



Child Protection  
Global Protection Cluster

# Competency Framework for Information Management

Child Protection Area of Responsibility



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A young boy plays with blocks at an early childhood development centre in Rwanda.

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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**

Global Coordinator, Child Protection Area of Responsibility, UNICEF

24th August 2020

## Introduction

# Child Protection Area of Responsibility Competency Framework for Information Management

The Competency Framework for Information Management outlines the competencies required for those working in information management in a Child Protection Area of Responsibility (CP AoR) at global, regional, national and sub-national levels. This includes Information Management Officers and Information Management Specialists.

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 Information Management Officers or Specialists;

## 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 behavioural, functional and sectoral competencies.<sup>1</sup>

<sup>1</sup> 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 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;
- An Information Management Officer working in a more complex environment in a national AoR or a 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;
- An Information Management Specialist 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 Information Management is accompanied by a CP AoR Competency Framework for Coordination 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.

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

## A. Sectoral competencies

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

## 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
- The history and reasons behind the humanitarian reform process and the transformative agenda
- The Humanitarian Principles and 'Do No Harm'

## A. Sectoral competencies

### Underlying knowledge and skills



- The Humanitarian Programme Cycle, Humanitarian Response Plans and 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 principle 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"> <li>• Demonstrate good understanding of key CPiE principles, standards, concepts, tools and issues</li> <li>• Apply relevant CPiE principles, standards, concepts, tools and issues to coordinate and support implementing partners' work</li> <li>• Support partners to resolve technical challenges by identifying appropriate resources, mechanisms and sources of expertise that they can access</li> <li>• Engage with technical aspects of partners' plans to ensure activities are appropriate and relevant</li> <li>• Support and encourage appropriate and meaningful child participation in the response</li> <li>• Communicate on important CPiE issues, including the Centrality of Protection, with stakeholders outside the AoR</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate strong understanding of CPiE principles, standards, concepts, tools and issues relevant to the specific context</li> <li>• Apply relevant CPiE principles, standards, concepts and issues to advise and advocate with implementing partners' work</li> <li>• Provide appropriate input and advice to support partners to resolve technical challenges they face</li> <li>• Contribute technical input and advice to coordination group partners to support effective and quality activities are undertaken</li> <li>• Advocate on important CPiE issues, including the Centrality of Protection, with stakeholders outside the AoR</li> <li>• Work to resolve any potential duplications or points of conflict with other AoRs, clusters and coordination groups</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate high-level understanding of CPiE principles, standards, concepts, tools and issues and how to apply them in complex contexts</li> <li>• Apply relevant CPiE principles, standards, concepts, issues, tools and innovations to drive strategic-level discussions</li> <li>• Pro-actively identify common and complex technical and institutional challenges faced by partners and find strategic-level or systemic solutions</li> <li>• Contribute expertise to planning, identification &amp; analysis of needs and monitoring (NIAF) of the CP response</li> <li>• Engage at a strategic level with stakeholders outside the AoR</li> </ul>



## A. Sectoral competencies



## 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

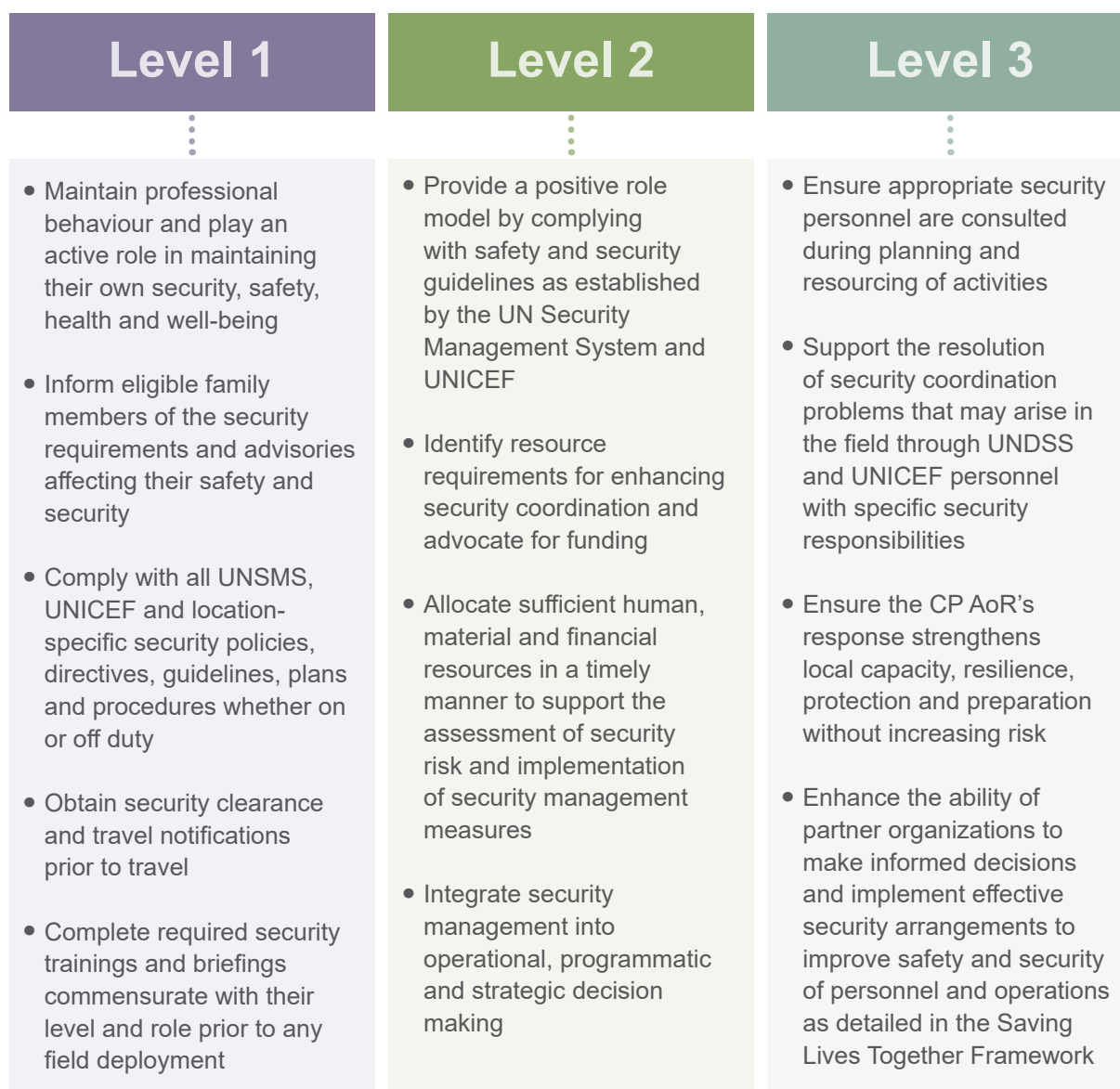
### SKILLS:

- Ability to conduct safe, accessible, participatory and ethical consultation processes with children of all ages
- 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 securely<sup>2</sup>

**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 personnel<sup>3</sup>, premises or assets; takes steps to minimise risk to stakeholders and affected populations and follows appropriate safeguarding procedures.



<sup>2</sup> 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).

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

## 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

## A. Sectoral competencies

# Underlying knowledge and skills



- 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



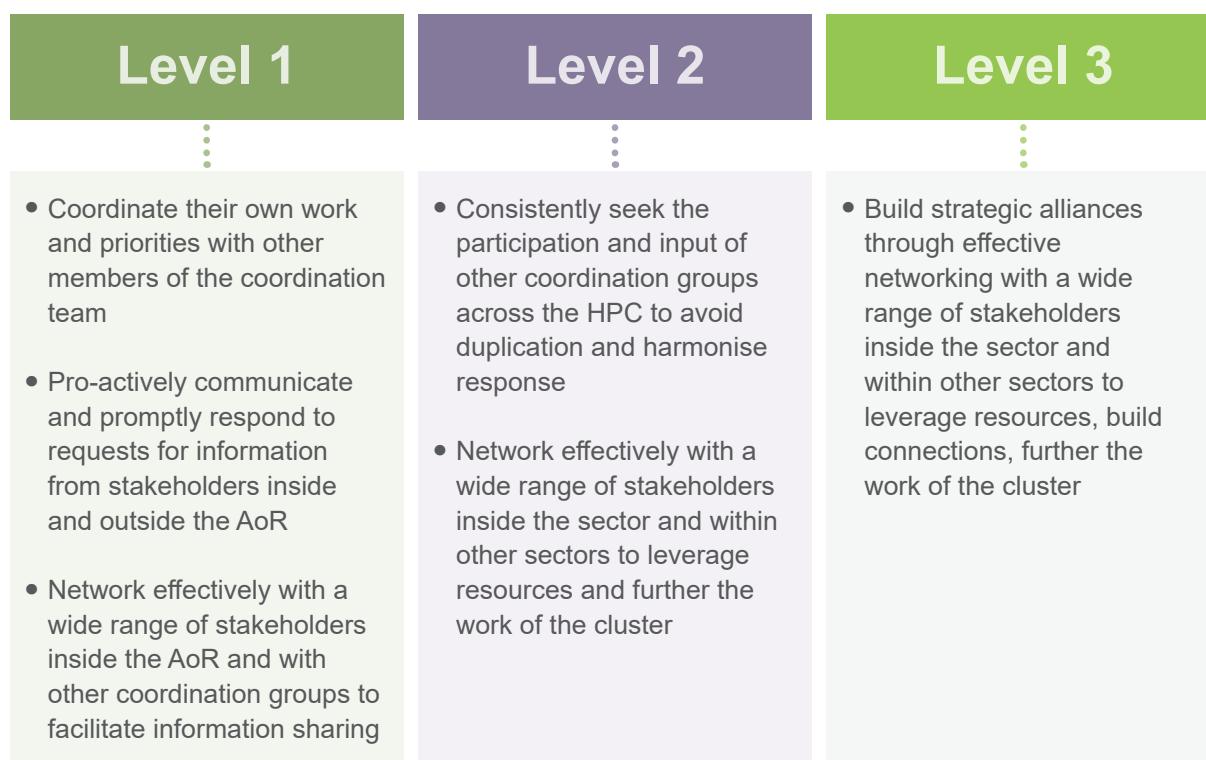
## B. Common behavioural competencies

### 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"> <li>• Work impartially to promote the collective interests of the AoR over individual interests of any single organisation</li> <li>• Maintain a realistic but constructive, results-oriented approach to coordination and the work of the AoR at national and sub-national level</li> <li>• Demonstrate commitment to addressing humanitarian need through the AoR's strategic plan and priorities</li> <li>• Work closely with other members of the coordination teams at national and sub-national level</li> <li>• Coordinate and communicate effectively with AoR lead agency and co-lead agency</li> <li>• Welcome new AoR members and support their inclusion in information sharing processes</li> <li>• Facilitate and encourage partners' involvement in information sharing processes</li> <li>• Actively participate in AoR, cluster, inter-cluster or coordination meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate effectively with sub-national AoR following communication protocols</li> <li>• Pro-actively ensure the inclusion of partners with diverse perspectives in coordination group activities</li> <li>• Engage with the wider humanitarian response by pro-actively sharing relevant information and learning with other coordination groups and relevant stakeholders</li> <li>• Pro-actively seek out relevant and useful information from other coordination groups and use it to inform own work</li> <li>• Take into account the concerns and interests of other coordination groups and stakeholders</li> <li>• Network effectively with other coordination groups to facilitate coordinated action and decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Establish processes that enable and encourage international, national and local partners to engage in the development of the AoR strategic plan and identification of priorities</li> <li>• Establish and lead AoR, cluster, inter-cluster or coordination group information management coordination mechanisms and working groups to enable coordinated efforts, systems and resources</li> <li>• Provide information and support to facilitate active engagement of new members</li> <li>• Provide orientation and capacity building to other coordination groups and partners on AoR-specific information management issues</li> <li>• Represent the CP AoR's interests and concerns to other coordination groups and the Humanitarian Country Team to contribute to improved IM processes across the response</li> </ul>

## B. Common behavioural competencies



## Underlying knowledge and skills

### KNOWLEDGE AREAS:

- AoR, cluster or coordination group accountabilities, processes and functions
