



# Humanitarian Action Learning Objectives

## KNOWLEDGE BASED OBJECTIVES

- 1. Foundation Knowledge**
  - \* Concept of humanitarian crises.
  - \* Causes of humanitarian crises.
  - \* Roles, interests and interactions of key actors in humanitarian response, including beneficiaries.
- 2. Conceptual and Theoretical**
  - \* Key factors in determining whether, when and how to intervene during humanitarian crises (e.g. social, political, economic, ethical, legal, cultural and religious dimensions) and theories for understanding them.
- 3. Normative and Policy Contexts**
  - \* Type of response, including gender dimensions and differences between military and civil interventions.
  - \* Knowledge of International Humanitarian Law including refugee law, Internally Displaced Persons standards, Codes of Conduct and other humanitarian standards, such as the SPHERE Project.

## VALUE BASED OBJECTIVES

- 1. Discernment** (in relation to self, others, contexts and values)
  - \* Commitment to take all possible steps to prevent or alleviate human suffering regardless of where humanitarian crises occur.
  - \* Commitment to core humanitarian principles to do no harm and to uphold integrity, impartiality, independence, accountability, empathy, resilience, diversity, transparency and learning.
  - \* Mutually empowering action for all participants and principles of democratic participation.
  - \* Communicate sense of fulfillment and frustration in humanitarian response.
  - \* Openness to learning about others' beliefs and cultures.
- 2. Action values**
  - \* Service and humanitarian engagement
  - \* Advocacy

## SKILLS AND METHODS BASED OBJECTIVES

- 1. Managing relationships**
  - \* Planning, teamwork, leadership, coordination, collaboration within teams and across sectors.
- 2. Managing complexity**
  - \* Organizing, data, monitoring, evaluation and assessing, design and response, information gathering and technology skills (IT systems, data collection and analysis, hardware and software packages).
- 3. Skills for working in dangerous and insecure environments**
  - \* Critical languages, intercultural competencies, religious literacy, culturally appropriate practices, conflict sensitivities and coping capacities.
- 4. Communication**
  - \* Speaking, listening, writing, negotiations, advocacy, presenting and communicating information.