The Humanitarian Action Qualifications Framework:
A useful tool for the quality assurance of the humanitarian sector?

3 - 4 June 2014
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Introduction

The European Universities on Professionalization on Humanitarian Action (EUPRHA) Project is a European initiative, coordinated by the University of Deusto and funded by the European Commission Lifelong Learning Programme that seeks to contribute to the professionalization of the Humanitarian Sector by promoting a competences-based framework for the education of humanitarian professionals. It is a network of 30 European universities led by NOHA (Network on Humanitarian Action) and including two important humanitarian associations: the Sphere Project and the International Council of Voluntary Agencies (ICVA), a global network of non-governmental organizations- as well as the NOHA Alumni Community.

The concept for EUPHRA has its origins in the NOHA Network. The EUPHRA Network brought together existing NOHA universities and potential new partners from European member states to work on core issues that would progress the sharing of humanitarian education. The established objectives for the EUPHRA Network include the development of:

- A Qualifications Framework for the Humanitarian Sector that responds to the growing number of professions in the field of Humanitarian Action based on the European Qualifications Framework (EQF)
- A European Map of humanitarian actors and educators.
- Identification of New Skills and Competences required in the Humanitarian field.

The initiative seeks to benefit the Humanitarian Sector as a whole: humanitarian actors, educators, policy makers, students and volunteers, society at large, and most important, people affected by humanitarian crises.

In this context, the aim of this conference is to present both to educators and professionals in the humanitarian sector, the Humanitarian Action Qualifications Framework (HA QF) as a useful tool for the recognition of qualifications and the mobility of professionals, but also as a pre-condition to improve the quality of the programmes. The conference will also review the progress achieved in the mapping of humanitarian actors and educators in Europe, and the results of the analysis of the skills demanded by humanitarian workers taking into account current and future trends. It will also address the way ahead under the leadership of NOHA.
Programme

3 June 2014

8.30-9.00 Registration
9.30-9.45 Welcome address by Catherine Gourbin
NOHA Secretary General and NOHA Director
Université Catholique de Louvain
9.45-10.00 Opening address by María Luisa García Minguez
Acting Head of Unit “Erasmus Plus – Higher Education: Knowledge Alliances, Bologna Support, Jean Monet”
Education, Audiovisual and Culture Executive Agency (EACEA)

10.00-10.15 The EUPRHA initiative by Cristina Churruca
EUPRHA Coordinator & NOHA Director
University of Deusto
10.15-10.30 HA Qualifications Framework: the process by Bastiaan Aardema
EUPRHA HAQF Co-Leader
University of Groningen

10.30-11.00 Coffee Break

Second session: A HA QF as a recognition and quality assurance tool.
Chair: Lucia Mokra, Comenius University Bratislava
11.00-11.20 Mike Coles
Expert on Qualifications Framework
EUPRHA Consultant
11.20-11.40 Volker Rein
Senior Research Associate
Federal Institute for Vocational Education and Training (BIBB).
11.40-12.00 Open Discussion

Third session: The HA QF contribution to lifelong learning
Chair: Shirley Pollak, University of Copenhagen
12.00-12.20 Aitor Zabalgogéaskoa
Head of Mission and MSF Spain Former Director
MSF, Spain
12.20-12.40 Julia Gonzalez
President
Tuning Association
12.40-13:00 Open Discussion
13:00-14.30 Lunch
Fourth session: The HA QF as a tool to promote mobility and access to the labour market

Chair: Sigga Baldursdottir, Iceland University

14.30-14.45  Markus Moke
Head of Quality Assurance and Training
Aktion Deutschland Hilft

14.45-15.00  Tanya Wood
Regional Hub manager
International Council of Voluntary Agencies (ICVA)

15.00-15.20  Open discussion

15.20-15.50  Coffee Break

Fifth session: The HA QF as a tool to improve the quality of programmes

Chair: Sophie Borel, NOHA General Manager

15.50-16.05  Edith Kolo Favoreu
Deputy Director & Head of Training
Centre for Education and Research in Humanitarian Action (CERAH)

16.06-16.20  Anna Khakee
MA in Humanitarian Action Coordinator & Senior Lecturer
University of Malta

16.20-16.50  Open Discussion

16.50-17.30  Closing Remarks by Cristina Churruca
EUPRHA Coordinator & NOHA Director
University of Deusto
4 June 2014

9.30-10:00  Humanitarian Action in the European Union
            Peter Billing
            C1 Human Resources, Security and Document Management
            European Community Humanitarian Office (ECHO)

First session: The Humanitarian Action Map (HA Map)
10.00-10.30  The HA Map by Brigitte Picquard
            EUPRHA HA Map Co-Leader
            Oxford Brookes University
            Pat Gibbons
            EUPRHA HA Map Co-Leader
            University College Dublin

10.30-11.00  Coffee Break

Second session: Humanitarian Action Country Profiles and Map of Educators
Chair: Plama Hristova, Sofia University
11.00-11.10  Short country profiles by Maria Sassi
            Professor at the Faculty of Economics
            University of Pavia
11.20-11.40  Long country profiles by Cathrine Brun
            Director of Research in Geography
            Norwegian University of Science and Technology
11.40-12.00  Educators & actors database by Daniela Soitu
            Senior Lecturer Faculty of Philosophy and Social-Political Sciences
            Alexandru Ioan Cuza University
12.00-12.30  Open Discussion
12.30-13.30  Lunch

Third session: Trends in Humanitarian Action
Chair: Amine Ait-Chaalal, Université Catholique de Louvain
13.30-14.00  Effie Voutira
            EUPRHA HA Trends Leader
            University of Macedonia
14.00-14.30  Sarah Collinson
            Research Associate
            Overseas Development Institute (ODI)
14.30-15.00  Open Discussion
15.30-16.00  Concluding remarks and closure by Pat Gibbons
            NOHA President and NOHA Director UCD
Short Biographies of Speakers & Chairmen
Bastiaan Aardema is an academic staff member of the NOHA Master’s programme at the University of Groningen, Netherlands. He studied Business Administration & Information Technology, as well as International Relations & International Organisation. Since 2004 he has been involved with curriculum development, quality enhancement and tuning within the framework of NOHA. In the EUPRHA project, he co-led (together with the University of Deusto) the work package that focuses on the development of a European Qualifications Framework for the humanitarian sector. Its intent is to provide a bridge between the already established humanitarian frameworks in the professional sector and the specific demands of the educational sector in terms of lifelong learning.