- Communication protocols
- 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 written communication, 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
- Organisational skills including time management
- Stakeholder management including networking skills
- Technical IT skills including using basic packages for contact management, data collection, use and storage and datasets, quantitative analysis, mapping, visualisation, information dissemination

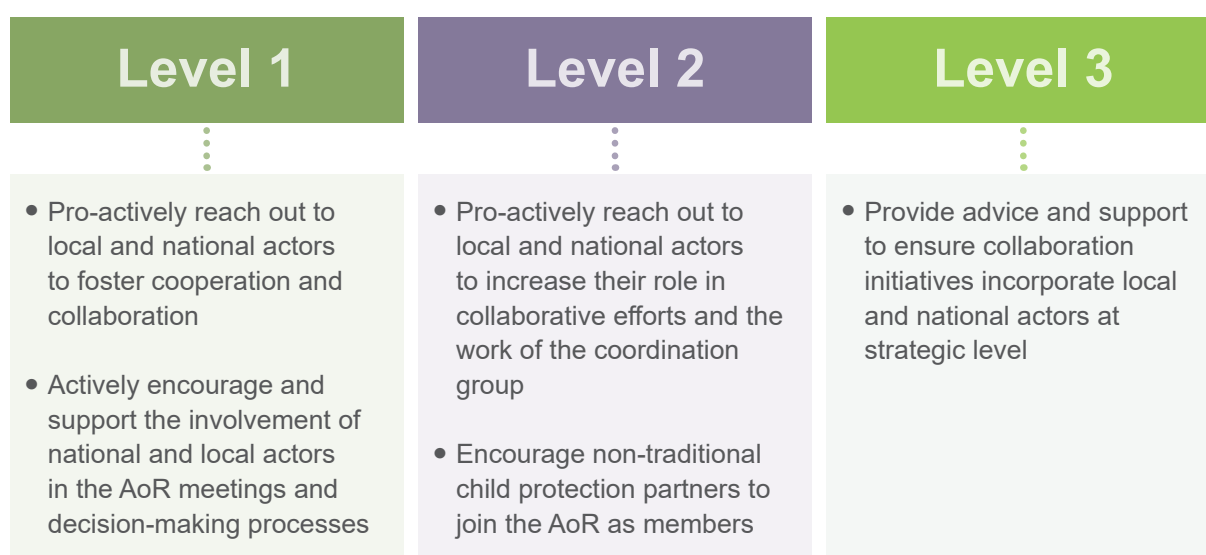
## B. Common behavioural competencies

### 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"> <li>• Actively encourage and support others to work collaboratively</li> <li>• Encourage a transparent flow of information between partners</li> <li>• Facilitate and encourage partners' involvement in information sharing processes</li> <li>• Compile and share accurate minutes of meetings with clear action points</li> <li>• Work with others to identify and agree solutions for gaps, obstacles and duplications</li> <li>• Work with others to address challenges in collecting and sharing information and using information management tools, products and platforms that are accessible</li> <li>• Support and encourage stakeholders with diverse interests and needs to effectively engage with each other respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Establish effective and accessible mechanisms for international, national and local partners to share data and participate in planning data collection and outputs</li> <li>• Pro-actively ensure the inclusion of partners with diverse perspectives in coordination group activities</li> <li>• Support mapping of technical and operational capacity in the response to understand existing capacity ensuring that local and national capacity is incorporated</li> <li>• Encourage the sharing and pooling of resources and information to improve the speed and quality of child protection and well-being outcomes</li> <li>• Establish mechanism to ensure coordination groups work in a harmonized manner across the Humanitarian Programme Cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage partners' engagement in the development of the cluster strategic plan and identification of priorities</li> <li>• Support improved collaboration between partners by highlighting gaps, obstacles and duplications in the response emerging from the data</li> <li>• Manage power dynamics between stakeholders ensuring an inclusive approach to diversity</li> <li>• Take steps to manage and resolve conflict with and between stakeholders</li> <li>• Negotiate with others to reach consensus and avoid impasse</li> <li>• Work with partners to establish and share common operational definitions, procedures and standards</li> <li>• Discourage behaviours that prioritises competition over collaboration and act against the interests of the affected population</li> </ul>

## B. Common behavioural competencies



## Underlying knowledge and skills

### KNOWLEDGE AREAS:

- Accountability to Affected Populations principles and approaches
- Humanitarian Development Nexus
- The Humanitarian Programme Cycle

