

MODULE 1: INTRODUCTION TO THE CORE HUMANITARIAN COMPETENCIES FRAMEWORK (CHCF)

Duration: 120 minutes

Learning Objectives: By the end of the session, participants will be able to:

- Describe the purpose and relevance of the CHCF
- Identify key features of the CHCF and explain the key terms used in the framework
- Recognize and describe the 6 competency domains
- Explain the different ways CHCF is implemented in an agency

Activity/Method	Description	Resources	Timing
Activity 1: Purpose and relevance of the CHCF	Lecture & presentation 1. Share the learning objectives of the session 2. Refer to M1:P1 slides and speakers notes	Multimedia M1:P1 Slides	5 min
Activity 2: Key Terms	Buzz group 1. Ask participants to pair up 2. Request participants to brainstorm for 5 minutes on the following terms (facilitator to add more terms if required): <ul style="list-style-type: none">• Core Competencies• Core Behaviours• Technical Competencies• Leadership Competencies 3. Debrief by asking a few pairs to share their explanations of the terms 4. Share definitions of the terms on the slides	Flip Chart Markers	15 min
Activity 3: Structure & Content of CHCF	Mix & Match Exercise 1. Participants will match the core behaviours to the competency domains as they see fit 2. Hand out to each participant a statement of core behaviours (Handout 2). The handout has 4-5 statements per domain: ensure a minimum of two per competency domain is used (if the group is smaller than 18, some participants will receive more than one statement). 3. Point out the 6 sheets of flip chart paper around the room. There should be a competency domain (see <i>Handout 1</i>) written on each one in large writing.	Handout 1 Handout 2 Flip Chart Markers Blue Tack Tape CHCF	40 min

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	<ol style="list-style-type: none"> Instruct participants to read their slip of paper and using Blu-Tack or tape, walk around the room and identify which competency domain their statement supports. They should stick it on the flip chart which most strongly relates to their statement. Once each participant has stuck their statement/s on the appropriate flip chart, keep everybody standing (it is best to do this exercise away from their tables) and conduct a short debrief of each of the six flip charts, one at a time, asking participants to explain why they stuck their statement on that flip chart. Clarify any which were incorrectly placed – there may be crossover and participants might want to explain their choice. Use the group consensus to confirm whether each example is correctly matched and whether multiple options were possible. Give each participant a copy of the CHCF Show the slide on the structure of the framework Ask participants to quickly review the competency framework. Invite for queries or comments. 		
Optional Exercise: Structure & Content of CHCF	<p>Debate</p> <p><i>“Technical qualifications alone are not enough. It is a person’s behaviours that will determine his or her effectiveness on the job”</i></p> <ol style="list-style-type: none"> Divide participants into 4 groups Assign the topic to each group Share the debate rules 2 groups will speak for the topic and two groups will speak against the topic Allow 10 minutes group discussion Let the first proposing group speak followed by another opposing group Continue with another proposing group and opposing group Debrief at the end of the debate 	Debate topic on the slide	40 min

Activity/Method	Description	Resources	Timing
Activity 4: Behaviour Change and Benefits of the CHCF	Group Exercise Using Squid Method <ol style="list-style-type: none"> 1. Divide the participants in groups. Use the SQUID method - SQUID stands for Sequential Question and Insight Diagram. 2. Reserve a large area of a whiteboard or a flip chart to create the SQUID. Participants are given two colors of sticky notes to work with, one for questions and one for answers. 3. Start to build the diagram by writing the group's core topic on a sticky note – <i>Behaviour Change</i>. Put this in the center of the space. 4. Ask each group to use post its to discuss 3 questions: <ul style="list-style-type: none"> • What behaviour change(s) are we looking for? • How to make it happen? • How do we measure behaviour change? 5. Debrief the above exercise. 6. Ask participants on the benefits of using the CHCF 7. List the response on the flip chart; show the slides on benefits of the CHCF 	M1: Slides Flip Chart Markers	35 min
Wrap Up	<ol style="list-style-type: none"> 8. Conclude the session by showing the video clip on the CHCF 9. Ask participants for one Key Learning Point from the session <ul style="list-style-type: none"> • Conclude the session by saying that the CHCF is developed through an extensive collaborative effort and is a tool to support the professionalization of the sector. • It is up to users to determine how relevant the CHCF is and apply it to their own organisational and individual context 	Video clip (link)	15 min

MODULE 1: SESSION 1: HANDOUT 1: COMPETENCY DOMAINS

Understanding humanitarian contexts and applying humanitarian principles and standards
Achieving results
Developing and maintaining collaborative relationships
Operating safely and securely at all times
Managing in a pressured and changing environment
Demonstrating leadership

MODULE 1: HANDOUT 2: CORE BEHAVIOURS

Commits organisation to gender, diversity and inclusion dimensions	Displays empathy, respect and compassion towards crisis-affected population	Challenges decisions and behaviour which breach the International Red Cross and Red Crescent and NGOs'/individual agencies' Codes of Conduct	Analyses and exercises judgment in challenging situations in the absence of specific guidance	Takes measures to do no harm and to minimise risks for partners and crisis-affected people
Takes into account the needs, skills, capacities and experience of crisis-affected people and applies these in the response	Communicates regularly and responsibly, using suitable channels and technologies with consistent messaging	Demonstrates understanding of when a decision can be taken and when to involve others	Ensures efficient and transparent use of resources in accordance with internal control mechanisms	Inspires confidence in others
Respects International Humanitarian Law and relevant treaties	Establishes meaningful processes through which crisis-affected people can participate in the response and share their expectations and concerns	Undertakes effective risk assessments with crisis-affected people and partners	Identifies and communicates risks and threats, and mitigates these for self and organisation	Promotes well-being and 'duty of care' culture
Establishes and maintains clear dialogue with crisis-affected people and other stakeholders	Demonstrates flexibility in situations of rapid change and varying cultural contexts, always informed by a focus on crisis-affected people	Establishes clear objectives with teams and individuals	Maintains ethical and professional behaviour in accordance with relevant codes of conduct	Pays attention to the safety of crisis-affected people and other key stakeholders
Contributes positively in the team to achieve programme objectives	Actively participates in networks to access and contribute to good practice	Provides regular and ongoing informal and formal feedback	Influences others positively to achieve programme goals	Plans, prioritises and performs tasks well under pressure
Uses power responsibly, in line with accountability principles and standards	Answers to crisis-affected people for actions and decisions	Monitors work progress and individual performance	Seeks and reflects on feedback to improve performance	Recognises personal stress and takes steps to reduce it