Amine Ait-Chaalal is Professor of International Relations at the Political Science Department of the Université Catholique de Louvain (UCL). He holds a Ph.D. in Political Science-International Relations and a M.A. in International Politics. He is director of the Study Centre on International Crises and Conflicts at UCL. He has taught or acted as visiting researcher at Monash University, Melbourne; Zhejiang University, Hangzhou; Nelson Mandela Centre for Peace and Conflict Resolution, New Delhi; Fundação Alexandre de Gusmão/FUNAG, Brasilia; Universidade de Brasilia; Johns Hopkins University, Washington, D.C.; Columbia University, New York; John F. Kennedy Library, Boston; Institut de relations internationales et stratégiques/IRIS, Paris; Institut d'études politiques, Toulouse; Sciences Po, Paris; Université Saint-Joseph, Beirut; Association des études internationales, and Institut diplomatique pour la formation et les études, Tunis. He is involved in scientific networks related to international relations. His current research and publications deal with the U.S. foreign policy, the Middle East, the Euro-Mediterranean matters and the Brazilian external policy.

Sigga Baldursdóttir is a PhD candidate in social anthropology at the University of Iceland. Her background is in social anthropology with a focus on public health and development studies. Her PhD research is about policy and practice and the implementation of primary health care in rural Guinea-Bissau. Alongside her studies she has been an assistant teacher at the University of Iceland in social anthropology and development studies. She did fieldwork in Guinea-Bissau for her PhD thesis for almost two years, and she also lived for seven months in Uganda where she did an internship with the Icelandic International development agency. Currently she is the Director of Board of an NGO that supports the education of vulnerable girls in Uganda.
Cristina Churruca, PhD in International Relations, is lecturer and researcher at the Human Rights Institute of the Faculty of Social and Human Sciences, at the University of Deusto, where she teaches international relations and humanitarian action and peace building. She is Director of the Joint Master’s Erasmus Mundus in International Humanitarian Action at the University of Deusto, Coordinator of the NOHA Master’s Consortium of Universities on Humanitarian Assistance and Coordinator of the EUPRHA Network, European Universities on Professionalization on Humanitarian Action. Her areas of research are human security, protection and peace building. She has combined her teaching and research work with the promotion of joint curriculum development and quality assurance in humanitarian action and participation in joint recognition and accreditation initiatives supported by the European Commission, national accreditation agencies and the European Consortium for Accreditation.

Sophie BOREL

Ms. Sophie Borel has worked 15 years in the field in the human rights and humanitarian action sectors, managing a wide range of projects and programmes. From DRC, to Lebanon, Yemen, Cambodia and Jordan, Ms. Borel worked with a number of governmental and non-governmental organisations, of which the United Nations, Save the Children and the European Commission. More recently, she managed The Carter Center's operations in DRC. She specialises the development of training programmes in the human rights and humanitarian sectors, with a focus on local civil society strengthening. She has designed, coordinated and implemented a wide range of training and capacity building programmes based on state of the art adult learning methodologies for humanitarian and human rights actors. Ms. Borel is currently the General Manager of the Network on Humanitarian Action (NOHA).

Cathrine BRUN

Cathrine Brun holds a PhD in Human geography and teaches development geography and humanitarianism and theories of geography at masters and PhD levels. She heads the Norwegian Researcher School in Geography as well as being Director of Research in Geography at NTNU. Her research engages with protracted displacement due to war and recovery after human and natural disasters. She has worked with the professionalization of humanitarian organizations, in particular in relation to participatory approaches to housing and livelihoods and strengthening of university research and teaching in fields relevant for recovery in Sri Lankan universities. Her research areas are South Asia, South Caucasus, UK and Norway and much of the research is collaborative and action research with non-governmental organisations.

Cristina CHURRUCA
Mike COLES

Mike Coles is a consultant in the field of qualifications systems. He worked in the chemical industry and was a chemistry teacher before becoming involved curriculum and qualifications development in the UK. His doctoral research, which covers various aspects of qualifications and vocational education, led to his involvement in European educational qualification projects. Dr. Coles’ work on zones of trust contributed to the European Qualifications Framework. His main research interests are qualifications systems, frameworks and the broadening of validation procedures to recognise learning gained outside formal learning settings. Dr. Coles is the main author of several books on qualifications systems including the OECD’s Qualifications systems: bridges to lifelong learning and Cedefop's Changing Qualifications - an international review of policies and practice.

Sarah COLLINSON

Sarah Collinson is a Research Associate at the Humanitarian Policy Group (HPG). Her recent research has focused on the nature of the humanitarian system and the challenges of humanitarian action in difficult political and security environments, including trends affecting humanitarian space, the implications of stabilisation and risk management policies and the political economy of livelihoods and displacement. Her publications include Humanitarian Space: A Review of Trends and Issues (HPG Report 32, 2012) and ‘States of Fragility: Stabilisation and Its Implications for Humanitarian Action’ (Disasters, Special Issue 34, October 2010). She has a PhD in International Relations from the University of Cambridge and has previously held senior research and policy positions at Chatham House and ActionAid.

María Luisa GARCIA MINGUEZ

Ms Garcia Minguez is acting Head of Unit in the Executive Agency established by the European Commission to manage the Community’s programmes in education, training, culture and media. She is responsible for the unit dealing with the actions under the Erasmus+ programme in Higher Education and more concretely, Knowledge Alliances, Bologna support and the Jean Monnet programme. She has been working on education and training for many years at the Commission, being author of several Eurydice network publications on comparative studies (among others “Key data on teaching languages at schools in Europe”, “Integrating immigrant children into schools in Europe”, “The teaching profession In Europe: Profile, trends and concerns”). She was also working as journalist in the Brussels delegation of the Spanish Press Agency (EFE), writing on various activities of the EU institutions, mainly on issues related to community programmes in the field of education and research. María Luisa has a Degree in Philosophy and Letters-Roman Philology from Zaragoza University and a Degree in Linguistics from Louvain-la-Neuve University.
Catherine Gourbin studied Sociology and Anthropology at the University of Paris V-René Descartes, and she holds a PhD in Demography from the Catholic University of Louvain (UCL) in Belgium. She is currently a professor at the Research Centre in Demography and Societies at UCL, where she teaches humanitarian assistance, public health, and gender issues. She is in charge of the Master’s programme in population studies and of the NOHA Master’s programme at UCL. Dr. Gourbin’s research interests concern reproductive health and dependent elderly persons. She has recently taken part in an international research project on emergency contraception in Africa. She is now involved in research projects about the impact of poverty on reproductive health for youth in Africa, and about caregivers for the elderly in Central and Eastern Europe.

Julia González, former Vice-Rector for International Relations at the University of Deusto (Bilbao, Spain), studied History, Geography, Anthropology and Migration Studies. She teaches postgraduate courses in Migration and Intercultural Communication, and in Higher Education. She was a founding member and the Secretary-General of NOHA for almost two decades. She was also the promoter of the Erasmus Mundus Master in International Humanitarian Action and the European Master in Human Rights and Democratization. She was the initiator of two European Joint Doctorates: Migration, Identities and Diversity and Peace and Conflict Studies. Together with R. Wagenaar, she elaborated the Project ‘Tuning Higher Educational Structures in Europe’, an educational movement developed by hundreds of academics all over the world. She has given conferences worldwide, participated in High Experts Forums and educational summits on programme development, design and implementation.

Pat Gibbons returned to academia in 1998 after having worked for 11 years as an aid worker in Ireland and overseas. His primary degree is in Agricultural Science; he has an MSc in Rural Development and a PhD in Community Development. Most of Dr. Gibbons’ early experiences focused on development work. His experiences in Tanzania in 1995 prompted a shift to humanitarian work having witnessed the aftermath of the Rwanda crisis. He subsequently returned to academia where he established the NOHA programme at University College Dublin, and was elected President of NOHA in 2008. Dr. Gibbons’ is currently Director of the Centre for Humanitarian Action at UCD, where he teaches on humanitarian programme and project management, sociology of transition societies and post-disaster societal reconstruction. His research continues to span Ireland and Africa, and include: post-disaster societal reconciliation; urbanisation and more recently the concept of resilience.
Edith Favoreu holds degrees in Public Law, International Law and Political Science, a Professional Master in Humanitarian Action and a Research Master in Protection and Humanitarian Security. She holds a doctorate in comparative public law focusing on ethnocultural diversity in France and the United States. She is a lecturer at the University of Aix en Provence (part of NOHA). After working for Bioforce she became Head of Training at Eirene Switzerland, which provides training to Swiss aid workers. She has worked in development for over twelve years, projects in the field (Bolivia, Benin) and at headquarters of local and European NGOs (Central America, Chad, Haiti) as well as for UNESCO. She has established several local capacity-building initiatives particularly through the creation of local NGOs. She is currently head of training, lecturer-researcher and deputy director at the Center for Education and Research in Humanitarian Action of the University of Geneva (CERAH).

Anna Khakee is Senior Lecturer at the University of Malta and co-founder and coordinator of its MA in Humanitarian Action. She holds a Ph.D. in Political Science and International Relations from the Graduate Institute of International and Development Studies in Geneva, Switzerland. Before joining the University of Malta, she worked as a Senior Researcher at the Graduate Institute of International and Development Studies and for several years as a consultant to think tanks and international organisations, including the Norwegian Peacebuilding Centre, FRIDE, The Policy Practice, Geneva Centre for the Democratic Control of Armed Forces (DCAF), and the United Nations Development Program (UNDP). She has post-conflict field experience from Kosovo and Somaliland (UNDP short term research missions).

Plama Hristova is a Senior Assistant Professor in Organisational Behaviour at the Department of Social, Work and Educational Psychology at Sofia University in Bulgaria. She leads classes in Organisational Behaviour, Social Psychology, Counselling and Organisational Psychology for bachelors and master’s programmes in Psychology. She has been a research associate at the University Centre for Conflict Management and Organizational Research since 2005. She is the Sofia University’s coordinator for the EUPRHA Project. In 2014 Dr. Hristova became a Vice Chairman of Foundation Centre Minerva, Bulgaria. The main purpose of the foundation is to provide psychosocial help to vulnerable groups facing a high risk of poverty and social exclusion. Her research interests are professional stress, leadership, immigration and women entrepreneurship.
Lucia Mokra is Vice-Dean for International Relations and Legislation and Junior Professor of European Law in the Faculty of Social and Economic Sciences, Institute of European Studies and International Relations. Professionally, she is focused on European Law issues, especially legal content of citizenship, citizens’ rights and human rights protection. Her main research activities involve the wider concept of the European citizenship, rights of citizens in charter and relevant judiciary of the ECJ in the area. She is interested in also in the changes after Lisbon treaty in regards to the rights of migrants and third country nationals, and the principle of non-discrimination of EU law.

Markus Moke is Head of Quality Assurance and Training at Germany’s Relief Coalition (ADH). As Emergency Relief Coordinator he recently worked in field missions in the Middle East and Asia. Dr. Moke holds a PhD in Communication Sciences and International Politics, and between 2007 and 2012 he acted as NOHA Director at Ruhr-University Bochum, Germany. Dr. Moke is co-editor of “Humanitarian Action Facing the New Challenges.” He has published articles on Media and Humanitarian Action, Disaster Risk Reduction, Professionalisation of Humanitarian Aid and Humanitarian Logistics. He is an official Sphere Trainer and led the translation of the Sphere Project into German language. Currently, Dr. Moke is involved in the preparatory action for EU Aid Volunteers, managed by DG ECHO and participates in the EUPHRA project.

Brigitte Piquard is Reader in Humanitarianism and Conflict at Oxford Brookes University. She is also the director of the CERAR (Centre d’études et de recherches-action sur la resilience) in Paris. She is an anthropologist and a political scientist by training. She has been previously directing Master degrees in international humanitarian action at the University of Paris Est Créteil Val de Marne in France and at the University of Louvain in Belgium. She has been involved in curriculum development in Humanitarianism in Europe and in the Middle East. She has been also a Brookes Teaching Fellow in order to develop new forms of intercultural pedagogy. Most of her research has been carried out in South and South-East Asia, in the Balkans, South Caucasus and in the Middle East on issues such as culture of peace and war, symbolic violence and resilience enhancement or social rehabilitation of war-torn societies. She is currently working in the West Bank and in Colombia on the creation of an observatory of Symbolic Violence.
Maria Sassi, PhD in agricultural economics, is Associate Professor at the Department of Economics and Management, University of Pavia, Italy. She is a member of the Technical Board of the Master’s programme in Cooperation and Development at the University of Pavia where she teaches a course on Food Security and Rural Development. Dr. Sassi took part on several international research projects mainly focused on food security issues in Sub-Saharan Africa. She has published articles in international journals on topics related to food security and agricultural development in the African context. Her topics of interest are: economic and health determinants of child nutritional status, impact of climate change on cereal market and food security, commodity food prices, food price volatility, and global crisis and agricultural public spending.

Ms Shirley Pollak is currently Senior Advisor at the School of Global Health, University of Copenhagen, Denmark. She completed her studies in the UK and holds a BA (Hons) in English Literature and an MA in Psychoanalytic Studies in the Humanities. She has worked in the higher education sector since 2001, with particular focus on internationalisation of universities in Europe and curriculum development in support of the Bologna Process and has participated in numerous projects in the context of higher education cooperation programmes in Europe and beyond, including institutional capacity building initiatives in developing countries. Her fields of expertise are higher education reform in a global context, higher education policy in Europe, lifelong learning, quality assurance, and international cooperation.

Volker Rein is a social scientist specialized on developments in education and training systems and policy as well as on skills requirements in Germany, in Europe and in the US. He works as a senior research associate and as an advisor in the Department of Professional Learning and Teaching at the Federal Institute for Vocational Education and Training in Bonn, Germany. He has experience in research and development work as well as in advisory work on competence oriented qualification standards and transparency instruments (qualifications frameworks, recognition of prior learning, credit transfer etc.) in Germany and in the EU. He participated in the European Qualifications Framework Advisory Group and in the Expert Cluster “Recognition on Learning Outcomes” at the European Commission (DG EAC). Since the development of the US Degree Qualifications Profile for Higher Education in 2010 he advises the Lumina Foundation on improvements in terms of labour market requirements and non-degree credentials.
**Daniela SOITU**

Daniela Soitu is a Senior Lecturer in the Department of Sociology and Social Work of Faculty of Philosophy and Social-political Sciences, UAIC. She studied Pedagogy and two master’s programs on social resources management and social intervention. Dr. Soitu holds a Ph.D. in Sociology of ageing and vulnerable groups from the same university. She has experience - as coordinator and/or member of 20 teams - in national and European LLP programs. Dr. Soitu’s main competences are as trainer, as evaluator of professional competences, as a researcher. Her topics of interest are: adult education, social and educational needs of different categories of population; cross-border cooperation; social policies for vulnerable populations.

**Eftihia VOUTIRA**

Eftihia Voutira studied Philosophy at The University of Chicago (B.A.Honours) and Philosophy of Education, with an emphasis on Ethics and Epistemology at Harvard University (Ed.M., PhD). She retrained as a social anthropologist at the University of Cambridge (M.Phil. PhD). From 1992-98 she was a research officer/lecturer at the Refugee Studies Programme, and from 1994-98, also a lecturer at the Faculty of Geography and Anthropology, both at the University of Oxford. She is currently a Professor in the Anthropology of Forced Migration at the Department of Balkan, Slavic and Oriental Studies, University of Macedonia, Thessaloniki, Greece; where she teaches on social science methodology, migration and asylum policies, peoples and history of the former USSR, and ethnographies of the socialist and post-socialist world. She has conducted field research in the former USSR regarding the migration and repatriation of minorities in the post-soviet area, and in refugee camps in Africa and the Middle East, focusing on gender, human rights and humanitarian assistance.

**Tania WOOD**

Tanya Wood combines expertise in management, inter agency coordination and organizational development in the humanitarian sector. Ms. Wood is currently Regional Hub manager for the humanitarian NGO Consortia ICVA (based in Geneva). She is in charge of developing Regional Hubs, which will enable a closer connection to NGO work and provide an effective communication and knowledge link between the different Regional Hubs in New York and Geneva to improve partnerships, practice, and policy. Also, she was Senior Policy Officer in ICVA, independent humanitarian consultant and Head of Regional Office in the IFRC in the Caribbean for four years. She studied Social Anthropology in the University of London and she also holds an MBA, as well as a Certificate in Advanced studies at the University of Geneva in Corporate Social Responsibility.
Aitor Zabalgogeazkoa has a Bachelor’s in Communication and a Master’s in Strategic Media Management. Between 1985 and 1994 he was a graphic reporter and television producer. Since 1994, Mr. Zabalgogeazkoa has been working with the Dutch and Spanish sections of Medicins Sans Frontiers (MSF) in over 30 emergency missions as a logistician, field and emergency coordinator, and as of head of missions in Africa, Europe, Latin America, Middle East and Asia. In 2003 he was appointed to be in charge of the Emergencies Unit in the Barcelona office and at the end of 2006, he became MSF Spain General Director. Mr. Zabalgogeazkoa is now MSF’s coordinator for Syria.
The development of the Humanitarian Action Qualifications Framework (HA QF) and its underlying humanitarian action profile and meta-profile is heavily grounded in pre-existing competencies frameworks. The participation of higher education representatives from most of the European countries (30) in the project has helped to get the necessary traction and involvement among European educators. The same has been accomplished for the humanitarian sector through direct involvement from the humanitarian umbrella organisation ICVA and the Sphere Project, renowned for its work on setting humanitarian standards and principles, as well as practitioners from the field through the NOHA Alumni Community. However the ultimate aim is that the framework is accepted by the large humanitarian community. Therefore the next stage is to reach as many sources of legitimacy as possible so the project will continue to invite relevant groups for an open dialogue on the refinement and update of the qualifications framework and its applications.

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 by linking occupations, skills & competence and qualifications, thus benefiting the Humanitarian Sector as a whole: humanitarian actors, educators, policy makers, students, volunteers, and the society at large in an effort to further professionalise assistance to crisis-affected people. The HA QF addresses five purposes in particular:

1) to provide important points of reference for setting and assessing learning standards to humanitarian education providers, (2) to inform international comparability of humanitarian education and training standards in the European context and where possible beyond that, (3) to assist in the identification of potential progression routes for lifelong learning in humanitarian action, (4) to promote a shared and common understanding of the expectations associated with typical qualifications by facilitating a consistent use of qualification titles across the humanitarian and educational sector, and (5) to support workers' and learners' mobility.

Consequently, there is a variety of users. At first thought it seems that the primary users are the educators and agencies in the humanitarian sector contending with own qualifications systems and competency frameworks. By linking their own education and training programmes to the levels in the HA QF, they are better able to communicate with employers, prospective students, professional, statutory and regulatory bodies and other stakeholders how their qualifications compare to qualifications from other countries and different humanitarian education and training systems. As a result, employers that are recruiting humanitarian aid workers will be better equipped to assess differences in levels among the qualifications of prospective candidates, and humanitarian aid workers will be better equipped to explain the extent of their humanitarian action learning.

But this is only one part of the history. Qualifications play an important role in controlling access to and practise of tasks, professions and occupations. This control function is frequently motivated by safety and quality assurance requirements. It is, for example, widely accepted that welding of bridges and treatment of patients both involve risks and require clear and high quality standards. In the field of humanitarian action as Jan Egeland, former UN Undersecretary-General for Humanitarian Affairs and Emergency Relief Coordinator noted “... if you’re not a professional in this game, you have no right
to descend on someone in their moment of crisis and do on-the-job training (…) Because the poor, dispossessed and disaster-prone should have at least one basic right left to them: to be protected from incompetence. However in other cases use of qualifications to control access and practise may be linked to particular interests of professional groups and bodies. Controlling numbers of practitioners in a profession can be important to safeguard salaries and working conditions.

The HA QF has raised questions because of its European origin. However it is international or better global in its vocation. It would be of interest to non-European and global humanitarian actors and educators. On the one hand, the origins and methodology used are decidedly European, but its content in terms of learning outcomes is based on the humanitarian sector globally. As such, the framework could be used outside Europe to the extent that it is contextualised and adapted to the specific non-European needs. With the development of connections between regional meta-frameworks, this process might even become easier.

Another concern that was raised several times relates to how the progression of learning in the qualifications framework can in the end be assessed. Of course, the framework is expressed in qualification learning outcomes and not in individual learning outcomes that can be assessed directly. For that it is necessary to translate these into training programme learning outcomes first. Having said that, the framework categorises qualification learning outcomes into Knowledge, Skills and Responsibility & Autonomy, each of which may require different ways of assessment. Where traditional written exams may often suffice for testing theoretical and factual knowledge and understanding, assessing skills will frequently require a more applied ways of testing, particularly where it concerns practical skills, and testing responsibility & autonomy might be more adequate by means of for instance simulations. As a follow-up on the EUPRHA project, the translation and contextualisation of the qualifications framework into training programmes and subsequent assessment of achieved learning is a logical and highly useful next step, particularly in the light of certification attempts by the sector to recognise informal and non-formal learning. Moreover there is a need to link it with the European classifications of skills/competences, qualifications and occupations (ESCO).

The importance of the elaboration of this transparency tool rests in the fact that it serves as a context in which the different humanitarian professions with their profiles, competences, skills and levels can be articulated, thus helping with cross-border and cross-sector recognition of diplomas, training, work experience and formal and informal learning in the future. Earlier initiatives within the humanitarian sector on this topic clearly show that there is a strong need for this. In close discussion with main actors of the humanitarian sector, the EUPRHA project has integrated these earlier initiatives in its work but specifically adds to this a more developed distinction between levels of learning, thereby also providing a stronger connection between the educational system and the humanitarian sector. A stronger connection is important both for quality assurance in the educational system and for the professionalisation demand of the humanitarian sector. The experience gained with the project process shows that there is a high complexity in purpose, type, coverage, currency and competent bodies involved. This is just the start of a new phase. In the end, this is all in the attempt to better serve people affected by humanitarian crises: the main people for whom this project is created and who, unfortunately are too many in our world. The best result would be if they feel a higher quality in the humanitarian service even though they may not know where this comes from.

1 To increase further recognition and acceptance the project has presented its outcomes in a series of humanitarian and educational conferences and meetings (e.g. the Humanitarian Partnership Conference in Naitobi, the World Conference on Humanitarian Studies in Istanbul, the NOHA Alumni @20 Event in Brussels and many different occasions on national level in the different European countries).


3 Cf. James Keevy, Borhene Chakrouni, and Arjen Deij, Transnational Qualifications Frameworks, draft (Torino: European Training Foundation, 2010).
**What is the Humanitarian Action Qualifications Framework (HA QF)?**

It is a common reference system based on learning outcomes and it acts as a translating and classifying device of qualifications levels and systems throughout the humanitarian sector. It focuses on lifelong learning, thereby including general education, vocational education and training and higher education, as well as informal and non-formal learning. It acts as a neutral reference point for all different sorts of qualifications in the humanitarian sector and follows the approach of the European Qualifications Framework for Lifelong Learning (EQF-LLL), see for more information: ec.europa.eu/eqf

**What is the purpose of the HA QF?**

The main purposes are (1) to provide important points of reference for setting and assessing learning standards to humanitarian education providers, (2) to inform international comparability of education standards in the European context and possibly beyond that, (3) to assist in the identification of potential progression routes in the context of lifelong learning, (4) to promote a shared and common understanding of the expectations associated with typical qualifications by facilitating a consistent use of qualification titles across the educational sector, and (5) to support workers and learners mobility.

**For whom is it intended?**

The primary users are educators and agencies in the humanitarian sector contending with own qualification systems and competency frameworks. Having these linked to the Humanitarian Action Qualifications Framework (HA QF) subsequently helps education providers to communicate to employers, prospective students, accreditation bodies (PSRBs), and other stakeholders in comparing individual qualifications from different countries, and different humanitarian education and training systems.

**Out of which elements does the HA QF consist?**

The framework is expressed in progressive levels of qualification learning outcomes and provides for each level a table describing in terms of knowledge, skills and responsibility & autonomy what a humanitarian qualification represents.

**Which levels of learning does the HA QF cover?**

The European Qualifications Framework for Lifelong Learning (EQF-LLL) distinguishes eight levels that cover the entire span of qualifications and encompass general and adult education, vocational education and training, work contexts as well as higher education.

**How are the EQF-levels used in the HA QF linked to levels of the European Higher Education Area (EHEA) and the Bologna process?**

The descriptor for the higher education short cycle (within or linked to the first cycle), developed by the Joint Quality Initiative as part of the Bologna process, corresponds to the learning outcomes for EQF level 5. The descriptors for the first, second and third cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process correspond to the learning outcomes for EQF level 6, 7 and 8 respectively.

**Is the HA QF an accreditation or certification system?**

No, a framework cannot award qualifications, it only describes the levels of qualifications in terms of learning outcomes. On the other hand, it is therefore an invaluable tool for accreditation and certification bodies.

**Is the HA QF just European or can it also be used outside Europe?**

The origins and methodology used are decidedly European, but its content in terms of learning outcomes is based on the humanitarian sector globally. As such, it can be used outside Europe to the extent that it is contextualised and adapted to the specific non-European needs.

**The HA QF is expressed in the form of qualification levels, but how should these be assessed?**

To start with, the framework is expressed in qualification learning outcomes and not in individual learning outcomes that can be assessed directly. For that it is necessary to translate these into training programme learning
outcomes first. Having said that, the framework categorises qualification learning outcomes into Knowledge, Skills and Responsibility & Autonomy, each of which may require different ways of assessment. Where traditional written exams may often suffice for testing theoretical and factual knowledge and understanding, assessing skills will frequently require more applied ways of testing, particularly where it concerns practical skills, and testing responsibility and autonomy might be more adequate by means of for instance simulations.

We use other frameworks as reference for our education, such as the CBHA framework, so why would the HA QF be useful for us?

Most present frameworks that have been developed in the humanitarian sector are professional competency frameworks and not qualifications frameworks. They usually distinguish between zero or very few levels of learning, and where there are more levels, these are normally not linked to progressive levels of learning or educational qualifications. The HA QF remedies this.

Can I just copy-paste from the framework to my training programme?

No, you need to translate and contextualise it to the specific characteristics and focus of your programme first.

What is the background of this framework? Who wrote it?

With financial support from the European Commission Lifelong Learning Programme, the EUPRHA Consortium developed the framework as part of its activities. EUPRHA stands for “European Universities on Professionalization on Humanitarian Action” and brings together thirty European universities representing each a different country, ICVA (International Council of Voluntary Agencies), the Sphere Project and the NOHA Alumni Association.

Who holds copyright of the HA QF?

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Where can I get a copy of the HA QF?

All materials, additional information and resources, and contacts can be found on: EUPRHA.ORG

EUPRHA.org

European Universities on Professionalization on Humanitarian Action

This project has been funded with support from the European Commission.
<table>
<thead>
<tr>
<th>Level</th>
<th>Knowledge Theoretical &amp; Factual</th>
<th>Skills Cognitive &amp; Practical</th>
<th>Responsibility &amp; Autonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Has basic general knowledge, is able to communicate with team members and completes simple supervised tasks.</td>
<td>Basic general knowledge useful for the action area.</td>
<td>Completes simple tasks.</td>
</tr>
<tr>
<td>2</td>
<td>Has basic knowledge of the humanitarian sector, basic problem-solving skills and can use these skills under supervision.</td>
<td>Basic knowledge of the humanitarian sector and the needs of crisis-affected people.</td>
<td>Works reliably under direct supervision in humanitarian contexts.</td>
</tr>
<tr>
<td>3</td>
<td>Has basic knowledge of the humanitarian principles and procedures, completes allocated tasks and provides general support in humanitarian action.</td>
<td>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.</td>
<td>Works under supervision with some scope for adjusting simple procedures to achieve goals in accordance with the humanitarian principles.</td>
</tr>
<tr>
<td>4</td>
<td>Has up-to-date, general knowledge of the humanitarian 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.</td>
<td>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.</td>
<td>Takes responsibility for completion of allocated tasks and operates autonomously within that mandate.</td>
</tr>
<tr>
<td>5</td>
<td>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.</td>
<td>Up-to-date, specialised knowledge of the humanitarian sector, its principles and standards. Specialised knowledge and understanding of the challenges in humanitarian aid provision, 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.</td>
<td>Carries out routine activities in accordance with humanitarian principles and standards in relatively predictable humanitarian contexts.</td>
</tr>
</tbody>
</table>

**Skills to recognise potentially dangerous situations for personal and team’s well-being and select an appropriate coping method.**

**Adapts own behaviour to respond to changing circumstances in the field.**

**Guides other support workers in humanitarian work.**

**Organises work under supervision following or- ganisation’s objectives and management guide- lines 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.**

**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.**
<table>
<thead>
<tr>
<th>LEVEL INDICATORS</th>
<th>KNOWLEDGE THEORETICAL &amp; FACTUAL</th>
<th>SKILLS COGNITIVE &amp; PRACTICAL</th>
<th>RESPONSIBILITY &amp; AUTONOMY</th>
</tr>
</thead>
</table>
| 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. | - 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 redefining 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. |

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**Humanitarian Action Map**

**Objective**

The objective of this work-package was to develop a European Map of Potentialities for the Humanitarian Sector defining concrete strategies to develop the sector in a harmonious manner. The exercise looks, for the first time at the reality of Humanitarian Action in Europe from the perspective of its member countries. To achieve this, the specific objectives identified by the EUPRHA partners through a consultative process were:

1. Define humanitarian activity and determine the boundaries of exclusion
2. Develop a database of humanitarian actors in each of the member countries with details of their sectoral focus, areas of activity, beneficiary focus
3. Develop a database of humanitarian educators in each of the member countries with details of the programme focus, length, delivery methods.
4. Develop country reports analysing the strengths and the potentialities in humanitarian activity and education

**The Analytical Framework**

The figure below represents the analytical framework for mapping European humanitarian potentialities. This framework was developed through a series of consultative workshops involving all the partner institutions within EUPRHA.

![Analytical Framework for Mapping European Humanitarian Potentialities](image)

**Figure 1: Analytical Framework for Mapping European Humanitarian Potentialities**

The humanitarian principles of humanity, impartiality, neutrality and independence are universally recognized. However there is little consensus on definition of humanitarian activity. The humanitarian stakeholder group comprises of a wide-range of actors varying in their vision, mission, scale of operations, sectoral focus and types of activities. The first step in developing the analytical framework, therefore, was to identify indicators for humanitarian actors. Drawing on
an extensive literature review and expert consultations the following working definition of a humanitarian actor was developed:

A humanitarian actor is someone who is working to help and assist people in distress or need by: protecting human life and dignity, satisfying basic needs, alleviating suffering, protecting human rights and prevent and reducing future risks, and who is guided by the principles of humanity, impartiality, neutrality and independence.

This definition excluded the application or the level of adherence to humanitarian principles by actors.

Similarly a definition for humanitarian educator was developed.

A humanitarian educator is an institution or a programme which provides education, research, training and/or accreditation of prior learning/work experience. on humanitarian action. These programmes can be at universities (undergraduate to postgraduate levels), adult education programmes, NGO internal programmes, humanitarian trainings provided by State agencies and private enterprises.

The synergies and gaps were defined as a collective of strengths and potentialities of each of the partner countries with respect to humanitarian activity and humanitarian education measured in terms of enabling contexts (i.e. historical events that have shaped humanitarian policies and priorities), typology of actors (i.e. predominant humanitarian stakeholder groups), interaction between humanitarian stakeholders, potentialities in skills and competencies provided by humanitarian educators.

Mapping European Humanitarian Potentialities was thus, a composite of humanitarian actors and humanitarian educators mapped at the country and the EU levels. In addition an analysis of the synergies and gaps identified the Europe’s strengths in Humanitarian Action and the key challenges to improve professionalization of humanitarian action.

Methodology and Research Process

The analytical framework was operationalized through a systems approach where each country profile was a constituent of the European map of humanitarian potentialities. The study was conducted in 4 distinct stages: (1) Development of the analytical framework with indicators and the study framework for data collection (2) The Pilot Study and refining the indicators based on preliminary findings, (3) Collection of country level data on humanitarian actors and humanitarian educators (4) Qualitative analysis of country profiles to identify synergies and potentialities.

The data collection process was carried out through country level ‘surveillance teams’ in each of the 30 partner institutions in EU and the associated countries. The team comprised of an experienced researcher and research assistants who compiled primary and secondary data on humanitarian actors and key features of humanitarian action in each country. Data was collected through surveys and structured questionnaires based on the findings of the pilot study. The key sources of information were (a) secondary data through internet- based research of publications and websites (> 60%) (b) experienced researcher’s knowledge (27%) (c) Interviews with key humanitarian stakeholders.
A quantitative and qualitative data analysis was carried out to scale and the nature of humanitarian actors, educators, synergies and potentialities. SPSS and Excel softwares were used to analyse the data.

**Key Challenges**

The following key challenges were identified as part of the mapping exercise: (a) developing a comprehensive definition of humanitarian activity that can be applied throughout EU countries (b) collating large volume of qualitative data on ‘quantitative’ type questions (e.g. total number of humanitarian professionals, total expenditure etc), (c) sourcing information on identified humanitarian actors and educators (e.g. list of training courses delivered by NGOs) and (d) management, monitoring and updating the European Map of Humanitarian Potentialities.
Humanitarian Action Trends

Novel challenges in the professionalization of the field and the profile of the “new” humanitarian aid worker

Key discussion and issues

The milestones in the field over the last decades may be summarized in four key processes:

- The development of standards
- The establishment of university degrees
- The development of training programs
- The emergence of networks and organizations that serve as platforms for debating, clarifying, and critically reflecting on the aims, conditions and obstacles of carrying out humanitarian aid as dictated by the principles of humanitarian engagement and the ideal of ‘saving lives’.

Unlike fashions that have a transient character, the concept of “trends” is a value infested category that implies an understanding of the evolution of the phenomenon of humanitarian assistance. In this report, the basic trends have been distinguished in terms of global trends in the delivery of humanitarian aid and the current predicaments facing all humanitarian aid actors. A key distinction has been introduced between the different discourses about humanitarian assistance from changing social realities on the ground. Thus, while in the 1990s the dominant fashion in aid was “from relief to development”, current realities (post September 11th 2001) speak of the “humanitarian footprint” which has shrunk in conflict areas, and has raised preoccupations with security to the highest degree.

The new challenges involve the need for a reconceptualization of the complex interrelation between ethics and politics. There is widespread consensus on the series of moral imperatives articulated in the international humanitarian codes of ethics. These include: impartiality, neutrality and independence. The way key humanitarian actors have responded to these involves a reinterpretation of these key principles in the field of practice. Following the research of Fassin1 concerning MSF activities in Iraq during the second Iraq war, the problem of human agency in the case of complex emergencies, where humanitarian actors are called to intervene, involves three distinct levels of lives at risk: “lives that may be risked” (humanitarian agents) from “lives that can be sacrificed” (the populations among whom they intervene), and “lives that are accorded limited protection” (national staff). Of the three lives, the highest value is still accorded to the expatriate humanitarian workers. Another case where practice has impacted on the reconceptualization of humanitarian aid is the collaboration between the military and humanitarian aid workers in the interest of security.

Concerning the NGO management and other humanitarian actors in the field, one of the key insights of the literature involves the need for the continuous collaboration between NGOs and local staff. As noted in the report, the continuous struggle between the individual impulses and

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ideals and the constraints of operating in constrained circumstances creates a continuous triage which persists despite the gradual professionalization of the field and the improvements on relief technologies which have minimized the inescapable cruelties that are intrinsic to the humanitarian enterprise.

Concerning the trends in education, the key challenge is currently the proliferation of education providers and the problem of selection of individual qualifications and expertise required as part of the future profile of humanitarian aid workers.

The recognition that humanitarian action can lead to negative unintended consequences has forced international NGOs to measure their effectiveness, to reflect their ethical positions and to reconsider not only the values that motivate their actions, but, also, the longer term consequences of these actions.

The basic insight that “every disaster is different” is considered to be one of the obstacles hindering humanitarian organizations becoming more effective because using administrative criteria it is found that this makes organizations resilient to standardization. This project of the professionalization of humanitarian assistance needs to be seen in this light and, therefore, opt for standardization on every level. The Qualifications Framework developed in the framework of Work Package 3 of this project is precisely such an attempt to arrive at principles of standardization of educational standards for every level of humanitarian aid activity.

Hand in hand with this realization comes the conclusion that the variety of skills required for those working in the humanitarian aid sector is not a “checklist” to be used in drawing up profiles or interview charters. It presupposes a complex taxonomy that distinguishes between cognitive, interpersonal and intrapersonal domains. The proposed typology distinguishes the skills according to clusters of competences within each domain and identifies the metacognitive domain as the area in need of greater research in the future. Singling out among the different clusters such as intrapersonal and interpersonal competences, conscientiousness (the tendency to be organized, responsible and hardworking) is most highly correlated with desirable educational career and health outcomes.

Concerning the new priorities for actors in the humanitarian aid field should know how to access people in crisis, in a direct or an indirect way. They should know that they must act always with legitimacy, that they must be adapting collaborative relations with other partners and organizations, and that they must negotiate till they will have the best results.

Concluding the ideas and the proposals made so far, the key issue needs to be raised: it is the time for independent profession of aid workers?
### GLOBAL TRENDS

Cumulative effects, intersection of:
- Climate change
- Financial and Economic crises
- Food crisis
- Extreme poverty and rising inequalities
- Increased resource scarcity (water scarcity, energy security)
- Migration and population growth
- Urbanization
- Health Risks
- Changing nature of violence
- Rapid technological developments

Economic and geopolitical shifts

### CHALLENGES

| Increase of the frequency and intensity of natural disasters |
| Increase in the complexity of conflicts and their effect on communities and countries. |
| Changing nature of crises (compound crises) |
| An increasing humanitarian caseload: |
  - New types of vulnerable people |
  - Urban and elderly populations |
  - Climate change-induced migration and displacement without legal protection frameworks |
| Need to look at other possibilities for humanitarian financing. |

### RESPONSES

- Anticipate the risks
- Better context analysis (causes of vulnerabilities) and conflict analysis
- Stronger evidence base
- Humanitarian and developmental need to be better defined for integration in the country plans
- Strengthen local capacities and resilience |
- Develop new partnerships
- Enlarge the funding base and use it more effectively
- Enhance coordination, leadership, accountability,
- Enhance professionalization
- Make innovations and leverage new technologies.

### Factors that affect the humanitarian space

**Politicization of aid:** integration agenda and coherence approach

- Renewed assertiveness of host states and mistrust of humanitarian action in some countries
- Proliferation of non-traditional actors: the military, for-profit contractors, private philanthropists, regional organizations (African Union, ASEAN etc)
- Deteriorating security situation in some contexts, with deliberate violence against aid workers
- Deterioration of human rights standards in protection of humanitarian personnel and victims
## Participants List

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Organization</th>
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<tbody>
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<td>Aardema, Bastiaan</td>
<td>HOLLAND</td>
<td>Rijksuniversiteit Groningen</td>
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<td>Ait-Chaalal, Amine</td>
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