### SKILLS:

- Analytical skills including rapid identification, compilation, analysis and storage of information
- Communication skills including active listening, written communication
- Consensus building and conflict management
- Decision-making
- Interpersonal skills including negotiation and persuasion
- Meeting management including minute-taking
- 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 affected populations, particularly children and young people, 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"> <li>• Demonstrate integrity in actions and interactions with others</li> <li>• Uphold the rights and dignity of affected populations</li> <li>• 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</li> <li>• Follow organisational procedures accurately and appropriately without seeking personal gain</li> <li>• Plan data collection and design tools that will allow perspectives and knowledge of affected populations, including children and young people, to be collected</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in AoR coordination performance monitoring and ensure weak results are addressed</li> <li>• Maintain effective and accessible and child-friendly feedback and complaints mechanisms</li> <li>• Compile and communicate feedback and complaints to the coordination group and partners</li> <li>• Encourage and support partners to consider the needs and perspectives of the affected population when planning and implementing data collection</li> <li>• Take affected populations' perspectives into account when contributing to advocacy plans, ensuring that people's dignity is respected</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for the impact of their own and their teams' actions</li> <li>• Challenge plans which do not adequately take into account the perspectives, knowledge and needs of affected populations</li> <li>• Ensure data from and about the most vulnerable of affected populations is systematically collected, analysed and visible across all data sets</li> <li>• Appropriately handle and respond to complaints</li> <li>• Encourage colleagues and partners to demonstrate integrity and transparency and challenge actions that are inappropriate</li> <li>• Actively seek and support partnerships and coordination mechanisms in support of accountability to affected population</li> </ul>

## B. Common behavioural competencies

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Inform affected population of how data that is collected will be used</li> <li>• Incorporate the perspectives of affected populations into information products</li> <li>• Share information products with affected population, partners and other appropriate stakeholders in ways that are accessible</li> <li>• Maintain effective and accessible feedback and complaints mechanisms</li> <li>• Effectively respond to information needs of partners and other stakeholders</li> <li>• Ensure children and young people are consulted and actively involved in all IM activities</li> <li>• Ensure results of inquiries are documented and accessible to interested parties and complainants</li> </ul>	<ul style="list-style-type: none"> <li>• Support colleagues and partners to follow appropriate, agreed procedures in line with relevant codes of conduct and humanitarian principles</li> </ul>	

## 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

## B. Common behavioural competencies

### Underlying knowledge and skills



- 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

**SKILLS:**

- Advocacy skills including advocacy planning
- Communication including active listening and the ability to share information in accessible and appropriate formats
- Data handling skills including the ability to identify, analyse and prevent exposure of high-risk and sensitive data
- 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"> <li>• Promote a positive and inclusive environment within the AoR and in relation to international, national and local partners</li> <li>• Promote the use of local languages to increase accessibility</li> <li>• Take into account the diverse needs and vulnerabilities of affected populations with specific focus on age and gender when planning data collection and designing tools</li> <li>• Create information products that highlight cross-cutting issues</li> <li>• Take into account cross-cutting issues when analysing data and identifying trends</li> <li>• Monitor the coordination group's response taking into account cross-cutting issues</li> <li>• Provide technical input and advice to other coordination groups and stakeholders on integrating approaches for child protection into their responses</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage colleagues in the AoR and partners to demonstrate a positive and systematic approach to inclusion and diversity</li> <li>• Ensure partners have a commonly agreed understanding and definition of centrality of protection, gender, GBV, age, disability and HIV &amp; AIDS and what it entails to integrate them in the response</li> <li>• Ensure partners have a commonly agreed understanding of how and why to collect inclusive, disaggregated data</li> <li>• Encourage and support partners to take into account diverse needs and vulnerabilities of affected populations during all stages of the Humanitarian Programme Cycle</li> <li>• Pro-actively influence other coordination groups and stakeholders to integrate child protection approaches in their responses</li> </ul>	<ul style="list-style-type: none"> <li>• Implement systematic measures for supporting inclusive work practices and programming</li> <li>• Identify and take strategic action to address gaps in data relating to the diverse needs and vulnerabilities of affected populations</li> <li>• Highlight relevant trends related to diverse needs and vulnerabilities of specific groups when creating information products</li> <li>• Maintain oversight of the response to ensure it does not exacerbate the vulnerabilities of specific people or groups</li> <li>• Address structural, systemic and political factors that contribute to the exclusion of individuals or communities or exacerbate vulnerabilities</li> </ul>



## B. Common behavioural competencies

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Ensure the inclusion of national and local actors in the AoR decision making organs and processes such as the Strategic Advisory Group (SAG)</li> <li>• Challenge activities which do not adequately take into account cross-cutting issues</li> <li>• Challenge activities and behaviours with potentially harmful impacts or which may exacerbate the vulnerabilities of specific people or groups</li> </ul>	<ul style="list-style-type: none"> <li>• Work with partners to identify, prevent and address any unintended harmful impacts of activities</li> </ul>	

## 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
- Data management skills
- Interpersonal skills including the ability to have challenging and difficult conversations

## C. Functional competencies

### 1. Provides reliable support to the AoR

**Definition:** Provides support to the AoR by coordinating and facilitating effective data collection and information sharing and by creating and sharing useful, accurate, balanced and reliable information products to stakeholders in accessible formats that can be used to guide strategic decision making, create a shared understanding of the situation and ensure a systematic approach to planning and monitoring of the response.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Demonstrate good knowledge of IM responsibilities, tools and concepts and key humanitarian, contextual and CPIE issues to establish personal credibility</li> <li>• Provide predictable, timely and useful support to further the work of the AoR</li> <li>• Provide reliable and predictable support and accurate information to the AoR and partners as required</li> <li>• Take time to listen to the perspectives and information management needs of others</li> <li>• Maintain a realistic but positive, results-oriented approach</li> <li>• Collaborate with partners to agree data collection and reporting processes, tools and timeframes</li> <li>• Facilitate the involvement of coordination group partners in IM processes</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate excellent knowledge of IM responsibilities, tools and concepts</li> <li>• Build positive working relationships with AoR partners to establish trust and respect</li> <li>• Support partners to adapt reports and data collection in response to changes in the operating environment</li> <li>• Draw on capacity and experience within the AoR to improve data collection and information sharing between partners and with other AoRs and coordination groups</li> <li>• Provide capacity building support as required</li> <li>• Anticipate and prepare for changing circumstances by participating in collaborative monitoring of the context, identifying data trends and developing responsive plans</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate expertise in IM responsibilities, tools, concepts and innovations</li> <li>• Adapt support and products to meet the needs of partners and other stakeholders</li> <li>• Negotiate with partners to ensure service delivery is driven by the humanitarian response plan and strategic priorities</li> <li>• Encourage and participate in operational peer reviews and evaluations</li> <li>• Support and encourage partners to adapt to changing circumstances in the operating environment</li> </ul>

## C. Functional competencies



## Underlying knowledge and skills

### KNOWLEDGE AREAS:

- AoR cluster and coordination group structures, processes and functions
- AoR, cluster and inter-cluster data collection reporting tools and templates
- Humanitarian Programme Cycle Guidance
- Humanitarian Response Framework process and templates
- Key technical knowledge relevant to the local context
- 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, influencing and reporting skills
- Consensus building and conflict management
- Interpersonal skills including negotiation and the ability to give and receive constructive feedback
- Stakeholder management including networking and partnership building

## C. Functional competencies

### 2. Collects, collates and analyses relevant data

**Definition:** Leads information management aspects of the Needs Identification and Analysis Framework (CP NIAF) and works with relevant stakeholders to select and analyse data that will support the AoR and partners across all stages of the response including needs identification and analysis, strategic planning, resource mobilisation, implementation, monitoring and evaluation.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Discuss with partners and use appropriate strategy for Needs Identification and Analysis Framework (NIAF)</li> <li>• Work with partners to define CPIE core indicators using appropriate tools</li> <li>• Identify existing sources of secondary data</li> <li>• Agree with partners what primary data is required and plan data collection</li> <li>• Ensure datasets collected meet the needs of all stakeholder reporting requirements</li> <li>• Devise methodology and create appropriate tools for data collection of quantitative and qualitative data</li> <li>• Collate and clean data using the most applicable tools dealing appropriately with sensitive or personal data</li> <li>• Analyse aggregated data to identify People in Need figures (PiN), distribution of needs and gaps, key trends, issues and concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Identify any data gaps and agree with partners how to address them</li> <li>• Support others to collect accurate data using standard definitions and data collection tools</li> <li>• Contribute to multi-sector and inter-sector needs assessments and analysis</li> <li>• Work with others inside and beyond the AoR to eliminate duplications in data and reporting</li> <li>• Identify any issues with accuracy or credibility in data and address them as appropriate providing support to partners if required</li> <li>• Maintain a child protection database and accessible shared drive that meets the needs of partners</li> <li>• Document all limitations or caveats in the data</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt NIAF tools and plans to meet the needs of AoR partners and stakeholders outside of the AoR</li> <li>• Support or establish national data systems that are appropriate for humanitarian contexts</li> <li>• Agree data requirements and tools with partners, other coordination groups and stakeholders to enable alignment of formats and timelines</li> </ul>

## C. Functional competencies

# Underlying knowledge and skills



### KNOWLEDGE AREAS:

- Child Protection Needs Identification and Analysis (NIAF)
- CP AoR and Inter-cluster assessment methodologies
- Contextual knowledge including sources of reliable secondary data
- Data collection tools, processes and best practice including systematic collection of sex, age, disability disaggregated data including conducting Multi-Sector Initial Rapid Assessments
- Data lifecycle including ACAPs: Compared to What? Analytical Thinking and Needs Assessment
- Data literacy including types of data, cleaning and judging data quality
- Data protection best practice and specific applicable laws and regulations
- Humanitarian data including humanitarian information portals, common operational datasets, the Global Indicators Registry and Humanitarian Exchange Language (HXL)
- Humanitarian Needs Overview process and templates
- OCHA IM Guidelines for Sudden Onset Emergencies
- Protection Information management Guide (PIM Guide)
- Use of the AAAQ Framework in needs identification and assessments to identify GBV related risks and barriers in accessing services in humanitarian settings

### SKILLS:

- Analytical skills including contextual and situational analysis, use of the Multi-Sector Analytical Framework, data analysis using data from multiple sources and data triangulation
- Basic IT skills including use of spreadsheets such as Excel
- Communication skills including persuasion, influencing and creating appropriate and accessible written and verbal communications
- Interpersonal skills including negotiation
- Monitoring, evaluation, accountability and learning 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 AoR and other relevant stakeholders

## C. Functional competencies

### 3. Handles and stores data efficiently and sensitively

**Definition:** Handles and manages data in effective and appropriate ways that follow data protection best practice and that ensure sensitive humanitarian data is not exposed, keeping databases, contact lists and files up-to-date by systematically reviewing what is retained and destroying out-of-date data or information that is no longer required.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Comply with standards and protocols for data storage and sharing especially of sensitive data</li> <li>• Select appropriate means for storing data ensuring the security of sensitive data</li> <li>• Ensure data is available and accessible to agreed users and user groups</li> <li>• Select appropriate methods for sharing and transferring stored data with partners</li> <li>• Systematically update storage of data, destroying any data that does not need to be retained</li> </ul>	<ul style="list-style-type: none"> <li>• Support partners to comply with standards and protocols for data storage and handling</li> <li>• Create effective and efficient data management systems that meet the needs of the AoR and partners</li> <li>• Provide and monitor access to databases to partners and other stakeholders as appropriate</li> <li>• Regularly reassess the sensitivity level of data that is retained</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor adherence to data protection protocols and addresses any breaches</li> <li>• Conduct due diligence if required when transferring data to partners or other stakeholders</li> <li>• Provide capacity building support and advice to partners and other stakeholders on appropriate and effective data storage and handling</li> <li>• Establish and ensure compliance with an emergency data exit strategy is in place</li> </ul>

