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## ANNEX

*Competence framework*

**1. Transversal competences required in many sectors of volunteering and employment and which are not specific to the field of humanitarian aid**

<b>Competence</b>	<b>Description</b>
<b>1) Developing and maintaining collaborative relationships</b>	
Working with others	<ul style="list-style-type: none"> <li>— Is mindful of, respects and is capable of adapting to different working styles.</li> <li>— Understands and accepts his or her role in the team and contributes positively and proactively to achieving the objectives of the team.</li> <li>— Shares useful information and knowledge with colleagues and more widely when appropriate.</li> <li>— Takes constructive action to resolve any conflicts which may arise.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>— Communicates effectively with other members of the team and with others outside the team.</li> <li>— Actively listens to new and different perspectives offered by others in his or her team.</li> <li>— Uses a range of means of communication (in person, phone and e-mail) including non-verbal communication, adapted to the local context and the situation.</li> </ul>
<b>2) Volunteering mind-set</b>	
	<ul style="list-style-type: none"> <li>— Finds voluntary work rewarding.</li> <li>— Has an understanding of and an opinion about the concepts of volunteering and active citizenship and their role in society.</li> <li>— Is willing to make a contribution without receiving a financial reward in return.</li> <li>— Is committed to the tasks he or she is given and carries them out to the best of his or her ability, even in the absence of financial reward.</li> <li>— Seeks to contribute as a volunteer to the organisation and to help the beneficiaries (i.e. the local communities).</li> </ul>
<b>3) Managing oneself in a pressured and changing environment</b>	

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Self-awareness and resilience	<ul style="list-style-type: none"> <li>— Capable of coping with stress and overcoming difficulties.</li> <li>— Identifies sources of stress and knows how to minimise their negative effects.</li> <li>— Is willing to talk about stress and difficulties and seeks support when needed.</li> <li>— Is able to adapt to living conditions where resources are very limited and the level of comfort is very low.</li> <li>— Adapts calmly and reacts constructively to changing situations and constraints.</li> <li>— Is aware of his or her strengths and limitations and of how these can influence his or her work.</li> </ul>
Autonomy	<ul style="list-style-type: none"> <li>— Organises his or her activities at the workplace and during leisure time autonomously.</li> <li>— Manages his or her working day and prioritises appropriately.</li> <li>— Recognises the limitations of his or her responsibilities and reports to a more senior responsible person(s) where appropriate.</li> </ul>
Managing one's own expectations	<ul style="list-style-type: none"> <li>— Has a realistic understanding of his or her contribution to the organisation and the help he or she can offer to the beneficiaries.</li> <li>— Adjusts expectations to changing situations.</li> </ul>
Inter-cultural awareness	<ul style="list-style-type: none"> <li>— Avoids cultural stereotypes.</li> <li>— Is open to and embraces cultural differences.</li> <li>— Respects other cultures and adjusts his or her own behaviours to avoid misunderstandings.</li> <li>— Pays attention to non-verbal communication in a multi-cultural context.</li> <li>— Adopts a non-judgmental approach to different beliefs, social conventions and values.</li> <li>— Demonstrates empathy and sensitivity.</li> </ul>
<b>4) Demonstrating leadership</b>	<ul style="list-style-type: none"> <li>— Motivates other members of the team (local or international) for the task.</li> </ul>

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	<ul style="list-style-type: none"> <li>— Empowers people to take responsibility within the scope of their actions.</li> <li>— Actively listens to others.</li> <li>— Inspires confidence in others.</li> </ul> <p>If in the role of responsibility:</p> <ul style="list-style-type: none"> <li>— Clearly formulates the tasks to be completed by others and his or her expectations of them.</li> <li>— Checks that these have been understood.</li> <li>— Provides feedback and recognises the contribution made by others.</li> <li>— Takes decisions that reflect the level of risk entailed by an action relative to its urgency.</li> </ul>
<b>5) Achieving results</b>	
Achieves and communicates the immediate results of the action and the progress made in terms of capacity building	<ul style="list-style-type: none"> <li>— Adopts a 'can-do' approach and demonstrates a proactive attitude.</li> <li>— Identifies critical improvements needed to ensure the sustainability of results.</li> <li>— Communicates results effectively.</li> <li>— Identifies the individuals expected to learn from his or her contribution and tries to give those who are expected to sustain the results an understanding of the work that has been done.</li> <li>— Looks for solutions.</li> <li>— Takes action to resolve any conflicts which may arise.</li> </ul> <p>If with a particular role in capacity building:</p> <ul style="list-style-type: none"> <li>— Knows and applies diverse methods of building organisational capacity in circumstances where resources are limited.</li> <li>— Knows and applies methods of and tools for assessing needs, in order to identify the areas to be targeted in capacity building.</li> </ul>
Accountability	<ul style="list-style-type: none"> <li>— Focuses on delivering results on time.</li> <li>— Seeks feedback and takes action based on feedback received.</li> <li>— Reports to the appropriate person(s).</li> <li>— Challenges decisions and behaviours that breach the organisational code of conduct</li> </ul>

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and/or other relevant humanitarian standards.

