



Child Protection
Global Protection Cluster

Competency Framework for Coordination

Child Protection Area of Responsibility

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A six-year-old girl makes crafts from recyclable materials at a centre for children in the city of Djibouti, Djibouti (2018). She lives on the streets with her mother, who is a commercial sex worker, and social workers at the centre believe she is deeply traumatized.

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Foreword

Armed violence, displacement, the impacts of the climate emergency and global pandemics all require collective efforts to protect children. Coordination including Information Management has never been more critical for children's protection. Put simply, this includes understanding the situation of children, formulating a collective plan, advocating for resources and working with partners to achieve results – this is the core of coordination. Furthermore, it is vital to be prepared, to include children themselves in the process and to ensure the response is as local as possible.

As we grapple with shifts in the humanitarian architecture and the way we coordinate emergency responses, this competency framework is relevant to many settings where actors coordinate to better protect children. For example, the core coordination principles apply also in contexts where actors prepare to protect children from future emergencies.

To those of you taking on coordination and information management roles to lead groups, kudos to you as you take on these leadership roles.

To the members of coordination groups, UN agencies, national and international NGOs, thank you for investing in coordination. We value your contribution and thank you for doing all you can to protect children.



Michael Copland

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24th August 2020

Introduction

Child Protection Area of Responsibility Competency Framework for Coordination

The Competency Framework for Coordination outlines the competencies required for those working as Coordinators in a Child Protection Area of Responsibility (CP AoR) at global, regional, national and sub-national levels¹.

The framework has twenty-one competencies all of which are considered to be essential. These competencies are arranged into four groups:

A. Sectoral competencies

These are competencies that relate to the sector which in this framework is Child Protection in Emergencies (CPiE). These competencies may be shared with others working in CPiE roles and include competencies that require the application of humanitarian principles and concepts, the application of CPiE concepts and the application of safety and security concepts;

B. Common behavioural competencies

These competencies define the proficiencies required for working effectively in a coordination group and are common to all of those who work in a CP AoR at national and sub-national level;

C. Functional competencies

These competencies relate to the tasks or functions of a specific role or group of related roles. In this framework, these competencies define the proficiencies required by those who are Coordinators;

D. Core behavioural competencies

These competencies are behavioural competencies that support the organisational values and mission and are taken directly from the UNICEF behavioural competency framework. They apply to everyone in UNICEF and form a foundation for the common, functional and sectoral competencies².

¹ This may also apply to other roles such as co-chair, co-lead or co-coordinator.

² Since those in coordination positions represent the child protection coordination group or AoR, references to 'UNICEF' and 'the organisation' in this section are understood to mean UNICEF in its capacity as Cluster/ AoR lead agency and Provider of Last Resort.

Introduction

Each of the competencies has a definition, behaviours and underlying knowledge and skills. The behaviours are listed at three cumulative levels. All colleagues are expected to demonstrate the level 1 behaviours. With experience and career progression, as colleagues take on posts with increasing responsibility, they will be expected to begin to demonstrate behaviours at level 2 and level 3 in addition to the level 1 behaviours. In practice, these levels might apply as follows:

- A colleague working as a Coordinator in a national or sub-national AoR in a non-complex environment would be expected to demonstrate the level 1 competencies fully, and be working towards level 2 behaviours over time;
- A colleague working as a Coordinator working in a more complex environment in a national AoR or larger sub-national AoR would be expected to demonstrate the level 1 and 2 behaviours fully, and be working towards level 3 behaviours over time;
- A Coordinator working in a highly complex environment, such as in a system-wide scale up emergency or at global level, would be expected to demonstrate the behaviours at level 3 in addition to the behaviours at levels 1 and 2.

The knowledge areas and skills that are listed with each competency are intended to support understanding of the scope of the competencies and behaviours. The list is indicative only and is not intended to be exhaustive. In cases where the knowledge area relates to a specific document a link to the most recent version of a resource has been included. As documents are updated over time, some links may become inactive or out of date and users are urged to ensure they are making reference to the most up-to-date version of a resource. In most cases, the knowledge and skills section does not include references to specific learning programmes as this is beyond the scope of a competency framework. An exception has been made for six on-line courses that are mandatory for UNICEF personnel. These are included in the knowledge and skills sections of relevant competencies.

The CP AoR Competency Framework for Coordination is accompanied by a CP AoR Competency Framework for Information Management which can be found in a separate document. The two frameworks share the same sectoral competencies, common behavioural competencies and core behavioural competencies. For these sets of competencies, the behaviours, knowledge and skills differ to reflect the specific requirements of the role. The functional competencies in each framework are different to reflect the different roles.

Introduction

The competency frameworks were initially designed for the Global Nutrition Cluster (GNC) and then, in order to ensure continuity and consistency between the UNICEF-led clusters, they were adapted to meet the needs of WASH clusters, Child Protection AoRs and UNICEF staff in Education Clusters.

While this framework is titled ‘competency framework for coordination’, the same competencies are required for humanitarian coordination/preparedness settings, regardless of the name of the child protection coordination group, for example, if called ‘Child Protection Area of Responsibility’, ‘Child Protection Sector’, ‘Child Protection Working Group’. The term ‘coordination group’ is used in the behaviours as an inclusive term to reflect this.

Development work for the CP AoR competency frameworks was supported by members of the CP AoR team, SAG members and in particular Save the Children which previously co-led development of a Competency Framework for NGO Child Protection Coordination in Humanitarian Action from which the current frameworks draw.

Introduction

Competency Framework for Coordination Overview

A. Sectoral competencies



1. Applies humanitarian principles, standards and guidelines
2. Applies key Child Protection in Emergencies principles, standards, concepts and tools
3. Operates safely and securely

B. Common behavioural competencies



1. Demonstrates commitment to a coordinated response
2. Promotes cooperation and collaboration
3. Demonstrates accountability
4. Promotes inclusion

C. Functional competencies



1. Provides influential and strategic leadership
2. Analyses and communicates information
3. Supports resource mobilisation
4. Advocates for increased child protection outcomes
5. Monitors the response
6. Strengthens national and local capacity to respond and lead

D. Core behavioural competencies



1. Builds and maintains partnerships
2. Demonstrates self-awareness and ethical awareness
3. Drive to achieve results for impact
4. Innovates and embraces change
5. Manages ambiguity and complexity
6. Thinks and acts strategically
7. Works collaboratively with others
8. Nurtures, leads and manages people

A. Sectoral competencies

1. Applies humanitarian principles, standards and guidelines

Definition: Demonstrates commitment to key humanitarian principles, standards and guidelines in their own work, and that of others, and ensures the response adheres to these; challenges inappropriate or harmful activities and behaviours and follows appropriate reporting and disciplinary procedures.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Ensure own behaviour demonstrates a personal commitment to humanitarian principles • Encourage others to demonstrate a personal commitment to humanitarian principles • Challenge harmful or inappropriate activities, behaviours and attitudes in others • Follow appropriate reporting and disciplinary processes in response to inappropriate or harmful behaviour • Demonstrate knowledge of relevant humanitarian agreements, standards, initiatives and guidelines in one's work • Apply appropriate humanitarian tools, mechanisms and processes at all stages of the Humanitarian Programme Cycle 	<ul style="list-style-type: none"> • Demonstrate ability to apply and adhere to humanitarian principles when faced with challenging and complex contexts • Establish mechanisms and processes which facilitate application of humanitarian principles • Support and prioritise capacity building of staff, partners and volunteers on humanitarian principles and standards • Take actions to ensure the coordination and response are in line with humanitarian agreements, standards, initiatives and guidelines • Recommend corrective actions when the response does not adhere to humanitarian agreements, standards and guidelines • Make any necessary adaptations to relevant humanitarian tools, mechanisms and processes to meet the needs of the AoR and partners 	<ul style="list-style-type: none"> • Demonstrate high-level of integrity when facing challenges to the application of or adherence to humanitarian principles in highly complex contexts • Create a culture of respect for the humanitarian principles in which others feel confident to challenge inappropriate or harmful behaviours and activities • Provide systemic advice and support to ensure the coordination and response adheres to humanitarian agreements, standards, initiatives and guidelines • Provide strategic and innovative guidance and support for the application of relevant humanitarian tools, mechanisms and process • Encourage resilience and sustainability by strengthening the strategic links between humanitarian and development responses

A. Sectoral competencies

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Work appropriately within any coordination structure, functions and accountabilities • Demonstrate understanding of the links between the coordination group and cluster structure and functions, and other planning, coordination and implementation modalities • Follow child safeguarding and PSEA procedures including procedures for challenging and reporting incidents 	<ul style="list-style-type: none"> • Support others to apply appropriate humanitarian tools, mechanisms and processes at all stages of the Humanitarian Programme Cycle • Strengthen links between the AoR and other humanitarian and development actors providing support to Nexus initiatives 	

Underlying knowledge and skills

MANDATORY TRAINING:

- UN Human Rights and Responsibilities training (mandatory for UNICEF staff only)
- UNICEF Prevention of Sexual Exploitation and Abuse (PSEA) training
- UNICEF Prevention of Sexual Harassment and Abuse of Authority training

KNOWLEDGE AREAS:

- Centrality of Protection in Humanitarian Action Statement by the IASC
- Child Protection Minimum Standards
- Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organizations (NGOs) in Disaster Relief
- Core Humanitarian Standard on Quality and Accountability
- Grand Bargain commitments
- Humanitarian architecture, cluster approach, accountabilities, structure, governance and core functions
- IASC GBV Guidelines
- IASC Guidance Note on Using the Cluster Approach to Strengthen Humanitarian Response
- Joint UNHCR-OCHA Note on Mixed Situations: Coordination in Practice
- Principles of Partnership
- Special Measures for Protection from Sexual Exploitation and Sexual Abuse (ST/SGB/2003/13)
- Sudden onset emergency framework

A. Sectoral competencies

Underlying knowledge and skills



- The history and reasons behind the humanitarian reform process and the transformative agenda
- The Humanitarian Principles and 'Do No Harm'
- The Humanitarian Programme Cycle, Humanitarian Response Plans and AoR/ cluster/ sector response plans including roles and responsibilities, relevant tools and methods and timelines for sudden vs slow onset emergencies
- The humanitarian reform process and the transformative agenda
- The Sphere Handbook

SKILLS:

- Analytical skills including the ability to select, adapt and apply suitable and relevant resources and to analyse contextual and statistical data
- Communication skills including the ability to persuade and inspire support for universal principles despite differences in cultures and beliefs
- Interpersonal skills including the ability to have difficult conversations and challenge established ways of thinking when contrary to principles of best practice, to motivate and influence others and to set and manage expectation