## Underlying knowledge and skills

### KNOWLEDGE AREAS:

- Data handling, storage and management tools and best practices
- Data protection best practices, standards and protocols using PIM - A Framework for data sharing in practice)
- Data protection regulations and legislation that are relevant and applicable to the specific context
- Due diligence processes
- OCHA's information resources including the Centre for Humdata



## C. Functional competencies

### Underlying knowledge and skills

**SKILLS:**

- Capacity building skills
- Database management including establishing and managing databases and contact lists using programmes such as Excel, Dropbox, Office online
- Data storage skills including identifying the best and safest data storage tools
- Information sharing skills including establishing and maintaining protocols for managing, sharing and naming folders and files
- 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

### 4. Communicates and disseminates information

**Definition:** Communicates and disseminates information that supports the work of the AoR and partners by creating a range of appropriate, useful and accurate information products and sharing them with appropriate stakeholders in a timely manner using mechanisms and platforms that are accessible for stakeholders.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Provide accurate and up-to-date information, in user-friendly formats, to coordination teams and partners to support decision-making</li> <li>• Present the latest information in understandable tables, charts, graphs and reports that are clear, accurate and correctly referenced</li> <li>• Ensure products are widely accessible by making them available in local languages as relevant</li> <li>• Maintain an up-to-date contact list in collaboration with the Coordinator</li> <li>• Disseminate information products in an accessible and timely manner</li> <li>• Collect feedback on information products to identify areas of improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Work with others to identify which products, infographics and reports will serve the needs of the AoR, partners and other stakeholders</li> <li>• Analyse diverse datasets using appropriate analytical methods to draw out most relevant trends and issues</li> <li>• Ensure appropriate approvals and releases, that are based on information sharing protocols, are in place when using data in information products</li> <li>• Disseminate information through a variety of appropriate and accessible channels</li> <li>• Maintain and manage AoR website information</li> </ul>	<ul style="list-style-type: none"> <li>• Identify partners and other stakeholder's information management needs</li> <li>• Agree how to identify information management needs within the parameters of available time, resources and data availability</li> <li>• Remain up-to-date with latest innovations in technology and software packages in order to produce high-quality information products</li> <li>• Advise AoR members and other stakeholders on which information products will effectively meet their needs</li> <li>• Influence partners and stakeholders using relevant data and IM products to inform decision making and affect positive change</li> </ul>

## C. Functional competencies

### Underlying knowledge and skills



#### KNOWLEDGE AREAS:

- Data visualisation techniques
- Social media channels including local usage patterns and any applicable regulations
- Up-to-date information management platforms, mechanisms and software packages

#### SKILLS:

- Analytical skills
- Communication skills including presenting information clearly in accurate and accessible information products
- Data management skills including aggregating data from multiple sources (using tools such as Access, Excel, CSV, SQL, APIs)
- Organisational skills including time management
- Report writing skills
- The ability to store, publish and disseminate products through various channels such as Power BI's online service
- The ability to use static and dynamic visual tools (Adobe Suite, PowerBI etc.) and basic mapping skills using GIS and map-making packages such as ArcGIS, QGIS etc. to develop products (including visualisations, dashboards, snapshots, 4/5W etc.)
- Website management skills (dependent on requirements of role)

## C. Functional competencies

### 5. Monitors the response

**Definition:** Monitors coverage, equity and quality of the response against the AoR's strategy, priorities and agreed results and against the evolving situation and needs of the affected population, compiles effective reports 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"> <li>• Support the development of a monitoring and reporting plan and tools with partners</li> <li>• Periodically review and update the monitoring and reporting plan and tools with partners</li> <li>• Collect and compile monitoring data from partners on response progress, critical gaps and resource requirements on a regular and agreed reporting timeline</li> <li>• Ensure the consistency, accuracy and logic in the data collected</li> <li>• Participate in monitoring visits to provide support and quality control for data collection and reporting</li> <li>• Identify ongoing and changing needs of affected populations emerging from the data</li> <li>• Identify any gaps in data collected and work with partners to jointly address the gaps</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with other coordination groups to align monitoring and reporting plans to improve efficiency and share resources</li> <li>• Lead partners to develop common reporting and monitoring tools that meet the needs of the CP AoR and other coordination groups and stakeholders</li> <li>• Maintain accurate information about partners' work and the funding of the coordination group's work using appropriate tools</li> <li>• Identify and highlight changing needs of affected populations in complex and dynamic situations emerging from data collected</li> <li>• Support partners to make timely and appropriate adaptations to their data collection processes</li> <li>• Identify and highlight any gaps in the response based on monitoring data and recommend any corrective action required</li> </ul>	<ul style="list-style-type: none"> <li>• Provide guidance and advice on aligning monitoring and reporting plans across coordination groups to improve coordination across the whole response</li> <li>• Provide technical support to partners to enhance timely and quality reporting</li> <li>• Work with partners to identify issues with regards to reporting and jointly identify solutions</li> <li>• Provide analytical support and input to support identification of emerging trends and changed in needs</li> <li>• Provide guidance and clear leadership to partners in response to significant anticipated or emerging changes in needs, the context or the operating environment</li> </ul>

## C. Functional competencies

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Report on coordination activities and achievements</li> <li>• Share monitoring information with stakeholders on a regular basis</li> <li>• Effectively monitor, report on and respond to attacks on education</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Disseminate information on response progress, critical gaps and resource requirements to wider stakeholders on a regular basis</li> <li>• Ensure child protection is included in broader protection monitoring</li> <li>• 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</li> </ul>	

## 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 visualisation, report writing, persuasion and influencing
- Data collection including the development of measurable indicators to monitor on a regular basis
- 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 child protection 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 co-ordination 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"> <li>• Work through existing coordination and decision-making platforms whenever possible</li> <li>• Facilitate meaningful inclusion and participation of national and local state and non-state actors in coordination group activities</li> <li>• Pro-actively reduce barriers to participation in sector activities for national and local actors</li> <li>• Encourage national and local actors' inclusion in AoR data collection and reporting processes</li> <li>• Support and encourage national actors to provide information about their contribution to the response</li> <li>• Facilitate meaningful involvement of national and local state and non-state actors in planning and collecting data</li> </ul>	<ul style="list-style-type: none"> <li>• Support the development and strengthening of national data collection and information management systems</li> <li>• Contribute to the development of a technical and institutional capacity building plan for national and local actors</li> <li>• Support access to training to build coordination, technical and institutional capacities</li> <li>• Support coordination and harmonisation of capacity building initiatives amongst partners and other actors</li> <li>• Support national and local actors to access greater funding including through pooled funds and advocacy with donors</li> </ul>	<ul style="list-style-type: none"> <li>• Provide support to national and local actors to overcome technical and operational challenges involved in collecting and contributing accurate data</li> <li>• Mobilise members of coordination groups to provide capacity building support and training to national and local actors on information management</li> <li>• Mobilise members of coordination groups to provide technical and institutional capacity development support to national and local actors to overcome challenges</li> </ul>



## 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 NEXUS 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 writing, influencing and persuasion
- Interpersonal skills including negotiation
- 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 organisation<sup>4</sup>.

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

### 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

<sup>4</sup> 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"> <li>• <b>Self-awareness</b> Display sensitivity and adjust language and tone, ensuring it is not demeaning or aggressive</li> <li>• Recognise own strengths and limitations, learning from mistakes made</li> <li>• Seek feedback from multiple sources on own behaviours, including unconscious biases and potential blind spots. Act on the feedback received</li> <li>• Be transparent in admitting mistakes and take corrective action</li> <li>• Recognise personal stress and seek help to maintain personal well-being</li> <li>• <b>Ethical awareness</b> Display appropriate ethical behaviours, refraining from discriminatory (sexist, racist, xenophobic and homophobic etc), language and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Self-awareness</b> Be open and objective to feedback without being defensive or taking retaliatory actions</li> <li>• Communicate and reinforce behaviours within the team that are aligned to UNICEF's values</li> <li>• Be mindful of the authority and influence that comes with the role and prevents the abuse of authority</li> <li>• <b>Ethical awareness</b> Demonstrate impartial application of organizational policies, procedures and practices</li> <li>• Respond appropriately to ethical issues and complaints of abuse of authority, bullying or harassment</li> <li>• Provide a protective environment in which employees can speak up and act without fear, judgement or reprisal</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Self-awareness</b> Promote the importance of demonstrating self-awareness in driving change to culture and preventing the abuse of authority</li> <li>• <b>Ethical awareness</b> Role model appropriate behaviours in alignment with UNICEF's values</li> <li>• Create and promote a culture that establishes zero-tolerance for discriminatory (sexist, racist, xenophobic and homophobic, etc) language and behaviours</li> <li>• Create and promote a culture that establishes procedures to address unethical behaviours</li> <li>• Take decisive action on ethical dilemmas</li> </ul>

## D. Core behavioural competencies

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

## Underlying knowledge and skills

### MANDATORY TRAINING:

- UNICEF Ethics and Integrity training

### KNOWLEDGE AREAS:

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



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

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

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

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

## 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
- People management including team building
- Stakeholder management and networking



## 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 <sup>5</sup>	Level 3
<ul style="list-style-type: none"> <li>• Delegate responsibility and authority, while fairly allocating tasks, clarifying expectations and providing clear directions and guidance</li> <li>• Provide the team with the needed direction to achieve results and also hold them accountable</li> <li>• Support employees in developing realistic work plans based on programmatic needs</li> <li>• Regularly discuss performance, giving timely, constructive feedback, as well as providing support to address issues and taking action when necessary</li> <li>• Identify learning goals for employees, providing guidance on how to achieve them and ensure a supportive environment for their professional development</li> <li>• Support career development opportunities for employees, devoting time to coach, mentor and build morale to achieve personal and career goals</li> <li>• Create inclusive teams, reflective of the diverse nature of the UNICEF workforce</li> <li>• Recognize individual contributions and acknowledge team successes</li> <li>• Dedicate time and energy to the well-being of staff, monitoring emotional reactions and their ability to adjust to challenging circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• Promote a culture of psychological safety where employees can voice their concerns without fear of retaliation</li> <li>• Role model effective people management behaviours, emphasising their importance to team managers and holding them accountable</li> <li>• Support direct reports to develop their leadership capabilities, providing direct and honest feedback about their potential and ensuring relevant support</li> <li>• Create and promote a culture of fairness, transparency and inclusion where colleagues from all backgrounds and perspectives feel empowered and valued</li> <li>• Promote a culture of continuous learning and knowledge sharing within and amongst teams</li> <li>• Create an environment where team managers promote and role model employee well-being and self-care</li> </ul>

<sup>5</sup> 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

## Annexes

# 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](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](https://www.acaps.org/sites/acaps/files/resources/files/acaps_technical_brief_data_cleaning_april_2016_0.pdf); accessed on 27/05/2020
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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
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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

## Annexes

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:

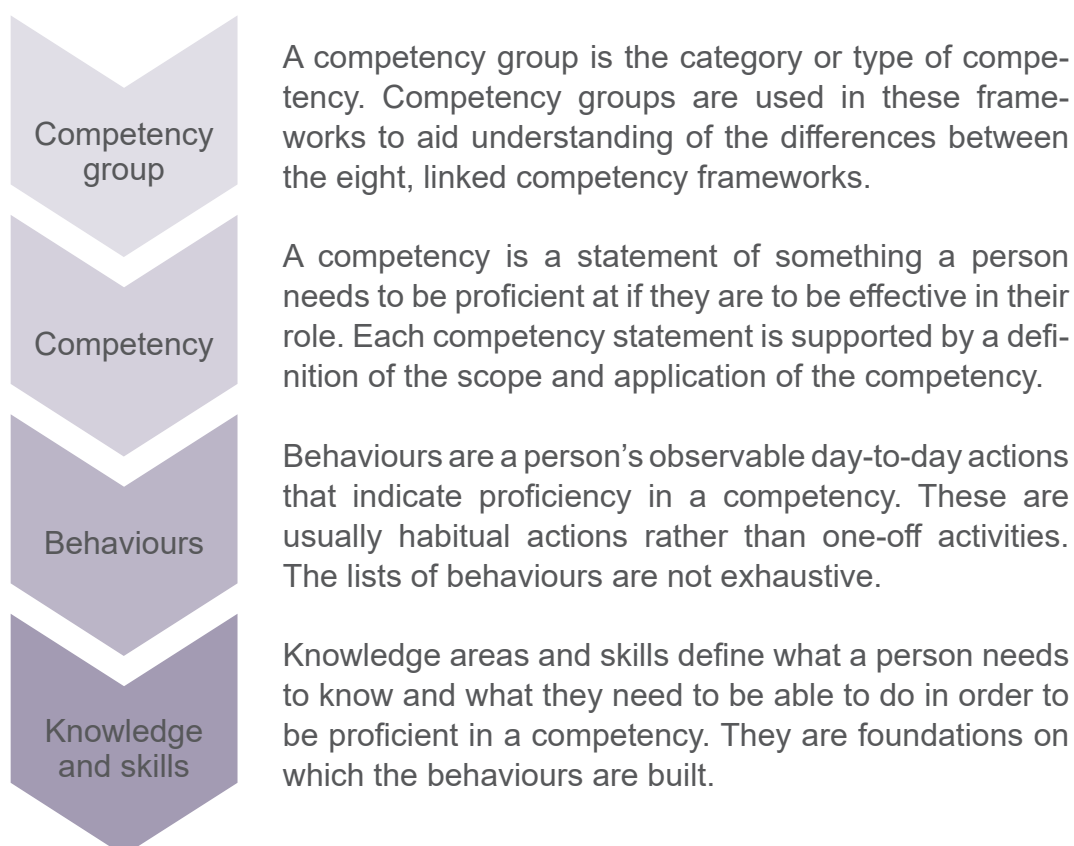
- **Recruitment and onboarding:** by providing clear descriptions of required competencies to inform the development of the standardised job descriptions, selection processes, interview questions and assessment processes, and onboarding/ induction plans;
- **Performance appraisal and management:** by 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 competencies<sup>6</sup> 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.

<sup>6</sup> 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.

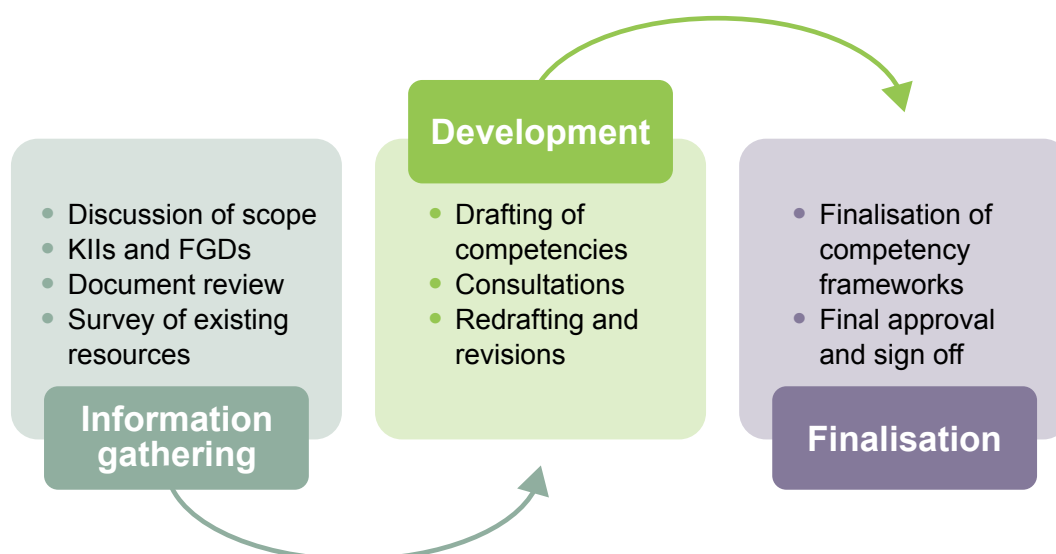
## 4. Methodology and resources

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](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](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](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:

