical and strategic problems, extending and refining existing knowledge or professional practice. Ability to critically evaluate and systematically review the organisational culture and functioning. Ability to link the individual work to the collective mission and to develop strategic coalitions and communication networks in support of that collective mission. Most advanced and specialised skills and techniques for methodologies in research, quality management and quality control processes in humanitarian action. Ability to conceptualise new knowledge, processes and methodologies in order to improve humanitarian action in the long term.	Demonstrates and supports substantial innovation and sustained commitment to the long-term benefits for crisis-affected people. Demonstrates scholarly and professional integrity to further development of the humanitarian principles and standards. Provides leadership at the highest level taking into account the complex interests of beneficiaries, the organisation and actors in the wider context. Adapts strategies to fundamentally new situations and carefully leads the change in long-term mission and vision by providing well-defined objectives and obtaining people's support and commitment.

# Conclusion

- The **HA QF** acts as a **translating device** to
  - make national and sectoral qualifications **more readable** and
  - promote humanitarian workers' and learners' **mobility** between countries and organisations
- Through its descriptors and levels, it facilitates
  - **inter-system** transparency and
  - **recognition** of (non)formal and informal learning
- It establishes links between occupations, skills & competence and qualifications.
- Benefiting the Humanitarian Sector as a whole in the effort to further professionalise assistance to crisis-affected people.

See our website [euprha.org](http://euprha.org)  
for more documentation

# **HA** **HUMANITARIAN ACTION QUALIFICATIONS FRAMEWORK**

- HA QF
- EUPRHA Profile
- Introduction
- Definitions
- Frequently Asked Questions