A. Sectoral competencies

2. Applies key Child Protection in Emergencies principles, standards, concepts and tools

Definition: Understands key CPiE principles, standards, concepts, tools and issues sufficiently to undertake the functions of their role effectively, enable full engagement with AoR participants and effectively represent the needs and concerns of the AoR to other actors involved in the response. Is confident with key concepts in preventing and managing child protection risks, child protection strategies and integrating CPiE across sectors and in promoting the Centrality of Protection to others.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Demonstrate good understanding of key CPiE principles, standards, concepts, tools and issues • Apply relevant CPiE principles, standards, concepts, tools and issues to coordinate and support implementing partners' work • Use technical CPiE knowledge to support improved coordination of the coordination group's work • Offer technical support to coordination group partners to ensure plans are aligned with relevant standards and guidelines • Work with partners to resolve technical challenges they have identified by facilitating their accesses to appropriate resources and sources of expertise • Engage with technical aspects of coordination groups' partners' plans to ensure activities are appropriate and relevant 	<ul style="list-style-type: none"> • Demonstrate strong understanding of CPiE principles, standards, concepts, tools and issues relevant to the specific context • Apply relevant CPiE principles, standards, concepts and issues to advise and advocate with implementing partners' work • Use technical CPiE knowledge to support improvements in the CPiE response • Contribute technical input and advice to coordination group partners' plans to ensure activities are relevant, appropriate, in line with communities' needs and demonstrate accountability to affected populations • Work with partners to identify solutions to technical challenges they face by providing technical input and advice 	<ul style="list-style-type: none"> • Demonstrate high-level understanding of CPiE principles, standards, concepts, tools and issues and how to apply them in complex contexts • Apply relevant CPiE principles, standards, concepts, issues, tools and innovations to drive strategic-level discussions • Use technical CPiE knowledge to identify and drive improvements in the CPiE response • Contribute expertise to support all aspects of the CPiE AoR's work • Pro-actively identify common and complex technical and institutional challenges faced by partners and find strategic-level or systemic solutions • Contribute expertise to planning, identification & analysis of needs and monitoring (NIAF) of the CP response

A. Sectoral competencies

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Support and encourage appropriate and meaningful child participation in the response • Communicate on important CPiE issues, including the Centrality of Protection, with stakeholders outside the AoR • Identify potential points of collaboration or overlaps between CP and other coordination groups 	<ul style="list-style-type: none"> • Contribute technical input and advice to AoR partners to support effective and quality activities are undertaken • Advocate on important CPiE issues, including the Centrality of Protection, with stakeholders outside the AoR • Work to resolve any potential duplications or points of conflict with other coordination groups 	<ul style="list-style-type: none"> • Engage at a strategic level with stakeholders outside the AoR

Underlying knowledge and skills

KNOWLEDGE AREAS:

- Child Protection in Emergencies Coordination Handbook
- Child Protection in Humanitarian Action Competency Framework: Testing Version (2019)
- Child Protection Minimum Standards
- Child Protection principles and standards including the Best Interests of the Child, child participation and family unity
- Child protection and cross-sectoral assessments tools, methodologies and best practice
- Competency Framework for NGO Child Protection Coordination in Humanitarian Action
- Inter-Agency Guidelines for Case Management and Child Protection
- Mandates, roles, capacities and gaps of AoR, partners and key stakeholders

SKILLS:

- Ability to conduct safe, accessible, participatory and ethical consultation processes with children of all ages using child-friendly accountability mechanisms
- Analytical skills including the ability to assess the technical and contextual relevance and applicability of tools and concepts
- Communication skills including the ability to represent concepts clearly
- Interpersonal skills including the ability to convene, be challenged, negotiate and influence others

A. Sectoral competencies

3. Operates safely and securely³

Definition: Plays an active role in maintaining the safety, health and well-being of oneself and one's colleagues; exercises due care and avoids taking unnecessary risks that could jeopardise their own security and that of other UNICEF, UN and / or partner organisation personnel⁴, premises or assets; takes steps to minimise risk to stakeholders and affected populations and follows appropriate safeguarding procedures.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Maintain professional behaviour and play an active role in maintaining their own security, safety, health and well-being • Inform eligible family members of the security requirements and advisories affecting their safety and security • Comply with all UNSMS, UNICEF and location-specific security policies, directives, guidelines, plans and procedures whether on or off duty • Obtain security clearance and travel notifications prior to travel • Complete required security trainings and briefings commensurate with their level and role prior to any field deployment 	<ul style="list-style-type: none"> • Provide a positive role model by complying with safety and security guidelines as established by the UN Security Management System and UNICEF • Identify resource requirements for enhancing security coordination and advocate for funding • Ensure regular communication and engagement with Humanitarian Access focal persons operating in the context • Allocate sufficient human, material and financial resources in a timely manner to support the assessment of security risk and implementation of security management measures 	<ul style="list-style-type: none"> • Ensure appropriate security personnel are consulted during planning and resourcing of activities • Support the resolution of security coordination problems that may arise in the field through UNDSS and UNICEF personnel with specific security responsibilities • Ensure the CP AoR's response strengthens local capacity, resilience, protection and preparation without increasing risk • Enhance the ability of partner organizations to make informed decisions and implement effective security arrangements to improve safety and security of personnel and operations as detailed in the Saving Lives Together Framework

³ This competency incorporates occupational safety, health and well-being (under the oversight of UNICEF DHR), security management (under the oversight of EMOPS) and programmatic issues such as child safeguarding (under the oversight of Programmes Division).

⁴ UNICEF personnel regardless of rank or level, have the responsibility to abide by security policies, guidelines, directives, plans and procedures of the UN Security Management System and UNICEF. Individual INGOs and IOs remain fully responsible for their own personnel, and the implementation of their individual security risk management measures. See Chapter III of the UN-SMS Security Policy Manual for details on applicability.

A. Sectoral competencies

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Familiarize themselves with all UN Security Management System and UNICEF personnel with a specific security role at their location • Report security incidents to UNICEF and UNDSS as appropriate and in a timely manner • Maintain an appropriate level of confidentiality regarding UNICEF security matters • Appropriately deal with breaches of child safeguarding policies • Demonstrate understanding of how and when to engage Child Protection and GBV actors for response to imminent harm through appropriate referral mechanisms 	<ul style="list-style-type: none"> • Integrate security management into operational, programmatic and strategic decision making • Collaborate with and provide technical support and/or resources to support partners in strengthening their security risk management framework • Facilitate partners' access to information about key threats in the local context, appropriate briefings and equipment as feasible • Incorporate measures to manage risk to an acceptable level into the design, planning and implementation of work plans and activities • Make decisions based on ensuring the safety of partners and other stakeholders including affected populations • Ensure policies, expectations and referral mechanism around child safeguarding and child protection are widely known and understood 	<ul style="list-style-type: none"> • Check that partner organizations have demonstrated capacities to manage security risks for their employees • Create a culture in which child safeguarding and child protection are respected and prioritised and in which others feel confident to address inappropriate or harmful behaviours and activities

A. Sectoral competencies

Underlying knowledge and skills



MANDATORY TRAINING:

- BSAFE UN safety and security training
- Mandatory attendance of a New Arrivals Briefing or a Security Induction Programme upon arrival in a specific location
- SSAFE Safe and Secure Approaches in Field Environments training (if required in duty station)
- UNICEF Prevention of Sexual Exploitation and Abuse (PSEA) training
- UNICEF Prevention of Sexual Harassment and Abuse of Authority training
- UNICEF Information Awareness and Security training (mandatory for UNICEF personnel only)

KNOWLEDGE AREAS:

- Personnel and contact details for duty station's Security Management Team and personnel with a specific security role within the UN SMS or UNICEF including: UNDSS Chief Security Advisor (CSA), Security Advisor (SA) or Field Security Coordination Officer (FSCO), UNICEF Regional Security Advisor (RSA), Country Field Security Advisor (CFSA), National Field Security Advisor (NFSA), or Local Security Assistant (LSA) or Regional Security Focal Point (RSFP)
- Residential Security Measures (RSM) applicable for the location
- Saving Lives Together framework
- Standard of Conduct for the International Civil Service
- Travel Request Information Process (TRIP) for requesting security clearances and how to use the TA mobile application, as required in the location
- UN-SMS, UNICEF and location-specific security policies, directives, guidelines, plans and procedures including UN SMS Framework of Accountability and the UNICEF Framework of Accountability

SKILLS:

- Basic CPR and the basics of trauma first aid may be required in some roles or locations
- Using communication, safety and security equipment

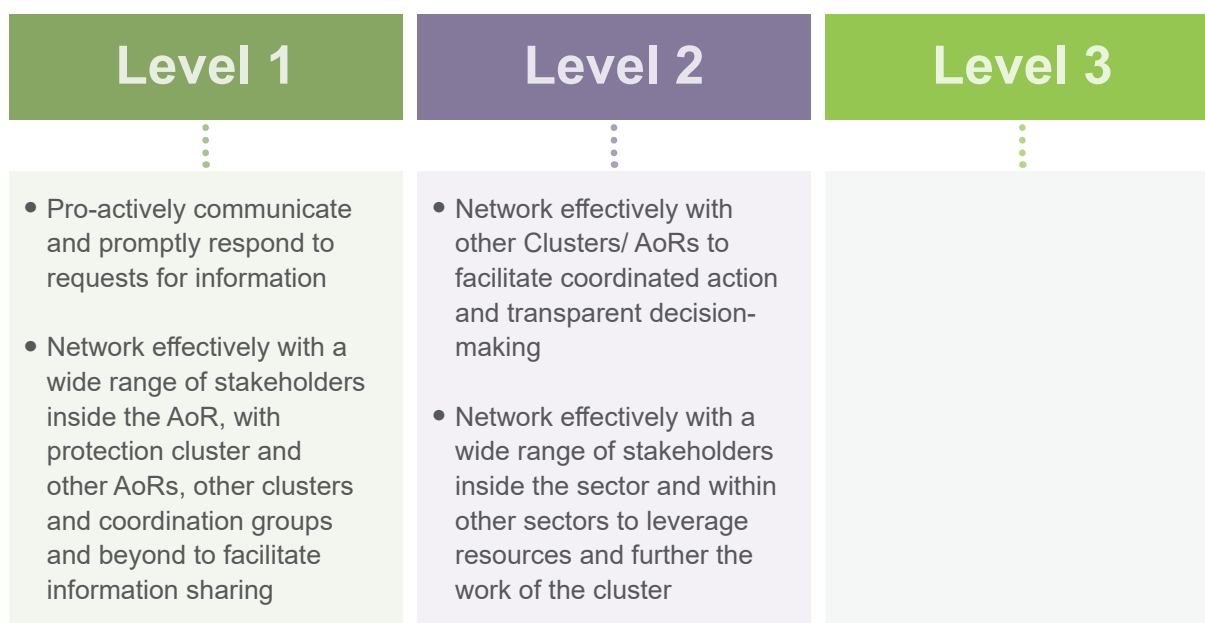
B. Common behavioural competencies

1. Demonstrates commitment to a coordinated response

Definition: Models and promotes the value of coordination by ensuring their own behaviour and actions contribute to a well-coordinated response; demonstrates a personal and positive commitment to the aims of the AoR and fair and impartial treatment of AoR and partners; coordinates effectively with all relevant stakeholders and engages with the wider humanitarian response.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Work impartially to promote the collective interests of the AoR over individual interests of any single organisation • Maintain a realistic but constructive, results-oriented approach to coordination and the work of the AoR at national and sub-national level • Demonstrate commitment to addressing humanitarian need through the AoR's strategic plan and priorities • Coordinate own work and priorities with the AoR co-lead and other members of the coordination team including co-lead and information managers at national and sub-national level • Coordinate and communicate effectively with AoR lead agency and co-lead agency • Lead AoR meetings and actively participate in inter-cluster or coordination group meetings 	<ul style="list-style-type: none"> • Establish clear communication lines, reporting and support mechanisms with sub-national AoRs • Provide relevant inputs to inform the AoR and, as relevant, HCT's strategic decision making and review of the response • Engage with the wider humanitarian response by pro-actively sharing relevant information and coordinating activities with other coordination groups and relevant stakeholders • Take into account the concerns and interests of other coordination groups and stakeholders • Consistently seek to coordinate work and priorities with other coordination groups across the HPC to avoid duplication and harmonise response 	<ul style="list-style-type: none"> • Establish processes that enable and encourage the involvement of international, national and local partners in the development of the AoR strategic plan and identification of priorities • Address any communication or coordination challenges within the coordination team • Conduct outreach to encourage new AoR members to participate in coordination meetings • Represent the CP AoR's interests and concerns to other AoRs, clusters, coordination groups and the Humanitarian Country Team to contribute to an improved overall response • Build strategic alliances through effective networking with a wide range of stakeholders inside the sector and within other sectors to leverage resources, build connections, further the work of the cluster and improve educational outcomes

B. Common behavioural competencies



Underlying knowledge and skills

KNOWLEDGE AREAS:

- AoR accountabilities, processes and functions
- IASC guidelines on Cluster Coordination at Country level (2015), Guidelines for Integrating GBV Interventions in Humanitarian Action: Thematic Guide for Child Protection (2015) and the GBV Pocket Guide (2015)
- Key contacts in key stakeholders including other AoRs, Working Groups, Clusters, Community Based Child Protection Networks, Community Based Organisations
- Principles of Partnership
- Strategic planning including Humanitarian Response Planning

SKILLS:

- Capacity building skills and skills transfer
- Communication skills including public speaking, persuasion and influencing
- Consensus building and conflict management
- Interpersonal skills including negotiation skills and persuasion and the ability to work collaboratively with colleagues and partners
- Meeting management including planning and facilitating meetings
- Organisational skills including time management
- Stakeholder management including networking skills, establishing sub-national clusters, developing partnerships, working with and managing partners, Strategic Advisory Groups and Technical Working Groups and identifying minimum partner commitments

B. Common behavioural competencies

2. Promotes cooperation and collaboration

Definition: Promotes cooperation and collaboration between others by facilitating solution-focused consensus building and transparent negotiation, supports others to collaborate effectively to ensure the response has minimal duplications, gaps and obstacles that builds on the complementarity of AoR members.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Actively encourage and support others to work collaboratively and actively participate in AoR meetings and decision-making processes • Take steps to involve and encourage new partners, especially local partners • Encourage a transparent flow of information • Facilitate effective meetings that enable consensus building between partners, collaborative and transparent decision-making and information sharing • Coordinate and encourage collaborative assessments, planning, resource mobilisation, implementation, monitoring and evaluation • Encourage partners to collaborate with, support and validate the work of other stakeholders • Work with others to identify and agree solutions for gaps, obstacles and duplications 	<ul style="list-style-type: none"> • Establish effective and accessible mechanisms for international, national and local partners to participate in the AoR, in AoR meetings and in decision-making • Pro-actively ensure the inclusion of partners with diverse perspectives in coordination group activities • Map technical and operational capacity in the response to understand existing capacity and gaps ensuring that local and national capacity is incorporated in the mapping • Encourage the sharing and pooling of resources and information to improve the speed and quality of humanitarian outcomes • Establish mechanism to ensure coordination groups work in a harmonized manner across the Humanitarian Programme Cycle 	<ul style="list-style-type: none"> • Encourage partners to coordinate their work with other stakeholders by committing to the AoR strategic plan and priorities • Address collaboration challenges arising from within and beyond the AoR • Manage power dynamics between stakeholders ensuring an inclusive approach to diversity • Actively manage and resolve conflict with and between stakeholders • Negotiate with others to reach consensus and avoid impasse • Work with partners to establish and share common operational definitions, procedures and standards • Challenge behaviours which prioritises competition over collaboration and act against the interests of the affected population

B. Common behavioural competencies

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Encourage collaboration between international, national and local actors • Support and encourage stakeholders with diverse interests and needs to effectively engage with each other respectfully • Actively encourage and support the involvement of national and local actors in the AoR meetings and decision-making process 	<ul style="list-style-type: none"> • Pro-actively reach out to local and national actors to increase their role in collaborative efforts and the work of the coordination group • Encourage non-traditional child protection partners to join the AoR as members 	<ul style="list-style-type: none"> • Provide advice and support to ensure collaboration initiatives incorporate local and national actors at strategic level

Underlying knowledge and skills

KNOWLEDGE AREAS:

- Accountability to Affected Populations principles and approaches
- Effective meeting management techniques
- Humanitarian Development Nexus
- The Humanitarian Programme Cycle

SKILLS:

- Communication skills including active listening and public speaking
- Consensus building and conflict management
- Decision-making
- Interpersonal skills including negotiation and persuasion
- Meeting management including facilitation
- Technical and operational capacity mapping

B. Common behavioural competencies

3. Demonstrates accountability

Definition: Demonstrates accountability to affected populations, partners, the Humanitarian Coordinator (HC), Humanitarian Country Team (HCT) and other relevant stakeholders by operating transparently and with integrity and by taking responsibility for the impacts of their own and their teams' actions. Engages and empowers girls, boys, women and men in affected populations to be agents of positive changes, by actively creating meaningful opportunities for their involvement in the response and by establishing mechanisms by which individuals and communities can hold the AoR to account.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Demonstrate integrity in actions and interactions with others • Follow organisational procedures accurately and appropriately without seeking personal gain • Uphold the rights and dignity of affected populations • Ensure that engagement with affected populations actively involves a diverse range of stakeholders including girls and boys, women and men of different ages and sexual orientation, those with and without disabilities, and people from minority ethnic and religious groups • Actively gather and take into account the perspectives and knowledge of affected populations including children and young people when planning and coordinating the work of the AoR 	<ul style="list-style-type: none"> • Undertake AoR coordination performance monitoring and ensure weak results are addressed • Establish child-friendly, effective and accessible feedback and complaints mechanisms • Encourage and support partners to consider the needs and perspectives of the affected population • Take affected populations' perspectives into account when developing advocacy plans, ensuring that people's dignity is respected • Support colleagues and partners to follow appropriate, agreed procedures in line with relevant codes of conduct and humanitarian principles • Establish and implement mechanisms to facilitate accurate and timely reporting to HC and HCT 	<ul style="list-style-type: none"> • Take responsibility for the impact of their own and their teams' actions • Challenge plans which do not adequately take into account the perspectives, knowledge and needs of affected populations • Appropriately handle and respond to complaints • Encourage colleagues and partners to demonstrate integrity and transparency and challenge actions that are inappropriate • Actively seek and support partnerships and coordination mechanisms in support of accountability to affected population

B. Common behavioural competencies

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Inform affected population of how data that is collected will be used • Share monitoring information with affected populations, partners and other appropriate stakeholders • Take appropriate action to address feedback received from children, affected populations, partners and other stakeholders • Ensure results of inquiries are documented and shared as relevant with interested parties and complainants following appropriate guidelines • Ensure children and young people are consulted and actively involved in all stages of the HPC 		

Underlying knowledge and skills

KNOWLEDGE AREAS:

- Accountability to Affected Populations
- Child-friendly feedback and complaints mechanisms best practice
- Children as Partners in Child Protection COVID-19 Guide: From Participation to Partnership (upcoming)
- Cluster Coordination Performance Monitoring Guidance
- Core Humanitarian Standard on Quality and Accountability
- IASC Community-Based Complaint Mechanisms on PSEA
- Practice Standards in Children's Participation
- Rights-based approach
- Standard 3: Communications and Advocacy, Child Protection Minimum Standards

B. Common behavioural competencies

Underlying knowledge and skills

**SKILLS:**

- Advocacy skills including advocacy planning
- Communication including child-friendly communication techniques, active listening and the ability to share information in accessible and appropriate formats
- Evidence generation skills including in needs assessments and creating and using surveys
- Interpersonal skills including the ability to have sensitive, challenging and difficult conversations
- Organisational skills including prioritisation and time management

B. Common behavioural competencies

4. Promotes inclusion

Definition: Promotes a positive and inclusive environment in the AoR, in relation to partners, and in their work and interactions with the affected population. Embraces, encourages and supports diversity and addresses the diverse needs and vulnerabilities of the affected population by ensuring centrality of protection, gender, gender-based violence (GBV) mitigation and response, age, disability and HIV & AIDS are integrated into needs assessments, planning, resource mobilisation, implementation, monitoring and reporting and by supporting other coordination groups and stakeholders to integrate child protection into their work and operations.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Promote a positive and inclusive environment within the AoR and in relation to international, national and local partners • Promote the use of local languages to increase accessibility • Take into account the diverse needs and vulnerabilities of affected populations with specific focus on age and gender when planning and coordinating the work of the AoR • Take into account cross-cutting issues throughout the Humanitarian Programme Cycle • Monitor coordination group's response taking into account cross-cutting issues • Provide technical input and advice to other coordination groups and stakeholders on integrating approaches for child protection into their responses 	<ul style="list-style-type: none"> • Encourage colleagues in the AoR and partners demonstrate a positive and systematic approach to inclusion and diversity • Ensure partners have a commonly agreed understanding and definition of centrality of protection, gender, GBV, age, disability and HIV & AIDS and what it entails to integrate them in the response • Lead development of the child protection-specific guidance on integrating gender, GBV, age, disability and HIV & AIDS into CPiE responses • Encourage and support partners to take into account diverse needs and vulnerabilities of affected populations during all stages of the Humanitarian Programme Cycle 	<ul style="list-style-type: none"> • Establish and implement systematic measures for supporting inclusive work practices and programming • Identify and take strategic action to address gaps in the response relating to diverse needs and vulnerabilities of affected populations • Provide advice and support to address relevant trends related to diverse needs and vulnerabilities of specific groups • Maintain oversight of the response to ensure it does not exacerbate the vulnerabilities of specific people or groups • Address structural, systemic and political factors that contribute to the exclusion of individuals or communities or exacerbate vulnerabilities

B. Common behavioural competencies

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Ensure the inclusion of national and local actors in the AoR decision making organs and processes such as the Strategic Advisory Group (SAG) • Support the meaningful participation of under-represented or excluded groups • Challenge activities which do not adequately take into account child protection's integrated approaches • Challenge activities and behaviours with potentially harmful impacts or which may exacerbate the vulnerabilities of specific people or groups 	<ul style="list-style-type: none"> • Pro-actively influence other clusters, coordination groups and stakeholders to integrate child protection approaches in their responses • Work with partners to identify, prevent and address any unintended harmful impacts of activities 	

Underlying knowledge and skills

KNOWLEDGE AREAS:

- Definitions, key issues and contextual information related to cross-cutting issues including centrality of protection, gender, gender identity, GBV, age, child protection, disability and HIV & AIDS
- Gender with age marker
- Guidance on Strengthening Disability Inclusion in Humanitarian Response Plans
- IASC Gender Handbook for Humanitarian Action
- Minimum Standards for Age and Disability Inclusion in Humanitarian Action
- Practice Standards in Children's Participation
- Standard 3: Communications and Advocacy and Pillar 4: Working Across Sectors, Minimum Standards for Child Protection in Humanitarian Action

SKILLS:

- Advocacy skills
- Analytical skills including systematic disaggregation of data by sex, age and disability
- Communication skills including influencing and persuasion
- Conducting barrier and risk analysis related to GBV using the Availability, Accessibility, Acceptability, Quality (AAAQ) framework
- Interpersonal skills including the ability to have challenging and difficult conversations

C. Functional competencies

1. Provides influential and strategic leadership

Definition: Effectively leads the AoR to work collectively towards a common, strategic goal by developing a shared vision based on evidence and providing the leadership to realise it. Harnesses the skills and experience of AoR members, encourages active participation and inspires trust and respect amongst AoR partners. Provides leadership to a wide range of stakeholders beyond their immediate team or direct reports.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Provide predictable, timely and useful leadership to further the work of the coordination mechanism • Demonstrate knowledge of key humanitarian, contextual and technical (CPiE) issues to establish personal credibility • Demonstrate a willingness to listen to the perspectives of others • Maintain a realistic but positive, results-oriented approach • Encourage partners and other stakeholders to work collectively towards a common strategic goal • Facilitate the involvement of coordination group partners in joint activities, processes and decision-making • Pro-actively seek and constructively respond to feedback 	<ul style="list-style-type: none"> • Build positive working relationships with others to establish trust and respect • Lead AoR partners to identify and agree priorities and develop a strategy for the AoR based on the needs of the affected population • Identify and draw on capacity and experience within the AoR to establish technical working groups and a strategic advisory group and ensure active participation of national and local partners • Take actions to ensure appropriate and predictable quality across the response by developing a commonly-agreed strategy for quality assurance • Anticipate and prepare for changing circumstances by collaboratively monitoring the context and developing responsive plans 	<ul style="list-style-type: none"> • Adapt decision-making and leadership style to suit the situation • Negotiate with partners to ensure service delivery is driven by the humanitarian response plan and strategic priorities • Encourage and participate in operational peer reviews and evaluations • Support and encourage partners to adapt to changing circumstances in the operating environment

C. Functional competencies

Underlying knowledge and skills

**KNOWLEDGE AREAS:**

- AoR structures, processes and functions
- AoR strategy development and principles of evidence, harmonisation, alignment and continuity and consultation
- Contingency planning processes and tools
- Humanitarian Programme Cycle Guidance
- Humanitarian Response Framework process and templates
- Operational Peer Review and Evaluation
- Processes, templates and funding mechanisms of the Humanitarian Response Plan (HRP) and how to monitor, evaluate and adapt them
- Strategic Annual Review process

SKILLS:

- Communication skills including active listening, persuasion and influencing
- Consensus building and conflict management
- Interpersonal skills including negotiation and the ability to give and receive constructive feedback
- Leadership skills including adaptive and influential leadership
- Stakeholder management including networking and partnership building

C. Functional competencies

2. Analyses and communicates information

Definition: Coordinates CP Needs Identification and Analysis Framework (NIAF), maintains accurate records, paying attention to the needs and views of vulnerable and hard to reach populations, and shares information in appropriate and accessible formats with the AoR and other stakeholders as relevant, encourages a transparent flow of information between partners.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Respect and apply ethical standards to the collection and sharing of data on children and child protection issues • Prioritise the safety of affected children, their families and communities when sharing information, acknowledging affected populations right to give or deny informed consent to share their data • Analyse data to quantify in need and target populations and inform priority setting, strategy development and response planning • Keep accurate records of AoR activities, plans, decisions and priorities • Share relevant information with AoR international, national and local partners in accessible and appropriate ways • Ensure the needs of vulnerable groups, hard to reach and potentially invisible populations are actively sought and known • Provide appropriate coordination support to needs assessments 	<ul style="list-style-type: none"> • Coordinate Child Protection specific needs assessments • Contribute to inter-sectoral needs analysis • Identify data and information needs and gaps relevant to the evolving situation and response and take actions to address the gaps • Assess the quality and reliability of data and work with experts to identify corrective measures • Assess data results and seek triangulation and explanation based on sources • Promote a transparent flow of information between AoR partners • Establish protocols across the AoR to make sure sensitive data is shared and handled appropriately following data protection best practices 	<ul style="list-style-type: none"> • Analyse and interpret data from multiple relevant and diverse primary and secondary sources following CP NIAF • Identify trends across the whole response and analyse future risks and opportunities to inform a dynamic understanding of the evolving situation • Share relevant information in line with ethical standards with a wide range of stakeholders outside of the coordination group to inform strategic decision-making and inter-cluster coordination • Make decisions based on a limited set of data when necessary and identify critical information gaps

C. Functional competencies

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Ensure active participation of CP AoR on needs identification and analysis processes carried out by protection cluster, AoRs and other coordination groups • Ensure that national and local actors participate in needs identification and analysis process for the AoR and protection cluster/ coordination group including joint analysis for prioritization 	<ul style="list-style-type: none"> • Evaluate and document the negative and positive effects of the information systems and information-sharing protocols on children, families and communities • Collaborate with information Management Officer to build the capacity of coordination group members on information management, ethical standards, data protection policies and national privacy laws 	

Underlying knowledge and skills

KNOWLEDGE AREAS:

- Data protection best practices and specific applicable laws and regulations
- Humanitarian Needs Overview process and templates
- Needs Identification and Analysis Framework (NIAF)
- Protection Information Management (PIM) Guidance
- Standard 5: Information Management and Standard 6: Child Protection Monitoring, Minimum Standards for Child Protection in Humanitarian Action

SKILLS:

- Analytical skills including contextual and situational analysis, data analysis to inform decision-making and the ability to assess the quality and reliability of data and identify critical gaps
- Communication skills including creating appropriate and accessible written and verbal communications
- Data collection skills including conducting advance analysis and visualisation using GIS, infographics
- Decision-making skills
- Needs assessment skills including identifying data sources, assessing reliability of data, conducting secondary data reviews, identifying data gaps
- Safe and ethical management of data including in relation to child protection cases and programmes, GBV and PSEA in coordination with GBV coordination groups and other relevant stakeholders

C. Functional competencies

3. Supports resource mobilisation

Definition: Supports AoR partners to mobilise resources in terms of supplies, HR and funding; facilitates access to sources of funding; quantifies and accurately represents the funding needs of the AoR to others; and promotes critical thinking around cost efficiency.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Support AoR partners' recruitment and procurement through information sharing, advocacy and the provision of direct support • Agree coordination group funding priorities with partners based on humanitarian principles and best practices • Share AoR funding priorities with relevant stakeholders and potential donors • Provide orientation to AoR members on humanitarian response funding processes and pooled funds • Share funding information with partners transparently • Promotes analysis on value for money, including cost-effectiveness and efficiency, in considerations about resourcing • Ensure resource mobilisation processes support quality, inclusive and harmonised response planning 	<ul style="list-style-type: none"> • Work with AoR partners to map existing and required resources to identify gaps in supplies or expertise • Advocate for adequate human resources in the CP AoR • Establish mechanisms to track resource mobilisation and address constraints and shortfalls • Take actions to ensure the AoR's funding priorities are aligned with the strategy • Ensure a harmonised approach to project proposal development • Transparently negotiate with partners to resolve conflicts or challenges arising from agreeing funding priorities • Establish and adhere to clear and transparent selection criteria for the country-based pooled fund • Provide support for partners, particularly local and national partners, to access pooled funds and participate in funding appeals 	<ul style="list-style-type: none"> • Work on behalf of the AoR and members to resolve external challenges and barriers that impact members' access to resources • Anticipate potential future shortages in essential resources and take appropriate action to mitigate the impact • Assess the AoR's funding priorities to ensure the response will enable a high-quality and value for money response

C. Functional competencies



Underlying knowledge and skills

KNOWLEDGE AREAS:

- Humanitarian funding processes and resources including appeals, CERF, Country Based Pooled Funds and the Funding Tracking System
- Relevant global and national funding sources including humanitarian and development funds

SKILLS:

- Advocacy skills
- Consensus building and conflict management
- Financial resource mobilisation including preparation of effective project proposals and using the AoR strategy, Humanitarian Needs Overview and Response Plan to harmonise project proposals
- Interpersonal skills including negotiation
- Organisational skills including prioritisation
- Preparation of effective project proposals
- Writing skills including report writing and technical writing

C. Functional competencies

4. Advocates for increased child protection outcomes

Definition: Advocates for increased child protection outcomes by working with AoR partners to define an advocacy strategy aligned with CPIE priorities and based on an analysis of needs assessment and monitoring data. Networks with advocacy allies and targets to achieve the aims of the advocacy strategy. Influences key stakeholders' decision-making through advocacy, representation and showcasing of partners' work and concerns. Advocates with partners to address areas of weakness or gaps in assistance.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Work with AoR partners, other coordination groups and other relevant stakeholders to define key advocacy messages for the AoR based on analysis of data • Tailor advocacy messages for different target audiences • Share information with other AoRs and coordination groups and other relevant groups to promote positive child protection outcomes • Support advocacy activities of partners • Confidently presents advocacy messages in potentially difficult situations • Encourage partners to maintain the dignity of the affected population in all advocacy messaging 	<ul style="list-style-type: none"> • Identify and target key advocacy allies and build networks as appropriate • Develop an advocacy strategy and work plan and supporting tools with partners and ensure its implementation • Advocate with key stakeholders on issues relevant to the achievement of the CP AoR's strategy and response plan • Mobilise advocacy allies and partners to share advocacy messages and implement the AoR advocacy plan • Advocate with protection cluster and other AoRs, clusters, coordination groups and other relevant groups to promote positive CPIE outcomes 	<ul style="list-style-type: none"> • Ensure advocacy activities of the AoR and partners are captured in funding proposals, planning monitoring and reporting activities • Confidently and persuasively present difficult and sensitive messages to senior leadership and influential stakeholders • Work with other coordination groups and advocacy allies to ensure there is consistency and alignment across advocacy strategies contributing to improvements across the whole response at strategic and systemic level

C. Functional competencies



Underlying knowledge and skills

KNOWLEDGE AREAS:

- CP AoR strategy and response plan
- GPC strategy and response plan
- Humanitarian Response Planning
- IASC AAP Framework
- IASC-endorsed menu of AAP questions
- Standard 3: Communications and Advocacy, Child Protection Minimum Standards

SKILLS:

- Advocacy skills and techniques, which take into account ethical and safety considerations for children and affected populations
- Analytical skills including analysis of needs assessment data and statistical interpretation of data
- Communication skills including persuasion and influencing
- Consensus building skills
- Interpersonal skills including negotiation, encouraging collaboration and motivating
- Stakeholder management including analysis and networking

C. Functional competencies

5. Monitors the response

Definition: Monitors, evaluates and reports on the coverage, equity, quality and progress of the response against the AoR's strategy, priorities and agreed results and against the evolving situation and needs of the affected population, and particularly of children and youth, and suggests corrective action when required. Meaningfully involves children and youth and incorporates child and youth-led response monitoring as appropriate.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Work closely with the Information Management Officer to monitor the response effectively • Develop a monitoring and reporting plan with partners • Periodically review and update the monitoring and reporting plan and guidance with all partners • Work with partners to agree and update coordination priorities and amend the response plan in response to identified changes • Monitor and evaluate the response against the AoR's priorities, response plan and agreed results • Conduct periodic monitoring visits to implementation sites in coordination with partners • Monitor ongoing and changing needs of affected population and particularly of children and youth • Identify shortfalls or gaps in the response and any corrective action required 	<ul style="list-style-type: none"> • Collaborate with other coordination groups to align monitoring and reporting plans to improve efficiency and share resources • Collaborate with other humanitarian sectors to identify and agree upon roles, responsibilities and methodologies for inclusion of child protection concerns in their respective monitoring tools • Conduct extraordinary monitoring of CPiE operations when needed • Monitor ongoing and changing needs of affected populations, particularly children and youth, in complex and dynamic situations and identify any potential risks • Support partners to make timely and appropriate adaptations to their responses based on monitoring outcomes and changes in the needs of affected populations 	<ul style="list-style-type: none"> • Provide guidance and advice on aligning monitoring and reporting plans across coordination groups to improve coordination across the whole response • Ensure monitoring activities and visits are coordinated with other coordination groups and relevant partners • Analyse shifting trends to anticipate changing needs of affected • Negotiate sensitively with partners to adjust response activities and plans when gaps in coverage, equity and quality of the response are identified • Provide guidance and clear leadership to partners in response to significant anticipated or emerging changes in needs, the context or the operating environment

C. Functional competencies

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Report on AoR activities and achievements on a regular basis • Share monitoring information with stakeholders on a regular basis • Disseminate information on response progress and gaps • Recommend any relevant corrective action to AoR partners based on monitoring outcomes • Support children's safe participation in response monitoring and evaluation • Ensure child protection is included in broader protection monitoring 	<ul style="list-style-type: none"> • Disseminate information on response progress, critical gaps and resource requirements to wider stakeholders on a regular basis • In situations of armed conflict, demonstrate understanding of the Monitoring and Reporting Mechanism for the six grave violations of children's rights and contribute to reporting where safe and appropriate 	<ul style="list-style-type: none"> • Evaluate and document the negative and positive effects of the child protection monitoring system on children, families and communities and adjust the CP monitoring plan accordingly

Underlying knowledge and skills

KNOWLEDGE AREAS:

- Child participation principles, methods and tools
- Humanitarian Programme Cycle
- Needs Identification and Analysis Framework (NIAF)
- Protection Information Management (PIM) Guidance
- Strategic Annual Reviews, lessons learned reviews and Cluster Coordination Performance Monitoring Exercises

SKILLS:

- Analytical skills
- Communication skills including report writing, persuasion and influencing
- Interpersonal skills including negotiation
- Monitoring and evaluation skills including the ability to track progress, to undertake Strategic Annual Reviews, Lessons Learned Reviews and Cluster Coordination Performance Monitoring Exercises and to link findings to preparedness and contingency planning
- Planning and management skills
- Risk management skills including developing a risk analysis/ risk monitoring plan

C. Functional competencies

6. Strengthens national and local capacity to respond and lead

Definition: Supports, strengthens and builds national CPiE preparedness and response capacity and lead an effective CPiE response by supporting the development of technical and operational capacity of national and local, state and non-state organisations, by working through and engaging with national and sub-national coordination mechanisms when appropriate and by encouraging the active participation of national and local actors in the CP AoR.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Work through existing coordination and decision-making platforms whenever possible • Facilitate meaningful inclusion and participation of national and local state and non-state actors in AoR activities • Actively involve local and national actors in decision-making processes of the AoR such as the SAG • Pro-actively reduce barriers to participation in sector activities for national and local actors • Support and encourage national actors to coordinate with others • Implement technical and institutional capacity development plan for national and local actors • Encourage coordination group partners to engage in capacity strengthening initiatives 	<ul style="list-style-type: none"> • Support the development and strengthening of national emergency response, preparedness and contingency plans and structures • Develop a technical and institutional capacity development plan for national and local actors • Support access to training to build coordination, technical and institutional capacities • Facilitate coordination and harmonisation of capacity building initiatives amongst partners and other actors • Support national and local actors to access greater funding including through pooled funds and advocacy with donors 	<ul style="list-style-type: none"> • Support national actors to provide leadership in the CPiE response and to engage with other actors in the broader response • Mobilise members of coordination groups to provide support to national and local actors to overcome technical and operational challenges • Mobilise members of coordination groups to provide technical and institutional capacity development support and training to national and local actors • Ensure national and local actors are involved in strategic level decision making processes

C. Functional competencies

Underlying knowledge and skills



KNOWLEDGE AREAS:

- CP AoR and GEC Tips for Integrating Localisation in the Covid-19 HNO and HRP
- Guidance Note on Capacity Strengthening for Localisation
- Guidance Note on Humanitarian Financing for Local Actors
- Guidance Note on Participation of Local Actors in Humanitarian Coordination Groups
- Grand Bargain Commitments and initiatives relevant to the local context and the localisation agenda
- Local and national coordination structures, national emergency response plans and processes

SKILLS:

- Capacity building skills including mentoring and coaching skills
- Communication skills including influencing and persuasion
- Interpersonal skills including negotiation
- Leadership skills
- Meeting management including facilitation skills
- Stakeholder engagement skills including identification and engagement of local civil society and women's groups

D. Core behavioural competencies

1. Builds and maintains partnerships

Definition: Builds a network of external stakeholders and alliances with government partners, civil society, the media and the private sector, in order to promote and advance the work of the organisation⁵.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Develop a network of formal and informal contacts through participation in professional networks or consultations with others • Adopt a consultative approach and solicit the support of key stakeholders at critical stages of one's work • Act as a role model for UNICEF, strengthening the reputation of the organisation 	<ul style="list-style-type: none"> • Collaborate with other UN entities, public and private sector partners, sharing knowledge and contributing to best practice • Advocate, influence and negotiate reflecting the needs of children, women and young people in discussions with key decision makers • Promote and select partners who share UNICEF's values • Ensure that feedback from key stakeholders is incorporated into programme design, implementation and team learning 	<ul style="list-style-type: none"> • Initiate new partnerships, including with the private sector and media as appropriate • Anticipate changing priorities, working with partners to create long-term and sustainable opportunities • Act as a credible and convincing spokesperson and negotiator for UNICEF

Underlying knowledge and skills

KNOWLEDGE AREAS:

- CP AoR and UNICEF values
- Cluster, AoR and coordination group core functions in particular, in relation to the role of provider of Last Resort
- Guidance note on Partnership Practices for Localisation

⁵ Since those in coordination positions represent the child protection coordination group or AoR, references to 'UNICEF' and 'the organisation' in this section are understood to mean UNICEF in its capacity as Cluster/ AoR lead agency and Provider of Last Resort.

D. Core behavioural competencies

Underlying knowledge and skills



- Key stakeholders including state and non-state actors that are relevant to the global, national and local context including public and private sector actors, academic institutions, international and national organisations, faith-based and civil society
- Principles of Partnerships

SKILLS:

- Advocacy skills
- Communication skills including persuasion, influencing and presentation skills
- Interpersonal skills including negotiation and the ability to give and receive constructive feedback on personal performance
- Organisational learning including the ability to appropriately record, respond to and act on organisational feedback
- Presentation skills
- Representation skills
- Stakeholder management including analysis, networking and partnership building

D. Core behavioural competencies

2. Demonstrates self-awareness and ethical awareness

Definition: Self-aware of own strengths, limitations, working style and deeply held convictions and biases.

Definition: Displays ethical awareness through behaviours that are consistent and compliant with the standards of conduct for international civil servants, UNICEF's values and relevant UNICEF policies and procedures.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Self-awareness Display sensitivity and adjust language and tone, ensuring it is not demeaning or aggressive • Recognise own strengths and limitations, learning from mistakes made • Seek feedback from multiple sources on own behaviours, including unconscious biases and potential blind spots. Act on the feedback received • Be transparent in admitting mistakes and take corrective action • Recognize personal stress and seek help to maintain personal well-being • Ethical awareness Display appropriate ethical behaviours, refraining from discriminatory (sexist, racist, xenophobic and homophobic etc), language and behaviours 	<ul style="list-style-type: none"> • Self-awareness Be open and objective to feedback without being defensive or taking retaliatory actions • Communicate and reinforce behaviours within the team that are aligned to UNICEF's values • Be mindful of the authority and influence that comes with the role and prevents the abuse of authority • Ethical awareness Demonstrate impartial application of organizational policies, procedures and practices • Respond appropriately to ethical issues and complaints of abuse of authority, bullying or harassment • Provide a protective environment in which employees can speak up and act without fear, judgement or reprisal 	<ul style="list-style-type: none"> • Self-awareness Promote the importance of demonstrating self-awareness in driving change to culture and preventing the abuse of authority • Ethical awareness Role model appropriate behaviours in alignment with UNICEF's values • Create and promote a culture that establishes zero-tolerance for discriminatory (sexist, racist, xenophobic and homophobic, etc) language and behaviours • Create and promote a culture that establishes procedures to address unethical behaviours • Take decisive action on ethical dilemmas

D. Core behavioural competencies

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Challenge unprofessional and unethical behaviours by standing up against actions that are not aligned with UNICEF's values • Voice opinion in a truthful and respectful manner • Apply UNICEF's core values in personal and professional life, demonstrating consistency between words and actions 	<ul style="list-style-type: none"> • Challenge difficult or controversial issues and demonstrate courage in alignment with UNICEF's values 	

Underlying knowledge and skills

MANDATORY TRAINING:

- UNICEF Ethics and Integrity training

KNOWLEDGE AREAS:

- AP AoR and UNICEF core organisational policies, procedures and practices including complaints procedures, whistleblowing and grievance policies
- Core values of the CP AoR and UNICEF

SKILLS:

- Communication skills including the ability to speak honestly and respectfully
- Interpersonal skills including the ability to seek, act on and provide constructive feedback on personal performance and the ability to have sensitive, challenging and difficult conversations
- Intra-personal skills including self-reflection, self-awareness and stress management

D. Core behavioural competencies

3. Drive to achieve results for impact

Definition: Commits to action and assumes responsibility and ownership for own performance and the associated outcomes.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Plan and take ownership for delivering tasks with minimal supervision • Pay attention to detail, producing work of a high standard • Monitor activities on a regular basis, reviewing work plan to ensure progress and delivery • Ensure the completion of tasks, while addressing obstacles and bottlenecks • Take responsibility for consequences of decisions and failures without passing blame to others • Involve key stakeholders in activities that impact them, keeping them informed of potential delays and 	<ul style="list-style-type: none"> • Inspire a sense of purpose, providing vision and direction to guide the team to achieve the desired impact • Ensure coherence in the activities of the team, communicating strategic priorities and setting clear deliverables • Undertake team progress reviews, discussing and taking corrective measures • Predict possible roadblocks in achieving results while providing guidance and support • Promote an environment where team members learn from individual and collective successes and mistakes 	<ul style="list-style-type: none"> • Act as a role model, creating and promoting a performance culture where employees have a strong sense of accountability and fulfilment • Promote a culture of focus on the needs of key stakeholders in the delivery of results • Create an environment of performance measurement, seeking feedback from key stakeholders to assess effectiveness • Take full ownership and accountability for the teams' shortcomings, providing support in areas of potential growth • Promote the prioritization of project/programme deliverables with team managers to ensure clarity and focus as appropriate