**2. Specific competences required for the EU Aid Volunteers initiative and humanitarian aid more widely.**

Competence	Description
<b>6) Understanding the humanitarian context of the EU Aid Volunteers initiative and applying humanitarian principles</b>	<ul style="list-style-type: none"> <li data-bbox="798 683 1343 873">— Demonstrates an understanding of the system of humanitarian aid, the various actors involved and the links between this and other external policies, particularly from an EU perspective.</li> <li data-bbox="798 878 1343 996">— Applies an understanding of the theoretical principles and common practices underpinning humanitarian action.</li> <li data-bbox="798 1001 1343 1220">— Demonstrates an understanding of the relevant humanitarian aid standards and codes of conduct, including as relate to accountability and quality management, and of the legal framework for humanitarian aid.</li> <li data-bbox="798 1225 1343 1444">— Demonstrates an understanding of the phases of humanitarian response including prevention and preparedness, disaster risk reduction, disaster risk management, response and recovery.</li> <li data-bbox="798 1449 1343 1568">— Demonstrates an understanding of the theory and practice relating to aid and development and the resilience approach.</li> <li data-bbox="798 1572 1343 1691">— Takes into account the needs, skills, capacities and experience of people affected by disasters or humanitarian aid crises.</li> <li data-bbox="798 1695 1343 1814">— Understands the objectives of the EU Aid Volunteer initiative and the implications of these objectives for their work when deployed.</li> <li data-bbox="798 1818 1343 1892">— Understands the process of selection, training and deployment.</li> <li data-bbox="798 1897 1343 1984">— Understands the role of a volunteer and the action to be taken before, during and after deployment.</li> </ul>

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	<ul style="list-style-type: none"> <li>— Applies his or her understanding of the purpose of this initiative within the broader context of EU humanitarian aid.</li> </ul>
<b>7) Operating safely and securely at all times</b>	<ul style="list-style-type: none"> <li>— Understands the importance of following organisations' safety procedures when deployed.</li> <li>— Understands and applies the principle of 'do no harm'.</li> <li>— Identifies and prevents risks during a project.</li> <li>— Is able to take action in situations where a danger presents itself.</li> <li>— Is able to manage stress related to security incidents.</li> <li>— Has a basic level of first aid skills.</li> </ul>
<b>8) Managing projects in humanitarian contexts</b>	<ul style="list-style-type: none"> <li>— Is able to describe and analyse the various stages of a project cycle in humanitarian aid, including the needs assessment, master proposal and budget development, and the delivery, monitoring and evaluation of the project.</li> <li>— Understands and applies the basic principles of budgeting and proposal writing.</li> <li>— Understands and applies the basic principles of financial management of projects.</li> <li>— Understands and maintains transparency of project management processes.</li> <li>— Understands and applies the basic principles of performance management, monitoring and evaluation.</li> </ul>
<b>9) Communication and advocacy</b>	<ul style="list-style-type: none"> <li>— Is aware of and actively engages with the EU Aid Volunteers' communication plan and fulfils his or her role in delivering it.</li> <li>— Speaks out clearly for organisational values and for those of the EU Aid Volunteers where relevant.</li> <li>— Identifies primary, secondary and critical stakeholders in local humanitarian contexts.</li> </ul>

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- Understands and applies the tools used to mobilise international and local stakeholders' support for humanitarian aid in the field in which he or she is working.
  - Formulates clear and evidence-based arguments as an advocate for the initiative and develops an effective communication strategy.
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3. **Technical competences resulting from specialist knowledge relevant in the context of humanitarian aid;**

EU Aid Volunteers may have competences in the following fields (non-exhaustive list):

- **finance and accounting**
- **legal affairs**
- **project management and administration**
- **project monitoring and evaluation**
- **communications (including visibility, public relations and advocacy)**
- **logistics and transport**
- **human resources management and learning**
- **organisational development and capacity building**
- **strategic policymaking and planning**
- **risk communication and information technology**
- **water and sanitation**
- **protection and shelter**
- **food, nutrition and health**
- **refugees and internally displaced persons**
- **gender issues**
- **child protection**
- **livelihoods**
- **linking relief, rehabilitation and development**
- **disaster risk management**
- **resilience building**
- **disaster data and knowledge**
- **risk and vulnerability assessment and mapping and fragility and conflict analysis**
- **climate change adaptation and ecosystem-based management**
- **awareness-raising and education**
- **urban resilience and land-use planning**
- **community-based development**
- **social protection and safety nets**
- **resilient business and infrastructure, including critical infrastructure protection**
- **risk financing**
- **monitoring and early warning systems**
- **disaster preparedness and contingency planning**
- **civil protection and emergency response**
- **post-disaster and post-conflict assessment and recovery**

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- **medical and paramedical services**
- **engineering**
- **volunteer management**

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