D. Core behavioural competencies

Underlying knowledge and skills

**KNOWLEDGE AREAS:**

- Performance management processes and tools

SKILLS:

- Interpersonal skills
- Organisational skills including time management and prioritisation
- People management skills including performance management
- Stakeholder management

D. Core behavioural competencies

4. Innovates and embraces change

Definition: Is open to and proposes new approaches and ideas. Adapts and responds positively to change.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Review work practices, analysing evidence-based trends to apply new methods and techniques • Respond flexibly to changing circumstances, priorities and deadlines • Display creativity, experiments with new approaches and demonstrate openness to changing existing practices 	<ul style="list-style-type: none"> • Encourage innovation and promote the importance of team members engaging in change initiatives • Communicate and keep employees motivated during times of uncertainty and change • Involve their team and a wide range of stakeholders in generating ideas, recommendations and solutions • Recognize innovative thinking, creativity and calculated risk taking 	<ul style="list-style-type: none"> • Lead and champion change initiatives, mobilizing teams to respond to changing priorities • Promote an environment that drives creativity, innovation, flexibility and responsiveness • Promote a culture supportive of challenges to the status quo, while maintaining rigor in the evaluation of new ideas • Create and promote a culture encouraging the sharing of success and failure to promote individual and collective learning

Underlying knowledge and skills

KNOWLEDGE AREAS:

- Innovative and effective approaches in key technical areas relevant to the local context

SKILLS:

- Analytical skills
- Change management skills including processes and approaches
- Interpersonal skills
- Problem solving including creativity, innovative thinking and the ability to pro-actively identify and take appropriate and positive action

D. Core behavioural competencies

5. Manages ambiguity and complexity

Definition: Demonstrate resilience and composure, getting things done despite challenges and maintaining performance levels in pressured, adverse and uncertain environments.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Maintain focus on priorities and deliverables, in the face of pressure, or when things do not go according to plan • Demonstrate flexibility, developing alternate plans in rapidly changing situations, uncertainty and adversity • Analyse and exercise judgment in challenging situations in the absence of specific guidance • Manage personal frustrations to avoid potential conflict • Identify key issues and priorities, maintaining personal effectiveness in complex situations 	<ul style="list-style-type: none"> • Anticipate obstacles, adapt team priorities, develop alternative plans and solutions in consultation with the team • Maintain team effectiveness and morale when dealing with changing priorities or ambiguous situations • Manage the impact of complex and uncertain environments on programming activity and employees' well-being 	<ul style="list-style-type: none"> • Promote and maintain a positive work atmosphere, supporting teams to remain productive and achieve results despite operating in a complex environment • Provide stability in the face of conflicting external pressures, tensions and opposition from stakeholders • Promote organizational resilience by communicating openly and honestly about challenges and the actions required to address them

Underlying knowledge and skills

KNOWLEDGE AREAS:

- Methods for maintaining well-being including stress management techniques and signs of stress and stress-related conditions, compassion fatigue, burnout and vicarious trauma

SKILLS:

- Analytical skills including critical judgement
- Change management including adaptability
- Interpersonal skills including team building and encouraging and motivating others
- Intra-personal skills including self-reflection, self-management and stress management
- Organisational skills including prioritisation
- Problem solving skills

D. Core behavioural competencies

6. Thinks and acts strategically

Definition: Understands the big picture and is able to identify potential opportunities for action and challenges that exist. Forms sound evidence-based judgements in the delivery of UNICEF's results.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Understand the organization's objectives and aligns work plan activities • Analyse and evaluate data from a wide range of sources, assessing reliability and presenting conclusions to enable informed decision-making • Adapt work plans in response to emerging situations and new requirements • Consider the long-term impact and risks of decisions and actions 	<ul style="list-style-type: none"> • Clarify and shape the teams' role and purpose in delivering UNICEF's priorities. Keep the team informed and provide guidance • Solicit the views and perspectives of team members when developing recommendations • Facilitate engagement with other teams and stakeholders in addressing priorities and strategies • Take responsibility for team decisions, providing the rationale as appropriate 	<ul style="list-style-type: none"> • Promote collaboration with key stakeholders, openly sharing knowledge, insights and effective practices • Encourage and create a culture of involving key stakeholders in making critical organization-wide recommendations and decisions • Create an environment of evidence-based analysis, risk management, prioritization and timely decision-making • Scan the external environment to explore new/emerging areas and identify opportunities and initiatives

Underlying knowledge and skills

KNOWLEDGE AREAS:

- Mandate, priorities and organisational objectives of UNICEF and the CP AoR
- Principle of the best interests of the child

SKILLS:

- Ability to relate the bigger picture to the best interests of the child
- Analytical skills including data and statistical analysis to inform decision making
- Communication skills including active listening
- Consensus building and conflict management
- Decision-making based on the principle of the best interests of the child
- Interpersonal skills including relationship building and negotiation
- Organisational skills including prioritisation
- Risk management including assessing risk

D. Core behavioural competencies

7. Works collaboratively with others

Definition: Establishes and maintains mutually supportive working relationships, demonstrating sensitivity to people of diverse backgrounds, respecting differences and ensuring that all can contribute and succeed.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Challenge colleagues respectfully when views and opinions differ • Encourage others to contribute ideas and listen without interruption • Support colleagues in achieving their goals • Earn the trust and confidence of colleagues through respectful, honest behaviours, displaying openness and tolerance • Seek the input of internal stakeholders, gaining buy-in and commitment while sharing relevant information • Address issues, conflicts and misunderstandings between self and others 	<ul style="list-style-type: none"> • Seek the input of team members, ensuring the voices of diverse groups are heard, and involving them in decisions that affect them • Acknowledge conflict and disagreement in the team and work to facilitate resolution as appropriate • Encourage proactive collaboration with other teams, acknowledging contributions and ideas • Keep the team informed about decisions and, as appropriate, explain the rationale behind these 	<ul style="list-style-type: none"> • Create a culture that values diverse opinions, with input from all employees, regardless of hierarchy • Promote empowering working environments, ensuring dignity and respect for all, holding team managers accountable • Promote a collaborative working culture based on participatory approaches to eliminate silos • Promote a culture where colleagues and teams have opportunities to learn from conflict and disagreement

D. Core behavioural competencies

Underlying knowledge and skills

**KNOWLEDGE AREAS:**

- Power dynamics including the impact of gender and race on participation
- Team building techniques and group dynamics

SKILLS:

- Communication skills including active listening and appropriate information sharing
- Consensus building and conflict management
- Decision making
- Interpersonal skills including the ability to have sensitive, challenging and difficult conversations
- Stakeholder management and networking
- People management including team building

D. Core behavioural competencies

8. Nurtures, leads and manages people

Definition: Provides exemplary management and leadership of the coordination team by motivating and developing people to perform at their best and building diverse and inclusive teams.

Level 1 and Level 2 ⁶	Level 3
<ul style="list-style-type: none"> • Delegate responsibility and authority, while fairly allocating tasks, clarifying expectations and providing clear directions and guidance • Provide the team with the needed direction to achieve results and also hold them accountable • Support employees in developing realistic work plans based on programmatic needs • Regularly discuss performance, giving timely, constructive feedback, as well as providing support to address issues and taking action when necessary • Identify learning goals for employees, providing guidance on how to achieve them and ensure a supportive environment for their professional development • Support career development opportunities for employees, devoting time to coach, mentor and build morale to achieve personal and career goals • Create inclusive teams, reflective of the diverse nature of the UNICEF workforce • Recognize individual contributions and acknowledge team successes • Dedicate time and energy to the well-being of staff, monitoring emotional reactions and their ability to adjust to challenging circumstances 	<ul style="list-style-type: none"> • Promote a culture of psychological safety where employees can voice their concerns without fear of retaliation • Role model effective people management behaviours, emphasising their importance to team managers and holding them accountable • Support direct reports to develop their leadership capabilities, providing direct and honest feedback about their potential and ensuring relevant support • Create and promote a culture of fairness, transparency and inclusion where colleagues from all backgrounds and perspectives feel empowered and valued • Promote a culture of continuous learning and knowledge sharing within and amongst teams • Create an environment where team managers promote and role model employee well-being and self-care

⁶ In the UNICEF behavioural framework, this competency only applies at level 2 and 3 based on the expectation that level 1 personnel would not be managing teams. As Coordinators working at level 1 are likely to manage individuals or teams, level 2 behaviours also apply at level 1 in this framework.

D. Core behavioural competencies

Underlying knowledge and skills

**KNOWLEDGE AREAS:**

- Leadership and management theory, tools and techniques
- Methods for maintaining well-being including stress management techniques and signs of stress and stress-related conditions, compassion fatigue, burnout and vicarious trauma

SKILLS:

- Capacity building including mentoring and coaching
- Change management skills
- Communication skills
- Interpersonal skills including the ability to give and receive constructive feedback on personal performance
- Intra-personal skills including self-reflection, self-care and stress management
- People management skills including delegation, performance management and career development

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Annex 1: Bibliography of Resources for UNICEF-led Cluster and AoR Competency Frameworks

Mandatory Courses

- BSAFE Safety and security training, UN; available: <https://training.dss.un.org/course/category/6>
- Ethics and Integrity training, UNICEF; available: <https://agora.unicef.org/course/info.php?id=1289>
- Prevention of Sexual Exploitation and Abuse (PSEA) training, UNICEF; available: <https://agora.unicef.org/course/info.php?id=7380>
- Prevention of Sexual Harassment and Abuse of Authority training, UNICEF; available: <https://agora.unicef.org/course/info.php?id=114>
- Safe and Secure Approaches in Field Environments training (SSAFE); face-to-face training mandatory as per country requirements
- Human Rights and Responsibilities training, UN; available to UNICEF personnel: <https://agora.unicef.org/>
- Information Awareness and Security course, UNICEF; available to UNICEF personnel: <https://agora.unicef.org/>

Knowledge and Skills Key Texts

- *Accountability to Affected Populations: Operational Framework*, (2013), IASC; available: https://interagencystandingcommittee.org/system/files/legacy_files/AAP%20Operational%20Framework%20March%202013%20Final.pdf; accessed on 27/05/2020
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- *Core Humanitarian Standard on Quality and Accountability*, (2014), CHSA; available: <https://corehumanitarianstandard.org/files/files/Core%20Humanitarian%20Standard%20-%20English.pdf>; accessed on 27/05/2020
- *Data Cleaning ACAPS Technical Brief*, (2016), ACAPS; available: https://www.acaps.org/sites/acaps/files/resources/files/acaps_technical_brief_data_cleaning_april_2016_0.pdf; accessed on 27/05/2020
- *Framework of Accountability*, UNICEF; available: <https://unicef.sharepoint.com/teams/EMOPS-OSC/SiteAssets/SitePages/EMOPS-OSC/UNICEF%20Security%20Framework%20of%20Accountability.pdf>; accessed 08/06/2020
- *Gender and Age Marker (MGA)*; IASC; available: <https://www.iascgenderwithagemarker.com/>; accessed 20/07/2020

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- *Guidance Note: Humanitarian Indicator Registry*, (2012), IASC; available: <https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/Guidance%20Humanitarian%20Indicator%20Registry%2008.13.pdf>; accessed on 27/05/2020
- *Guidance Note: Multi-Sector Analytical Framework*, (2016), UNICEF and ACAPS; available: <https://washcluster.net/node/31>; accessed on 27/05/2020 *Guidance Note on Capacity Strengthening for Localisation*, (2020), Grand Bargain Localisation Workstream; available: <https://resourcecentre.savethechildren.net/library/guidance-note-capacity-strengthening-localisation>; accessed on 20/07/2020
- *Guidance Note on Humanitarian Financing for Local Actors*, (2020), Grand Bargain Localisation Workstream; available: <https://resourcecentre.savethechildren.net/library/guidance-note-humanitarian-financing-local-actors>; accessed on 20/01/2020
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Information on Topic Areas

- Grand Bargain and Grand Bargain Commitments; information available: <https://interagencystandingcommittee.org/grand-bargain>; accessed on 27/05/2020
- Humanitarian architecture; information available: <https://higuide.elrha.org/humanitarian-parameters/humanitarian-architecture/>; accessed on 01/06/2020
- Humanitarian funding including:
 - CERF; information available: <https://cerf.un.org/>; accessed on 01/06/2020
 - Country-Based Pooled Funds; information available: <https://www.unocha.org/our-work/humanitarian-financing/country-based-pooled-funds-cbpf>; accessed on 01/06/2020
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- Humanitarian principles and 'Do No Harm' in UNICEF Humanitarian Principles, (undated), UNICEF; available: [https://www.unicef.org/pathtraining/documents/session 4 humanitarian principles/participant manual/4.2 unicef humanitarian principles.doc](https://www.unicef.org/pathtraining/documents/session%204%20humanitarian%20principles/participant%20manual/4.2%20unicef%20humanitarian%20principles.doc); accessed on 27/05/2020
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Annex 2: Development of the UNICEF-led Cluster and AoR Competency Frameworks

1. Background

In December 2019, the Global Nutrition Cluster commissioned the development of two linked competency frameworks, one for cluster coordination and one for information management, to be aligned with the new UNICEF behavioural competency framework. The Education Cluster, WASH Cluster and Child Protection Area of Responsibility participated in the consultation process and, in order to ensure consistency and continuity between the UNICEF-led clusters/ AoRs, decided to adopt adapted versions of the competency frameworks for their own use. The work has resulted in eight linked competency frameworks.

The UNICEF behavioural competency framework, which was launched in 2020, forms section D of the competency frameworks. The UNICEF competency framework translates the organisation's five core values of care, respect, integrity, trust and accountability, which guide the organisation's culture and ethos, into eight competencies and accompanying behavioural indicators.

Nutrition Cluster

Competency Framework for Cluster Coordination
Competency Framework for Information Management

Education Cluster (UNICEF staff)

Competency Framework for Cluster Coordination
Competency Framework for Information Management

Child Protection Area of Responsibility

Competency Framework for Coordination
Competency Framework for Information Management

WASH Cluster

Competency Framework for Cluster Coordination
Competency Framework for Information Management

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The competency frameworks were developed in a consultative process. Work on the GNC frameworks took place through early 2020 with completion in March 2020. Adaptations on the CP AoR, education cluster and WASH cluster frameworks took place between May and July 2020.

This annex provides an outline of the audience and purpose of the competency frameworks, a description of the structure of the competency frameworks and an overview of the methodology and resources used to create them.

2. The audience and purpose of the competency frameworks

The competency frameworks are designed for use by those who work in UNICEF-led Clusters/ AoRs at global, regional, national or sub-national level or in other humanitarian/ preparedness settings. Each Cluster/ AoR has two linked frameworks: one for coordination and one for information management. The competency frameworks for coordination are relevant to those with roles such as Cluster/AoR Coordinator, Cluster /AoR Co-Coordinator, Co-chair and the competency framework for information management are relevant to those with roles such as Information Management Officer or Information Management Specialist. They can also be used for double-hatting positions if these exist.

The frameworks are primarily aimed at UNICEF staff. However, they can be adapted for use by other personnel working in UNICEF-led Clusters/ AoRs such as consultants, NGO staff or staff on secondment, for example through Standby Partnerships.

The purpose of the competency frameworks is to describe the competencies, and associated behaviours, knowledge and skills, that colleagues need in order to be effective in their roles. The frameworks can be used to support:

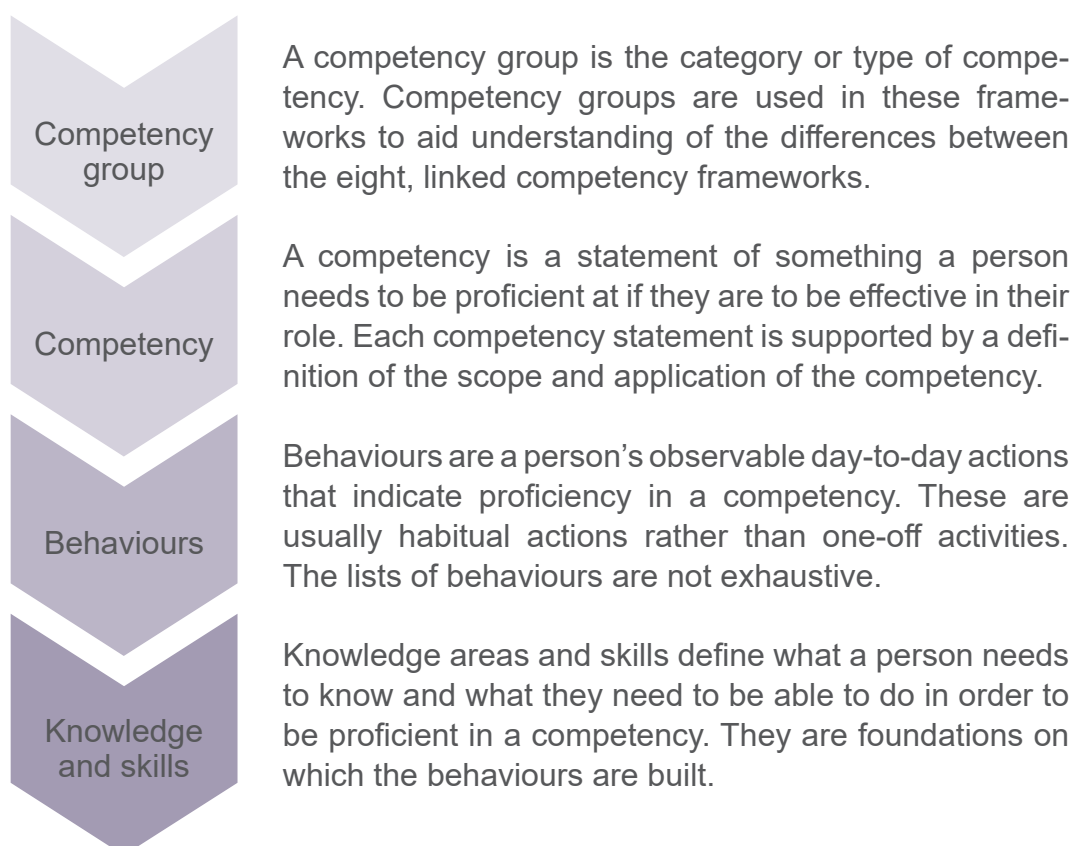
- **Recruitment and onboarding:** by providing clear descriptions of required competencies to inform the development of the standardised job descriptions, selection processes, interview questions and assessment processes, and onboarding/ induction plans;
- **Performance appraisal and management:** by providing objective and measurable criteria for assessment of performance and for the setting of personal objectives;
- **Staff development:** by providing a basis for the development of professional development frameworks and capacity development strategies and by providing guidance for the selection or development of appropriate learning resources;
- **Career development:** by outlining clear routes for further development and career progression.

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3. Structure of the competency frameworks

The competency frameworks are structured so that they each have four layers: competency group, competencies, behaviours and underlying knowledge areas and skills.

The structure of the competency frameworks



Competency groups

In these frameworks, four categories have been used to group the competencies. These are:

- A. Sectoral competencies
- B. Common behavioural competencies
- C. Functional competencies
- D. Core behavioural competencies

A. Sectoral competencies relate to the application of a technical specialism in a humanitarian setting. All of the frameworks share competencies relevant to humanitarian action and to operating safely and securely. In addition, each framework has a competency that outlines the relevant technical behaviours, knowledge and skills that are relevant to the Cluster/ AoR. For each Cluster/ AoR these competencies reflect the broader set of competencies that a

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practitioner in that field would need and are drawn from existing competency frameworks and documents used in that sector. These technical specialisms are:

- Child Protection in Emergencies (CPiE) for the CP AoR frameworks;
- Education in Emergencies (EiE) for the education cluster frameworks for UNICEF staff;
- Nutrition in Emergencies (NiE) for the nutrition cluster frameworks; and
- WASH in Emergencies for the WASH cluster frameworks.

The competencies and behaviours described in these frameworks are defined specifically in relation to working in the Cluster/ AoR and do not describe all of the competencies that NiE/ CPiE/ EiE/ WASH practitioners need.

B. Common behavioural competencies apply to all of those who work in UNICEF-led clusters/ AoRs at national and sub-national level and define the proficiencies required for working effectively in a cluster/ AoR. These competencies are shared between all the competency frameworks though there are differences in some of the specific details in the behaviours, knowledge areas and skills.

C. Functional competencies relate to the tasks or functions of a role. In the competency frameworks for coordination, these competencies define the proficiencies required by those whose role is in coordination: for example, cluster coordinators, cluster co-coordinators, deputy coordinators and co-chairs. In the competency frameworks for information management, these competencies define the proficiencies required by those whose role is in information management: for example, Information Management Officers or Information Management Specialists.

D. Core behavioural competencies support the values and mission of a specific organisation. They apply to everyone in an organisation and form a foundation for the common behavioural, functional and sectoral competencies. In these frameworks, these competencies are taken directly from the UNICEF Competency Framework in their entirety. Specific knowledge and skills have been added to apply these competencies to the role and Cluster/ AoR.

Competencies

In each of the competency frameworks there are twenty-one competencies⁷ in total which are divided between the four competency groups. Each competency is accompanied by a definition to aid understanding of the scope, scale and context of the competency, behaviours and relevant, key underlying knowledge areas and skills.

⁷ In the Education Cluster Competency Frameworks there are twenty-two competencies as an additional competency has been added to Group A: Sectoral Competencies

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Behaviours and levels

The behaviours that accompany each competency are listed at three cumulative levels. All colleagues are expected to demonstrate the level 1 behaviours. With experience and career progression, colleagues will be expected to begin to demonstrate behaviours at level 2 and level 3 in addition to the level 1 behaviours. Although colleagues in more senior positions will be expected to display the higher-level behaviours, individual progression will not imply an automatic increase in responsibilities or seniority. In practice, these levels might apply as follows:

- A colleague working in a sub-national cluster coordinator role or as a co-chair, co-lead or co-coordinator would be expected to demonstrate the level 1 competencies fully, and be working towards level 2 behaviours over time;
- A national Coordinator or Information Management Officer, in either dedicated or double-hatting positions, would be expected to demonstrate the level 1 and 2 behaviours fully, and be working towards level 3 behaviours over time;
- A Coordinator or an Information Management Specialist working in a complex environment, such as in a System-Wide scale up emergency or at global level, would be expected to demonstrate the behaviours at all three levels.

Knowledge areas and skills

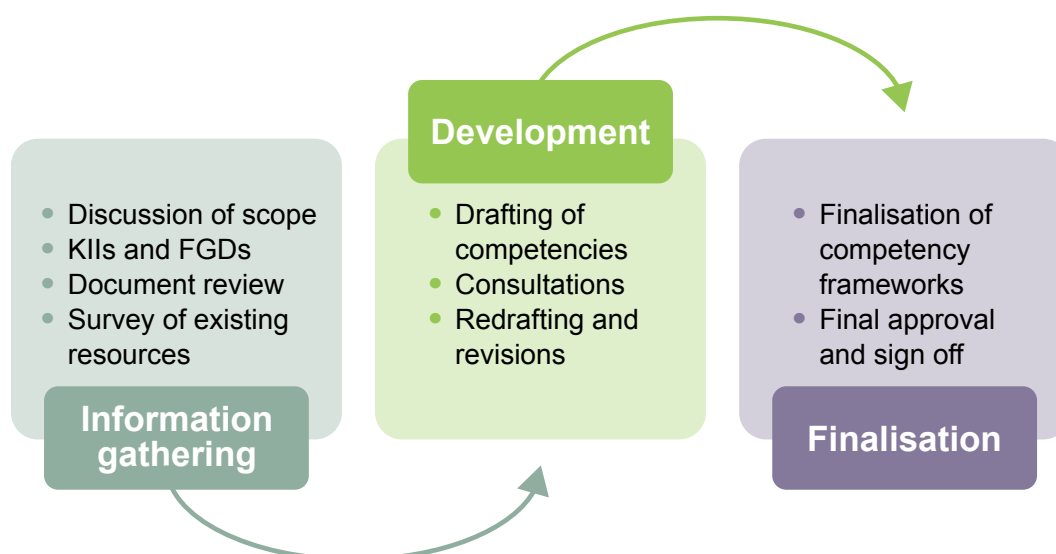
To further aid understanding of the competencies, a section has been included with each competency which outlines the key relevant knowledge areas and skills that underpin the competency. The purpose of this section is not to provide a full curriculum for learning but to highlight the main areas of knowledge and skills that are required in order to demonstrate the competency.

4. Methodology and resources

The development of the eight competency frameworks was undertaken in two stages. During the first stage which took place between December 2019 and March 2020, the competency frameworks were developed for use by the GNC. During the second stage, which took place in May to July 2020, the competency frameworks were adapted for use by the CP AoRs, the WASH clusters and UNICEF staff in education clusters.

The development of the frameworks including the following stages:

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Information gathering

Information to support the development of the GNC frameworks and the adapted versions for CP AoRs, WASH clusters and UNICEF staff in education clusters was gathered from a number of places. This information gathering included: discussion of scope with relevant Cluster/ AoR representatives; consultations with key individuals in the form of key informant interviews and focus group discussions; a document review of relevant resources; and a survey of existing resources amongst GNC partners.

Consultations with key individuals included discussions with:

- Cluster/ AoR representatives from each of the four UNICEF-led Clusters/ AoRs to define the scope of the work;
- Global and national cluster and AoR staff including current and experienced Coordinators and Information Management Officers to identify key responsibilities, behaviours, knowledge, skills and documents relevant to the roles;
- UNICEF DHR to ensure that the frameworks were fully aligned to the new UNICEF competency framework;
- UNICEF EMOPs Security Specialist to draft and review competency A3 'Operates Safely and Securely'.

In addition to the consultations, a review of relevant documentation took place. The purpose of the document review was to clarify the key roles, responsibilities and tasks of Coordinators and Information Managers; to identify any competencies, knowledge and skills that had previously been identified for these roles; and to identify any relevant content for the frameworks that could be drawn from other existing competency frameworks. When possible, the competency frameworks are aligned with existing documentation to avoid duplication or contradiction. A full list of documents reviewed during the process can be found in Annex 3.

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Development and finalisation of the competency frameworks

Drawing on information from the consultations and document review, the competency frameworks were drafted. The following considerations informed the structure, format and content of the frameworks:

- The UNICEF behavioural competencies, completed in early 2020, apply to all UNICEF staff. These competencies are incorporated into the cluster coordination and information management competency frameworks verbatim and form section D: Core Behavioural Competencies;
- The format and structure of the UNICEF competencies was adopted for all competencies to ensure consistency across the documents;
- The three levels of behaviours which accompany each framework were developed to align with the UNICEF competencies in terms of their level of complexity and responsibility and how these apply specifically to Cluster/ AoR roles was defined. There is a slight variation in the definitions of the levels between the education cluster and the other clusters although this does not impact the behaviours;
- Although not usually included in competency frameworks, a knowledge and skills section was added to all of the competencies to aid understanding and provide additional support to users. These sections include links to any specific documents which are included, and a bibliography is included to aid off-line use of the document;
- To support understanding of the application of each set of competencies, and to allow for easy comparison between the eight linked frameworks, competencies were grouped into four categories:
 - Group A sectoral competencies define the requirements for each technical specialism and therefore show the greatest variation between the frameworks for each cluster/ AoR (CPiE, EiE, NiE and WASH) specifically with competency A2 being different for each cluster/ AoR;
 - Group B common behavioural competencies define the competencies for those working in clusters. This group appears with minimal changes across the eight frameworks;
 - Group C functional competencies define the requirements based on the role (either Coordination or Information Management) and the competencies in this group are therefore different in the coordination frameworks and the information management frameworks;
 - Group D core behavioural competencies are drawn verbatim from the UNICEF framework and therefore show no variation across the frameworks.

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The initial GNC competency frameworks were drafted and reviewed in three rounds of consultation before finalisation and sign off. Reviews were undertaken by those involved in the initial consultations as well as by learning and development specialists.

The adaptations for the competency frameworks for CP AoRs, WASH clusters and UNICEF staff in education clusters were drafted and reviewed in three additional rounds of consultation before finalisation and sign off. Adaptations were primarily of four kinds:

- Adapting competency A2 to suit the specific Cluster/ AoR;
- Making minor adaptations to the definitions, behaviours, knowledge and skills throughout the document to make it relevant to the specific Cluster/ AoR;
- Adding in links and references to documents specific to the Cluster/ AoR;
- Updating the introduction and annex for each competency framework.

Development work for the CP AoR competency frameworks was supported by members of the CP AoR team, SAG members and in particular Save the Children which previously co-led development of a Competency Framework for NGO Child Protection Coordination in Humanitarian Action from which the current frameworks draw.

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Annex 3: Documents reviewed for the development of the UNICEF-led Cluster and AoR Competency Frameworks

The following documents were used to inform the creation of all eight of the linked competency frameworks. Resources are listed in alphabetical order.

Role-specific documentation

- Generic Job Profiles for Cluster/ Area of Responsibility Coordinator and Information Management Officer, (2015), UNICEF
- Terms of Reference for Cluster Coordinators, Information Management Officers and Assessment Specialists for CP AoR, GEC, GNC and GWC including both generic national and sub-national templates and field-specific versions
- Responsibility checklists:
 - GWC Coordination Task List, (2019), GWC
 - Nutrition Cluster Coordination Guidance Checklist, (2019), GNC
 - Nutrition Cluster Information Management Performance Monitoring Checklist, (2015), GNC

Competency frameworks

- *Child Protection in Humanitarian Action Competency Framework*, (2019), Alliance for Child Protection in Humanitarian Action; available: https://alliancecpha.org/en/system/tdf/library/attachments/2019_cpha_competency_framework_testing_version_lowres_4.pdf?file=1&-type=node&id=33387; accessed on 20/02/202
- Cilliers, J, (2017), *WASH in Emergencies Competency Framework*, RedR UK and WEDC
- *Competency Framework for Cluster Coordination*, (2014), Avenir Analytics
- *Competency Framework for NGO Child Protection Coordination in Humanitarian Action*, (2019), Child Protection Area of Responsibility

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- *Core Humanitarian Competency Framework*, (2017), CHSA; available: <https://www.chsalliance.org/get-support/resource/core-humanitarian-competency-framework/>; accessed on 20/03/2020
- *GEC Training Package Competency Framework* (2018), Global Education Cluster
- *Humanitarian Action Qualifications Framework* (HAQF), (2014), European Humanitarian Action Partnership (EUHAP)
- *Humanitarian Coordination Competencies*, (2010), IASC; available: <https://interagencystandingcommittee.org/iasc-sub-working-group-leadership-and-humanitarian-coordination/humanitarian-coordination>; accessed on 20/03/2020
- *INEE EiE Competency Framework*, (2020), Inter-Agency Network on Education in Emergencies
- Meeker et al, (2013), *Development of a Competency Framework for the Nutrition in Emergencies Sector*; available: <https://www.enonline.net/fex/47/development>; accessed on 20/03/2020
- *UNICEF Competency Framework: Behaviours to Guide the Way We Work*, (2019), UNICEF
- *Urban Competency Framework*, (2018), GAUC; available: <https://www.alnap.org/help-library/urban-competency-framework-user-guide>; accessed on 20/03/2020

Other relevant resources

- *BSAFE Safety and security training*, UN; available: <https://training.dss.un.org/course/category/6>; accessed on 22/05/2020
- *Core Commitments for Children in Humanitarian Action*, (2010), UNICEF; available: https://www.unicef.org/cholera/Chapter_1_intro/05_UNICEF_Core%20Commitments_for_Children_in_Humanitarian_Action.pdf; accessed on 22/05/2020
- *Core Humanitarian Standard on Quality and Accountability*, (2014), CHSA; available: <https://corehumanitarianstandard.org/files/files/Core%20Humanitarian%20Standard%20-%20English.pdf>; accessed on 24/02/2020
- *GNC Training Materials (National and Sub-National coordination, Information Management, Nutrition Cluster Coordination Performance Monitoring and Mentoring)*, (2019), GNC and RedR UK/INEE

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- *Minimum Standards Handbook*, (2010), Inter-Agency Network for Education in Emergencies; available: <https://inee.org/resources/inee-minimum-standards>; accessed on 22/05/2020
- *Inception Report – GWC Coordinated Assessment Process Training*, (2020), GWC and REACH
- *Learning and Training Strategy 2017 - 2020*, (2017), Global WASH Cluster
- *Minimum Standards for Child Protection in Humanitarian Action*, (2019), The Alliance for Child Protection in Humanitarian action; available: <https://spherestandards.org/resources/minimum-standards-for-child-protection-in-humanitarian-action-cpms/>; accessed on 26/02/2020
- *NGO Safety and Security Training Project*, (2014), EISF; available: <https://www.eisf.eu/library/ngo-safety-and-security-training-project-how-to-create-effective-security-training-for-ngos/>; accessed on 20/03/2020
- *Security Policy Manual*, Chapter 2, Section A: Framework of Accountability, Annex: Roles and Responsibilities, (2019), United Nations Security Management System; available: https://www.un.org/en/pdfs/undss-unsms_policy_ebook.pdf; accessed on 28/11/2020
- *Surge Competencies Analysis*, (2014), Standby Partner Training Secretariat
- *The Sphere Handbook*, (2018), Sphere; available: <https://spherestandards.org/handbook-2018/>; accessed on 21/02/2020
- *UNICEF Security Framework of Accountability*, (2018), EMOPS UNICEF



Developed by:

