

# Child Protection Area of Responsibility Capacity Assessment Report



Child Protection  
Area of Responsibility

Global Protection Cluster

2022







# EXECUTIVE SUMMARY

## 1. Introduction

To improve the capacity strengthening support provided to Child Protection Areas of Responsibility (CP AoRs), the Global CP AoR intends to develop a Learning and Development (L&D) Strategy. The L&D Strategy will contribute to the effective implementation of the Global CP AoR Strategy (2020-2024) and the Global Cluster Coordination Section (GCCS) Talent Management Strategy (TMS)<sup>1</sup> which has been developed in the context of the evaluation of UNICEF's role as Cluster Lead Agency.<sup>2</sup>

As preparation for the development of the L&D Strategy, an assessment of CP AoR capacity was undertaken between July and October 2022 which aimed to analyse existing CP AoR capacity, assess CP AoR Coordinator and IMO competencies and map the existing learning landscape. Data was collected from a range of sources including people who work in child protection coordination and information management, people who support coordination teams in supervisory roles and people with relevant knowledge and expertise working at a global level. The assessment comprised:

- A desk review of over 50 existing documents and sources,
- Analysis of existing data on CP AoR staffing gathered from four sources,
- Data collection through three online surveys from 65 respondents,
- Interviews and discussion groups with 43 people at global and field level.

The first component of the assessment explored existing capacity of CP AoRs in order to understand the current CP AoR staffing landscape and identify any ongoing or potential future challenges and opportunities. Because staffing in CP AoRs is dynamic and subject to frequent change, the analysis of existing capacity focused on the identification of trends emerging from several data sources which were then compared with trends identified during the primary data collection and the desk review. This comparison enabled the contextualisation and validation of the findings and supported the identification of potential challenges and opportunities.

The second component of the assessment explored the competencies of Coordinators and IMOs and the support they receive to perform their roles. Assessment of competencies was predominantly conducted through self-assessment. This methodology was selected as it is a commonly used method for conducting learning needs analyses and because it prioritises the perspective of the learner. As self-assessment can be subjective, steps were taken to minimise the impact of potential under- or over-reporting of competence. For example, responses to different questions in the surveys were cross-compared and questions on competencies were included in the discussions and interviews. Furthermore, emphasis was placed in the analysis on identifying priority learning areas.

The third component of the assessment identified existing and planned learning resources, materials and initiatives relevant for CP AoR Coordinators and IMOs. The mapping does not provide an evaluation or an in-depth analysis of the learning opportunities but highlights key learning relevant for the development of the Global CP AoR L&D Strategy.

This assessment report presents the main findings in each of the three components of the assessment, followed by conclusions and recommendations. These are supported by annexes presenting additional information as relevant.

Throughout the assessment report the following terms are used for the sake of brevity:

- 'CP AoR' is used to refer to all types of coordination groups including AoRs, clusters and sub-clusters, working groups and sectors at national and sub-national level,
- 'Child Protection Specialist' and the acronym 'CPS' are used to refer to all people in Child Protection roles including Child Protection Officers, Child Protection Specialists, Child Protection Managers and Child Protection Consultants. The use of the term is not intended to imply any specific level of seniority,
- 'Coordinator' is used to refer to all people in coordination roles including coordinators in lead roles and co-coordinators working at national and sub-national level,
- 'Information Management Officer' and the acronym 'IMO' are used to refer to all people in positions that fulfil an information management function including Information Management Officers, Information Management Specialists, Information Management Managers, Information Management Consultants. The use of the term is not intended to imply any particular level of seniority and has been selected to avoid confusion with the acronym 'IMS' which is frequently used in the context of Child Protection Information Management Systems (CPIMS),
- 'Manager' is used to refer to all people who directly manage or supervise anyone who is working in a CP AoR coordination team whether they are within UNICEF or external. They may or may not be working in coordination teams themselves.

A summary of the findings of the three assessment components, the conclusions and recommendations can be found below.

1. Global Cluster Coordination Section, 'Well-Placed: A talent management strategy for cluster coordination and information management,' (January 2022), draft (v.5)

2. United Nations Children's Fund, *Evaluation Report: Evaluation of the UNICEF Role as Cluster Lead (Co-Lead) Agency (CLARE II)*, January 2022



## 2. CP AoR staffing landscape

### 2.1 Overview

To analyse the CP AoR staffing landscape, the assessment explored the trends related to current staffing patterns, the pipeline for staffing in terms of how people move into CP AoR roles and how their careers progress, and the main stakeholders with whom they interact. Analysis of the staffing landscape drew on data extracted from the Global CP AoR Staff Mapping Dashboard, the CP Coordination Mapping, data from the Inter-Agency and Humanitarian Partnership Section (IAHP) and OCHA's Financial Tracking Service. Emerging trends were compared with data collected in interviews and discussions and UNICEF and Inter-Agency Standing Committee (IASC) guidelines to identify how the findings might represent challenges and opportunities for CP AoR capacity.

### 2.2 Current CP AoR Capacity

To understand current staffing patterns in CP AoRs, trends were identified around six main themes:

- Distribution of staff by role and coordination levels,
- Employer organization,
- Lines of supervision,
- Seniority of posts,
- Rates of dedicated capacity,
- Vacancy and turnover rates.

Analysis of the trends was used to create profiles of staff working in CP AoRs to inform the articulation of different target audiences in the L&D Strategy.

The first theme explored was the distribution of staff by role and coordination level. The following trends were identified:

- In 2020, CP AoRs were present in 29 contexts,
- In each of these contexts for which data was available, sub-national CP AoRs were present, with almost four times as many sub-national CP AoRs as national level CP AoRs,
- There are more people working as Coordinators than IMO: at national level there are approximately two Coordinators for every IMO,
- Staff in sub-national coordination groups are predominantly in coordination roles with a small number of IMOs.

A comparison of the data with recommendations made by the four UNICEF-led/ co-led clusters and AoR<sup>3</sup>, which suggests that at a minimum one Coordinator and one IMO should be recruited for clusters or AoRs, indicates that there is a gap in IMO capacity. As information management is an essential component of cluster/AoR work, this is likely to represent a challenge for CP AoRs.

3. Global Nutrition Cluster, Global WASH Cluster, Global Education Cluster, Global Child Protection AoR, 'Recommended good practices for the minimum structure of coordination teams at country level: for UNICEF as a Cluster Lead Agency,' 2021 – not yet endorsed

The second theme which was explored was the employer organization of Coordinators and IMOs. The following trends were identified:

- The majority of CP AoR staff are employed by UNICEF,
- A significant proportion of CP AoR staff are employed by NGOs with slightly more being employed by INGOs than NNGOs,
- SBP deployees make up a small part of CP AoR capacity,
- Governments are involved in leadership in almost 40% of contexts although definitive data is not available on the number of CP AoR staff employed by national and local governments.

The *CLARE II*<sup>4</sup> report and the GCCS *Current State Analysis*<sup>5</sup> identify having a high proportion of staff filled by external capacity as a challenge for UNICEF in its role as CLA and recommend moving away from the use of external staffing. Although the majority of CP AoR staff are employed by UNICEF, there is an opportunity for the Global CP AoR to work collectively with GCCS on this issue. In addition, the development of the L&D Strategy presents an opportunity for the Global CP AoR to articulate how they will engage with CP AoR staff working in different organisations and at different coordination levels, and to define what type, level and modality of capacity strengthening support is appropriate and feasible for the Global CP AoR to provide either directly or indirectly.

The third theme explored was management arrangements of coordination staff. Since hierarchical structures and job titles vary between organisations, analysis of data on supervision lines focused on staff employed by UNICEF. As such, the following trends were identified:

- The most common role of people who manage CP AoR staff is Chief of Section. This trend is followed by all roles except for Coordinators working in lead roles at sub-national level, the majority of whom (85%) are managed by a Chief of Field Office,
- The trend is evident amongst Coordinators in lead roles working at national level the majority of whom (57%) are managed by the Chief of Section (58%) followed by the Chief of Emergency (21%). It is less common for Coordinators at national level to be managed by the Representative (4%) or the Deputy Representative (4%).

UNICEF and GCCS guidance recommends against coordination team members being managed by sectional staff. Furthermore, research conducted by ALNAP<sup>6</sup> indicates that this arrangement can negatively impact the effective functioning of clusters and AoRs, a finding which also emerged from primary data collected as part of this assessment. As such, this trend represents a potential challenge for the CP AoRs, particularly around perceptions of neutrality amongst AoR members which may lead to increased conflict and reduced engagement with the AoR. As with other identified trends, actions to address this are included in the GCCS 'TMS Plan of Action', which provides opportunities for the Global CP AoR to address this issue collectively.

The fourth theme explored related to the seniority of posts amongst Coordinators and IMOs. As with lines of supervision, it is difficult to compare the seniority of posts across different organisations. Because of this, the analysis in this section focuses on CP AoR staff employed by UNICEF. Amongst CP AoR staff employed by UNICEF, the following trends were noted:

- The majority of CP AoR staff are in National Officer (NO) posts,

4. United Nations Children's Fund, *Evaluation Report: Evaluation of the UNICEF Role as Cluster Lead (Co-Lead) Agency (CLARE II)*, January 2022

5. Global Cluster Coordination Section, *Well-Placed: A Talent management Strategy for Cluster Coordination and Information Management – Current State Analysis*, December 2021

6. Knox Clarke, P and Campbell, L, *Exploring Coordination in Humanitarian Clusters*, ALNAP, 2015

- The most senior people in CP AoRs are Coordinators in lead roles with approximately one fifth being in posts requiring seven or more years of professional experience on entry,
- Co-coordinators are overall less senior than Coordinators in lead roles with the highest level being P3/ NOC requiring a minimum of five years of professional experience at entry.
- The majority of staff in all types of coordination roles working at sub-national level are in posts requiring two years of professional experience at entry.
- People in IMO posts are, in general, in the most junior positions with a third in positions requiring five years of experience, a third in positions requiring two years of experience and a third in positions requiring no experience on entry.

The overall trends show that staff are usually in more senior positions when they are in:

- Lead roles compared with Co-coordinator roles,
- National level coordination posts rather than sub-national level coordination posts,
- Coordination roles rather than information management roles.

Comparing levels of seniority of posts with guidance produced by the UNICEF-led/co-led clusters and AoR<sup>7</sup> indicates that levels of seniority of posts in CP AoRs are lower than recommended at national level and for IMOs at sub-national level. This represents a potential current and future challenge for CP AoRs and may impact retention of existing staff or recruitment of new talent. As this is included in the GCCS TMS, there is an opportunity for the Global CP AoR to act collectively on this issue.

The fifth theme explored, relates to the rates of dedicated capacity amongst CP AoR staff. The following trends were identified:

- A high proportion of posts are filled by people who are double-hatting,
- Double-hatting affects both Coordinators and IMOs although there is a lower rate of double-hatting amongst Coordinators than IMOs,
- There are lower rates of double-hatting at national level than at sub-national level.

From primary data collected during the assessment, it is clear that double-hatting is perceived by Coordinators, IMOs and their Managers to increase workload, reduce available capacity, and affect partners' perceptions of the coordination teams' neutrality. However, despite the challenges, some positive aspects of double-hatting were noted. These included access to training, resources and support from other clusters/ AoRs/sectors and the role double-hatting plays as an entry point to taking on a dedicated coordination role. However, the negative impacts of double-hatting are likely to outweigh the potential positive impacts and this represents a challenge for CP AoR capacity.

The sixth theme explored was vacancy rates and the connected issue of turnover rates. Calculating vacancy rates is complex and requires data on the number of people in post as well as data on the number of posts that are required. As this is not always possible, the assessment used the recommended staffing levels in the UNICEF-led/co-led clusters/AoR 'Recommended good practice' as a proxy for required posts. The guidance suggests that at national level, all emergency contexts should be staffed at a minimum by one Coordinator and one IMO in full-time positions. By comparing actual staffing rates with recommended rates, the following themes were identified:

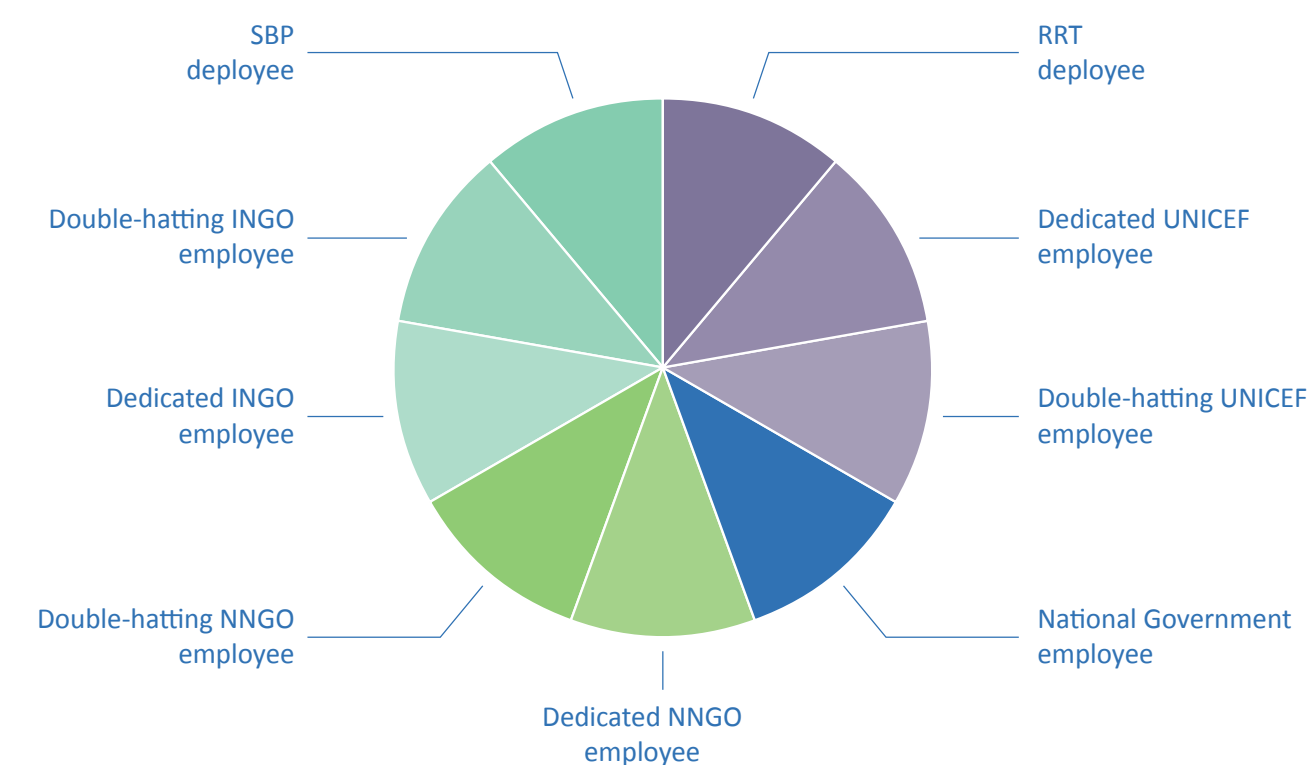
7. Global Nutrition Cluster, Global WASH Cluster, Global Education Cluster, Global Child Protection AoR, 'Recommended good practices for the minimum structure of coordination teams at country level: for UNICEF as a Cluster Lead Agency,' 2021 – not yet endorsed

- At national level, in almost half of contexts where there is a CP AoR, there are capacity gaps with either the Coordinator or the IMO being part-time or missing.
- Vacancy rates are higher amongst IMOs than Coordinators at both national level and sub-national level where there are few IMOs.

High vacancy and turnover rates were noted in discussions and interviews as factors negatively impacting the continuity and effective functioning of the CP AoR and the performance of individuals experiencing frequent changes in their line manager. From the perspective of the Global CP AoR, the sustainability of capacity strengthening interventions was also negatively impacted. High vacancy and turnover rates are a challenge affecting all UNICEF-led/co-led clusters and AoR and activities to address the rates are included in the GCCS 'TMS Plan of Action'<sup>8</sup>.

Having analysed the trends around six key themes, the data was used to categorise CP AoR staff into broad profiles. People working in CP AoR roles are employed by different types of organizations, are involved with the emergency context in different ways and for different lengths of time (for example, as a national or international member of staff, or on a short term deployment vs a longer more permanent contract), and may be involved in the CP AoR on a full time basis or in addition to other responsibilities. These factors have been used to categorise different types of people working in CP AoRs and define nine broad profiles of Coordinators and IMOs.

The nine profiles are shown on the diagram below:



People within each profile group are not homogenous, but because of certain shared characteristics and circumstances, there will be shared learning needs and preferences. The intention is to use the profiles to inform the development of the L&D Strategy.

8. Global Cluster Coordination Section, 'Talent Management Strategy – Plan of Action,' 2022

It is difficult to calculate the exact proportions of people in CP AoRs in each of the profiles and to give an accurate breakdown of the number of people in each role due to the challenges in maintaining an up-to-date database of staff as well as the differences in conventions and practices on job titles and the multiple roles that people play simultaneously. However, proportions can be estimated and the following learning can be drawn from the analysis:

- Since a significant proportion of CP AoR staff are in double-hatting roles, activities to increase the proportion of staff in dedicated positions would increase CP AoR capacity,
- Support for people in double-hatting roles addressing the specific challenges they face would be relevant for a large number of CP AoR staff,
- As a significant proportion of Coordinators are working for national organizations, capacity strengthening efforts aimed at these profiles are likely to positively impact CP AoR coordination. Given the responsibilities and placement of national level Coordinators, it may be most appropriate for national level Coordinators to provide in-country capacity strengthening support with the Global CP AoR providing support,
- Although IMO roles are not commonly filled by government counterparts, the function of information management may be undertaken within Governments in different ways and to a greater or lesser extent depending on the circumstances. Although in some contexts it might be difficult due to sensitivities around who collects, holds, shares and uses data, efforts to build information management capacity within national governments may be an effective component of efforts to strengthen national Child Protection systems.

## 2.3 CP AoR Coordinator and IMO career pathways

Analysing typical career pathways for Coordinators and IMOs to explore routes into coordination roles and career development within CP AoRs, highlighted some important issues for the development of the L&D Strategy.

Analysis of typical career pathways for Coordinators suggests that:

- The majority of Coordinators come from a Child Protection background,
- A primary route into coordination is through double-hatting,
- Some Coordinators face challenges in progressing from sub-national to national level CP AoRs and from national to international postings,
- Some Coordinators face challenges in moving back into CP roles after having worked in coordination roles.

These findings suggest that while capacity strengthening in CP areas is unlikely to be a main priority area for development, there is likely to be an ongoing need to facilitate learning opportunities for Coordinators in CP thematic areas. In addition, as double-hatting is a common path into Coordination, initiatives to reduce rates of double-hatting may impact the pipeline for CP AoR Coordinator recruitment. Furthermore, as progression within Coordination roles is noted as a challenge, specific targeted support for Coordinators to gain skills required to progress is likely to increase CP AoR capacity.

Analysis of the typical career pathways of IMOs suggests that:

- IMOs tend to have backgrounds related to functional competencies,

- IMOs commonly move into CP AoR roles without any CP experience,
- Some IMOs face challenges in progressing from national postings to international postings or from information management roles to coordination roles.

These findings suggest that IMOs are likely to have strong functional competencies and may need more support in strengthening behavioural competencies. However, because some IMOs come from very specialised backgrounds and because technology is subject to frequent and rapid innovation, there may be a need for capacity strengthening in specific technical areas. As training on some of these technical areas already exists, it may be more efficient for the Global CP AoR to facilitate access to learning resources rather than to provide them directly. Secondly, although IMOs do not require extensive CP knowledge or experience, some understanding is required and without a CP background, many IMOs do not have this knowledge. Finally, as with Coordinators, targeted support for IMOs to gain the skills required to progress from national to international postings or to move into coordination roles is likely to increase CP AoR capacity.

## 2.4 CP AoR stakeholder mapping

The final element of the CP AoR capacity analysis was to explore CP AoR capacity within the broader humanitarian context by mapping the range of stakeholders with whom coordination teams engage and considering the level of engagement with the Global CP AoR. The stakeholder mapping illustrates the complexity of the stakeholder landscape, with CP AoR staff managing relationships with multiple stakeholder groups. For staff who are double-hatting, or working in organizations other than UNICEF as the CLA, these stakeholder relationships increase in complexity.

For the Global CP AoR L&D Strategy, the mapping has several implications. It highlights the need for continued collaboration with other stakeholders to ensure messaging and support are consistent; it reinforces the important role of the national level coordination team in supporting capacity strengthening of sub-national level coordination teams; it reinforces the value of focusing attention on capacity strengthening in Child Protection Coordination and Information Management as per objective 2.4 of the Global CP AoR Strategy; and it illustrates the importance of maintaining an awareness of the capacity strengthening initiatives of others in order to avoid duplication, identify any potential gaps and to support potential collaborations.

The level of engagement of Coordinators and IMOs with the Global CP AoR was found to be high, with a particularly high level of engagement with core resources by Coordinators, indicating that the capacity strengthening support provided is highly valued. The Global CP AoR's understanding of the impact of different elements of the support provided can be deepened by introducing an over-arching monitoring and evaluation (M&E) framework.



## 3. CP AoR Coordinator and IMO Competencies

### 3.1 Overview

The second component of the assessment explored the extent to which Coordinators and IMOs feel they demonstrate the competencies detailed in the CP AoR Competency Frameworks for Coordination and Information Management, factors that impact their ability to work effectively in their roles and their learning preferences. It also explored the extent to which Managers feel they have the knowledge, skills and competencies required to manage a Coordinator or IMO effectively.

### 3.2 Coordinator and IMO competencies

Overall, both Coordinators and IMOs were confident that they had the competencies, skills and knowledge to do their jobs effectively. There was also a high level of interest in access to learning resources.

For Coordinators, the competencies people felt least confident in were the functional competencies in section C of the competency framework and in particular the ability to apply these competencies in context and in complex situations. Being able to provide leadership, work with partners and to deal with challenging situations were particularly highlighted in discussions.

For IMOs, the competencies people felt least confident in were the sectoral competencies in section A of the competency framework and in particular knowledge of child protection was identified. In addition, the competencies of working with partners and providing leadership were also highlighted.

### 3.3 Role effectiveness

During the assessment, Coordinators and IMOs were asked about their effectiveness in role and the factors that would improve their effectiveness. For both Coordinators and IMOs, the results show a high level of interest in capacity strengthening support.

Most Coordinators identified the need for having more resources as the most important factor for increasing their effectiveness. Following this, the next three factors identified related to increased support. These factors were having increased access to a network of peers, having increased access to learning materials and resources and having increased access to expert advice or support through a help desk. In addition, more than half of Coordinators also identified other factors related to learning and personal competence which were: being better able to respond to challenges and unexpected circumstances and having improved underlying knowledge and skills.

For IMOs, the most frequently identified factors, all related to having improved abilities or increased access to learning or performance support. The four most frequently identified factors were having increased access to learning materials and resources, having improved underlying knowledge and skills required for your job, having increased access to a network of peers, and having increased access to expert advice or support through a help desk.

### 3.4 Learning preferences and practices

During the assessment, Coordinators and IMOs were asked about their learning preferences. The preferred mode of delivery for learning opportunities amongst Coordinators and IMOs was face-to-face training followed by online learning (both facilitated and self-paced learning) and personalised one-to-one support (in the form of coaching or mentoring). Overall, people who participated in the data collection expressed a preference for learning in their primary language.

A key challenge in terms of accessing learning that was noted amongst respondents, was limited time and difficulties in being able to find and protect learning time without distractions or interruptions. Online options were seen as being more problematic than face-to-face.

Overall, Coordinators and IMOs were motivated to complete training by social factors of learning, such as discussions with peers. The importance of ensuring training was convenient to complete and (particularly for IMOs) of providing a certificate were also highlighted.

Most Coordinators indicated they were aware of and used key resources for CP Coordination including the CPIE Coordination Handbook, the CPMS e-course and the CP AoR Starter pack. However all of these were much less frequently used by IMOs. Just over half of IMOs had engaged with the resources on the Humanitarian Coordination Learning Channel.

### 3.5 Manager support

The final element of this component of the assessment was around the support provided by a Manager.

Overall, the majority of Coordinators and their Managers positively rated the support provided. However, a proportion of Coordinators and Managers did not agree that their Manager/ they had the competencies, skills and knowledge to manage a Coordinator effectively and other Managers noted specific challenges including lack of time and resources to provide sufficient support and having too many competing priorities. Managers of Coordinators showed an interest in materials to support their learning including more information about a Coordinators' tasks and responsibilities.

Amongst IMOs and the Coordinators who managed them, Coordinators were more positive than IMOs. Furthermore, assessment of the support provided was less positive than the support provided to Coordinators by their Managers. A particular issue highlighted was lack of ability to provide technical support related to the tasks and responsibilities of an IMO. Managers of IMOs also noted lack of time and resources and competing priorities as challenges faced.



While Managers showed an interest in learning resources, the pressures on their time should be noted. This may be particularly the case for people managing someone who is double-hatting and for whom CP AoR coordination is one of many priorities. Focused and specific interventions delivered alongside other training may be most effective.

For Coordinators managing IMOs, building technical competencies in information management may not be efficient and alternative methods of addressing this gap should be considered. Interventions aimed at increasing the level of support IMOs feel they are offered in general may be more effective.

## 4. Learning landscape

### 4.1 Overview

The third and final component of the assessment was an identification of relevant, existing capacity building initiatives and materials. The purpose was to gain an overview of what initiatives, materials and resources are currently available, what competencies or skill areas they cover and who the main target groups are as well as to identify any learning initiatives that are being planned.

The analysis considered resources and learning opportunities provided by the Global CP AoR unilaterally and in partnership with other organizations, by actors with key linkages to the Global CP AoR and relevant talent management initiatives.

### 4.2 Global CP AoR learning and development offering

Capacity strengthening for CP AoR coordination and information management is an important component of the Global CP AoR strategy and there are currently multiple ways in which this support is provided by the Global CP AoR unilaterally and in partnership with other stakeholders. These include:

- Induction for new Coordinators and IMOs,
- Face-to-face CPHA Coordination and IM training,
- Annual CP coordination retreat,
- Specialised Programme in Protection Coordination (SPPC),
- Humanitarian Coordination Learning Channel on Agora,
- CPiE course for Standby Partners with UNICEF and UNHCR,
- Training on thematic areas in collaboration with the Alliance for CPHA and other partners,
- Semi-structured coaching and mentoring,
- Remote support for coordination teams including:
  - Helpdesks, regional focal points and thematic specialists,
  - Communities of practice,
  - Quarterly calls with Coordinators and IMOs,
  - HRP clinics,

- On demand and periodic webinars and calls as required,
- In country deployments (Field support Team (including RRTs) and technical specialists),
- Support for capacity strengthening of governments and other partners at country level,
- CPiE Coordination Resources.

The scope of the assessment did not include evaluating the impact of the current provision and as an overarching monitoring and evaluation system is not in place, it is not possible to identify which elements of the current provision have the greatest impact. However, during the primary data collection, Coordinators and IMOs spoke highly of interventions, and evaluations of different learning opportunities show positive responses from participants.

### 4.3 Learning resources, strategies and initiatives from actors relevant to the Global CP AoR

As the Global CP AoR has close linkages with a number of actors, the assessment explored key, relevant learning resources, strategies and initiatives from these actors in order to inform the development of the Global CP AoR L&D Strategy. These actors were: GCCS, GEC, GNC, GWC, HELS, UNICEF DHR, the Alliance for CPHA, the Global GBV AoR and Save the Children.

Multiple possibilities for collaboration were identified in the assessment including:

- Close collaboration with the GCCS, GEC, GNC and GWC on activities in the TMS and the GCCS Capacity Building Strategy including on the self-paced modules on the Humanitarian Coordination Learning Channel and the development of a face-to-face training on leadership and soft skills. Furthermore, valuable lessons learned and potential bi-lateral collaboration are possible with other clusters,
- Collaboration with DHR and HELS on the provision of leadership and humanitarian leadership in coordination with the GCCS and other clusters,
- Collaboration with the Alliance of CPHA on learning materials around technical CPHA areas of importance to Coordinators and IMOs in CP AoRs,
- Collaboration with the GBV AoR as they develop their capacity building strategy, and continued collaboration with the GPC on the SPPC training.

In addition, interesting learning for the Global CP AoR includes the following points:

- The GEC and GNC both have capacity strengthening frameworks which illustrate support offered to Coordinators and IMOs at different levels and which form, to differing degrees, short courses or certifications. Both the presentation of the learning offering and the use of certifications provide interesting learning for the Global CP AoR,
- The GNC and GWC use a range of modes of delivery including online facilitated training and blended learning to increase completion and improve retention of learning. In addition, both have mentoring programmes. Lessons learned from these interventions may be useful to inform development of the L&D Strategy and future development of resources,
- Save the Children implements a longer-term blended learning programme which incorporates a range of different learning modalities and aims to increase knowledge, build skills, support the application of learning in professional contexts and encourage the cascading of learning. While this model is resource intensive, it may provide a model for an extended learning programme suitable for some profiles of Coordinators or IMOs.

4.4 Talent management initiatives

Two talent management initiatives are relevant for development of the Global CP AoR L&D Strategy: the GCCS ‘Talent Management Strategy’<sup>9</sup> and the WASH Talent Management Initiative (TMI).

The GCCS TMS includes five strategic priorities for improving coordination and information management capacity in the UNICEF-led/co-led clusters and AoRs which have been developed into specific actions in the ‘Talent Management Strategy - Plan of Action’<sup>10</sup>. The actions and responsibilities are wide ranging involving stakeholders at various levels across UNICEF. A number of these identified actions have an L&D focus. As the needs and interests of the Global CP AoR and other UNICEF-led/co-led clusters are so closely aligned, the Global CP AoR L&D Strategy should be harmonised with the actions outlined in the ‘TMS - Plan of Action’.

The WASH TMI aims to improve diversity within the UNICEF WASH workforce. A key component of the WASH TMI is a mentoring programme which offers WASH staff the opportunity to explore career development with a senior UNICEF WASH colleague. Evaluations of the mentoring programme, may provide interesting lessons learned for the Global CP AoR.

5. Conclusions and recommendations

5.1 Conclusions

Capacity strengthening of CP AoR coordination is an important component of the Global CP AoR’s work and is articulated in the current Global CP AoR Strategy in objective 2.4: Build child protection coordination and information management capacity at country and global level. As such, the Global CP AoR offers a wide range of capacity strengthening inputs with additional initiatives planned in the 2022-24 Workplan. The Global CP AoR currently works in collaboration with a number of other stakeholders to ensure that the capacity strengthening opportunities it offers are complementary in order to maximise effectiveness and avoid unnecessary duplication.

The purpose of the assessment is to prepare the groundwork for the development of a L&D Strategy which will enable the Global CP AoR to provide this capacity strengthening support systematically and strategically. As such, the L&D Strategy will articulate who the Global CP AoR should target with what type of interventions on which topics in order to be most effective and to achieve the most sustained impact.

9. Global Cluster Coordination Section, ‘Well-Placed: A talent management strategy for cluster coordination and information management – Call to action,’ January 2022), draft (v.6)  
10. Global Cluster Coordination Section, ‘Talent Management Strategy – Plan of Action,’ 2022

Opportunities for collaboration

Several opportunities for collaboration have been identified during the assessment, some of which are already underway.

Firstly, there are opportunities to collaborate with the GCCS and other UNICEF-led/co-led clusters around the GCCS ‘Talent Management Strategy – Plan of Action’. Of the challenges identified in the analysis of CP AoR capacity, several of these impact all UNICEF-led/co-led clusters and AoR and are identified as issues in the GCCS ‘TMS’ and there is an opportunity for the Global CP AoR to work with the GCCS, GNC, GEC and GWC to tackle these issues collectively.

Secondly, there are opportunities for the Global CP AoR to collaborate with DHR and HELS on the provision of leadership and humanitarian leadership in coordination with the GCCS and other clusters. This could address issues related to the support Coordinators receive from their Managers particularly around their understanding of the role of Coordinators.

Thirdly, there are ongoing opportunities for the Global CP AoR to collaborate with the Alliance of CPHA on learning materials on technical CPHA areas relevant to CP AoR Coordinators and IMOs.

Finally, there are opportunities for the Global CP AoR to collaborate with the GBV AoR, as they develop their capacity building strategy, and continued collaboration with the GPC on the SPPC training.

Opportunities for the Global CP AoR to provide capacity strengthening support

In addition to the opportunities for collaboration, there are issues identified which can potentially be addressed by the Global CP AoR through capacity strengthening support. These are summarised in the table below.

AREA	POTENTIAL ACTIONS FOR THE GLOBAL CP AOR TO COMMENCE, CONTINUE OR EXPAND
CP AoR capacity	<ul style="list-style-type: none"><li>• Articulating how, and the extent to which, the Global CP AoR will engage with and provide capacity strengthening support to CP AoR staff working in different organizations and at different coordination levels,</li><li>• Providing intermediate support for staff in double-hatting roles and their Managers in relation to the specific challenges that double-hatting presents through targeted learning programmes,</li><li>• Evaluating the medium and longer-term impact of capacity strengthening initiatives on performance in role to identify which activities and approaches are most efficient and effective and which have the most sustained impact on performance and retention.</li></ul>
Coordinator and IMO career pathways	<ul style="list-style-type: none"><li>• Providing or facilitating access to learning opportunities on CP innovations, best practice and changes in CP programming for Coordinators,</li><li>• Providing or facilitating access to opportunities for people who would like to move into CP AoRs to gain coordination knowledge and experience,</li><li>• Facilitating access to learning opportunities for IMOs on technical skills,</li><li>• Providing learning support for IMOs in CP specifically as it relates to information management,</li><li>• Providing learning support and facilitating career development opportunities for Coordinators and IMOs to support career progression within CP AoRs.</li></ul>

AREA	POTENTIAL ACTIONS FOR THE GLOBAL CP AOR TO COMMENCE, CONTINUE OR EXPAND
CP AoR stakeholder mapping	<ul style="list-style-type: none"> <li>Engaging with CP AoR staff on an ongoing and systematic basis to identify, monitor and evaluate learning support offerings to ensure they directly meet CP AoR staff learning needs, takes into account their learning preferences, and offer effective and impactful support.</li> </ul>
Coordinator and IMO competencies	<ul style="list-style-type: none"> <li>Providing learning opportunities for Coordinators on the functional competencies including learning support on relevant underlying knowledge areas, for example of key cluster/AoR processes, on contextualising guidance and approaches to specific contexts, and strengthening their ability to apply the competencies in professional contexts. These interventions should include interventions to support learning acquisition as well as the application of learning in context,</li> <li>Facilitating access to learning opportunities for IMOs in sectoral and functional competencies where these are available and relevant including courses developed specifically for IMOs in UNICEF-led/co-led clusters and AoR as well as generic courses that are available and accessible online through various learning platforms,</li> <li>Providing learning support for IMOs in CP specifically as it relates to information management as previously mentioned.</li> </ul>
Learning preferences	<ul style="list-style-type: none"> <li>Offering learning through a range of modalities, in multiple languages, including a range of in-person, online and personalised one-to-one support opportunities,</li> <li>Supporting learners to find dedicated learning time to increase take-up and completion rates of online options.</li> </ul>
Support provided by Managers	<ul style="list-style-type: none"> <li>Offering short online training for people who manage coordination team members, but who are not themselves in coordination teams, on the responsibilities and challenges of the role. These modules could be aligned with, or potentially form part of the 'Coordination 101' training planned by the GCCS as part of the TMS action plan,</li> <li>Offering learning support for Coordinators in managing a coordination team and understanding the IMO role.</li> </ul>
Learning landscape	<ul style="list-style-type: none"> <li>Presenting the learning offering in a simple framework illustrating support at different levels,</li> <li>Offering short courses or certification linked to career progression,</li> <li>Utilising a range of modes of delivery to increase completion and improve retention of learning,</li> <li>Offering a longer-term learning programme for some profiles of Coordinators and IMOs that aims to increase knowledge and build skills, support the application of learning in professional contexts and encourage the cascading of learning.</li> </ul>

## 5.2 Recommendations

To inform the development of the strategy, the following recommendations are made:

- Articulate how, and the extent to which, the Global CP AoR will engage with and provide capacity strengthening support to CP AoR staff of different profiles**  
 As CP AoRs are staffed by people of different profiles, articulating how, and the extent to which, the Global CP AoR will provide capacity strengthening support to different target groups will ensure Global CP AoR time and resources are used most effectively and appropriately.

- Evaluate the effectiveness of learning interventions based on evidence of impact**  
 Developing an overarching L&D monitoring and evaluation (M&E) framework would enable the Global CP AoR to measure the medium and longer-term impact of various interventions to identify which activities and approaches are most efficient and effective and which have the most sustained impact on performance and retention. The framework should incorporate a systematic assessment of learning needs, preferences and engagement with existing resources to ensure appropriate provision is offered on an ongoing basis.
- Empower staff to evaluate and strengthen their coordination and information management competencies**  
 To support staff to evaluate their own competencies and to drive their own learning journeys, the Global CP AoR should work collaboratively with the GCCS, GEC, GNC and GWC on the planned online assessment tool to enable Coordinators and IMOs to assess their competencies against the competency frameworks. In addition, the Global CP AoR should promote the use of the existing UNICEF system of personal development plans amongst CP AoR staff and identify ways to link this with the online assessment tools and recommendations for learning.
- Strengthen competency levels of Coordinators in identified priority areas**  
 Building on existing offerings, the Global CP AoR should provide learning opportunities on priority areas and, over time, refine and supplement the offering based on evidence gathered from the M&E system. In the shorter term, the opportunities currently offered can be supplemented by activities to fill priority gaps in the provision, such as in the self-paced modules for Coordinators on the Humanitarian Learning Channel, to maintain and update existing resources and to collaborate in the development of a new course for Coordinators and IMOs on which the GCCS is leading. In addition, the Global CP AoR should consider supplementing its learning offering with additional modalities that focus on supporting the application of knowledge and skills in the work environment and on introducing certification to support or formalise progression through various learning interventions.
- Increase capacity and strengthen competency levels of IMOs in identified priority areas**  
 There is a shortage of IMO capacity in CP AoRs with high rates of vacancy and double-hatting. In addition, few IMOs have CP backgrounds, and because they are often working for more than one sector, it can be challenging to build sector specific knowledge to allow for full interpretation and analysis of the data they are collecting. Activities to increase the number of IMOs are included in the TMS and it would be important for the Global CP AoR to consider how they can engage with these activities. Other strategies and activities should be considered in the L&D strategy to increase the number of IMOs in CP AoRs and to build IMO competencies specifically in CP specific elements and in other competency areas identified as priorities.
- Support career progression into and within CP AoRs to increase recruitment and retention**  
 Activities to support career progression within CP Coordination should be included in the L&D Strategy. This can include providing or facilitating learning support and opportunities for staff who want to enter coordination roles in CP AoRs and staff who wish to progress within CP AoRs. In addition, support for Coordinators to maintain their knowledge of CP innovations, current best practice and UNICEF CP programming should be considered.

- **Address the challenges to CP AoR Coordination posed by the high rates of double-hatting**

To address issues around double-hatting, the Global CP AoR should consider including activities in the L&D Strategy to support people in double-hatting roles to address the specific challenges they face and activities to support their managers.

- **Support national level Coordinators' to strengthen the capacity of CP AoR teams and national and local coordination actors**

To support national level Coordinators to strengthen the capacity of CP AoR teams and national and local actors, the Global CP AoR L&D Strategy should consider including provision of systematic and structured support for this responsibility in the L&D Strategy. This could include building management skills, developing a training package on coordination and strengthening the facilitation skills of national level coordinators.

- **Work collaboratively with other actors**

Working collaboratively with other actors with whom the Global CP AoR has close linkages will increase the effectiveness of capacity strengthening interventions offered by the Global CP AoR. This might include a combination of active collaboration to co-create or co-facilitate learning opportunities as well as facilitation of access to opportunities offered by others in specific areas.



## Glossary and note on terminology

<b>ALNAP</b>	Accountability and Learning Network and Partnership
<b>AoR</b>	Area of Responsibility
<b>CC</b>	Cluster Coordinator
<b>CLA</b>	Cluster Lead Agency
<b>CLARE II</b>	Evaluation of the UNICEF role as Cluster Lead Agency (see bibliography)
<b>CoP</b>	Communities of Practice
<b>CP</b>	Child Protection
<b>CP AoR</b>	Child Protection Area of Responsibility
<b>CPHA</b>	Child Protection in Humanitarian Action
<b>CPiE</b>	Child Protection in Emergencies
<b>DHR</b>	Division of Human Resources
<b>EMOPS</b>	Office of Emergency Programmes
<b>FTS</b>	Financial Tracking Service
<b>GBV AoR</b>	Gender Based Violence Area of Responsibility
<b>GCCU</b>	Global Cluster Coordination Unit (now GCCS)
<b>GCCS</b>	Global Cluster Coordination Section
<b>GEC</b>	Global Education Cluster
<b>GIS</b>	Geographic Information System
<b>GNC</b>	Global Nutrition Cluster
<b>GPC</b>	Global Protection Cluster
<b>GWC</b>	Global WASH Cluster
<b>GJP</b>	Generic job profile
<b>HELS</b>	Humanitarian Evidence and Learning Section
<b>HPC</b>	Humanitarian Programme Cycle
<b>HRP</b>	Humanitarian Response Plan
<b>IAHP</b>	Inter-Agency and Humanitarian Partnership Section
<b>IASC</b>	Inter-Agency Standing Committee
<b>IIHL</b>	International Institute for Humanitarian Law
<b>IMO</b>	Information Management Officer
<b>INGO</b>	International Non-Governmental Organization
<b>L&amp;D</b>	Learning and Development
<b>LDWG</b>	Learning and Development Working Group
<b>LMS</b>	Learning Management System
<b>LNGO</b>	Local Non-Governmental Organization
<b>M&amp;E</b>	Monitoring and evaluation
<b>PM&amp;E</b>	Planning, Monitoring and Evaluation
<b>NNGO</b>	National Non-Governmental Organization
<b>OCHA</b>	United Nations Office for the Coordination of Humanitarian Affairs
<b>RRT</b>	Rapid Response Team
<b>SAG</b>	Strategic Advisory Group
<b>SBP</b>	Standby Partnership
<b>SPPC</b>	Specialisation Programme for Protection Coordination
<b>TMS</b>	Talent Management Strategy
<b>UNFPA</b>	United Nations Population Fund
<b>UNHCR</b>	United Nations High Commissioner for Refugees

## Note on terminology

<b>CP AoR</b>	In the assessment report, the term ‘Child Protection AoR’ and the acronym ‘CP AoR’ are used to refer to all types of coordination groups including AoRs, sub-clusters and sub-sectors, working groups at national and sub-national level.
<b>Child Protection Specialist</b>	The term ‘Child Protection Specialist’ and the acronym ‘CPS’ are used in the assessment to refer to all people in Child Protection roles including Child Protection Officers, Child Protection Specialists, Child Protection Managers, Child Protection Consultants. The use of the term is not intended to imply any level of seniority within UNICEF’s role categorisation.
<b>Coordinator</b>	Unless specified, the term ‘Coordinator’ is used in the assessment to refer to all people in Coordination roles including Coordinators in lead roles and Co-coordinators at national and sub-national level. The term is intended to be understood inclusively.
<b>IMO</b>	The term ‘Information Management Officers’ and the acronym ‘IMO’ are used in the assessment to refer to all people in positions that fulfil an information management function including Information Management Officers, Information Management Specialists, Information Management Managers and Information Management Consultants. The use of the term is not intended to imply any particular level of seniority within UNICEF’s role categorisation. Although the acronym ‘IMS’, referring to ‘Information Management Specialists’ is used elsewhere, the term has not been used in this assessment to avoid confusion with ‘Information Management Systems’ as in the context of CPIMS. It has been selected as it is a term that is commonly used within CP AoRs.
<b>Manager</b>	The term ‘Manager’ has been used in the assessment to refer to all people who directly manage or supervise anyone who is working in a CP AoR coordination team whether they are within UNICEF or external. These Managers may themselves be working in coordination teams, for example as a Coordinator who is managing an IMO, or may be in other roles not directly within a coordination team, for example as a Head of Section or Head of Field Office. The term is not intended to relate to any specific level of seniority beyond the function of managing or supervising a coordination team member.

## 1.

## INTRODUCTION

## 1.1 Background and context

In order to improve the capacity strengthening support provided to Child Protection Areas of Responsibility (CP AoRs), the Global CP AoR intends to develop a Learning and Development (L&D) Strategy. The L&D Strategy will contribute to the effective implementation of the Global CP AoR Strategy (2020-2024), specifically objective 2.4 (Build child protection coordination and information management capacity at country and global level) and to the implementation of the Global Cluster Coordination Section (GCCS) *Talent Management Strategy* (TMS)<sup>11</sup> which has been developed in the context of the recent evaluation of the UNICEF role as Cluster Lead Agency (*CLARE II*)<sup>12</sup>.

As preparation for the development of the L&D Strategy an assessment of CP AoR capacity was undertaken between July and September 2022. The findings of the assessment will be used to inform the development of the L&D Strategy.

## 1.2 Aim and components of the assessment

The purpose of the assessment was to prepare the groundwork for the L&D Strategy. As such, the aim was to explore what the existing capacity was in CP AoRs in terms of the number and profile of people in CP AoR positions as well as to understand what competencies they have, and what relevant learning opportunities are available both within the Global CP AoR and from other relevant actors. As such, the assessment comprised three components (see figure 1):

- CP AoR staffing landscape,
- CP AoR Coordinator and IMO competencies,
- Learning landscape.

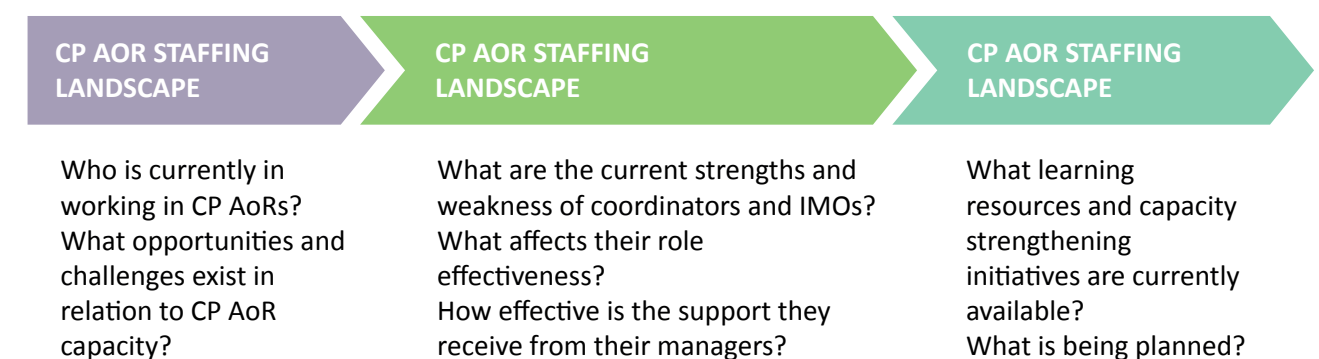


Figure 1: CP AoR capacity assessment overview

11. Global Cluster Coordination Section, 'Well-Placed: A talent management strategy for cluster coordination and information management,' (January 2022), draft (v.5)

12. United Nations Children's Fund, *Evaluation Report: Evaluation of the UNICEF Role as Cluster Lead (Co-Lead) Agency (CLARE II)*, January 2022

For the first component, CP AoR staffing landscape, an analysis of existing capacity of CP AoRs was undertaken in order to understand levels and features of staffing in CP AoRs and to identify any ongoing or potential future challenges and opportunities.

For the second component, CP AoR Coordinator and IMO competencies, an assessment was undertaken of the level of confidence CP AoR staff have in their ability to demonstrate the competencies required for their roles as defined in the Global CP AoR Coordination and Information Management Competency Frameworks. In addition, the assessment explored the factors which impacted their ability to perform their roles, including the support they received from their Managers.

For the final component, learning landscape, a mapping of existing and planned learning resources, materials and initiatives was conducted. The purpose of the mapping was not to provide in-depth analysis of the resources nor to evaluate the effectiveness of current learning and development initiatives or resources but to provide an overview of what is currently being offered by which actors.

The findings of each component are presented in the assessment report followed by a section on conclusions and recommendations to inform the development of the L&D Strategy. Additional information, including a bibliography, list of contacts, and data analysis reports can be found in the accompanying annexes.

References to information gathered from the surveys and discussion groups have been anonymised with individuals' names and any identifying features being removed.

## 1.3 Methodology

Because the intention of the L&D Strategy is to build the capacity of CP AoR Coordination, the target group is defined broadly to include all those whose roles contribute to the current and future effectiveness of CP coordination. This target group comprises people working in dedicated and dual roles in all forms of Child Protection coordination groups, including in AoRs, sub-clusters and sub-sectors and working groups at national, sub-national levels or in coordination hubs, and the people who manage them. The target group consists of three broad sub-groups:

- People who are working in **coordination roles** as Coordinators in lead roles, or as Co-coordinators and Child Protection Officers, Specialists, Managers and Consultants with coordination responsibilities,
- People who are working in **information management roles** as Information Management Officers, Specialists, Managers and Consultants,
- People who **manage or supervise** CP Coordinators or Information Management Officers.

For the sake of brevity, these sub-groups are referred to in the report as Coordinators, Information Management Officers (IMOs) and Managers. These terms are intended to be broad and inclusive.

The assessment methodology was designed to collect information that would take into account the breadth of the target group and included a combination of:

- A desk review of existing documentation,
- Analysis of existing data on CP AoR staffing,
- Collection of primary data through online surveys,
- Collection of primary data through interviews and discussion groups.

## Desk review

The desk review consisted of analysis of existing documentation related to talent management, recruitment, retention, performance and management of Coordinators and Information Management Officers, evaluations of the performance of Clusters/AoRs and UNICEF as CLA, and guidance on Cluster/AoR management from IASC and UNICEF. It also incorporated a review of documentation related to existing and planned learning initiatives, materials and resources.

Information gathered during the desk review was used to inform all three components of the assessment. A full list of documents included in the review can be found in *Annex 1: Bibliography*.

## Analysis of existing data on CP AoR staffing

In order to analyse CP AoR data several sources were used:

- Data extracted from the CP Staff Mapping Dashboard which was created in February 2022 and which used data collected from field-based staff verified by members of the Global CP AoR,
- Data collected by the Global CP AoR<sup>13</sup> to inform the Office for Coordination of Humanitarian Affairs (OCHA) cluster coordination mapping conducted in 2020,
- Data shared by the Inter-Agency and Humanitarian Partnership Section (IAHP) on Standby Partnership (SBP) deployments,
- Data extracted from OCHA's Financial Tracking Services (FTS)<sup>14</sup>.

Emerging trends were compared with findings from the desk review, for example, trends identified in the Global Cluster Coordination Section in the *Current State Analysis*<sup>15</sup>, and with primary data collected as part of the assessment. The purpose was to verify and validate the findings as well as to identify any challenges and opportunities.

Information gathered during the data analysis primarily informs the first component of the assessment presented in *Section 2.2 Current CP AoR*. Whilst the report itself presents trends identified in the data, a report of the analysis of the data in the CP Staff Mapping Dashboard can be found in *Annex 3: CP Staff Mapping Analysis*.

## Primary data collection through online surveys

To collect primary data for the assessment, three online surveys were created. The three surveys targeted Coordinators, IMOs and Managers. The surveys were created on Google Forms in English and each was translated into French and Spanish with the help of the Global CP AoR French Helpdesk and the Global CP AoR Spanish Helpdesk respectively.

The surveys for Coordinators and IMOs asked respondents about their current strengths and priority areas for competency development, their familiarity with existing learning resources and materials, their

13. Global CP AoR, CP Coordination Mapping, 2020

14. OCHA FTS data on CP appeals in 2022: <https://fts.unocha.org/global-clusters/12/summary/2022>

15. Global Cluster Coordination Section, *Well-Placed: A Talent management Strategy for Cluster Coordination and Information Management – Current State Analysis*, December 2021

learning preferences and any potential logistical or practical constraints on access to learning resources, and the support they receive from their Managers. In addition, the survey for Coordinators asked about their experiences of managing an IMO.

The surveys for Managers asked respondents about their capacity to manage CP AoR Coordinators, challenges faced, about potential support they may engage with or find useful and their familiarity with and use of existing learning resources, materials and initiatives for CP coordination.

Links to the surveys were sent to Coordinators and IMOs who are included on the Global CP AoR mailing list which comprises a verified list of up-to-date contacts of people working in CP AoRs. In total 70 people, including 52 Coordinators and 18 IMOs, received the survey. To identify Managers, Coordinators were asked to send contact details of their Manager. 27 Coordinators shared details of their Managers.

Response rates to the survey were high:

- Of the 52 Coordinators who received the survey, 38 (73%) responded,
- Of the 18 IMOs who received the survey, 13 (72%) responded,
- Of the 27 Managers who received the survey, 14 (52%) responded.

Information from the surveys informs all components of the assessment and references are made as appropriate throughout the report. In addition, full analysis of the data from each of the surveys can found be in:

- *Annex 4: Coordinator Survey Analysis,*
- *Annex 5: IMO Survey Analysis,*
- *Annex 6: Manager Survey Analysis.*

## Primary data collection through discussion groups and interviews

To support the interpretation of results of the surveys and validate some of the findings, and to gather further qualitative information to inform the assessment, Coordinators, IMOs and Managers were invited to participate in discussions and interviews in English, French or Spanish. For Coordinators and IMOs, the invitation to participate was included in the survey and Managers were contacted by email with an invitation to participate. Participants of discussion groups and interviews totalled 26, comprising 15 Coordinators, 7 IMOs and 4 Managers.

In addition, interviews were held with key informants working at global level. In total, interviews were held with 17 people including representatives from the Global CP AoR and other global clusters and AoRs, from UNICEF Global Cluster Coordination Section (GCCS), IAHP, Humanitarian Evidence and Learning Section (HELS), the UNICEF Child Protection Section and other relevant stakeholders involved in capacity strengthening for Clusters/AoRs and Child Protection Specialists including the Alliance for Child Protection in Humanitarian Action (CPHA) and the International Institute of Humanitarian Law (IHL).

Data from the interviews and discussion groups informs all three components of the assessment. A list of people who participated in discussion groups and interviews can be found in *Annex 2: List of Contacts*.

## 1.4 Limitations of the assessment

Staffing in CP AoRs is dynamic and subject to frequent change and it can be difficult to maintain a real-time, definitive picture of who is currently working in CP AoRs for a number of reasons:

- CP AoR staff are employed by a large number of organizations so there is no single, verifiable database for all CP AoR staff.
- Information about coordination staff, particularly Co-coordinators at national and sub-national level, who are recruited by international and national/local NGOs is not always communicated to the Global CP AoR so it can be challenging to maintain an up-to-date database.
- Coordination and information management staff who are employed by UNICEF are recruited by Country Offices, and the Global CP AoR does not have formal responsibility for, and is not always involved in the recruitment process. As a result, the Global CP AoR does not always have an overview of staffing levels or changes and is therefore reliant on Country Offices for updates.
- UNICEF staff involvement in CP AoRs is not always formally recorded or noted in job titles. As a result, it can be difficult to extract information from formal Division of Human Resources (DHR) records about people who are involved in CP AoRs.

To maintain an overview of staffing levels in CP AoRs, the Global CP AoR maintains a CP Staff Mapping spreadsheet which is updated as changes to staffing are identified and which is revised annually based on a staff survey. In February 2022, the Global CP AoR created a CP AoR Staff Mapping Dashboard to support analysis of the data in the mapping and an exercise was undertaken to verify and clean the data. Despite ongoing work to maintain these as up-to-date records, the challenges listed above mean that there are inevitably inaccuracies in the data with data for sub-national level coordination groups being more affected than national level coordination data which is easier to verify, and data on national and local government counterparts being challenging to collect.

Because of these challenges, the CP AoR staffing landscape section of the assessment report does not aim to quantify or present a definitive picture of the current number and levels of staffing in CP AoRs. Instead, the analysis focuses on the identification of trends emerging from several data sources:

- Data extracted from the CP Staff Mapping Dashboard,
- The Global CP AoR CP coordination mapping<sup>16</sup> conducted in 2020 for OCHA,
- IAHP data on Standby Partnership (SBP) deployments,
- Data extracted from OCHA’s Financial Tracking Services (FTS)<sup>17</sup>.

These trends are compared with primary data collected during the assessment and trends identified in other documentation during the desk review in order to contextualise and validate the findings.

One further point to note is in relation to the assessment of CP AoR Coordinator and IMO Competencies that forms section 3 of this report. The analysis of Coordinators’ and IMOs’ competencies in this section is primarily informed by the self-assessment of Coordinators and IMOs. This method was selected because it prioritises the perspective of Coordinators and IMOs and provides an opportunity for staff to self-reflect which opens up engagement with the learning process which follows. As such it is a commonly used method for conducting a learning needs analysis. Additionally, from a practical perspective, it is a simple and efficient process of gathering information.

16. Global CP AoR, CP Coordination Mapping, 2020

17. OCHA FTS data on CP appeals in 2022: <https://fts.unocha.org/global-clusters/12/summary/2022>



However, self-assessment of this type can have limitations. Accurately assessing one's performance is inherently challenging and is a skill which needs to be developed and practised. Undertaking a self-assessment can be particularly difficult for anyone who is not experienced in the process, anyone who is working in a context where they do not receive regular and specific feedback on their performance or anyone working in a role where there are no or few people working in similar roles with whom they can compare their performance. These challenges can lead to under- or over-reporting of competence. In addition, although behavioural indicators are included in the competency frameworks, respondents to the surveys were not asked to review these and would not have had time to do so within the context of responding to the online survey. As such, the assessments rely on subjective judgments of personal performance rather than an assessment against objective criteria.

Alternative methods of competency assessment are possible, including testing or conducting manager-led assessments of competencies. However, for the purposes of this assessment, these methods were not deemed appropriate or feasible.

To minimise the impact of the limitations of self-assessment, responses to different questions in the surveys have been cross-compared and questions were included in the discussions and interviews to further understand Coordinator's and IMOs' level of competence. Furthermore, emphasis was placed on identifying where the greatest priorities lie.

## 2.

CP AOR STAFFING  
LANDSCAPE

## 2.1 Overview

The first component of the assessment is an analysis of existing capacity of CP AoRs in order to understand the current CP AoR staffing landscape and to identify any ongoing or potential future opportunities and challenges.

The analysis explores the CP AoR staffing landscape in terms of:

- **Current CP AoR capacity**  
This section presents key trends related to the staffing landscape to illustrate how CP AoRs are staffed and to identify any potential challenges or opportunities.
- **CP AoR career pathways**  
This section explores routes of progression into, and out of, coordination roles.
- **CP AoR stakeholder mapping**  
This section explores the range of stakeholders with whom Coordinators and IMO's interact.

As noted in *Section 1.3 Methodology*, information in this section of the assessment is drawn from a range of sources including data extracted from the CP Staff Mapping Dashboard, the CP Coordination Mapping from 2020<sup>18</sup>, data from the IAHP on Standby Partnership (SBP) deployments and data extracted from OCHA's Financial Tracking Services (FTS)<sup>19</sup>. When possible and relevant, the trends identified in the data analysis are compared with trends emerging from other sources in order to validate and contextualise the findings. This includes findings of research conducted by the Global Cluster Coordination Section<sup>20</sup> and primary data collected during the assessments in the global online surveys, interviews and group discussions. In addition, the emerging trends are compared with Inter-Agency Standing Committee (IASC)<sup>21</sup>, UNICEF<sup>22</sup>, and GCCS<sup>23</sup> guidance on Cluster/AoR Coordination in order to identify any potential challenges and opportunities.

A full report of the analysis of data extracted from the CP Staff Mapping Dashboard can be found in *Annex 3: CP Staff Mapping Analysis*.

## 2.2 Current CP AoR capacity

This section presents an overview of key staffing trends in CP AoRs with information being organised around the following six themes:

- Distribution of staff by role and coordination level,
- Employer organization,

18. Global CP AoR, CP Coordination Mapping, 2020

19. OCHA FTS data on CP appeals in 2022: <https://fts.unocha.org/global-clusters/12/summary/2022>

20. Global Cluster Coordination Section, *Well-Placed: A Talent management Strategy for Cluster Coordination and Information Management – Current State Analysis*, December 2021

21. IASC, *Reference Module for Cluster Coordination at Country Level*, July 2015

22. United Nations Children's Fund, *Cluster Coordination Guidance for Country Offices*, May 2015

23. Global Nutrition Cluster, Global WASH Cluster, Global Education Cluster, Global Child Protection AoR, *Recommended good practices for the minimum structure of coordination teams at country level: for UNICEF as a Cluster Lead Agency*, 2021 – not yet endorsed

- Lines of supervision,
- Seniority of posts,
- Rates of dedicated capacity,
- Vacancy rates.

## 2.2.1 Distribution of staff by role and coordination levels

The first theme explored is the distribution of staff by role function and coordination level. The intention is to provide an overview of who is working in CP AoRs in which roles and where they were located.

According to data in the CP Coordination Mapping from 2020, CP AoRs were present in 29 contexts. This includes three contexts related to the crisis in Syria: a coordination group in Damascus, in Gaziantep and for the Whole of Syria. Although data concerning the presence of sub-national coordination groups was not available for all of these contexts, 19 countries reported their presence. This included five countries with one sub-national group, four countries with three sub-national groups and ten countries with four or more sub-national groups. In total 69 sub-national coordination groups were noted.

Analysing the distribution of staff by role and level within CP AoRs highlighted the following trends in terms of distribution of staff by role and level of coordination:

- **In contexts where there are CP AoRs at national level, sub-national AoRs are usually also present, with sub-national AoRs outnumbering national level AoRs:**  
Data in the CP Coordination Mapping shows that all contexts for which data is available (66% of contexts) have sub-national coordination groups. In total, 69 sub-national groups are noted in the mapping indicating that there are on average 3-4 sub-national groups for every national level group. According to data in the CP AoR Staff Mapping Dashboard, 47% of staff are working at national level while 45% are working at sub-national level. Fewer staff are working in Coordination hubs (6%) or at regional level (2%). However, as data in the CP Coordination Mapping suggests there are more sub-national than national level coordination groups, this may indicate an under-estimation of the number of staff at sub-national level caused by challenges in collecting this data.
- **There are more people working as Coordinators than IMOs:**  
According to data in the CP AoR Staff Mapping Dashboard, the majority of staff listed in the mapping (86%) are working in coordination roles (as Leads, Co-coordinators or Child Protection Specialists). A small proportion of the staff listed (11%) are in Information management roles. Data from the CP Coordination Mapping in 2020 show a similar trend for higher numbers of Coordinators than IMOs. In 2020, there were 51 Coordinators (65% of staff) and 28 IMOs (35% of staff) at national level. Furthermore, 4 out of the 27 (15%) contexts for which data was available had no IMO in place.
- **Sub-national posts are almost all coordination roles:**  
At sub-national level, the large majority of posts are coordination roles with slightly more being Co-coordinators than Coordinators in lead roles. There are a small number of IMOs in sub-national posts but this is rare.

There are no fixed staffing levels within UNICEF but recommendations made by the four UNICEF-led/co-led clusters and AoRs<sup>24</sup> suggest that, at a minimum, one Coordinator and one IMO should be recruited for clusters or AoRs unless the emergency is likely to last less than 90 days or in cases at sub-national level where there are fewer than 10 partners.

Given that 15% of contexts had no IMOs in place, and a further 33% had part time IMOs in place<sup>25</sup>, this indicates that there is a gap in IMO capacity. As information management is an essential component of cluster/AoR work, this is likely to represent a significant challenge.

## 2.2.2 Employer organization

The second theme which was explored was the employer organization of Coordinators and IMOs. This was to gain a broad understanding of how coordination posts were being filled.

Analysis of the data in the CP Staff Mapping Dashboard, the IAHP data on SBP deployees and the CP Coordination Mapping indicates that:

- **The majority of CP AoR staff are employed by UNICEF:**  
Of the CP AoR staff who are listed on the CP AoR Staff Mapping Dashboard 63% are employed by UNICEF. This trend is reflected in the CP Coordination Mapping which shows 54% of staff were employed by UNICEF.
- **More CP AoR staff are employed by INGOs than NNGOs:**  
After the UN, NGOs are the next largest employer of CP Staff with more being employed by INGOs than NNGOs. The proportion of staff employed by INGOs is 17% in both the CP AoR Staff Mapping Dashboard and the CP Coordination Mapping. For NNGOs, the proportion of staff is 14% in the Staff Mapping and 8% in the Coordination Mapping.
- **Standby partner deployees make up a small proportion of CP AoR capacity:**  
Data provided by IAHP shows that as of August 2022 there were four active SBP deployees who had been in post for durations ranging from five months to one year. These deployments included two to national level coordination groups, one to a regional office and one at global level. Although the number of SBP deployees fluctuates, this indicates that approximately just over 6% of national CP AoRs might be supported by SBP deployees.
- **Although definitive data is not available on the proportion of CP AoR staff employed by local or national governments, governments are involved in leadership in almost 40% of contexts:**  
Data in the CP AoR Staff Mapping Dashboard does not provide a complete picture of the number of people who are involved in CP coordination and who are employed by governments. This reflects the difficulties the Global CP AoR faces in collecting data concerning this particular group. Data in the CP Coordination Mapping from 2020 indicates that governments are involved in leading CP AoRs in 37% of contexts at national level and 40% at sub-national groups which indicates that a substantial proportion of CP AoR capacity is in local or national governments.

24. Global Nutrition Cluster, Global WASH Cluster, Global Education Cluster, Global Child Protection AoR, *Recommended good practices for the minimum structure of coordination teams at country level: for UNICEF as a Cluster Lead Agency*, 2021 – not yet endorsed

25. Global CP AoR, CP Coordination Mapping, 2020

The issue of whom cluster/AoR staff are employed by is discussed in the GCCS *Current State Analysis* which was conducted in response to the *CLARE II* report<sup>26</sup>. The *Current State Analysis* notes that across all the UNICEF-led/co-led clusters and AoR, there is a high proportion of staff from external organizations. This is listed as one of eight presenting issues with Cluster Coordination and Information Management Capacity:

*“Over-reliance on external personnel and emergency surge to fill cluster coordination and information management positions ... is poorly perceived by some external key stakeholders, including donors, and interpreted as a signal that UNICEF has not internalised its full responsibility as a Cluster Lead Agency.”*

The GCCS ‘Talent Management Strategy’<sup>27</sup>, which is based on the findings of the *Current State Analysis*, includes two strategic priorities to address this issue:

- Strategic priority 2: UNICEF commits to ensuring minimum staffing levels for cluster coordination and information management at the national and sub-national levels are in place to meet evolving business needs.
- Strategic priority 3: UNICEF builds, develops and deploys diverse pipelines of talent with the competencies and profiles to fill cluster coordination positions and provide effective leadership of the clusters at the national and sub-national levels at different stages of the humanitarian crisis, and in diverse contexts.

For CP AoRs, these findings represent both opportunities and challenges. As recommendations in the GCCS ‘Talent Management Strategy’ (TMS) include a shift to having a greater proportion of cluster and AoR staff being employed by UNICEF, and as activities have been included in the TMS ‘Plan of Action’<sup>28</sup> to address this issue, there is an opportunity for the Global CP AoR to engage with these activities and address challenges collectively. An additional challenge for the Global CP AoR is around the ongoing and acknowledged issue of how to maintain up-to-date data. However, the development of the L&D Strategy presents an opportunity for the Global CP AoR to articulate how they will engage with CP AoR staff working in different organisations and at different coordination levels, and to define what type, level and modality of capacity strengthening support is appropriate and feasible for the Global CP AoR to provide either directly or indirectly.

## 2.2.3 Lines of supervision

The third theme explored was line management arrangements of coordination staff. This issue links closely with the issue of dedicated positions as well as the seniority of posts.

Since hierarchical structures and job titles vary between organisations, analysis of data on supervision lines focused on staff employed by UNICEF. In the CP Staff Mapping Dashboard, data on supervision lines was available for 78% of those employed by UNICEF. Analysis of the supervision lines of these staff shows the following trends:

- **The most common role of people who manage CP AoR staff is Chief of Section:**  
48% of CP AoR staff for whom data was available, are managed by a Chief of Section.
- **For Coordinators in lead roles, the most common supervision arrangement for those working at national level is Chief of Section while at sub-national level, it is Chief of Field Office:**  
Supervision arrangements for Coordinators in lead roles working at national level follow the overall trend with 58% being managed by a Chief of Section. The next most common arrangement is management by the Chief of Emergency (21% of Coordinators at national level). 8% of Coordinators at national level are managed by the Representative or Deputy Representative. At sub-national level, 85% are managed by a Chief of Field Office. In these cases, the technical line of supervision continues to be with a Coordinator or someone within the CP section.
- **Being managed by a Chief of Section is the most common arrangement for Co-coordinators:**  
59% of Co-coordinators are managed by a Chief of Section.
- **All CP Specialists working in CP AoRs are managed by a Chief of Section:**  
100% of staff with a function identified as a CP role, including CP Officers, Specialists and Managers, are managed by a Chief of Section.
- **More IMO's are managed by a Chief of Section than by other roles:**  
35% of IMO's are managed by a Chief of Section. This is followed by 22% of IMO's who are managed by a Coordinator.

The trend for a high proportion of CP AoR staff being managed by someone in the Child Protection Section also emerges from the data collected in the online survey for Coordinators undertaken as part of this assessment. In the survey for Coordinators, of the 38 people who responded to the survey, 14 (43%) indicated that they were managed by someone within the Child Protection section. The trends in the IMO survey show that the two most common management roles are Coordinators and someone in a CP Section role. However, the proportions are reversed: survey results indicate that 38% of IMO's are managed by Coordinators while 23% are managed by someone in the Child Protection section.

UNICEF guidance provided in the *Cluster Coordination Guidance for Country Offices*<sup>29</sup> from 2015, advises that it is most appropriate for Coordinators at national level to be managed by Country Representatives or their delegates but acknowledges that there are occasions when a Chief of Section may be a potential alternative. Current thinking around reporting lines has strengthened, and the Global Nutrition Cluster, Global WASH Cluster, Global Education Cluster, Global Child Protection AoR *Recommended good practices*<sup>30</sup>, which were drafted in 2021, provides a stronger recommendation on reporting lines, specifically advising against Coordination team members reporting to programme staff. These recommendations are reflected in the generic job profiles (GJPs) created for Cluster/AoR Coordinators and IMO's in the four UNICEF-led/co-led clusters and AoR. A summary of the reporting lines specified in the GJPs can be found in figure 2.

26. United Nations Children's Fund, *Evaluation Report: Evaluation of the UNICEF Role as Cluster Lead (Co-Lead) Agency (CLARE II)*, January 2022

27. Global Cluster Coordination Section, 'Well-Placed: A talent management strategy for cluster coordination and information management,' (January 2022), draft (v.5)

28. Global Cluster Coordination Section, 'Talent Management Strategy – Plan of Action,' 2022

29. United Nations Children's Fund, *Cluster Coordination Guidance for Country Offices*, May 2015

30. Global Nutrition Cluster, Global WASH Cluster, Global Education Cluster, Global Child Protection AoR, *Recommended good practices for the minimum structure of coordination teams at country level: for UNICEF as a Cluster Lead Agency*, 2021 – not yet endorsed



JOB TITLE	LEVEL	MANAGER
COORDINATION		
CP Specialist AoR/Sector Coordinator	P3	Child Protection (Senior) Manager AoR/Sector Coordinator
CP Manager AoR/Sector Coordinator	P4	Representative (D1/P5) or delegated manager including Chief Emergency, Chief Field Operations/Chief Field Office
CP Senior Manager AoR/Sector Coordinator	P5	Representative (D2/D1)
INFORMATION MANAGEMENT		
CP Information Management Officer	P2	CP Manager/Specialist AoR/Sector Coordinator (L4/L3)
CP Information Management Specialist	P3	CP (Senior) Manager AoR/Sector Coordinator (L5/L4)
CP Information Management Manager	P4	CP Senior Manager AoR/Sector Coordinator (L5)

Figure 2: Recommended management lines for Coordinators and IMs

Some of the potential challenges related to this issue are discussed in ALNAP’s *Exploring Coordination in Humanitarian Clusters*<sup>31</sup> which notes the connection between line management and neutrality and the importance of ensuring that the Cluster Lead Agency does not exert undue influence over the decision-making of the Coordinator<sup>32</sup>. In the study, issues around limited impartiality are linked to the possibility of:

- Increased conflict amongst cluster/AoR members and challenges for the Coordinator to resolve them,
- Reduced engagement of cluster/AoR members with the cluster/AoR.

The GCCS’s *Current State Analysis*<sup>33</sup>, notes appropriate reporting lines for Coordination staff as one of the eight presenting issues for Cluster Coordination and Information Management Capacity which impact all UNICEF-led/co-led clusters and AoR:

*“Reporting lines ... do not support UNICEF to fulfil its responsibilities as a Cluster Lead Agency and preserve the perceived intrinsic neutrality of the clusters”*<sup>34</sup>.

In the *Current State Analysis*, two related issues are noted: the first is around appropriate levels of seniority of the appointed manager, and the second is around the issue of Coordination staff being managed by staff in sectoral positions. Under strategic priority 2, the GCCS ‘Talent Management Strategy’ includes a commitment to ensure adequate reporting lines that reflect IASC guidance.

The high proportion of CP AoR staff that report to a Chief of Section is at odds with the increasingly strong guidance on avoiding lines of supervision that include programme staff and may represent a challenge for CP AoR capacity and independence. This issue is closely connected with the issues of double-hatting which is explored in *Section 2.2.6 Rates of dedicated capacity*. In double-hatting roles for Coordinators, the primary position is usually in the Child Protection Section with coordination being an additional responsibility which staff are assigned. In these cases, the coordination element of their role is a smaller part of the role. In these cases, having a manager outside of the Child Protection Section would present challenges, so this issue needs to be considered in parallel with the issue of double-hatting.

The issue is also connected with the seniority of posts explored in *Section 2.2.5 Seniority of posts*.

2.2.4 Seniority of posts

The fourth theme explored relates to the seniority of posts amongst Coordinators and IMOs.

As with lines of supervision, it is difficult to compare the seniority of posts across different organisations because of different hierarchical and organisational structures. Because of this, the analysis in this section focuses on CP AoR staff employed by UNICEF. Data is available on the staff categories for 52% of UNICEF employees. Because this represents 34% of all posts, analysis in this section may have some inaccuracies.

UNICEF staff categories, and the minimum number of years required at point of recruitment, are shown in figure 3.

N LEVELS	P LEVELS	YEARS OF PROFESSIONAL EXPERIENCE REQUIRED ON ENTRY
(NOE) <sup>35</sup>	(P5)	Minimum 10 years
(NOD)	P4	Minimum 7 years
NOC	P3	Minimum 5 years
NOB	(P2)	Minimum 2 years
NOA	(P1)	No experience required

Figure 3: Comparison of N and P staff categories

From the data available, the following trends are evident:

- **The majority of CP AoR staff are in National Officer (NO) posts:**  
Of CP AoR staff with staff categories recorded, 63% are in NO posts. The most common post is NOB (40% of staff). This trend is most pronounced amongst CP Specialists, 100% of whom are in NO roles with 50% being in NOB and 50% in NOC posts. This is followed by Co-coordinators (80% of posts), IMOs (67% of posts) and finally Coordinators in lead roles (53% of posts),

31.Knox Clarke, P and Campbell, L, *Exploring Coordination in Humanitarian Clusters*, ALNAP, 2015  
32.Knox Clarke, P and Campbell, L, *Exploring Coordination in Humanitarian Clusters*, ALNAP, 2015, Pgs 59-60  
33.Global Cluster Coordination Section, *Well-Placed: A Talent management Strategy for Cluster Coordination and Information Management – Current State Analysis*, December 2021  
34.Ibid, Pg 11

35.Categories in parenthesis are not currently represented in CP AoR staff

- The most senior people in CP AoRs are Coordinators in lead roles:**  
Amongst all the posts, the only CP AoR coordination staff in posts that are above P3/NOC, and which therefore require more than five years of professional experience on entry, are in Coordinator lead roles: 19% of Coordinators in lead roles are at P4. 34% of Coordinators in lead roles are at P3/NOC, which requires a minimum of 5 years of experience, 44% are at NOB, which requires a minimum of 2 years, and the remaining 2% are at NOA.
- All Co-coordinator roles at national level are in posts requiring a minimum of five years of professional experience at entry:**  
For Co-coordinators at national level, the highest level of role is P3/NOC: 100% of Co-coordinators are at this level.
- The majority of Coordinators at sub-national level are in posts requiring two years of professional experience at entry:**  
At sub-national level, for Coordinators in lead roles and Co-coordinators, the majority (65% and 57% respectively) are in NOB positions which require a minimum of two years of professional experience, with less than a third (30% and 29% respectively) in more senior positions (P3/NOC). The remainder are in NOA posts.
- Overall IMO posts are the most junior:**  
For IMOs, the largest group are in NOA positions (33%) which require no experience on entry. A further 28% are in posts requiring two years of experience and 33% are in posts requiring five years of experience.

The overall trends show that staff are usually in more senior positions when they are in:

- Lead roles compared with co-coordinator roles,
- National level coordination posts rather than sub-national level coordination posts,
- Coordination roles rather than information management roles.

These trends reflect the requirements of the roles and management structures established within coordination groups.

Although there are no fixed guidelines in UNICEF linked to the level of seniority of posts in clusters/AoRs, the *Recommended good practices provides*<sup>36</sup> guidance on the recommended minimum staffing levels and staff categories for different emergency contexts (see figure 4). A comparison of the guidance with the staff categories in CP AoRs indicates that the level of seniority of posts in national level CP AoRs is lower than recommended: 20% of staff in coordination roles are working at P4 and none are working at P5 as recommended, and 25% of staff in information management roles are at P4 or P3 as recommended. In sub-national CP AoRs, 93% of Coordinators are working at P3/NOC or P2/NOB as recommended. However, it is difficult to assess whether the recommendations are fully met as data is not available on the number of partners involved in the sub-national sectors/clusters/AoRs where these people are working and there may be an under-capacity in sub-national groups with more than 10 partners. There are no IMOs working at sub-national level in CP AoRs which represents a gap in capacity in contexts where there are more than 10 partners.

36. Global Nutrition Cluster, Global WASH Cluster, Global Education Cluster, Global Child Protection AoR, *Recommended good practices for the minimum structure of coordination teams at country level: for UNICEF as a Cluster Lead Agency*, 2021 – not yet endorsed

EMERGENCY CONTEXT	RECOMMENDED MINIMUM STAFFING
NATIONAL LEVEL	
System-wide emergency	Coordinator P5 IMO P4/NOD
More than 4 sub-national clusters/AoRs/sectors and more than 20 partners in the respective sector/cluster/AoR	Coordinator P4 IMO P3/NOC
SUB-NATIONAL LEVEL	
More than 10 partners in the sub-national sector/cluster/AoR	Coordinator P3/NOC IMO P2/NOB
Less than 10 partners in the sub-national sector/cluster/AoR	Coordinator P2/NOB

Figure 4: Recommended minimum staffing and levels of seniority for emergency contexts

This issue of lower levels of seniority of posts, is identified as a challenge across all UNICEF-led/co-led clusters and AoRs in the *GCCS Current State Analysis*<sup>37</sup>. The issue is listed as one of the eight presenting issues with Cluster Coordination and Information Management:

*“Junior levels of cluster coordination and information management positions, contrasting with growing demands for higher levels of skills and capabilities.”*

Whilst the recommendations shown in figure 4 are not yet formally endorsed this indicates that overall levels of seniority of posts in CP AoRs are lower than recommended at national level and for IMOs at sub-national level. This represents a challenge for CP AoR capacity which will impact on both current capacity and future capacity if it negatively impacts retention of existing coordination staff or recruitment of new talent. The inclusion of this as an issue in the *Current State Analysis* and the ‘Talent Management Strategy’<sup>38</sup> represents an opportunity for the Global CP AoR to act collectively on this issue.

2.2.5 Rates of dedicated capacity

The fifth theme explored, relates to the rates of dedicated capacity amongst CP AoR staff. Dedicated capacity refers to someone in a full-time role working solely as a Coordinator or IMO for the CP AoR. In contrast, double-hatting roles are those where the post-holder has two or more distinct elements to their job and therefore do not have capacity dedicated to the CP AoR. Double-hatting may involve having two distinct roles, for example, being both a Coordinator and a Child Protection Officer, or may involve having one function but with responsibilities to more than one cluster, AoR or section. For example, an IMO might be responsible for the CP AoR and the Education Cluster, or for the CP AoR and the Child Protection Section. In some cases ‘double’ hatting roles may involve three or four responsibilities.

37. Global Cluster Coordination Section, *Well-Placed: A Talent management Strategy for Cluster Coordination and Information Management – Current State Analysis*, December 2021

38. Global Cluster Coordination Section, ‘Well-Placed: A talent management strategy for cluster coordination and information management,’ (January 2022), draft (v.5)

Analysis of the data reveals the following trends:

- **A high proportion of posts are filled by people who are double-hatting:**  
In the CP Coordination Mapping, 33% of all staff at national level are double-hatting which is reflected in figures presented in the GCCS *Current State Analysis*. The rates of double-hatting noted in the CP AoR Staff Mapping Dashboard are significantly higher, with 82% of all staff, at both national and sub-national level, being in double-hatting roles. A proportion of the difference can be explained by the inclusion of data for sub-national coordination groups, but even at national level there is a variance which may indicate some inaccuracies in this mapping data.
- **There is a lower rate of double-hatting amongst Coordinators than IMOs:**  
In the CP Coordination Mapping and the GCCS *Current State Analysis* there is a lower rate of double-hatting amongst Coordinators than IMOs: for Coordinators the figures are 27% and 31% respectively and for IMOs the figures are 43% and 37%. In the CP Staff Mapping Dashboard, the trends are reversed with the lowest rate of double-hatting being amongst IMOs (73% of whom are double-hatting). For people in Coordinator roles the proportion is higher: 78% of Coordinators in lead roles and 84% of Co-coordinators are double-hatting.
- **There are lower rates of double-hatting at national level than sub-national level:**  
In the CP Staff Mapping Dashboard, 68% of all staff at national level are double-hatting while at sub-national level, the figure is 97%. Data on the rates of dedicated capacity at sub-national level are not included in the CP Coordination Mapping or the GCCS *Current State Analysis* so it is not possible to compare the data sources.

These trends are confirmed in the GCCS *Current State Analysis*<sup>39</sup> which notes the high rates of double-hatting as one of the eight presenting issues affecting cluster coordination and information management capacity:

*“A high proportion of cluster coordination and information management positions where dedicated capacity is required are covered by staff with other substantive positions on a double-hatting basis.”*

Furthermore, primary data collected during the assessment appears to confirm the high rates of double-hatting amongst staff. Amongst respondents to the surveys, 29% of Coordinators and 61.5% of IMOs were double-hatting. This reflects the trends identified in the secondary data, that rates of double-hatting are high and that there are lower rates of double-hatting amongst Coordinators than IMOs. However, since completion of the survey was voluntary, it should be noted that the respondents may not be a representative sample of CP AoR staff overall. During interviews and discussion groups with Coordinators, IMOs and their Managers, high rates of double-hatting in CP AoRs were also confirmed by most interviewees. In some cases, people reported having multiple ‘hats’: one IMO reported having responsibilities for three UNICEF-led/co-led clusters/AoR and two working groups.

In the interviews and discussion groups, several interviewees linked the high rates of double-hatting to challenges in securing funding and noted that this was a particular challenge for Child Protection

responses<sup>40</sup> and one that might be complex to resolve. Reasons given for the challenges in securing funding included:

- CP as a programme area is ‘hands-on’ meaning that a high proportion of programme costs are for staff. Several interviewees reported donors being reluctant to fund further posts for coordination on top of what was already perceived as a high budget for staffing.
- CP AoRs are seen as sub-clusters of Protection Clusters. Some interviewees reported that as a result of this, they had faced reluctance from donors to fund CP AoR Coordination posts who argued that the work could be undertaken by the Protection Cluster.

While the exact proportion of CP AoR staff in double-hatting roles is unclear, data from various sources indicates that there are high rates of double-hatting in CP AoRs. For the most part, these high rates are perceived as a key challenge for CP AoR capacity as double-hatting negatively impacts on people’s ability to perform their roles effectively. Participants in interviews and group discussions noted several challenges resulting from double-hatting including high workloads and reduced capacity to complete CP AoR work, a negative impact on the perceptions of neutrality amongst partners and other stakeholders and the fact that often the additional roles were delegated without consultation of the incumbent. However, some participants in discussion groups also noted positive impacts of double-hatting including:

- Being able to access training, resources and support from other clusters/AoRs/sectors while double-hatting,
- Being able to use a double-hatting role to gain experience and build skills in coordination before taking on a dedicated role.

In some cases, high rates of double-hatting may form an important part of the CP AoR staffing pipeline, may lead to greater standardisation of practice in field locations which may simplify reporting and procedural aspects of engaging with clusters/AoRs for partners involved in more than one cluster/AoR, and may support collaboration and cross-fertilisation of good practice across global clusters/AoRs and the GCCS.

Overall, the negative impacts of double-hatting are likely to outweigh the potential positive impacts and collaborating with the GCCS on activities identified under the ‘Talent Management Strategy’ represents an opportunity for the Global CP AoR. However, as the issue of double-hatting is complex and may take longer to fully resolve, it is recommended that intermediate actions are considered such as supporting CP AoR staff who are in double-hatting roles to manage the challenges they face arising from the nature of the role, for example, through targeted skills development learning support. In addition, the Global CP AoR should consider ways to proactively support cross-cluster/AoR/sector learning and standardisation, and ways to support staff to gain coordination experience or to provide other entry points for coordination roles.

2.2.6 Vacancy rates

The sixth and final theme which was explored was vacancy rates.

Calculating vacancy rates is complex and requires data on the number of people in post as well as data on the number of posts that are required. Capacity requirements are determined by Country Offices

39. Global Cluster Coordination Section, *Well-Placed: A Talent management Strategy for Cluster Coordination and Information Management – Current State Analysis*, December 2021

40. This trend is confirmed by data from the FTS. Data extracted from the FTS on 24th August 2022 shows that 9% of CP needs were funded. The comparative figures for other UNICEF-led/co-led clusters were: 15% for WASH, 21% for Education and 22% for Nutrition. OCHA FTS website: [https://fts.unocha.org/?msclkid=de6e1f76bd7e11ec94774f4db8ace7bd&gclid=Cj0KCQjwy5maBhDdARIsAMxrkw3E7-chThzwtqxSgUs8q1c80BkB\\_aldQrKYbl50HbZcaqalmVUIPDYaAiCsEALw\\_wcB](https://fts.unocha.org/?msclkid=de6e1f76bd7e11ec94774f4db8ace7bd&gclid=Cj0KCQjwy5maBhDdARIsAMxrkw3E7-chThzwtqxSgUs8q1c80BkB_aldQrKYbl50HbZcaqalmVUIPDYaAiCsEALw_wcB)



based on the context and the Global CP AoR may not always have access to all of this data. In cases where data is available, calculations of vacancy rates can still under-estimate capacity gaps. This might happen when required posts are not recorded or formalised, for example, if a Country Office identifies a need for a post but understands that funding is unlikely to be secured so the process of recruiting a staff member is not commenced. Under-estimation of capacity gaps can also be caused when there are posts that are under-filled, that is, where part-time capacity is in place but in reality, a full-time position is required.

In order to calculate vacancy rates, the guidance provided in the UNICEF-led/co-led clusters/AoR ‘Recommended good practice’<sup>41</sup> can be used as a proxy of required capacity. The guidance suggests that at national level, all emergency contexts should be staffed at a minimum by one Coordinator and one IMO in full-time positions (see figure 4). In the CP Coordination Mapping, this standard has been used to identify capacity gaps.

Using the data in CP Coordination Mapping and the CP Staff Mapping Dashboard the following trends were identified:

- **There are a high number of contexts with capacity gaps:**  
In the Coordination Mapping, data show that 14 out of 29 (48%) contexts had capacity gaps at national level where either the Coordinator or the IMO is part-time or missing.
- **Vacancy rates are higher among IMOs than Coordinators:**  
In the Coordination Mapping, data show that 45% of contexts have IMO capacity gaps. This includes 14% of contexts where there is no IMO in place and a further 31% of contexts where IMO capacity is part-time. In contrast, all contexts have a Coordinator in place although in 26% of contexts there is only part-time capacity. In addition, there are very few IMOs working at sub-national level and in cases where they are in place, they are most frequently double-hatting.

High vacancy rates and the connected issue of high turnover rates were confirmed in the primary data collection. In the online survey for managers, respondents were asked about the challenges they faced in managing a CP AoR Coordinator and were provided with ten options including ‘none of the above’ and ‘other’. Recruitment issues (‘not being able to recruit coordinators in a timely manner’) were identified as a challenge by 46% of managers and turnover rates (‘having a high turnover rate amongst coordinators’) were identified as a challenge by 23% of managers. Whilst these were not the most frequently selected challenges, this indicates that vacancy rates and high turnover rates are challenges faced by managers<sup>42</sup>.

During interviews and discussion groups with Coordinators, IMOs and their Managers, several interviewees referred to high rates of staff vacancies and high turnover rates. One IMO discussed the impact on both the programme and herself noting that in the period she had been in her post, which was just over 4 years, she had been managed by three different Child Protection Coordinators. As

she was double-hatting, she was also impacted by frequent changes in the Coordinator for the other Cluster for which she worked. Another discussed the frustrations caused by positions sitting vacant for long periods of time: in his situation, the IMO position he filled had been vacant for more than two months. As a result, there was no handover which impacted his ability to commence his work. From the perspective of the Global CP AoR, this also represents a challenge as the impact of capacity strengthening efforts with existing staff are limited if people move frequently onto other posts and out of CP AoR coordination.

High vacancy and turnover rates are noted as two of the eight presenting issues in the GCCS *Current State Analysis*. These were “High levels of turnover in cluster coordination and information management positions,” and “Large numbers of cluster coordination and information management positions left unfilled.” Several of the planned actions noted in the GCCS ‘Talent Management Strategy’ aim to increase the number of staff in positions and reduce the turnover rates.

Although it is difficult to calculate accurate vacancy or turnover rates, evidence suggests that not only are the rates high, but the impact on CP AoRs is challenging. This presents a significant challenge for CP AoR capacity. Collaborating with the GCCS on activities to address vacancy and turnover rates is an opportunity for the Global CP AoR to work collectively with other UNICEF-led/co-led clusters on the issue.

### 2.2.8 CP AoR staff profiles

People working in CP AoR roles are employed by different types of organizations, are involved with the emergency context in different ways and for different lengths of time (for example, as a national or international member of staff, or on a short term deployment vs a longer more permanent contract), and may be involved in the CP AoR on a full time basis or in addition to other responsibilities.

These factors have been used to categorise different types of people working in CP AoRs and define nine broad profiles of Coordinators and IMOs. People within each profile group are not homogenous, but because of certain shared characteristics and circumstances, there will be shared learning needs and preferences. The intention is to use the profiles to inform the development of the L&D Strategy.

The nine profiles (as shown in figure 5) are:

- Coordinators or IMOs in dedicated positions employed by UNICEF,
- Coordinators or IMOs in double-hatting positions employed by UNICEF,
- Coordinators or IMOs in National Governments,
- Coordinators or IMOs in dedicated positions employed by an NGO,
- Coordinators or IMOs in double-hatting positions employed by an NGO,
- Coordinators or IMOs in dedicated positions employed by an INGO,
- Coordinators or IMOs in double-hatting positions employed by an INGO,
- Standby Partner (SBP) deployees,
- Rapid Response Team (RRT) deployees.

41. Global Nutrition Cluster, Global WASH Cluster, Global Education Cluster, Global Child Protection AoR, *Recommended good practices for the minimum structure of coordination teams at country level: for UNICEF as a Cluster Lead Agency*, 2021 – not yet endorsed by UNICEF Management

42. The top three challenges that were selected by managers were ‘having too many competing priorities’ (69%), ‘not having enough time to provide sufficient support’ (69%) and ‘not having enough resources to provide sufficient support’ (62%). ‘Not being able to recruit coordinators in a timely manner’ was the fourth most popular response. A full breakdown can be found in *Annex 6: Managers’ Survey Analysis*, Q4.



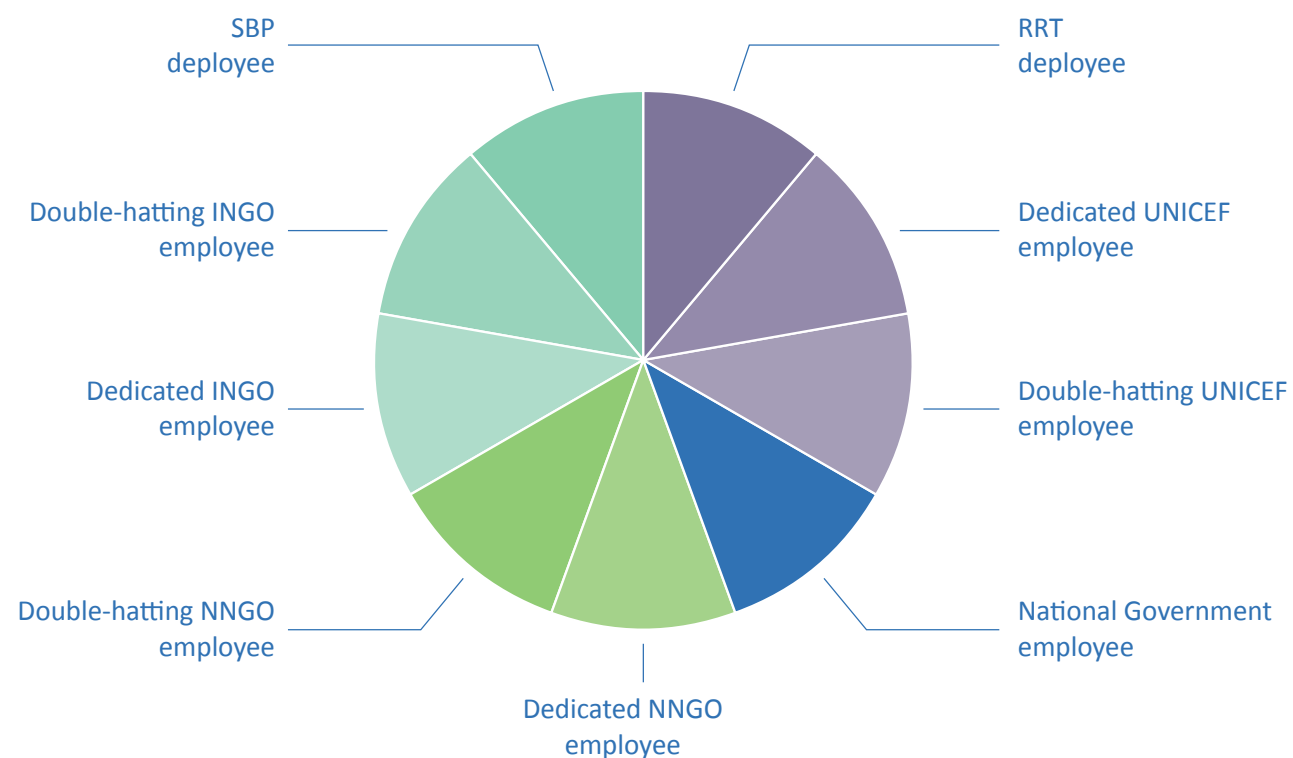


Figure 5: Coordinator and IMO profile types

The distinctions between these profiles are not rigid and people may not always fit neatly into one of the profiles. Furthermore, people may occupy different profile types at different stages of their career and may move into and out of different profiles. The profiles presented here are not intended to be limiting but rather to offer a way of understanding the breadth of people that comprise CP AoR capacity.

The features and characteristics of people within different profile groups will vary but the following provides a broad description of the nine profiles:

- Coordinators or IMOs employed by UNICEF with dedicated capacity**  
 One group of staff who are working in CP AoRs are Coordinators and IMOs who have capacity dedicated to CP AoR coordination and are employed by UNICEF. These staff may be on national or international contracts and may be working at national or sub-national level. They may have previous experience in humanitarian coordination, particularly if they are working at national level. This experience may have come from being in a double-hatting post or working in coordination for another organization either another UN agency or an NGO.
- Coordinators or IMOs employed by UNICEF in a double-hatting role**  
 A second category of Coordinators and IMOs employed by UNICEF are staff who are working in 'double-hatting' positions. These are staff who are not dedicated solely to coordination but have additional responsibilities outside the CP AoR. These staff can be working on international or national contracts and can be at national or sub-national level. For Coordinators, the primary role is likely to be in the Child Protection Section with the Coordination element of the role being a smaller part of their responsibilities: in some cases this may be as little as 10% or 20% of their role. For IMOs, the post holder is likely to be

responsible for information management for more than one cluster, AoR or section. Common double-hatting arrangements often involve being responsible for the CP AoR and the Education Cluster, or for the CP AoR and the CP Section.

- Coordinator or IMO in National Governments**  
 A proportion of CP AoR coordination and information management roles are taken on by National Government employees. Often these people work alongside a Coordinator or IMO from UNICEF or an NGO as a government counterpart. CP AoR Coordinators in national governments may be in lead or co-coordination roles and may be working at national or sub-national level. They are unlikely to be dedicated full time to the role of coordination. Although it is possible, there are no examples currently of IMOs from national governments.
- Coordinators or IMOs in dedicated positions employed by an NNGO**  
 A fourth category of CP AoR are staff employed by national NGOs as Coordinators or IMOs. These staff usually work in co-coordination roles but may also take on a lead role depending on the context. People in these roles are often nationals of the country in which they are working. A proportion of these staff are in dedicated roles.
- Coordinators or IMOs in double-hatting positions employed by an NNGO**  
 While a proportion of the CP AoR staff employed by NNGOs are in dedicated roles, a proportion are also in double-hatting positions. This applies most frequently to Coordinators but can also apply to IMOs.
- Coordinators or IMOs in dedicated positions employed by an INGO**  
 As with CP AoR Coordinators and IMOs employed by NNGOs, Coordinators and IMOs may also be employed by INGOs. They may be working as Coordinators, in either lead or co-coordination positions depending on the context of the country, or as IMOs. People in these roles may be nationals of the country in which they are working or may be international staff. Some of these staff are in dedicated positions.
- Coordinators or IMOs in double-hatting positions employed by an INGO**  
 While a proportion of the CP AoR staff employed by INGOs are in dedicated roles, a proportion are also in double-hatting positions. This applies most frequently to Coordinators but can also apply to IMOs.
- SBP deployees**  
 The final two profile types provide temporary support to CP AoRs. One type of temporary support is through Standby Partner deployees who can be deployed into either Coordinator or IMO roles for short term contracts, usually 3 months with the possibility of an extension of an additional 3 months. They are usually deployed as an emergency begins while recruitment for a longer-term Coordinator or IMO takes place, when there is an unforeseeable gap, or to reinforce a specific technical area. SBP deployees work for, and are funded by, INGOs or Governments who have signed SBP agreements with UNICEF (see figure 6 for a full list of SBP organizations). During their deployment, SBP are seconded to UNICEF and are managed by someone in UNICEF. SBP deployees usually have prior experience in coordination as well as child protection or information management<sup>43</sup>.
- Rapid Response Team (RRT) deployees**  
 The final profile type, offering temporary support as with SBP deployees, are the Rapid Response Team (RRT). These are UNICEF employees and Standby Partner deployees who are deployed to emergencies to support rapid response, to provide support for local capacity strengthening, to ensure the centrality of

43. More information can be found on the SBP website: <https://www.standbypartnership.org/partners/unicef>

protection and to provide key thematic support. The RRT includes people who are coordination experts, information management officers, and child protection coordination and thematic specialists. RRT deployees are experienced professionals who are deployed for short periods of time to fill a specific gap<sup>44</sup>.

STANDBY PARTNERS	
<ul style="list-style-type: none"><li>• Action Contra La Faim (ACF)</li><li>• CANADEM</li><li>• CARE Australia</li><li>• Catholic Relief Services (CRS)</li><li>• ChildFund Alliance</li><li>• Danish Emergency Management Agency (DEMA)</li><li>• Danish Refugee Council (DRC)</li><li>• Dutch Surge Support (DSS WATER)</li><li>• emergency.lu</li><li>• Ericsson Response</li><li>• The Foreign and Commonwealth Development Office (FCDO)</li><li>• Finn Church Aid</li><li>• Icelandic Crisis Response Unit</li><li>• iMMAP</li><li>• IMPACT Initiatives</li><li>• International Medical Corps (IMC) and International Medical Corps Technical Rapid Response Team (TECHRRT)</li></ul>	<ul style="list-style-type: none"><li>• INTERSOS</li><li>• Irish Aid</li><li>• Justice Rapid Response (JRR)</li><li>• Swedish Civil Contingencies Agency (MSB)</li><li>• NORCAP</li><li>• Norwegian Church Aid</li><li>• OXFAM Great Britain</li><li>• RedR Australia</li><li>• Save the Children Sweden</li><li>• Save the Children UK</li><li>• Swiss Agency for Development and Cooperation (SDC)</li><li>• Solidarites International France</li><li>• Télécoms Sans Frontière (TSF)</li><li>• VEOLIA</li><li>• World Vision International</li></ul>

Figure 6: Standby Partner (SBP) organizations

It is difficult to calculate the exact proportions of each of the profiles and to give an accurate breakdown of the number of people in each role. This is due to the challenges in maintaining an up-to-date database of CP AoR staff, as discussed elsewhere, as well as the differences in conventions and practices on job titles and the multiple roles that people play simultaneously.

To a large extent, the specific breakdown is not important in such a fluid environment, however, for illustrative purposes, and to assist the identification and prioritization of learning support, an estimation of the proportions of people in each role, based on identified trends, are presented below as pie charts.

An indication of the proportions of Coordinators by profile type are shown in figure 7. This includes all profiles, including people employed by Governments, and is intended to represent an approximation of the range and proportions of profiles of Coordinators working in CP coordination. Figure 8 shows Coordinators who are employed by UNICEF, INGOs or NNGOs. This diagram is intended to represent an approximation of the range and proportions of profiles of Coordinators working in non-state international and national organizations. The range and proportions of profiles of IMOs are shown in figure 9.

44. More information can be found in Global Child Protection Area of Responsibility, ‘Field Support Team’, 2019 or on the Global CP AoR website: <https://www.cpaor.net/operational-support/deployments>

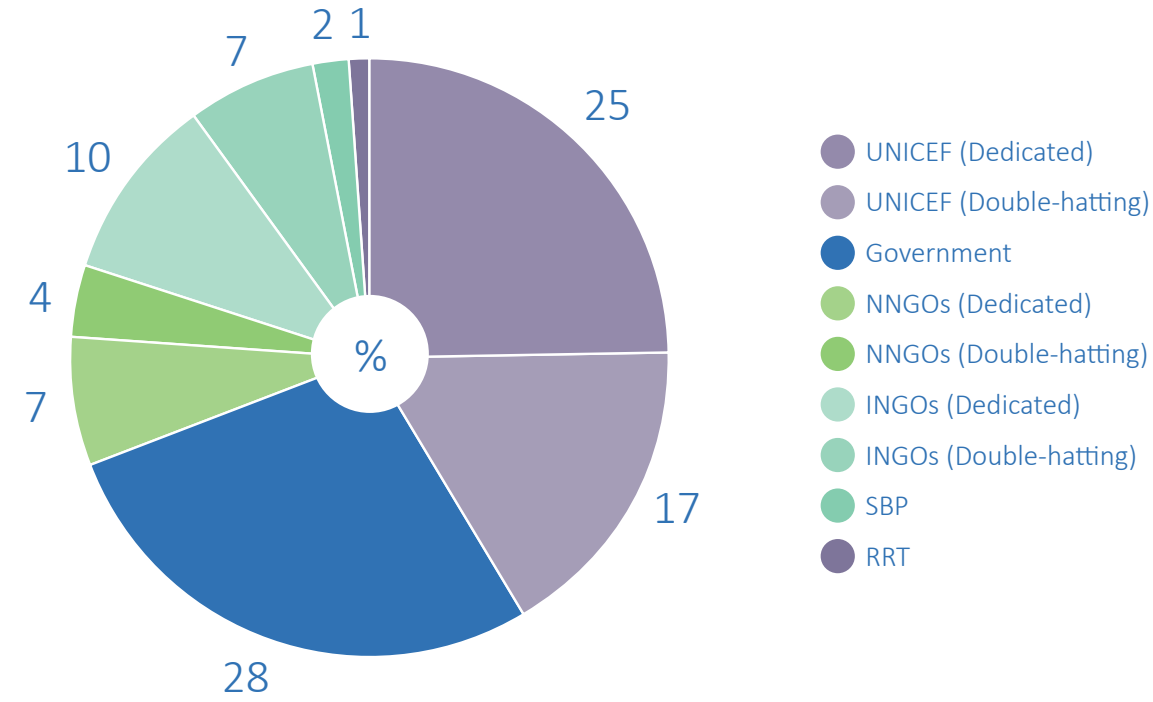


Figure 7: Estimated proportion of Coordinators of different profiles

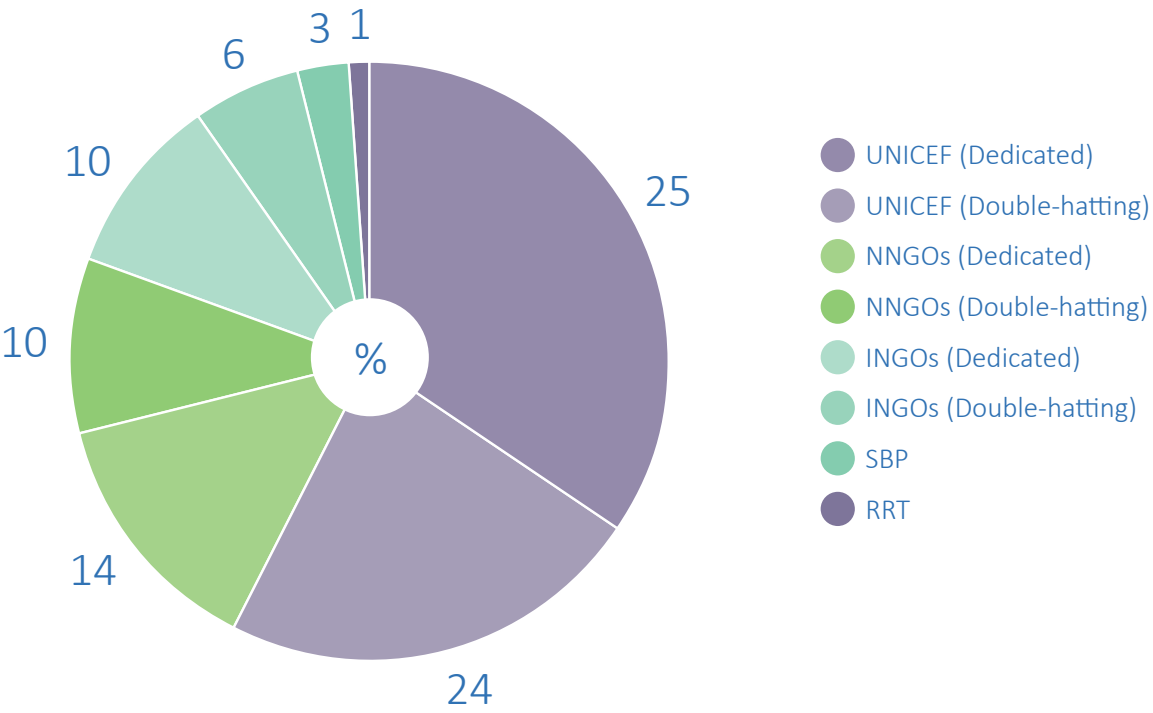


Figure 8: Estimated proportion of Coordinators of different profiles (excluding Government employees)

For Coordinators, since Governments are estimated to be involved in leadership of CP AoRs in approximately 40% of contexts<sup>45</sup>, this profile is represented as being approximately a third of the total capacity (represented in yellow in figure 7), on the rationale that there is a non-government presence in all contexts where there is a CP AoR. The exact proportion may differ and the intention is to indicate that this is a significant proportion of CP AoR capacity not to represent an exact figure or to underplay the significance of this profile. Of the remaining CP AoR staff, the majority are employed by UNICEF (represented in orange), followed by INGOs (represented in green) and then NNGOs (represented in blue). Within each of these organization types, it is difficult to estimate the exact proportion of staff in dedicated positions, but as per the identified trends, there are slightly more people in dedicated than double-hatting positions. The ratio of dedicated to double-hatting posts is represented on the diagram as approximately 3:2 within each of these types of organisations. The proportion of staff who are SBP or RRT deployees are shown as being a small proportion of overall capacity which is a reflection of the small number and short duration of these postings, and not an indication of the impact or importance of these deployments.

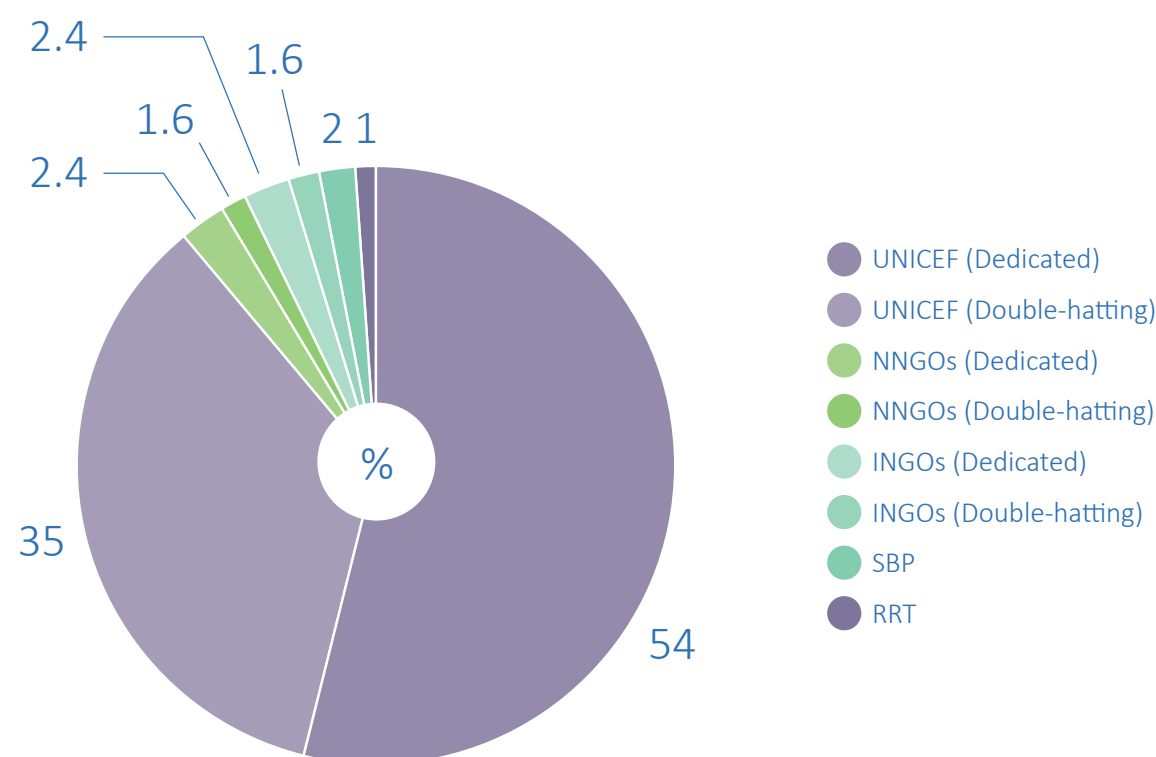


Figure 9: Estimated proportion of IMOs of different profiles

For IMOs, the majority are working in UNICEF with more working in dedicated roles than in double-hatting roles. A small proportion of IMOs work for other organisations including INGOs and NNGOs. These roles can be both dedicated and double-hatting roles and so, whilst all of these profiles may not be represented at all times, the profiles are included as they represent possibilities. The smallest proportions of IMO profiles represented on the diagram are for SBP and RRT deployees which comprise a small proportion of total IMO capacity. There are no IMO government counterparts included in the diagram as this is not a post commonly encountered in CP AoRs.

45. Global CP AoR, 'CP Coordination Mapping', 2020

There are several implications for CP AoR capacity strengthening:

- Since a significant proportion of CP AoR staff are in double-hatting roles, activities to increase the proportion of staff who are in dedicated positions would significantly increase the amount of CP AoR capacity,
- Specific support for people in double-hatting roles, aimed at how to balance competing priorities, how to avoid potential challenges and how to maximise opportunities, would be relevant for a large number of CP AoR staff,
- As a significant proportion of Coordinators are working for national organizations, either in NNGOs or in national or local governments, capacity strengthening efforts aimed at these profiles are likely to positively impact CP AoR coordination and may contribute to the achievement of the Global CP AoR strategic goal 3 to strengthen local owned CP Coordination systems and services<sup>46</sup>. This capacity strengthening support could be delivered directly by the Global CP AoR or it may be more appropriate for the Global CP AoR to support national level Coordinators and coordination groups to provide in-country capacity strengthening support.
- Although IMO roles are not commonly filled by government counterparts, the function of information management may be undertaken within Governments in different ways and to a greater or lesser extent depending on the circumstances. Although in some contexts it might be difficult due to sensitivities around who collects, holds, shares and uses data, efforts to build information management capacity within national governments should be considered as part of efforts to strengthen national Child Protection systems.

## 2.3 CP AoR Coordinator and IMO career pathways

In order to understand potential pipelines for CP AoR staff as well as issues related to recruitment and retention of staff, this section explores the stages that progression through a coordination career may entail.

Analysis in this section is informed by primary data collected as part of the assessment, including information arising from the online surveys, interviews and group discussions with Coordinators, IMOs and Managers and other key informants, as well as analysis of relevant documentation including the CP AoR generic job profiles for CP AoR Coordinators at P3/NOC, P4 and P5 and for CP AoR IMOs at P2/NOB, P3 and P4<sup>47</sup>.

Based on the analysis, example career pathways for Coordinators and IMOs have been mapped focusing particularly on the roles leading into and following the CP AoR role.

The purpose of the career pathways is to illustrate potential career stages that Coordinators and IMOs move through to understand how people come into CP AoR roles, what skills they are likely to bring with them as they begin their CP AoR role and how they might progress. The career pathways were mapped based on a small sample size and offer a simplified view of career progression. They are not intended to be exhaustive or prescriptive.

46. Global Child Protection Area of Responsibility, *Strategy 2020 – 2024*, 2020

47. United Nations Children's Fund, 'Generic Job Profile: Child Protection Information Management Officer (L2)', 2020; United Nations Children's Fund, 'Generic Job Profile: Child Protection Information Management Specialist (L3)', 2020; United Nations Children's Fund, 'Generic Job Profile: Child Protection Information Management Manager (L4)', 2020

2.3.1 Coordinator career pathways

A map showing varied routes into and through CP AoR coordination can be seen in figure 10. This mapping shows possible stages people may move through before taking on coordination responsibilities and possible routes as people leave coordination roles.

The career pathway mapping for Coordinators seems to most commonly begin with a role in Child Protection. This might be in a development or emergency setting or in UNICEF, an NGO or a National Government (for example, in South Sudan this might be a role in the Ministry of Gender, Child and Social Welfare). Although individuals’ careers may start before taking on a CP role, this is a stage that commonly occurs before someone takes on a coordination role. This appears to be the case for most of the profile types identified in *Section 2.2.8 CP AoR staff profiles* although less information was available for people working outside of UNICEF. In some cases, people may come into CP coordination roles from other clusters, particularly the GBV AoR. However, these routes into CP coordination appear to be less common and affect a small proportion of Coordinators, most commonly SBP deployees.

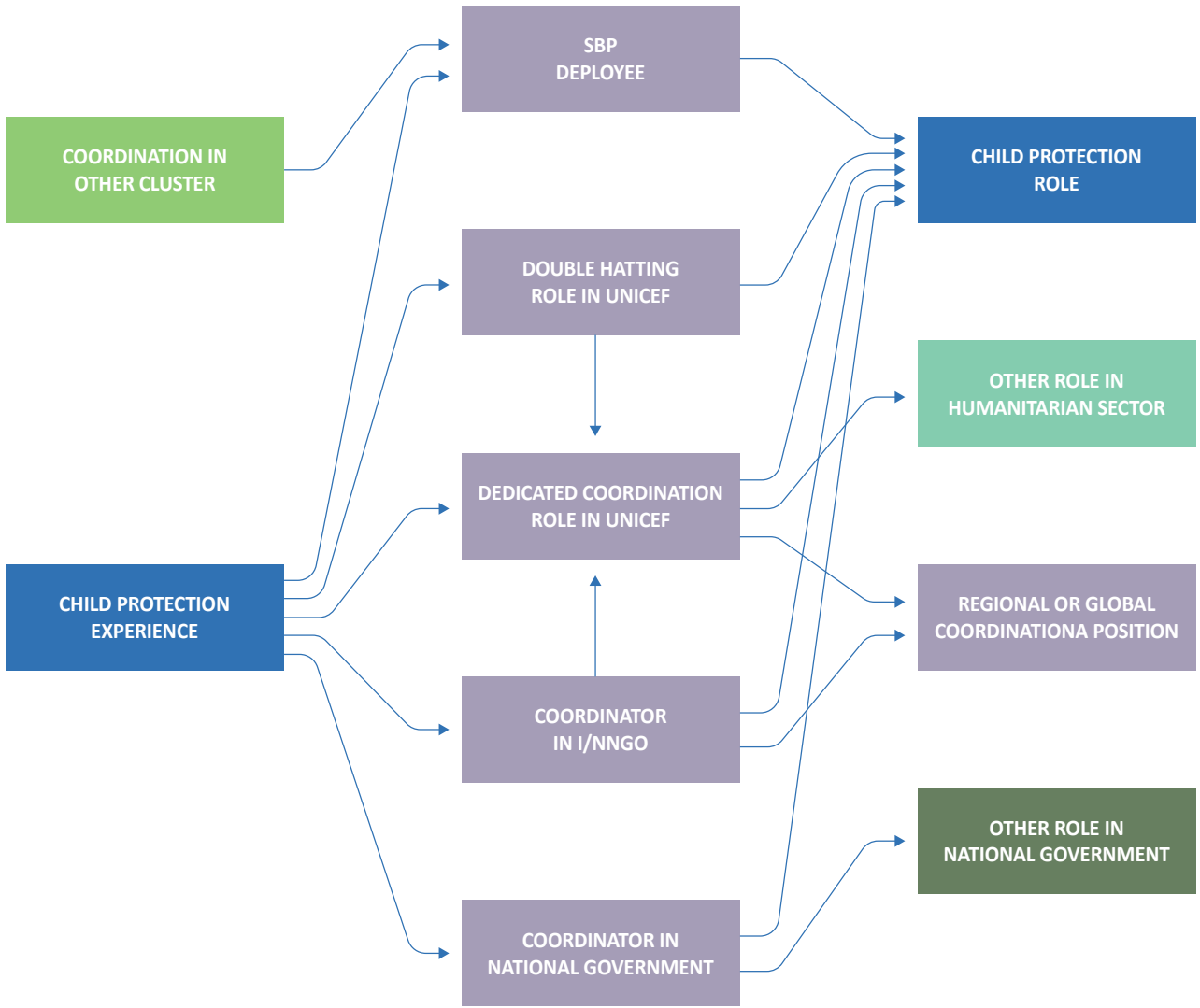


Figure 10: Example career pathways for Coordinators

The importance of this grounding in Child Protection knowledge and experience was highlighted in interviews by Coordinators and their managers who broadly agreed that it would be difficult to work effectively as a CP AoR Coordinator without a CP background. Furthermore, for CP AoR Coordinators employed by UNICEF, this child protection experience is a requirement at recruitment. For a P3/NOC level CP AoR Coordinator, the generic job profile specifies “a minimum of five years of professional experience in child protection planning and management is required”. This increases to seven years for a P4 and ten years for a P5<sup>48</sup>.

Although experience in a CP role is a common feature of people working in coordination roles, this experience is varied: it might include roles in UNICEF or another UN agency, in an NNGO or INGO or in a national authority or government, roles in international or national settings, roles in humanitarian or development settings or roles with different specialisations within CP and that are underpinned by a range of academic disciplines. The UNICEF generic job profiles<sup>49</sup> list “international development, human rights, psychology, sociology, international law, or another relevant social science field” as relevant academic backgrounds for Coordinator posts in UNICEF.

An important implication of this, is that because people in Coordination roles bring experience and knowledge in CP, CP is unlikely to be a main priority area for development whilst the staff is in a Coordinator role. However, because of the wide range of experiences that people bring, and the requirement for a Coordinator to have broad knowledge of the sector, there may be individuals with specific CP learning gaps as well as a need to maintain up-to-date knowledge of developments within the sector.

The second stage on the mapping shows the roles in CP Coordination linked to the profiles identified in *Section 2.2.8 CP AoR staff profiles*. It is possible to move directly into any of these although movement into a dedicated position in UNICEF appears to be less common, with double-hatting appearing in UNICEF, or a coordination role in an INGO or NNGO, appearing to be a stepping strong to a dedicated position due in part to the preference for prior coordination experience for more senior positions and in national coordination roles: the UNICEF GJPs specify that experience in humanitarian coordination is ‘strongly desired’ for P4 posts and ‘required’ for P5 posts. One barrier for progression that was noted was for Coordinators on national contracts to move to international positions as they often lacked the international experience that was required. Several interviewees mentioned wanting to participate in stretch assignments to gain this experience and one had a stretch assignment starting later in the year.

In interviews and discussions, participants’ opinions were divided on common progression routes after working in Coordination roles. Some people suggested that Coordinators commonly moved back into CP Section roles and cited examples of Chiefs of Section with backgrounds in coordination. Other interviewees reported that the move from Coordination to CP sections was difficult due to a number of factors including:

- Limited recent experience in UNICEF CP processes and systems and in programme implementation since dedicated Coordinators do not usually engage in UNICEF programming and operational

48.20; United Nations Children’s Fund, ‘Generic Job Profile: Child Protection Information Management Specialist (L3), 2020; United Nations Children’s Fund, ‘Generic Job Profile: Child Protection Information Management Manager (L4), 2020  
49. *ibid*



processes whilst employed as a Coordinator,

- A mismatch between the seniority achieved in a Coordination post and their level of expertise in CP meaning that a P4 Coordinator may not have the necessary skills to undertake a P4 CP role.

Some managers also reported the phenomenon of Coordinators becoming ‘stuck’ in Coordination posts, unable to progress due to limited appropriate opportunities at a similar or higher level. An important implication of this is that people may be hesitant to move from double-hatting roles into full-time, dedicated roles.

Supporting movement between sub-national and national positions, double-hatting and dedicated positions, and national and international postings are likely to increase CP AoR capacity. In addition, measures to support transition back into CP roles at appropriate levels of seniority may encourage people to remain in coordination posts for longer or to be more likely to move from double-hatting to dedicated posts.

### 2.3.2 IMO career pathways

Mapping common career progression routes for IMOs was more complex as there seemed to be greater diversity of routes into information management (see figure 11).

IMOs enter information management from a number of academic or professional backgrounds. Acceptable academic backgrounds or areas of experience that are listed in the UNICEF generic job profile for P2 IMO posts include:

- Information management or information systems,
- Data management,
- GIS information technologies,
- Computer science,
- Statistics,
- Social sciences,
- Assessments and situation analysis,
- Monitoring and evaluation (M&E).

Examples of these academic and professional backgrounds were noted amongst IMOs who participated in group discussions. Examples of posts undertaken before taking on any responsibilities in a CP AoR were very broad but these have been summarized into a few broad categories: an information systems role, M&E roles, data manager roles and ICT roles. In some cases, IMOs in the CP AoR had worked as IMOs in other sectors or agencies before taking on responsibilities within the CP AoR.

In the group discussions, movement between different profile groups was also noted with people progressing in their careers from INGO or NNGO IMO posts into UNICEF roles or moving between dedicated and double-hatting roles.

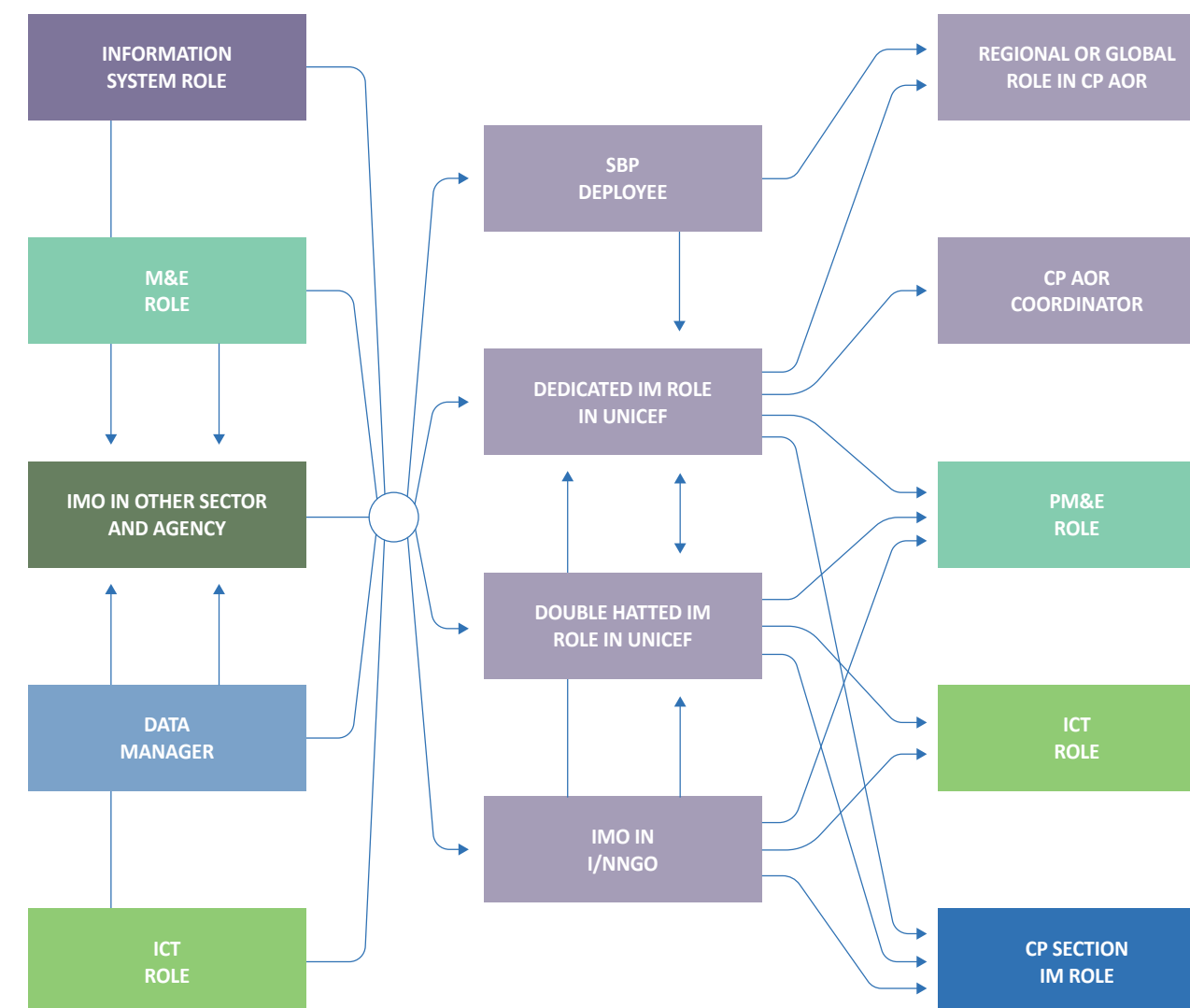


Figure 11: Example career pathways for IMOs

Although career progression within IMO roles was noted, this was raised as a challenge with some interviewees and group discussion participants noting that it was difficult to progress from having a national (NO) posts to an international (P) posts mainly due to lack of international experience. Stretch assignments or staff exchanges were noted as potential solutions to this challenge.

Career pathways beyond IMO roles that were reported in the discussions, were also relatively diverse with people moving into Planning Monitoring & Evaluation (PME), Information and Computer Technology (ICT) roles or returning to a role linked to their academic or previous professional background. Several IMOs discussed transitioning from emergency IM roles to M&E roles in development programmes. More than one IMO also mentioned wanting to become a Coordinator and cited examples of Coordinators that they had worked with having a background in information management.

There are several implications of this mapping:

- As IMO often come from technical backgrounds without prior experience of coordination, it is likely that the behavioural competencies and soft skills required for effective coordination are more likely to be a priority than the functional competencies which are likely to be strong. However, due to

the specialised nature of some of these professional backgrounds, and the rapid innovations in technology that impact the work of an IMO, they may have specific technical skill gaps.

- IMOs are less likely to have any specialist CP experience. This may be further challenging for people to develop when they are in roles that cross sectors, for example, in roles where they are IMO for the CP AoR and the Education Cluster.
- Supporting career progression from national postings to international postings and from IMO roles to Coordinator roles is likely to have a positive impact on CP AoR capacity.

## 2.4 CP AoR stakeholder mapping

To understand CP AoR capacity within the broader context, this section explores the range of stakeholders that Coordinators and IMOs interact with and engagement between coordination teams and the Global CP AoR.

The diagram in figure 12 is taken from ALNAP's *Exploring Coordination in Humanitarian Clusters*<sup>50</sup> and illustrates the range of key stakeholders that clusters and AoRs interact with. The diagram represents a simplified version of a stakeholder map which in reality would be more complex. The level of complexity would increase depending on a number of factors including the scale of the emergency, whether the coordination group was part of a cluster or a sector response and the number of cluster/AoR partners. For an individual working in a coordination group, there may also be additional stakeholders and relationships depending on whether they are employed by the cluster lead agency (CLA) and whether they are in a dedicated or double-hatting role.

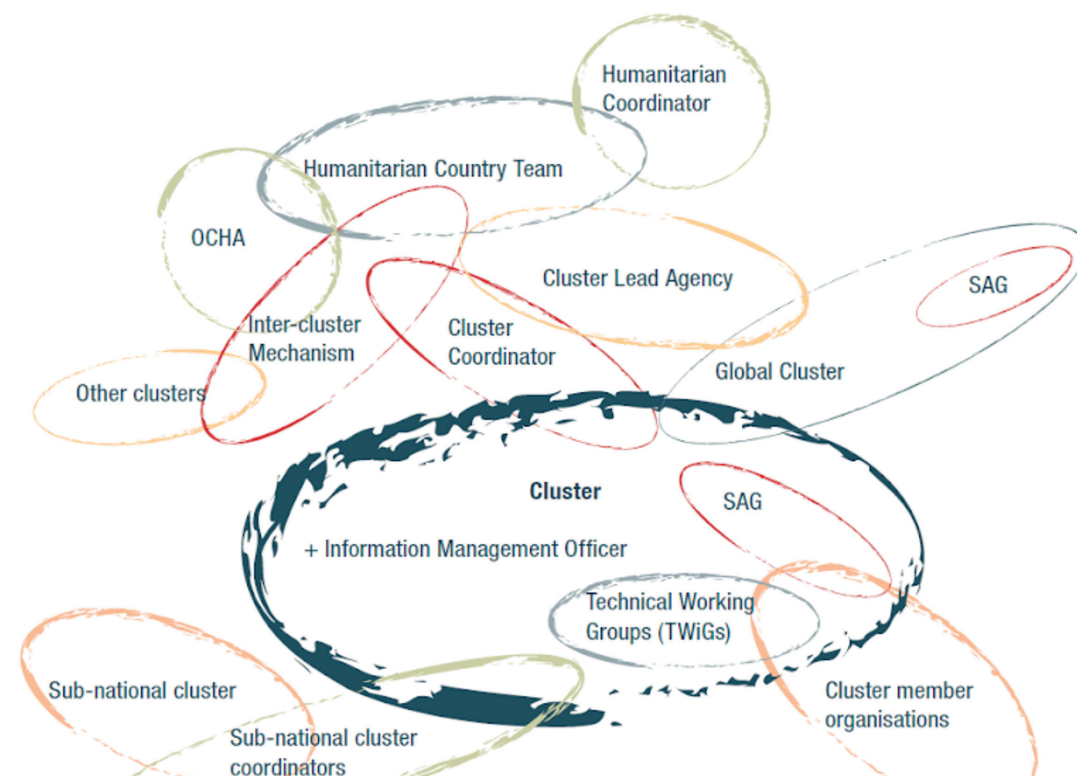


Figure 12: Cluster connections

Source: Knox Clarke, P and Campbell, L, *Exploring Coordination in Humanitarian Clusters*, ALNAP, 2015

In the case of Child Protection coordination groups, there are added complexities arising from CP being an Area of Responsibility within the Protection Cluster for which UNHCR is the CLA. As a result, there are additional stakeholder groups at field and global level that are not reflected on the diagram.

In addition to the stakeholders identified in the mapping, a key stakeholder for CP AoRs with no direct equivalent on the diagram is the Alliance of Child Protection in Humanitarian Action which provides technical support, advice and guidance on Child Protection and is the guardian of resources such as the Child Protection Minimum Standards.

While the diagram in figure 12 does not provide a complete mapping of all stakeholder groups relevant for CP AoRs, it is a helpful visualisation of the range and breadth of stakeholders with whom people in CP coordination groups have relationships, from whom they may potentially gain support and to whom they may have obligations to fulfil.

In terms of engagement between coordination teams and the Global CP AoR, primary data collected in the assessment shows that there is a high level of engagement of Coordinators and IMOs with the Global CP AoR. In the online surveys, when asked which learning resources they had engaged with, the majority of Coordinators reported having engaged with the CPIE Coordination Handbook (86%) and the Starter Pack (65%) and in interviews and discussions several Coordinators spoke positively about personal interactions with members of the Global CP AoR and cited specific examples of support that had been provided. Amongst IMOs, the level of engagement is lower with 38% having used the CPIE Coordination Handbook and 15% having used the Starter Pack. However, those who mentioned having engaged with the Global CP AoR in interviews and discussions spoke positively of the support that they received.

For the Global CP AoR, there are several implications arising from the stakeholder mapping and assessment of levels of engagement:

- At present, the Global CP AoR coordinates efforts with other stakeholders to ensure that messaging for people in CP AoRs is consistent and clear and that resources and support are aligned. The complexity of the stakeholder mapping reinforces the importance of maintaining this coordination so as not to overwhelm coordination teams or cause confusion.
- Although this may not be the case in all contexts, and may represent a simplification, the diagram in figure 12 situates the national level cluster between the global cluster and the sub-national cluster, and illustrates a closer relationship between the global cluster and the national level Coordinator than between the global cluster and the sub-national level Coordinator. For a number of reasons, it can be easier for global clusters, including the Global CP AoR, to engage directly with national level coordination teams than with sub-national teams. In terms of capacity strengthening initiatives, this highlights the important role of national level coordination teams in supporting capacity strengthening at sub-national level and may suggest that building coordination capacity at sub-national level may be more appropriately, efficiently and effectively achieved through national level coordination teams rather than through direct action by the Global CP AoR.
- The current Global CP AoR strategy includes capacity strengthening that is focused on building Child Protection Coordination and Information Management capacity at country and global level (objective 2.4). The stakeholder mapping reinforces the importance of this focus since it reflects the unique role and mandate of the Global CP AoR. It also highlights the need for the offering to be well-structured,

50. Knox Clarke, P and Campbell, L, *Exploring Coordination in Humanitarian Clusters*, ALNAP, 2015

well-targeted and clearly communicated with coordination teams who may have access to support from more than one organization.

- The mapping also illustrates the importance of maintaining an awareness of the range of capacity strengthening initiatives and support that is being offered by other stakeholders that is relevant to coordination teams, for example, through the Alliance for CPHA Learning Resources Mapping and continued engagement with groups such as the Alliance for CPHA Learning and Development Working Group and the Learning Task Force convened by the GCCS. This awareness of other initiatives can support the avoidance of duplication of resources, and the identification of gaps in support provided, can facilitate the signposting of additional resources to coordination teams when relevant, and can be used to identify potential partners for the Global CP AoR to collaborate or partner with.
- The positive response of Coordinators and IMO's to the support provided by the Global CP AoR, and the high level of engagement with core resources particularly by Coordinators, indicates that the capacity strengthening support provided is highly valued. The Global CP AoR's understanding of the impact of different elements of the support provided can be deepened by introducing an overarching monitoring and evaluation framework which can be used to refine the offering and focus efforts on elements which have the greatest impact.



# 3.

## CP AOR COORDINATOR AND IMO COMPETENCIES

### 3.1 Overview

The second component of the assessment is an analysis of the ability of CP AoR coordination teams to perform their roles effectively.

The assessment explores the extent to which Coordinators and IMOs feel they demonstrate the competencies which are detailed in the CP AoR Competency Frameworks for Coordination and Information Management and which they require in order to do their roles effectively. As the assessment is concerned with the ability of coordination teams to perform effectively, it also explores the extent to which Managers feel they have the knowledge, skills and competencies required to manage a Coordinator or IMO effectively.

Information in this section is based on the online surveys for Coordinators, IMOs and Managers and compared with information from the interviews and discussions. In the surveys, Coordinators and IMOs were asked:

- How confident they felt in each of the required competencies,
- What factors affect how effective they are in their role,
- Their learning preferences and familiarity with and use of existing learning resources.

Managers were also asked how effective they felt they were in managing someone in a coordination team. These responses are compared with the responses given by those whom they manage.

In the following sections, there is more information about the competency frameworks for Coordinators and IMOs (see *Section 3.1.1 CP AoR coordination and information management competencies*), role performance and how this links to competencies and learning and development interventions (see *Section 3.1.2 Role performance and competencies*), and an overview of some of the limitations and challenges in the assessment of Coordinator and IMO competencies (see *Section 3.1.3 Challenges and limitations*).

Results from the surveys, interviews and discussions are presented in subsequent sections:

- 3.2 Coordinator and IMO competency levels and learning needs
- 3.3 Role effectiveness
- 3.4 Learning preferences and practices
- 3.5 Manager support

#### 3.1.1 CP AoR coordination and information management competencies

The competencies and underlying skills and knowledge areas that are required for CP AoR Coordinators and IMOs are outlined in the *CP AoR Competency Frameworks for Coordination and Information Management*.

The competencies in the competency frameworks for both Coordinators and IMOs are arranged into four sections:

- A. Sectoral competencies
- B. Common behavioural competencies,



- C. Functional competencies,
- D. Core behavioural competencies.

Each competency group contains competencies which are broken down into the observable behaviours at three levels. In addition, the required underlying knowledge and skill areas are identified for each competency. Definitions of each of these layers of the competency framework can be seen in figure 13.

THE STRUCTURE OF THE COMPETENCY FRAMEWORKS

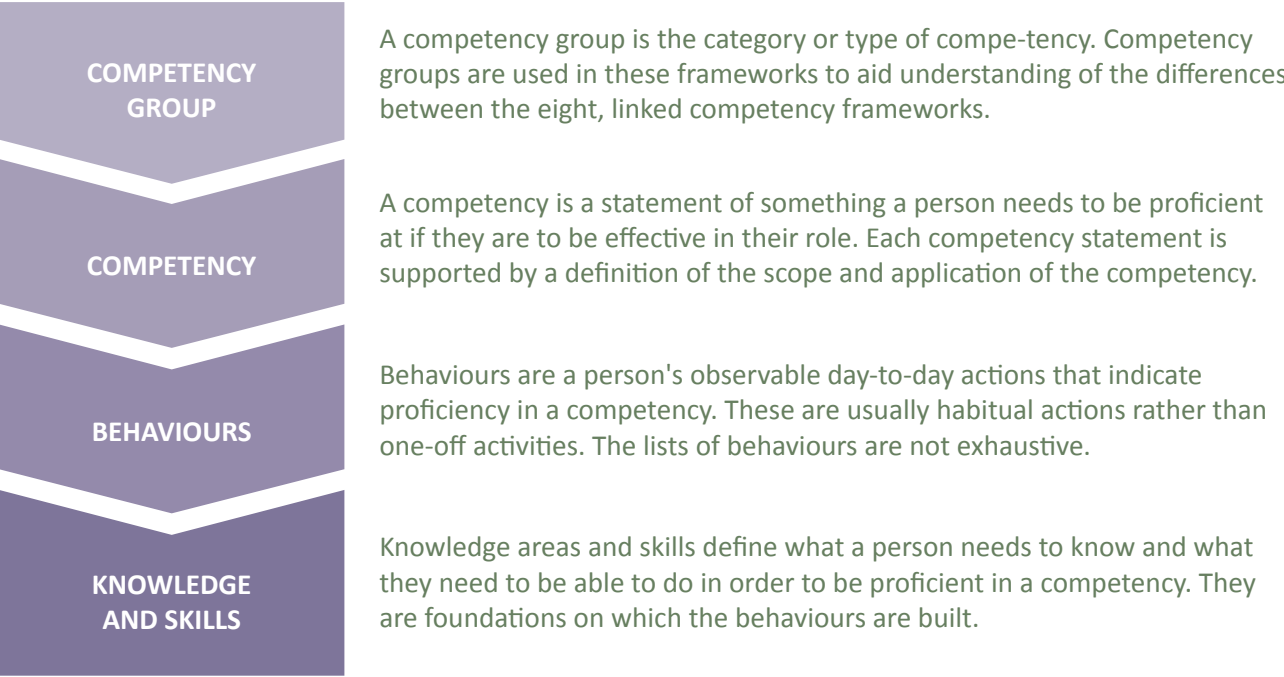


Figure 13: The structure of the CP AoR Competency Frameworks<sup>51</sup>

The two competency frameworks use the same structure and the majority of the competencies are shared across both frameworks. In both the coordination and the information management frameworks, the competencies in sections A, B and D are the same. However, the specific behaviours are adjusted to reflect the responsibilities and tasks of the two different roles, and there are variations in the required knowledge and skill areas. For section C, there is greater variation. In this section, there are six competencies for Coordinators and six for IMOs. Two of these are shared between the two frameworks (‘Monitors the response’ and ‘Strengthens national and local capacity to respond and lead’), although as with the competencies in the other sections, the specific behaviours, knowledge and skill areas are different and reflect the specific role.

Section A: Sectoral competencies

Competencies in section A relate to working in Child Protection in emergency contexts. There are three competencies in this group:

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

These competencies are not unique to CP AoR Coordinators and IMOs but are shared across others working in humanitarian contexts and in Child Protection in Emergency (CPiE) roles. However, the behaviours outlined in this section indicate how specifically a CP AoR Coordinator or IMO would demonstrate that they were competent in this area.

The behaviours in the competency ‘Operates safely and securely’ include the behaviours, knowledge and skills which are promoted and taught in the UNDSS BSAFE online course. Additional behaviours on well-being are also included in this competency.

Section B: Common behavioural competencies

Competencies in section B relate to working in a coordination team and comprise four competencies:

- Demonstrates commitment to a coordinated response,
- Promotes cooperation and collaboration,
- Demonstrates accountability,
- Promotes inclusion.

These competencies apply to anyone working in a coordination group as a Coordinator or IMO. These competencies are therefore ‘common’ across all those working in coordination groups. As with section A, the behaviours specify how a Coordinator or IMO would concretely demonstrate the competency.

Section C: Functional competencies

Competencies in section C relate to the specific tasks and functions of a Coordinator or an IMO. There are six competencies for Coordinators and six for IMOs although two of these are shared.

For Coordinators, the competencies are:

- Provides influential and strategic leadership,
- Analyses and communicates information,
- Supports resource mobilisation,
- Advocates for increased child protection outcomes,
- Monitors the response,
- Strengthens national and local capacity to respond and lead.

For IMOs, the competencies are:

- Provides reliable support to the AoR,
- Collects, collates and analyses relevant data,
- Handles and stores data efficiently and sensitively,
- Communicates and disseminates information,
- Monitors the response,
- Strengthens national and local capacity to respond and lead.

Section D: Core behavioural competencies

The competencies in section D are behavioural competencies that support the organizational values of UNICEF. They are taken directly from the UNICEF behavioural competency framework and apply to anyone who works in UNICEF. There are eight core behavioural competencies:

- Builds and maintains partnerships,
- Demonstrates self-awareness and ethical awareness,
- Drive to achieve results for impact,

51. Global Child Protection AoR, *Competency Framework for Coordination: Child Protection Area of Responsibility*, 2020, Pg 58

- Innovates and embraces change,
- Manages ambiguity and complexity,
- Thinks and acts strategically,
- Works collaboratively with others,
- Nurtures, leads and manages people.

The eighth competency only applies to people in management positions.

As these are role-based competency frameworks, the intention is that all of the competencies required for a particular role are included in the framework. However, as Child Protection experience and knowledge is so important for CP AoR Coordinators, the depth and breadth of their required Child Protection competencies are likely to exceed competency A2: Applies key Child Protection in Emergencies principles, standards, concepts and tools. Competencies specific to Child Protection are laid out in more detail in the 'Child Protection in Humanitarian Action Competency Framework'<sup>52</sup> which is a sectoral competency framework developed for use by all Child Protection practitioners. This competency framework can be used in addition to the competency A2 of the CP AoR Coordinators.

In the survey, Coordinators and IMOs were asked to assess their level of confidence in each of the competencies in the competency frameworks. Their responses were explored more deeply in the discussions and interviews.

### 3.1.2 Role performance and competencies

In addition to being asked about their competencies, Coordinators and IMOs were asked about factors that would help them to be more effective in their roles.

Being effective in role relies on having appropriate underlying skills, knowledge and attitudes and being able to apply these in a professional context. The sets of behaviours that are exhibited on a habitual basis when these skills, knowledge and attitudes are applied, indicate competence in a particular area as outlined in the competency frameworks. However, competence in itself is not sufficient for effective role performance. In addition to individual competence, role effectiveness also relies on contextual factors in our professional environment: if the professional environment is not conducive or supportive, a competent individual may still not be effective in role (see figure 14).

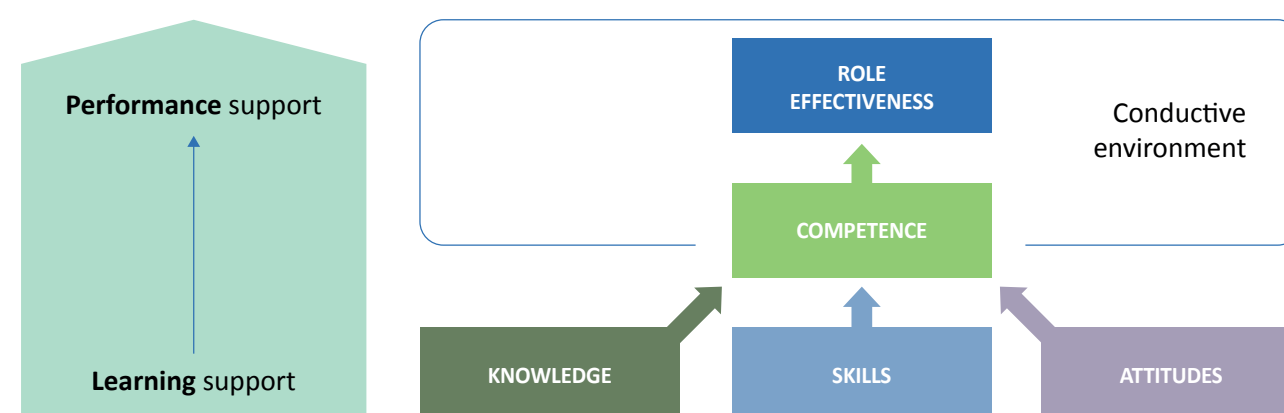


Figure 14: Competencies and role performance

52. The Alliance for Child Protection in Humanitarian Action, *Child Protection in Humanitarian Action Competency Framework*, 2020

Furthermore, an individual might feel demotivated in an environment that is not conducive which can lead to feeling undervalued and which may negatively impact on performance or on their willingness to remain in role. A conducive environment relies on a variety of factors including having sufficient time and resources to do one's job, having appropriate support from a manager, having appropriate organizational support.

Since the end goal of supporting learning and development in a professional context is to increase role effectiveness, appropriate interventions can range from learning interventions, which support the acquisition of knowledge or development of skills, through to performance support interventions, which support the application of knowledge and skills in a professional context. Interventions that aim to improve the professional environment are not usually in the scope of learning and development interventions, however, performance support can help individuals to navigate challenges in the context.

Learning support and performance support are not discrete, but can be understood to be on a continuum. Different types of interventions, or modes of learning, can be used to support learning or performance to a greater or lesser extent. See figure 15 which is taken from RedR UK's *Capacity Building Framework*<sup>53</sup>.

As well as exploring Coordinators' and IMOs' level of competency, the assessment explored role effectiveness. Coordinators and IMOs were asked whether they felt they had the required underlying skills and knowledge, whether they were able to apply their knowledge and skills in their professional environment and whether they felt they were working in a conducive professional environment in order to ascertain what type and modality of learning or performance support interventions would be most effective.

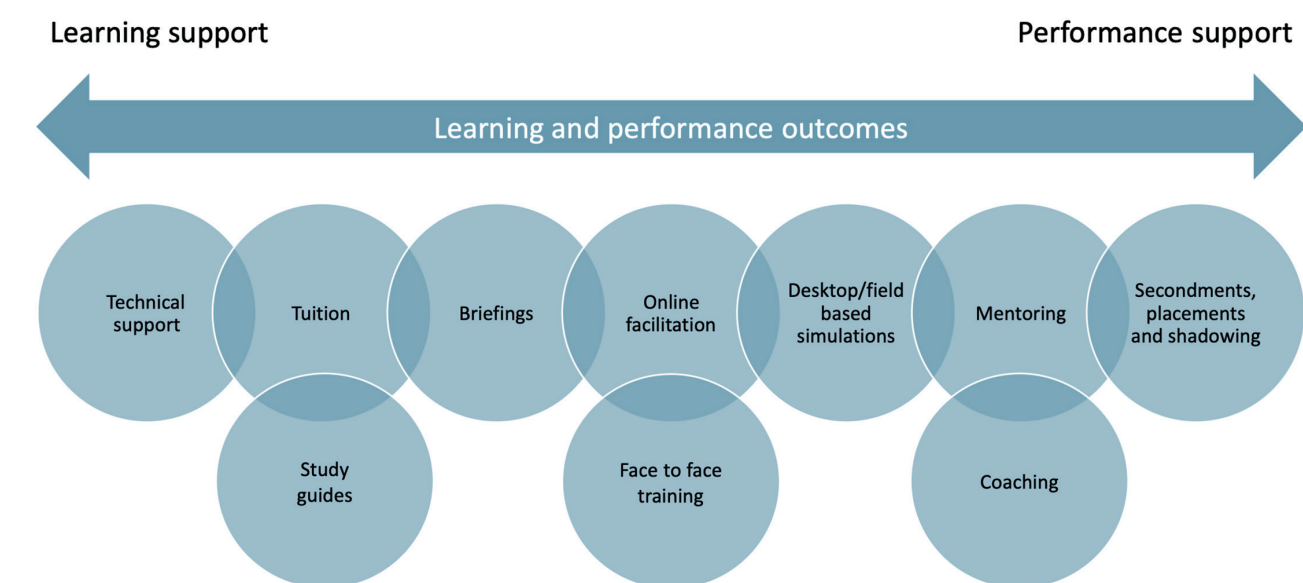


Figure 15: Learning modes from learning support to performance support

53. RedR UK, *Capacity Building Framework*, 2015

3.1.3 Challenges and limitations

During the assessment, Coordinators and IMOs were asked to report their level of confidence against each of the competencies. This method was selected for a number of reasons:

- It prioritises the voice of the respondent as it allows them to share their perspectives on their performance,
- It provides an opportunity for respondents to self-reflect, opening up engagement with the learning process which follows,
- From a practical perspective, it is a simple and efficient process of gathering information.

However, self-assessment of this type has a number of limitations:

- Assessments of this type are subjective as no concrete behaviours or definitions of levels of confidence are provided against which to measure one’s performance,
- In some situations, there can be a tendency to over-report confidence due to concerns over how the results will be used and whether there will be any consequences in identifying weakness,
- Accurately assessing one’s own competencies can be difficult and may be particularly challenging for anyone working in a context where they do not receive regular and specific feedback on their performance, anyone who is working in a role where there are no or few people working in similar roles with whom they can compare their performance, anyone who is not experienced in self-reflection or self-assessment.

Alternative methods of competency assessment are possible, including testing or conducting manager-led assessments of competencies. However, for the purposes of this assessment, these methods were not deemed appropriate or feasible.

To minimise the impact of these limitations, responses to different questions in the surveys have been cross-compared and questions were included in the discussions and interviews to further understand Coordinator’s and IMOs’ level of confidence.

3.2 Coordinator and IMO competency levels and learning needs

3.2.1 Coordinator competency levels and learning needs

Overall, Coordinators reported feeling confident in their ability to perform their role effectively. When asked the extent to which they agreed with the statement, “I have the required competencies, skills and knowledge areas to perform my job effectively,” 73% agreed or strongly agreed. Overall, respondents’ level of confidence in their competence increased with the number of years of experience.

When asked to rate their competency level for each of the competencies in the CP AoR Coordination Framework, the majority of respondents rated themselves as ‘good’ or ‘excellent’ against all of the competencies. However, there was a broad spread in the rates of confidence which varied from 97% of respondents rating themselves ‘good’ or ‘excellent’ for the competency ‘Builds and maintains partnerships’ through to 55% for ‘Supports resource mobilisation’.

The competencies, listed in order of confidence level from least confident to most confident are presented in figure 16. In the table, the section in which each competency appears in the CP AoR Competency Framework is indicated for reference and competencies are colour coded for additional clarity. The competencies which respondents feel least confident in, are predominantly the functional competencies in section C of the competency framework.

#	SECTION/ #	COMPETENCY	% RESPONDENTS REPORTING CONFIDENCE
1	C3	Supports resource mobilisation	55
2	C5	Monitors the response	68
3	D5	Manages ambiguity and complexity	68
4	C1	Provides influential and strategic leadership	71
5	C6	Strengthens national and local capacity to respond and lead	74
6	A3	Operates safely and securely	74
7	C4	Advocates for increased child protection outcomes	79
8	B4	Promotes inclusion	79
9	A1	Applies humanitarian principles, standards and guidelines	79
10	D4	Innovates and embraces change	82
11	C2	Analyses and communicates information	82
12	D6	Thinks and acts strategically	87
13	A2	Applies key CPiE principles, standards, concepts and tools	87
14	B1	Demonstrates commitment to a coordinated response	89
15	B2	Promotes cooperation	92
16	D2	Demonstrates self-awareness and ethical awareness	95
17	D3	Drive to achieve results for impact	95
18	B3	Demonstrates accountability	95
19	D1	Builds and maintains partnerships	97

Figure 16: CP AoR Coordination competencies ranked in order of Coordinators' confidence

In discussions and interviews, Coordinators were asked about their skills and competencies that they brought with them when they came into coordination which were most valuable to them at that time, the skills that they needed to develop and areas where they still struggled. In addition, Managers were asked which skills and competencies they felt Coordinators needed the most and any challenges they faced in their roles. The skills and competencies which were highlighted as areas people most needed have been summarised in figure 17. These have been grouped according to the sections in the competency framework and the specific competency that they

relate to has been noted in brackets. Some of the knowledge areas and skills mentioned are foundational to more than one section in the competency framework. These have been added as ‘cross cutting knowledge and skills’.

The list presented in figure 17, represents a list of those competencies, skills and knowledge areas which people feel are most important rather than representing a list of current competency gaps. They are also not presented in any priority order. However, topics which were heavily emphasised and repeated by a number of participants in the discussions appear in green font.

SECTION OF THE CP AOR COORDINATION COMPETENCY FRAMEWORK	PRIORITISED COMPETENCIES, SKILLS AND KNOWLEDGE
Section A: Sectoral competencies	<ul style="list-style-type: none"><li>• Knowledge of the Core Commitments for Children (CCCs) (A1)</li><li>• Minimum Standards for Child Protection in Humanitarian Action (CPMS) and other global standards and how to contextualise them (A2)</li><li>• Being able to connect CP with other sectors and encouraging and supporting others to integrate CP into their activities (A2)</li><li>• Managing one’s own stress (A3)</li><li>• Dealing with psychosocial distress of those around you (A3)</li></ul>
Section B: Common behavioural competencies	<ul style="list-style-type: none"><li>• Coordination skills (B1)</li><li>• Working with partners, including persuading them to participate, and building a network (B2)</li><li>• Being neutral - open and accountable (B3)</li><li>• Being inclusive and encouraging partners to be involved (B4)</li></ul>
Section C: Functional competencies	<ul style="list-style-type: none"><li>• Leadership and management skills (C1)</li><li>• The coordination system including the structure, the HNO and HRP processes, how to apply for pooled funds, reforms and what resources exist (C1)</li><li>• Being both operational and strategic (C1)</li><li>• Being up-to-date with changes and new tools and guidance for CP AoR Coordination (C1)</li><li>• Support with coordination processes (e.g. calculating the PIN) (C1)</li><li>• CPiE Handbook and how to apply it in context (C1)</li><li>• Information management (C2)<sup>54</sup></li><li>• Fundraising (C3)</li><li>• Advocacy with donors and other sectors (C4)</li><li>• Localisation including how to support the Government (to be accountable, to lead the response) and how to avoid just transferring risk but also build capacity (C6)</li></ul>
Section D: Core behavioural competencies	<ul style="list-style-type: none"><li>• NA</li></ul>
Cross-cutting knowledge and skills (applying to more than one section)	<ul style="list-style-type: none"><li>• Contextual knowledge including structures and systems in place in the country and local partners</li><li>• Communication including persuasion and influencing and having meaningful conversations</li><li>• Negotiation, consensus building and conflict resolution including managing political or volatile situations</li></ul>

Figure 17: Priority competencies for Coordinators

54. Information management skills were noted in the context of having enough base knowledge to both be able to do aspects of their own role and offer effective support to the IMO being managed.

3.2.2 IMO competency levels

As with Coordinators, IMOs felt confident in their ability to perform their role effectively. When asked the extent to which they agreed with the statement, “I have the required competencies, skills and knowledge areas to perform my job effectively,” 92% agreed or strongly agreed. Overall, respondents’ level of confidence in their competence increased with their number of years of experience.

When asked to rate their competency level for each of the competencies in the CP AoR Information Management Framework, the majority of respondents rated themselves as ‘good’ or ‘excellent’ against all of the competencies. For 11 out of the 19 competencies presented, 100% of respondents rated their competencies as ‘good’ or ‘excellent’.

In order to distinguish between the competencies and to identify a priority order for learning support, the competencies have been put into order according to how people rated their level of competence. Since the overall ratings were very positive, a different method was used for prioritising the competencies than was used for the Coordinators. For the IMO responses, the response options were each assigned a numerical value (excellent 5, good/4, fair/3, limited/2, none/1) which was then multiplied by the number of respondents selecting that response. This was then converted to a percentage of the possible full rating if all respondents had selected ‘excellent’. Since the question measures respondents’ perceptions, the calculation is used only to arrange the competencies into order of increasing perceptions of confidence to aid the identification of priority areas for learning. The resulting order can be seen in figure 18.

In the table (figure 18), the competencies are listed in order of confidence level from least confident to most confident. The section of the CP AoR Competency Framework in which the competency sits is listed for reference. The competencies in the table are also colour coded by section for ease of reference.

Overall, IMOs reported feeling least confident with the competencies in Section A of the CP AoR Competency Framework which are the sectoral competencies. In particular, the competency related to CPiE specialism is the competency about which there is least confidence. This may reflect the common lack of CP background amongst IMOs as well as the high level of double-hatting roles amongst IMOs with IMO commonly working for more than one sector.



#	SECTION/ #	COMPETENCY	% RESPONDENTS REPORTING CONFIDENCE
1	A2	Applies key CPiE principles, standards, concepts and tools	78
2	C6	Strengthens national and local capacity to respond and lead	83
3	D5	Manages ambiguity and complexity	83
4	A3	Operates safely and securely	85
5	A1	Applies humanitarian principles, standards and guidelines	85
6	B4	Promotes inclusion	88
7	D6	Thinks and acts strategically	88
8	C5	Monitors the response	89
9	C4	Advocates for increased child protection outcomes	89
10	D4	Innovates and embraces change	89
11	B2	Promotes cooperation	91
12	C3	Supports resource mobilisation	91
13	D3	Drive to achieve results for impact	91
14	B1	Demonstrates commitment to a coordinated response	92
15	B3	Demonstrates accountability	92
16	C1	Provides influential and strategic leadership	92
17	C2	Analyses and communicates information	92
18	D1	Builds and maintains partnerships	92
19	D2	Demonstrates self-awareness and ethical awareness	94

Figure 18: CP AoR IM Competencies ranked in order of IMOs’ confidence

As with Coordinators, in discussions and interviews, IMOs were asked about their skills and competencies that they brought with them when they came into coordination which were most valuable to them at that time, the skills that they needed to develop and areas where they still struggled. The skills and competencies which were highlighted as areas people most needed have been summarised in figure 19. These have been grouped according to the sections in the competency framework and the specific competency that they relate to has been noted in brackets. Some of the knowledge areas and skills mentioned are foundational to more than one section in the competency framework. These have been added as ‘cross cutting knowledge and skills’.

As with the table showing priority areas for Coordinators, this list represents a list of those competencies, skills and knowledge areas which people feel are most important rather than representing a list of current competency gaps. They are also not presented in any priority order. However, topics which were heavily emphasised and repeated by a number of participants in the discussions appear in green font.

SECTION OF THE CP AOR IM COMPETENCY FRAMEWORK	PRIORITISED COMPETENCIES, SKILLS AND KNOWLEDGE
Section A: Sectoral competencies	<ul style="list-style-type: none"><li>• Knowledge and experience of the humanitarian sector and other actors (A1)</li><li>• Knowledge of CPHA and CPMS including indicators and activities (A2)</li><li>• Integrating CP into other clusters (A2)</li></ul>
Section B: Common behavioural competencies	<ul style="list-style-type: none"><li>• Being a team player (B2)</li><li>• Working with partners (B2)</li></ul>
Section C: Functional competencies	<ul style="list-style-type: none"><li>• Leadership and management (D1)</li><li>• Understanding strategic objectives of the CP AoR (C1)</li><li>• The coordination system including the HNO and HRP processes, indicators and activities (C1)</li><li>• Knowledge of CP AoR including available tools, dashboards, templates, resources, colour codes, icons and guidance (C1)</li><li>• Expectations of the role of IM including what tools are available (C1)</li><li>• Coordination and IM processes including what tools to use, conducting assessments and setting up systems (C1)</li><li>• Data analysis, data quality assurance, data processing skills (C2)</li><li>• Interpreting CP AoR data to identify the implications (C2)</li><li>• Presenting data and creating information management products such as dynamic dashboards (C4)</li><li>• Using software packages including Excel, Adobe, Power BI, Tableau, ArcGIS (C2 and 4)</li><li>• More advanced technical skills e.g. Python (C2 and 4)</li><li>• Knowledge of upcoming and emerging technologies (all)</li></ul>
Section D: Core behavioural competencies	<ul style="list-style-type: none"><li>• Being innovative (D4)</li><li>• Being flexible: ability to deal with different contexts and environments (D5)</li></ul>
Cross-cutting knowledge and skills (applying to more than one section)	<ul style="list-style-type: none"><li>• Contextual knowledge including structures and systems in place in the country and local partners</li><li>• Communication skills including providing guidance and advice, being persuasive</li><li>• Interpersonal skills including motivating others</li></ul>

Figure 19: Priority competencies for IMOs

3.3 Role effectiveness

3.3.1 Coordinator role effectiveness

In question B6 of the survey, respondents were asked to select which factors would improve their effectiveness in their role further. They were presented with a list of twelve elements and were asked to select all that applied. The results are presented in figure 20.

In figure 20, the factors are loosely arranged in groups and colour coded to reflect this. The first six factors on the bar chart, coloured blue, represent environmental factors that relate to how conducive the professional environment is. These are subdivided into factors that relate to whether a Coordinator felt they had the support and resources needed to do their role (factors coloured dark blue) and factors related to the

Coordination team in which they work (factors colour light blue). The remaining factors, coloured green, relate to a Coordinator’s ability to do their role and their access to learning and performance support. Factors coloured dark green relate mostly to being able to apply skills on the job while factors coloured pale green relate mostly to the underlying knowledge, skills and having access to the required information.

The results show that there are a mixture of contextual/environmental factors and factors related to their own competence in role which respondents selected as impacting their effectiveness. The most frequently selected factor, which was chosen by 68% of respondents, was ‘having more resources’, an environmental factor. This was followed by three factors which relate to additional support:

- Having increased access to a network of peers (63%),
- Having increased access to learning materials and resources (63%),
- Having increased access to expert advice or support through a help desk (63%).

Despite the overall high level of confidence in their level of competence (see Section 3.2.1 Coordinator competency levels), this indicates an interest in further learning and development.

Two other factors were selected by a majority of respondents:

- Having more people in your team to complete all the tasks (58%),
- Working in a team with more experienced and skilled colleagues (55%).

These factors relate to the overall capacity of the team, as discussed in *Section 2.2 Current CP AoR capacity*, and indicates a majority of Coordinators feel these issues impact on their effectiveness.

‘Being better able to respond to challenges and unexpected circumstances’ and ‘having improved underlying knowledge and skills required for your job’, both factors related to learning and personal competence were selected by half of all respondents.

FACTORS AFFECTING ROLE EFFECTIVENESS AMONGST COORDINATORS

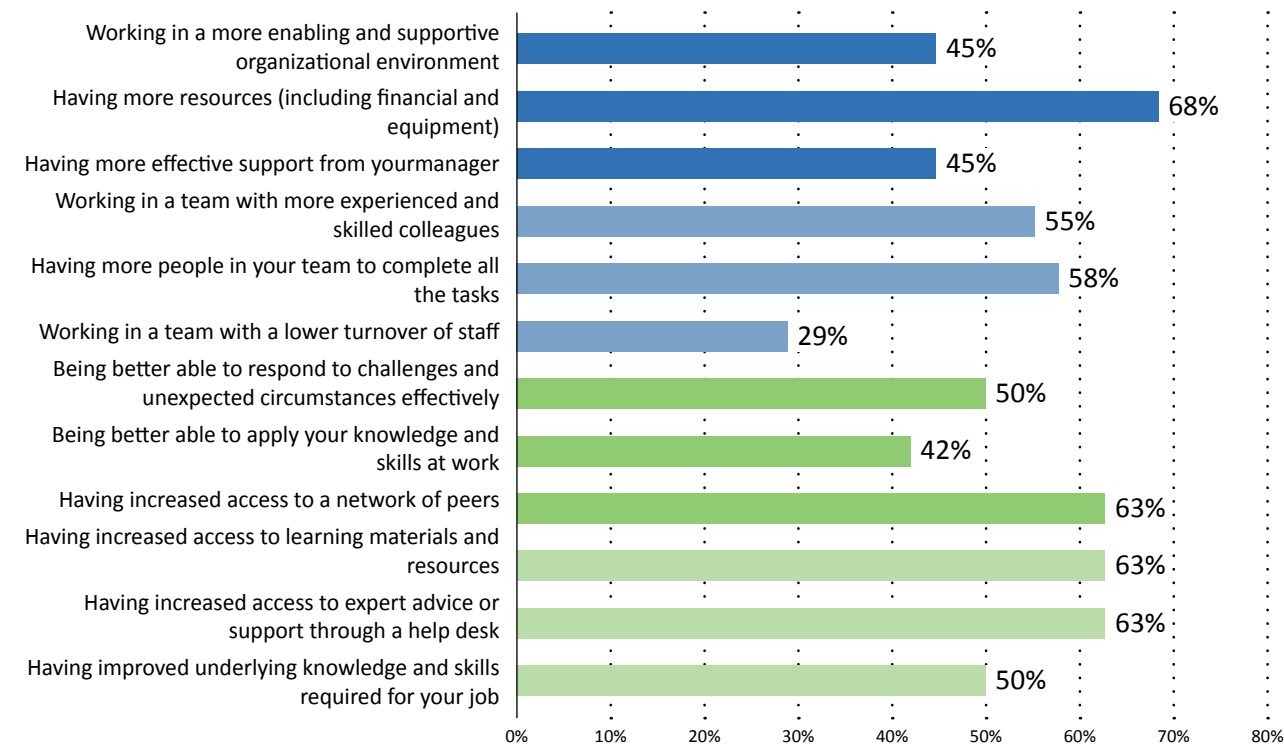


Figure 20: Coordinator perception of factors impacting role effectiveness

In interviews and discussions, some of the environmental challenges were reinforced by participants. The lack of resources and the negative impact of this was mentioned by the majority of participants. Negative impacts mentioned included being unable to conduct field visits or offer capacity building workshops which was seen as being very demotivating. One participant noted that the role felt very insecure and not valued by the organization because no budget is allocated and the roles are not formally included in the organizational structure. In addition, several participants noted challenges with the support they received from their manager including one person who noted that they did not have much contact with their manager and the contact they had was limited to administrative issues such as approving of travel plans. The impact was that he had to solve problems within his team without any support from the manager.

3.3.1 IMO role effectiveness

IMOs were asked the same question (B6) and were presented with the same list of twelve factors from which they were able to select all that applied. The results are presented in figure 21: IMO perception of factors impacting role effectiveness

The results show that, as with the Coordinators, there are a mixture of contextual/environmental factors and factors related to their own competence in role which respondents selected as impacting their effectiveness. However, there is a slight bias towards factors related to their own competence and access to learning materials.

The most frequently selected factors, all relate to having improved abilities or having increased access to learning or performance support. The four most frequently selected responses were:

- Having increased access to learning materials and resources (85%),
- Having improved underlying knowledge and skills required for your job (77%),
- Having increased access to a network of peers (69%),
- Having increased access to expert advice or support through a help desk (69%).

The other two factors related to learning and competency levels, were selected by approximately half of respondents:

- Being better able to apply your knowledge and skills at work’ (54%),
- Being better able to respond to challenges and unexpected circumstances effectively (46%).

As with the Coordinators, despite a high level of confidence in their competencies (see *Section 3.2.2 IMO competency levels*), the result indicates a strong interest in further learning and development.

Amongst the factors related to the environment, four were selected by a majority of respondents. These factors were:

- Having more effective support from your manager (62%),
- Working in a team with more experienced and skilled colleagues (62%),
- Working in a team with a lower turnover of staff (54%),
- Having more resources (including financial and equipment) (54%),

FACTORS AFFECTING ROLE EFFECTIVENESS AMONGST IMOS

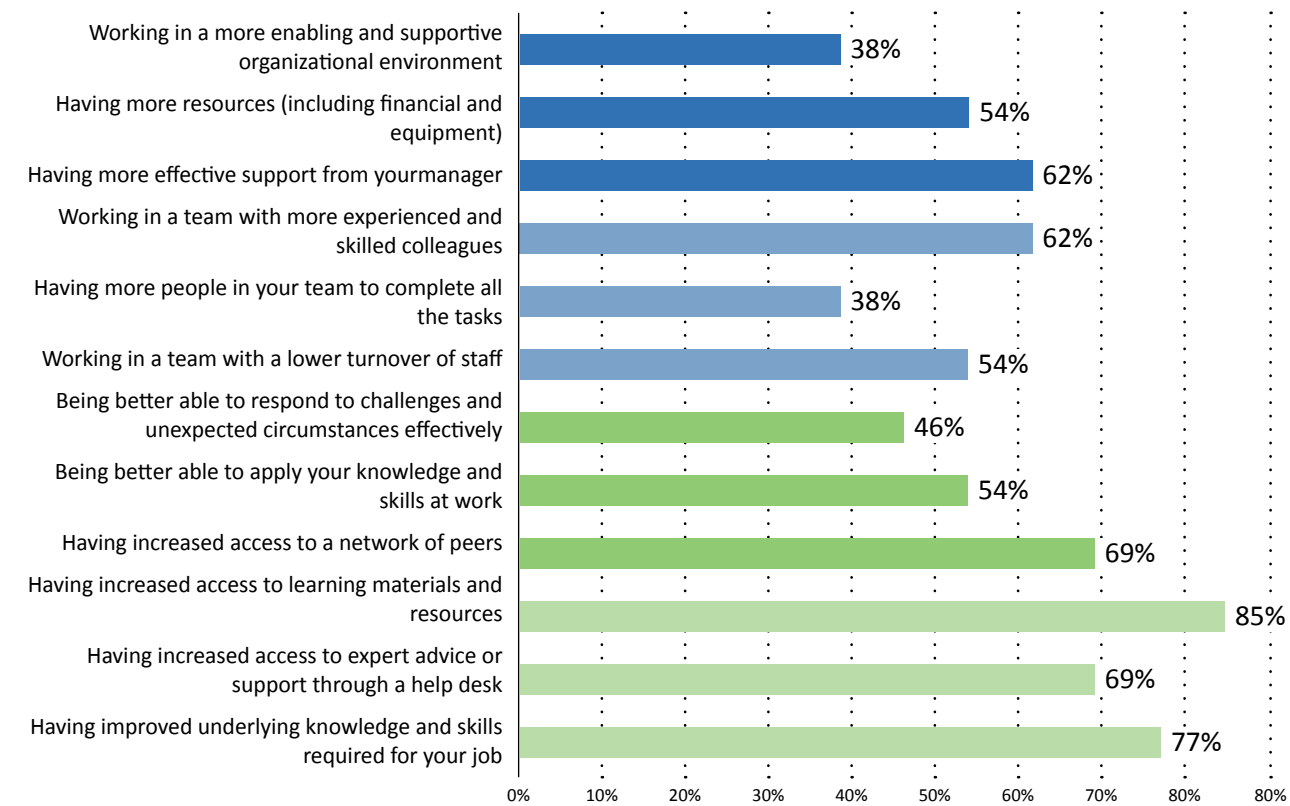


Figure 21: IMO perception of factors impacting role effectiveness

The least commonly selected factors were:

- Having more people in your team to complete all the tasks (38%),
- Working in a more enabling and supportive organizational environment (38%).

Turnover rates were an issue raised in discussions and interviews and the impact on people’s work was noted. One IMO noted that in the 4-5 years that she had been in role, there had been 2 - 3 CP AoR Coordinators and 5 Education Coordinators. As well as the impact on the programme, she also noted the impact on herself as her manager had frequently changed.

3.4 Learning preferences and practices

In order to inform the L&D Strategy, Coordinators and IMOs were asked in the surveys about their learning preferences and about their access to and use of existing learning resources and materials. The purpose was to identify ways of offering learning and development support which will be most effective, which will take into account any practical or logistical challenges that people face and prioritise learning opportunities that people are most likely to engage with.

3.4.1 Learning preferences

In the online surveys, Coordinators and IMOs were asked about their preferences in relation to:

- Modes of learning,
- Motivation for learning,
- Preferences in terms of duration,
- Preferred language for learning.

Modes of learning

In order to understand how Coordinators and IMOs prefer to learn, they were asked in the online survey (question D1) to select five of their preferred learning modes. The results are presented in figure 22.

As discussed in *Section 3.1.2 Role performance and competencies*, different modes of learning are better suited to different types of learning or performance support, so the purpose of the intervention is an important consideration when selecting a learning mode. Nonetheless, individual learners’ preferences are also an important factor in selecting modalities.

Amongst both Coordinators and IMOs there was a clear preference expressed for facilitated face-to-face courses. For other modes of learning, preferences between Coordinators and IMOs differed with facilitated online courses being the second most popular choice for IMOs but one-to-one support in the form of coaching and mentoring being the second most popular amongst Coordinators.

Self-paced online courses were selected by just under half of all Coordinators (47%) and just over half (54%) of IMOs.

The least popular modality amongst Coordinators and IMOs was online peer-peer learning with in-person peer-peer learning also not being a very popular choice.

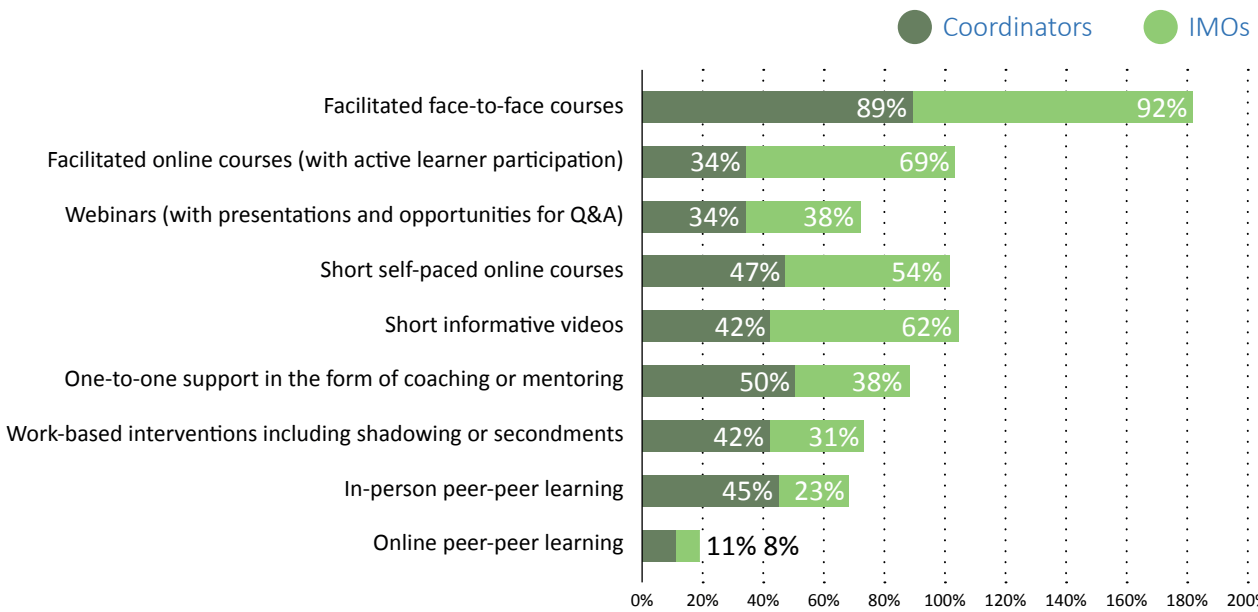


Figure 22: Preferred modes of learning amongst Coordinators and IMOs

In interviews and discussions with Coordinators and IMOs, reasons for this preference for face-to-face learning were discussed and several reasons for the preference were mentioned including:

- Difficulties in protecting learning time when studying in asynchronous formats such as self-paced modules and the likelihood of being disturbed or distracted,
- Difficulties in remaining motivated and maintaining self-discipline when following self-paced modules,
- Facilitated learning offering the opportunity to ask a facilitator questions or to provide further demonstrations or to support in contextualising the information,
- Face-to-face learning, offering the opportunity to meet and network with peers.

Motivation for learning

In order to understand what motivated Coordinators and IMOs to learn, they were asked in the online survey to select which factors, from a list of 14 options, were most likely to motivate them to undertake and complete a learning programme (question D2).

Amongst Coordinators, the most commonly selected motivation was ‘Having the opportunity to learn from peers’ which was selected by 71%. Although this appears to contradict the previous finding that peer-peer learning was the least preferred learning modality, it may be that this indicates a preference for the social elements of learning and therefore modalities that are facilitated rather than those that are self-paced or asynchronous (see figure 23).

Other factors related to the social element of learning were also highly rated (‘Having the opportunity to network with peers outside of sessions’ was ranked fourth and selected by 55%, ‘Having the opportunity to discuss ideas with other learners’ was ranked sixth and was selected by 50% of respondents, and ‘Having the opportunity to ask a facilitator questions’ was ranked ninth and selected by 42% of learners).

MOTIVATIONS FOR LEARNING AMONGST COORDINATORS

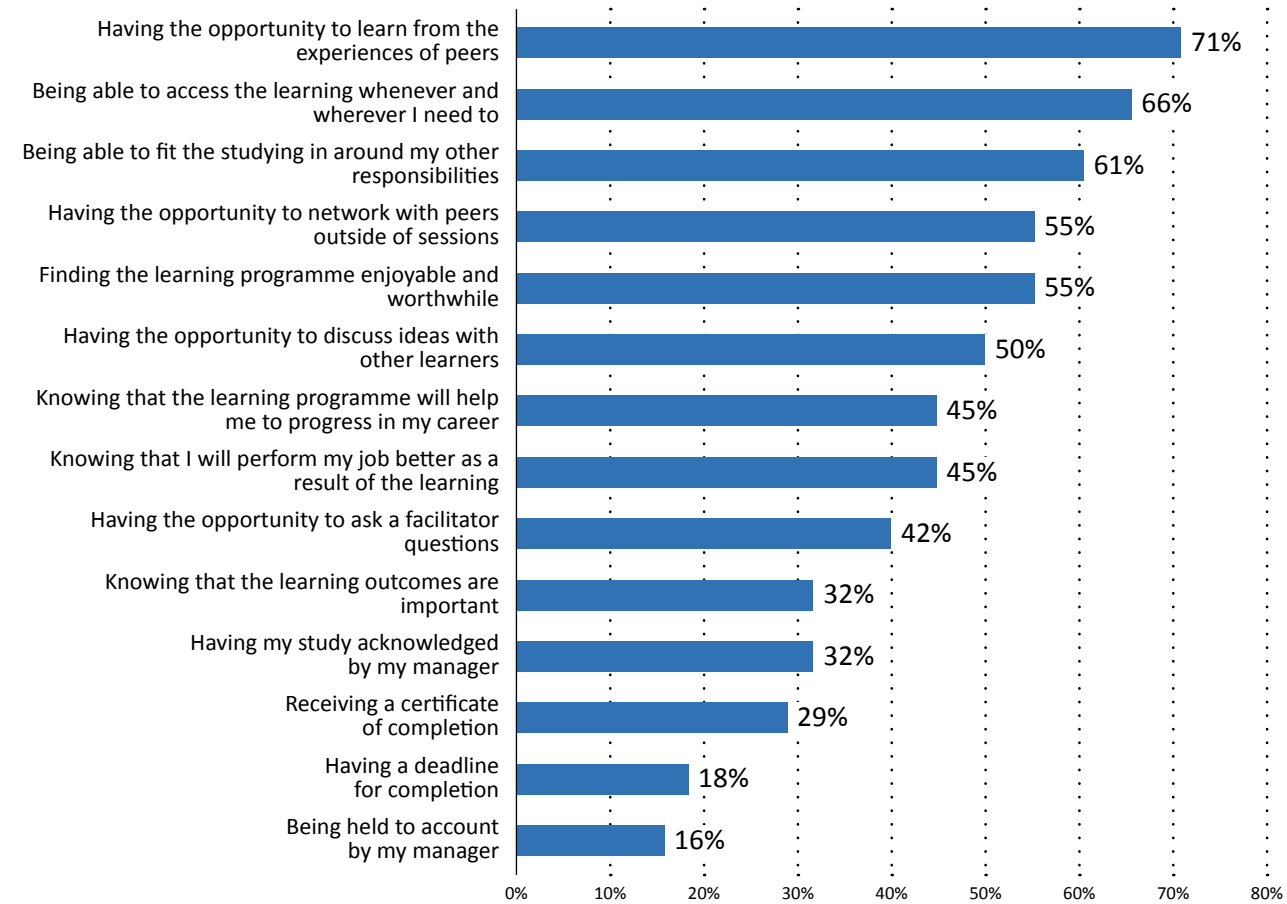


Figure 23: Coordinators' motivations for completing learning programmes

Factors of convenience were ranked in second and third place. This included ‘Being able to access the learning whenever and wherever I need to’ (selected by 66%) and ‘Being able to fit the studying in around my other responsibilities’ (selected by 61%).

Factors related to intrinsic motivation for studying or linked to increased performance in role were selected fifth, seventh, eighth and tenth. These were:

- Finding the learning programme enjoyable and worthwhile (55%),
- Knowing the learning programme will help me to progress in my career (45%),
- Knowing that I will perform my job better as a result of the learning (45%),
- Knowing that the learning outcomes are important (32%).

The least frequently selected response related to extrinsic motivations or measures to regulate or mandate study. These were selected eleventh – fourteenth and were:

- Having my study acknowledged by my manager (32%),
- Receiving a certificate of completion (29%),
- Having a deadline for completion (18%),
- Being held to account by my manager (16%).



Amongst IMOs, the most commonly selected motivation was ‘Finding the learning programme enjoyable and worthwhile’ (selected by 85%) (see figure 24). This was followed by:

- ‘Being able to fit the studying in around my other responsibilities’ (selected by 77%).
- ‘Being able to access the learning whenever and wherever I need to’ (selected by 69%)

The mostly commonly selected factors show a mixture of intrinsic motivation (finding the learning programme enjoyable), convenience (being able to fit the learning in amongst other responsibilities), extrinsic motivation (receiving a certificate) and social factors related to learning (having opportunities to learn from peers and to discuss with other learners). No clear preference for one type of motivation emerged from the responses.

Results for this question were discussed in discussions and interviews with Coordinators and IMOs and a picture emerged that suggests:

- Social factors of learning programmes were valued by Coordinators and IMOs with importance placed on opportunities to discuss issues or network with peers,
- Convenience factors are also important for both Coordinators and IMOs and both groups indicated that learning needs to be possible around other responsibilities or that specific time needs to be carved out for learning, for example by attending a face-to-face workshop, was necessary,
- Intrinsic factors, such as finding the programme enjoyable and knowing the learning would help career progression and role performance, were valued by Coordinators and IMOs,
- Extrinsic factors, such as being held to account by a manager or having a deadline, were not particularly motivating for people, however, the importance of receiving a certificate was noted amongst a majority of IMOs (62%).

MOTIVATIONS FOR LEARNING AMONGST IMOS

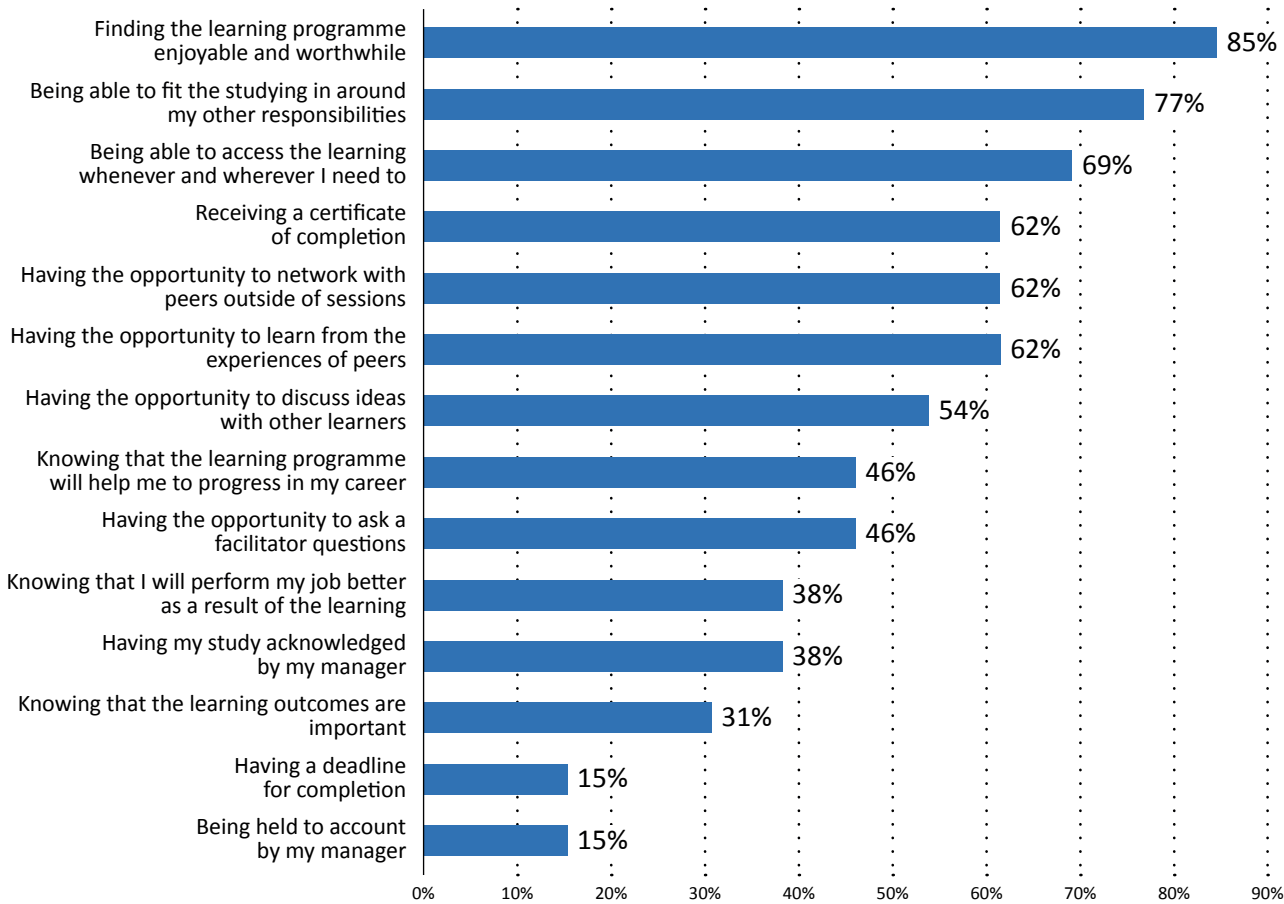


Figure 24: IMOs’ motivations for completing learning programmes

Preferences in terms of duration

Coordinators and IMOs were asked about their preferences in terms of the duration of learning programmes in order to identify how learning support can best be provided and to inform recommendations for delivery options to be included in the L&D Strategy.

When asked about preferred duration of online learning programmes, both Coordinators and IMOs indicated a preference for modules of one-two hours. There was a higher appetite for modules of two-four hours amongst IMOs (23%) than Coordinators (5%).

For face-to-face learning, there was a strong preference for two-three days (this was selected by 53% of Coordinators and 62% of IMOs). This was followed by a preference for five days (which was selected by 34% of Coordinators and 31% of IMOs).

Preferred language for learning

Amongst all respondents, there was a preference for learning in English. However, since the majority of responses were in the English survey, this may not reflect a true preference amongst French and Spanish speakers.

The results disaggregated by the language of the survey taken illustrate a different picture. For Coordinators and IMOs, almost all respondents chose the language of the survey as one of their preferred languages of study (see figure 25 and figure 26).

In the English language surveys, approximately one fifth of Coordinators (22%) and a quarter of IMOs (27%) selected Arabic as an additional option. Other languages selected included French, Spanish, Portuguese, Russian and Ukrainian.

In the French survey, all selected French as an option and English as a second option although this only represents 38% of Coordinators and 50% of IMOs. This demonstrates a clear preference amongst French language speakers for studying in French.

In the Spanish surveys, there were only 3 responses from Coordinators and no responses from IMOs. Of these, all selected Spanish as a preferred option followed by English which was selected by two respondents. As the sample size is so low, these results cannot be taken as being representative. The low number of responses to the Spanish language survey may indicate that Spanish speakers are also fluent in English and may have chosen to respond to the English language survey or it may indicate a lower level of engagement with the Global CP AoR than amongst speakers of other languages.

In interviews and discussions, the finding that people valued being able to receive learning support and study in their first language was valued.

These results suggest that efforts should be made to offer learning resources and support in a range of languages including English, French and Spanish and potentially also in Arabic.

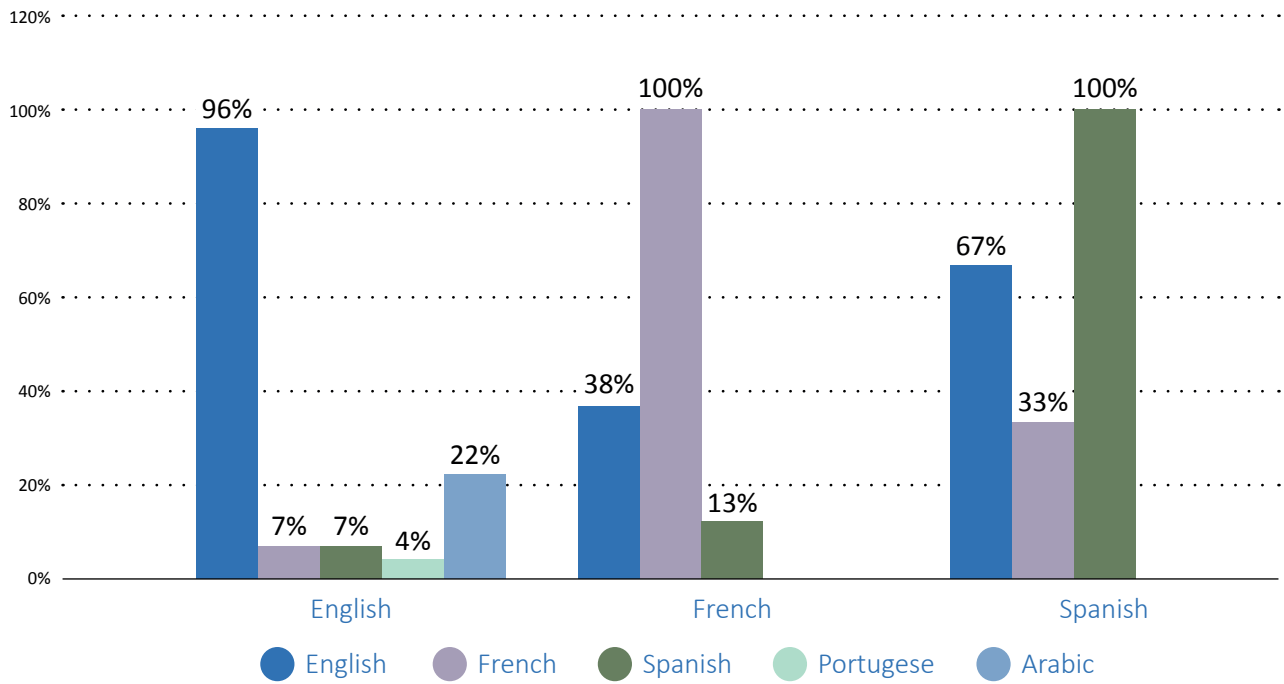


Figure 25: Preferred language for learning amongst Coordinators

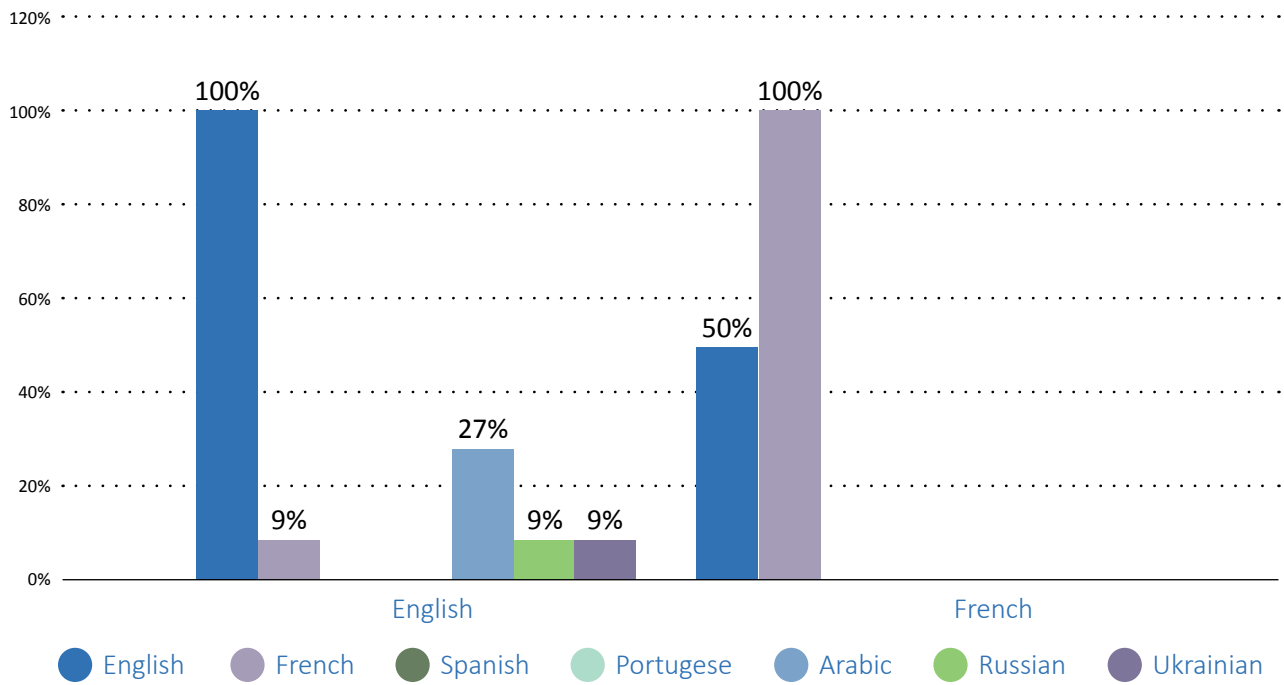


Figure 26: Preferred language for learning amongst IMOs

Factors affecting usage

In addition to questions about their learning preferences, Coordinators and IMOs were asked in the surveys about factors that affected their use of online learning materials and resources. Results are presented in figure 27.

FACTORS AFFECTING USE OF ONLINE LEARNING MATERIALS AND RESOURCES

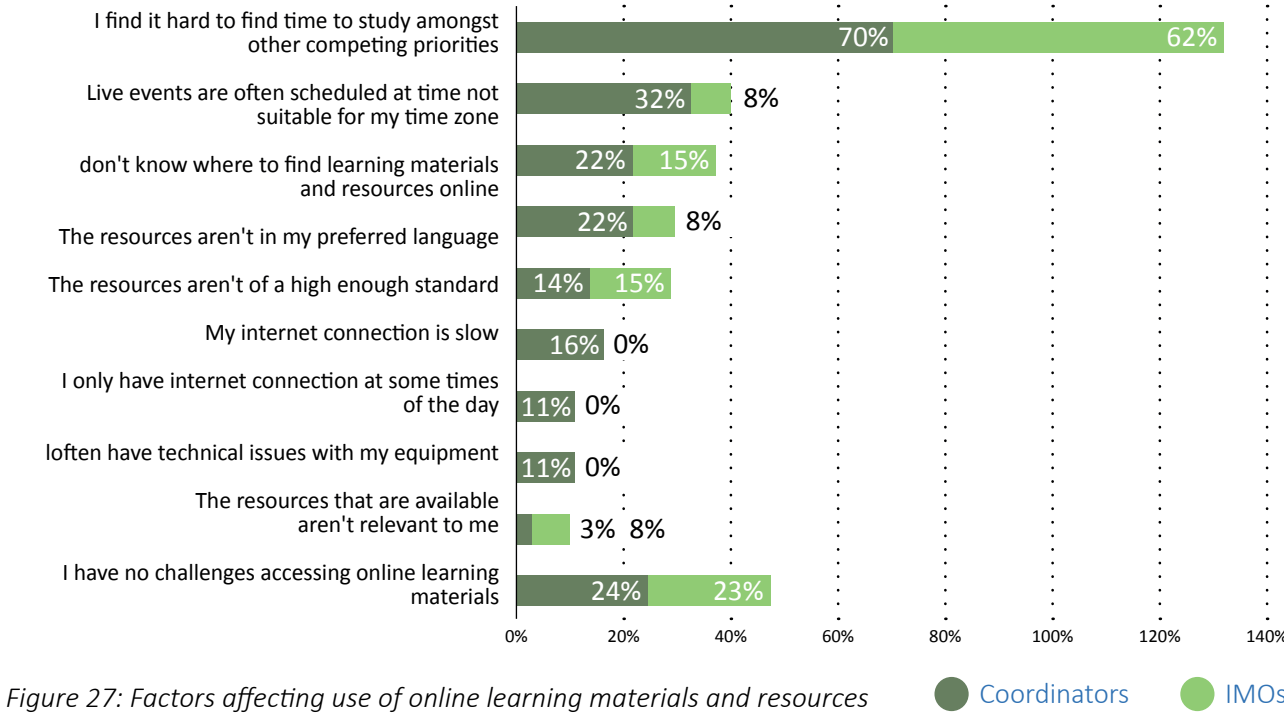


Figure 27: Factors affecting use of online learning materials and resources

The most frequently selected response, and the only response selected by a majority of Coordinators and IMOs was: 'I find it hard to find time to study amongst other competing priorities'. This was selected by 70% of Coordinators and 62% of IMOs. This finding reflects findings on preferred duration of online courses being short and on the prevalence of convenience factors amongst motivations for study.

The next most frequently selected response was 'I have no challenges accessing online learning materials' which was selected by 24% of Coordinators and 23% of IMOs. This was selected slightly more frequently overall than 'I don't know where to find learning materials and resources online'. However, there is a differential in responses from Coordinators and IMOs to this factor with 32% of Coordinators but only 8% of IMOs selecting this option. This may in part be a response to the recent launch of the extensive set of self-paced modules for IMOs on the Humanitarian Learning Channel on Agora. It may also be linked to the availability of large numbers of learning resources online linked to technical skills that IMOs require (for example, on using tools such Power BI, ArcGIS and Tableau).

The option 'the resources aren't in my preferred language' was selected by 22% of Coordinators and IMOs. However, this is a problem particularly noted by respondents to the surveys in French and Spanish. 50% of French respondents and 33% of Spanish respondents noted this as a challenge. (Note there were no respondents to the Spanish language IMO survey) (see figure 28).

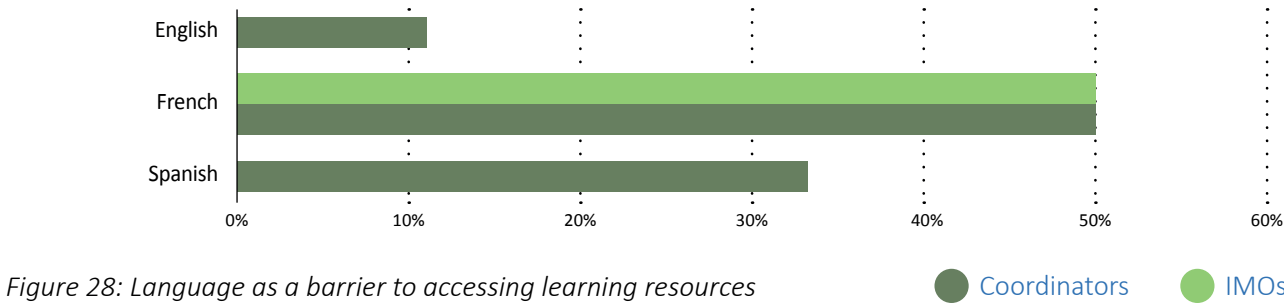


Figure 28: Language as a barrier to accessing learning resources

3.4.2 Access to and engagement with existing learning resources

In the online surveys, Coordinators and IMOs were asked about their awareness of and engagement with existing learning resources and were asked to indicate which learning resources they frequently used.

The majority of Coordinators agreed or strongly agreed that they were aware of learning resources that are available (66%) and that they regularly use learning resources (63%). For IMOs, 77% were aware of resources but only 39% indicated that they regularly used them.

When asked which resources they had used, a majority of Coordinators identified the CPiE Coordination Handbook, CPMS e-course and the CP AoR Starter pack. The least frequently selected was the Humanitarian Coordination Learning Channel on Agora. At present, there are more resources available on this channel for IMOs than Coordinators and, as the channel is relatively new, this finding is to be expected. By contrast, 54% of IMOs report using this resource which includes an extensive programme of self-paced modules for IMOs (see figure 29).

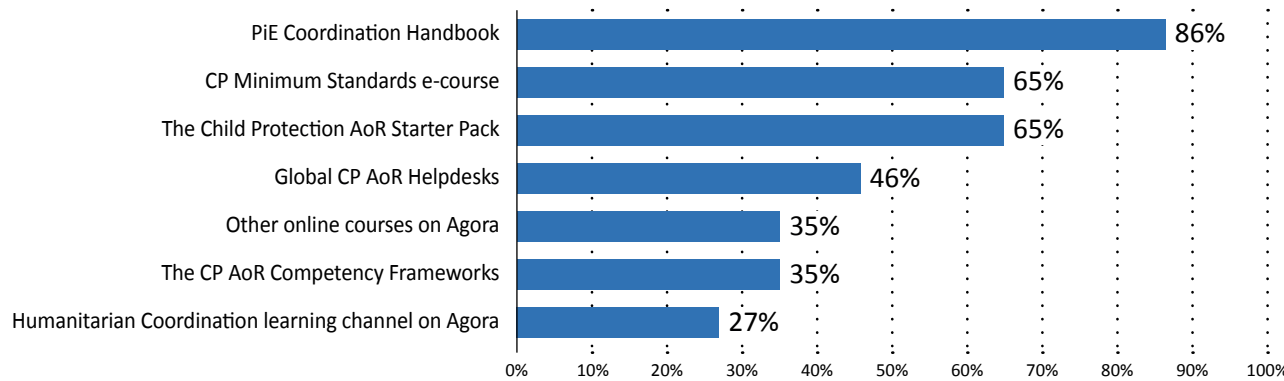


Figure 29: Coordinators' use of learning resources

A smaller number of IMOs indicated they had used the CPiE Coordination Handbook, CPMS e-course and the CP AoR Starter pack than Coordinators with only 15% having used the latter resource. A similarly low proportion of IMOs (15%) reported having used the Global CP AoR Helpdesks (see figure 30).

In discussions and interviews, several IMOs mentioned using the Starter pack and Helpdesks, and in gaining support from members of the Global CP AoR. This appears to indicate that while a small proportion of IMOs may have used these support resources, their experiences have been positive when they have done so.

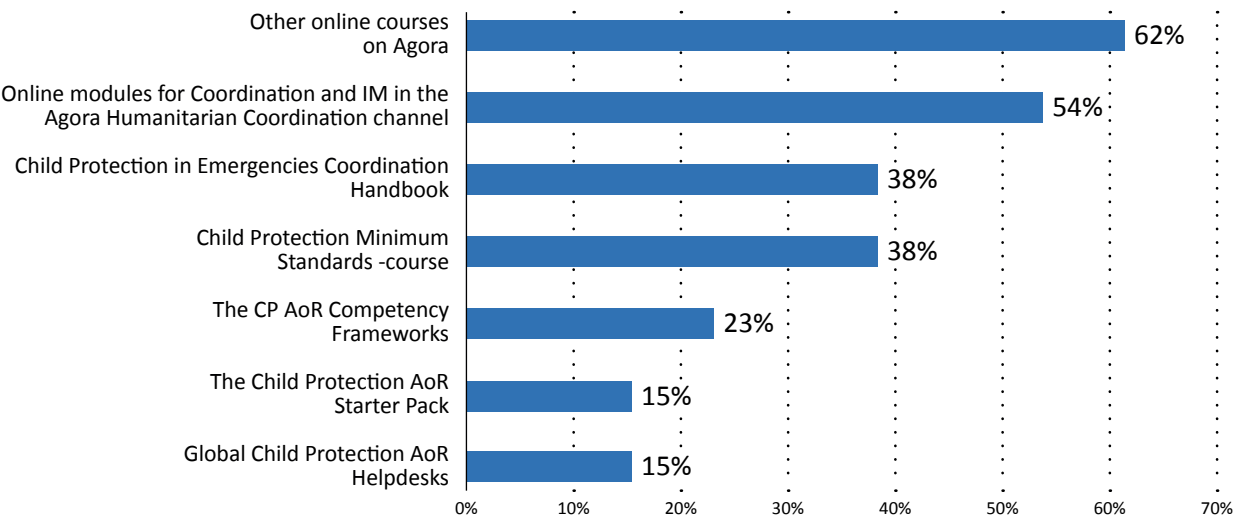


Figure 30: IMOs' use of learning resources

Additional resources where respondents accessed learning resources included:

- Other online LMS such as Kaya Connect and SkillShare,
- The Alliance CPHA website,
- Face-to-face courses offered by other organizations such as OCHA and other clusters,
- YouTube, particularly in the context of technical tools such as Power BI and advanced functions of excel.

3.5 Manager support

3.5.1 Managers of Coordinators

In order to explore perceptions of support provided by managers to Coordinators, questions were included in the online surveys and the themes were explored in discussions and interviews. Full data tables showing the results in each survey are presented in Annex 4: Coordinator Survey Analysis and Annex 6: Manager Survey Analysis and relevant findings are discussed and compared below. These are arranged in four themes:

- Managers' support for Coordinators,
- Challenges faced when managing a Coordinator,
- Information and learning support for managers,
- Managers' awareness of learning resources for Coordinators.

Managers' support for Coordinators

In the online survey for Coordinators question E4 asked managers the extent to which they agreed with a series of five statements. Managers were presented with similar statements (phrased in the first person) in question 3. In order to compare the results, the percentage of respondents who agreed or strongly agreed with each statement was calculated. The comparison between the results is shown in figure 31.

When comparing the responses from the two groups, it is important to note that there is no direct correspondence between the two groups being compared: 38 Coordinators answered questions on their managers and 14 Managers of Coordinators self-assessed. This means the comparison is not a direct comparison but instead should be understood to offer perceptions of management capacity more broadly.

Overall, both Coordinators and Managers rated the support from Managers very positively. For Coordinators, the percentage of respondents who agreed or strongly agreed with the statements ranged from 66% to 86%. For Managers, the percentage of respondents who agreed or strongly agreed ranged from 71% to 86%.

The comparison shows that there is little difference in perception between how Coordinators and their Managers perceive the support provided by Managers. In both surveys, the statement which was most positively rated by all respondents was:

- My manager understands/ I understand what it is like to work in an emergency and knows/ know what the challenges are.

86% of Managers agreed or strongly agreed with this compared with 95% of Coordinators.

The statement which was least positively rated was: 'My Manager has/ I have the competencies, skills and knowledge to manage an AoR Coordinator effectively.' 71% of Managers agreed or strongly agreed with the statement compared with 66% of Coordinators.

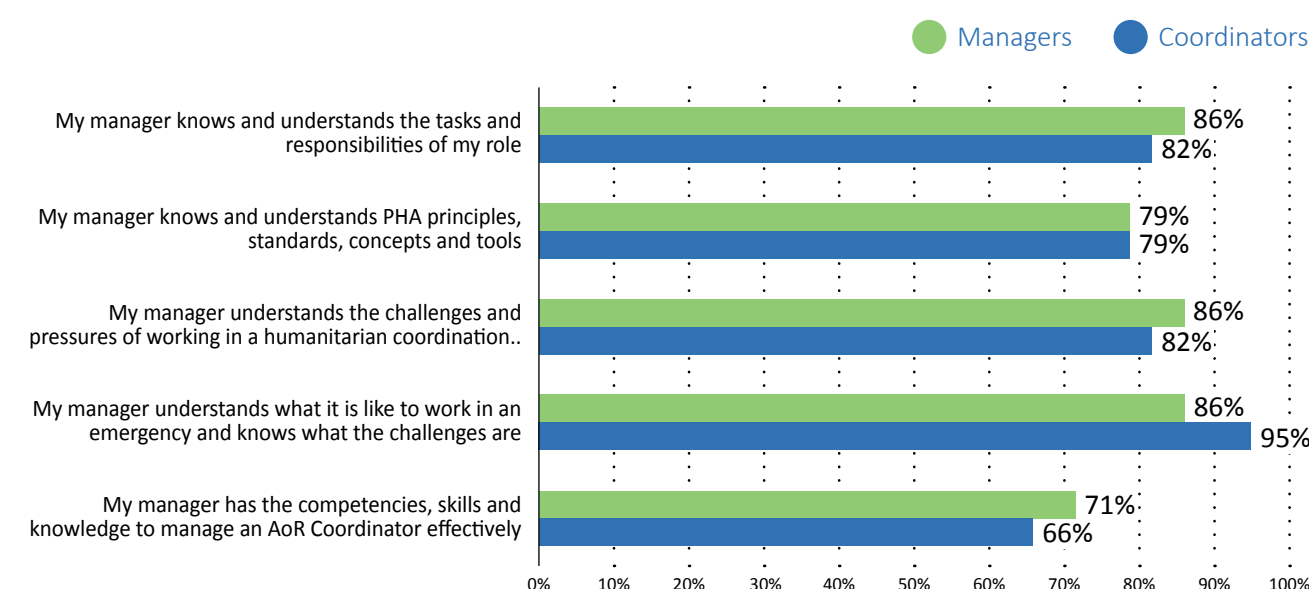


Figure 31: Comparison of perceptions of Managers' support for Coordinators

A follow-up question in the survey for Coordinators (E5) asked which area of development they would prioritise for their manager. The responses given were as follows:

- Increased understanding of the specific tasks and responsibilities of my role (47%),
- Increased understanding of working in a humanitarian coordination team(41%),
- Increased understanding of working in a humanitarian emergency (13%).

These results are in line with the ratings in question E4 in which Coordinators rated their managers' understanding of working in an emergency highly.

## Challenges faced when managing a Coordinator

When asked about the challenges that they faced when managing Coordinators, the majority of Managers selected the following three responses (see figure 32):

- Having too many competing priorities (69%),
- Not having enough time to provide sufficient support (69%),
- Not having enough resources to provide sufficient support (62%).

The statement which was selected by the fewest Managers was:

- Not having sufficient understanding of the tasks and responsibilities of a Coordinator (15%).

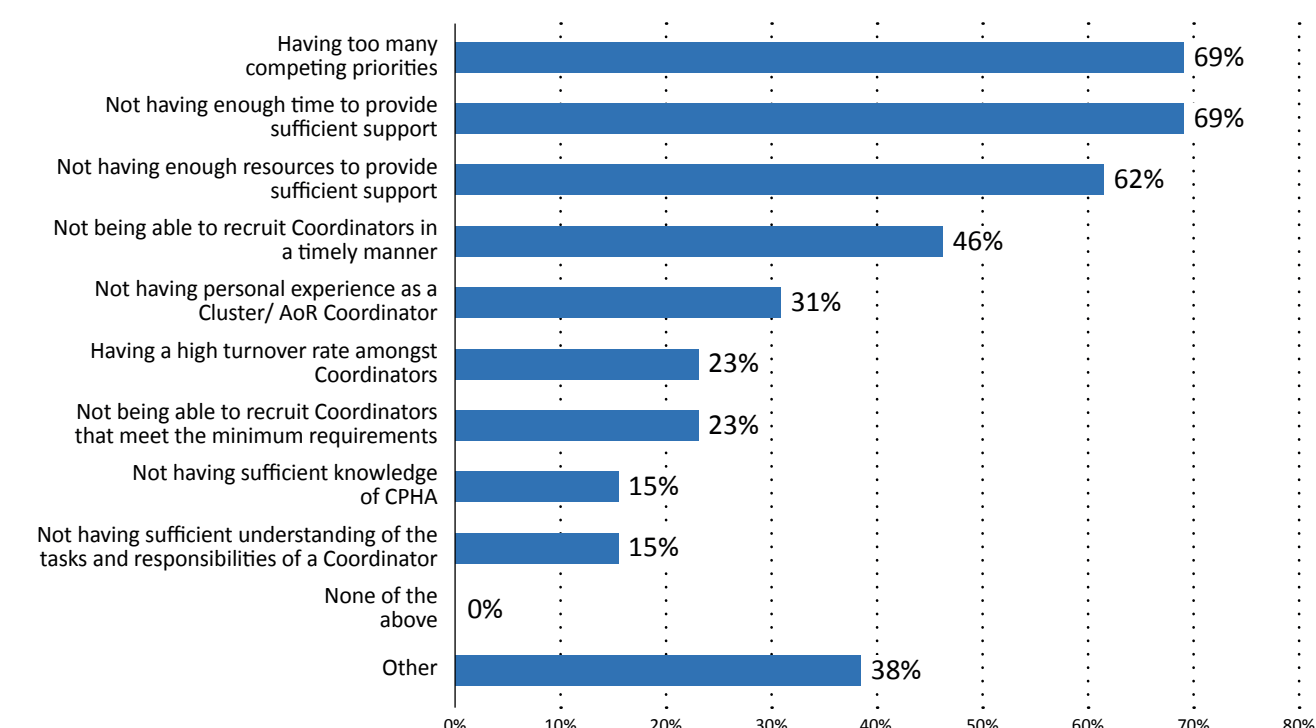


Figure 32: Challenges faced in managing a Coordinator

Five people added additional responses which related to:

- Fundraising challenges ('Lower priority of the organization to continue fundraising for this position', 'CO firing coordinators when funding decreases'),
- Capacity challenges ('Coordinators often double hat and have other programmatic responsibilities', 'Rapid IM turnover or no IM at all'),
- Competency challenges ('Finding coordinators who are highly strategic and operational at the same time' and 'Capacity of field coordinators').

In interviews and discussions, those with substantial experience in managing Coordinators also identified securing funding as the primary challenge they faced in relation to managing challenges.



Information and learning support for Managers

Although Managers overall felt confident in their ability to manage a Coordinator, there was an openness to receiving additional information and learning support. When asked to rate five types of support, the majority of respondents rated the options to be useful or very useful (see figure 33).

The most highly rated was ‘More information about the tasks and responsibilities of a Coordinator’ (79%). The least highly rated was ‘Opportunities to discuss with peers how best to manage an IMO’ which was selected by 64% of respondents.

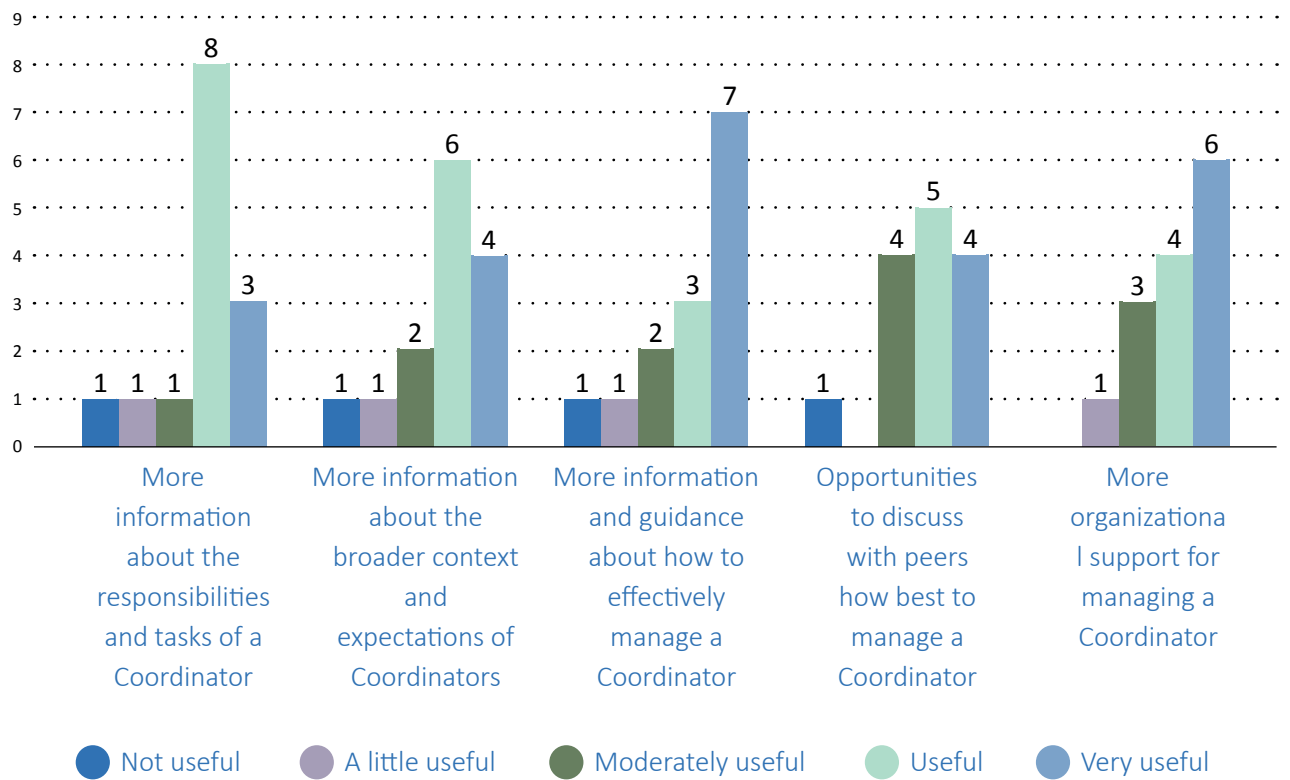


Figure 33: Usefulness of support options for Managers

In addition, two respondents also identified the need for:

- Information on fundraising for coordinators posts,
- Strategic discussions/understanding of priorities/global thinking.

Managers were asked what their preferred options were for receiving support. The majority of respondents (64%) selected facilitated online sessions as their preferred method. The next most popular option was webinars (selected by 50% of respondents).

Managers’ awareness of learning resources for Coordinators

When asked about the use of learning resources, the majority of Managers agreed or strongly agreed that they shared information about resources with the Coordinator they managed (57%) and that the Coordinator had the time and resources they needed to participate in learning programmes (72%). However, only 50% agreed or strongly agreed that they pro-actively encouraged the Coordinator to engage with learning resources and only 43% felt that they were aware of what learning resources were available (see figure 34). This suggests that participation in learning programmes is valued but specific information may be lacking.

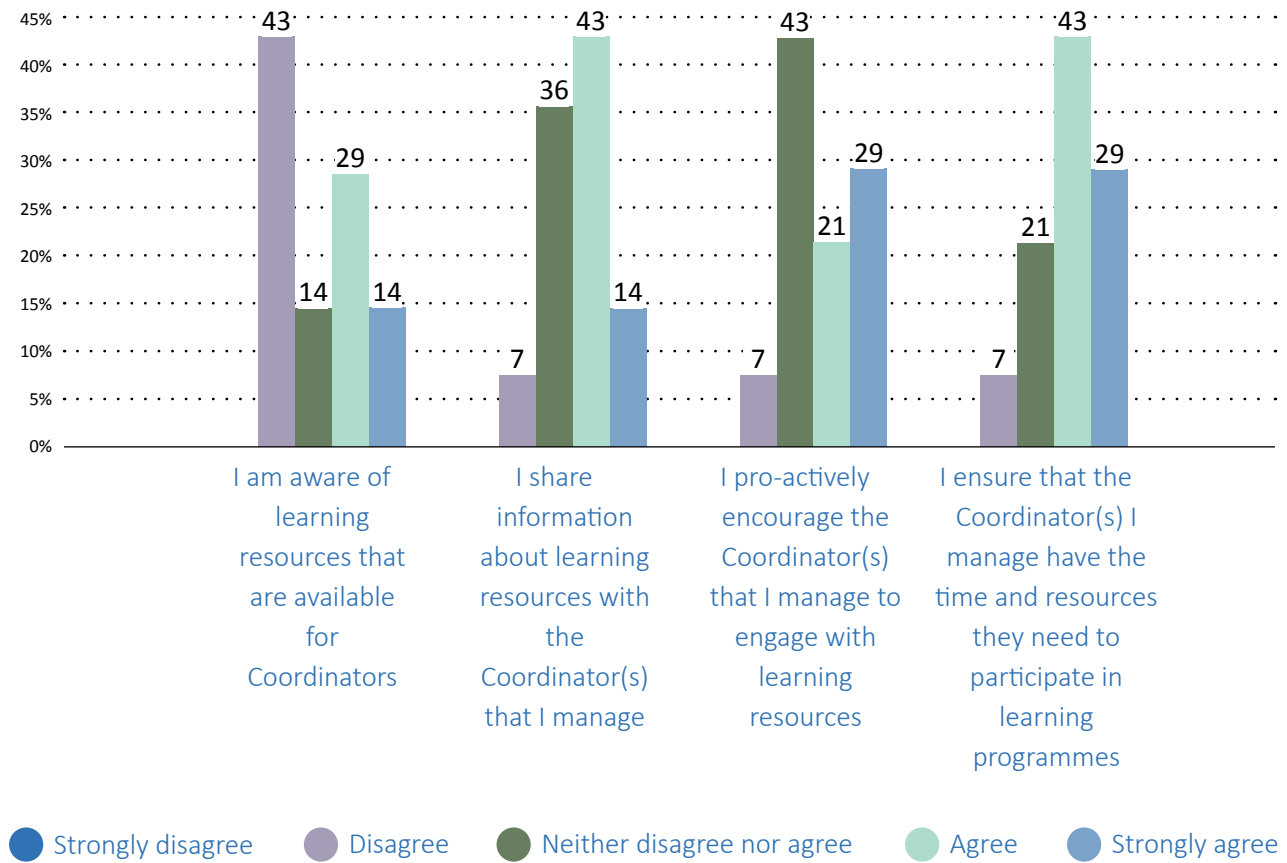


Figure 34: Management support for learning

When asked about which specific learning resources they were aware of, a majority of respondents responded that they were aware of the CPiE Coordination Handbook (79%) and the CPMS online learning (71%). Managers were least familiar with the CP AoR Competency Framework for Coordination (29%) or the Humanitarian Learning Channel on Agora (29%), although this is currently more populated with resources for IMOs than Coordinators (see figure 35).

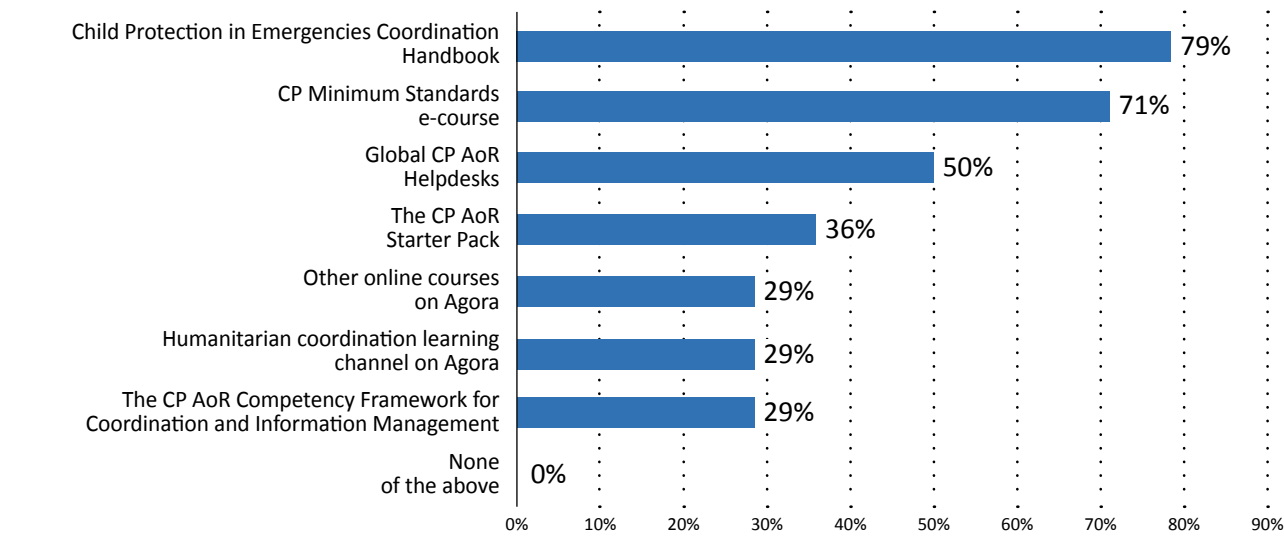


Figure 35: Managers' awareness of learning resources

3.5.2 Managers of IMOs

In order to explore perceptions of support provided by managers to IMOs, questions were included in the online surveys for IMOs. In addition, Coordinators were asked how they felt about managing IMOs. Emerging themes were explored in discussions and interviews. Full data tables showing the results in each survey are presented in Annex 5: IMO Survey Analysis and Annex 4: Coordinator Survey Analysis and relevant findings are discussed and compared below. These are arranged in four themes:

- Managers’ support for IMOs,
- Challenges faced when managing a Coordinator,
- Information and learning support for managers of IMOs.

Managers’ support for IMOs

In the online survey for IMOs question E4 asked managers the extent to which they agreed with a series of four statements. Coordinators responding to the survey who managed an IMO (24 Coordinators) were presented with similar statements (phrased in the first person) in question F1. In order to compare the results, the percentage of respondents who agreed or strongly agreed with each statement was calculated. The comparison between the results is shown in figure 36.

When comparing the responses from the two groups, it is important to note that there is no direct correspondence between the two groups being compared. The managers group only includes people who are working as Coordinators themselves and so omits the perspectives of managers who are not in a coordination role.

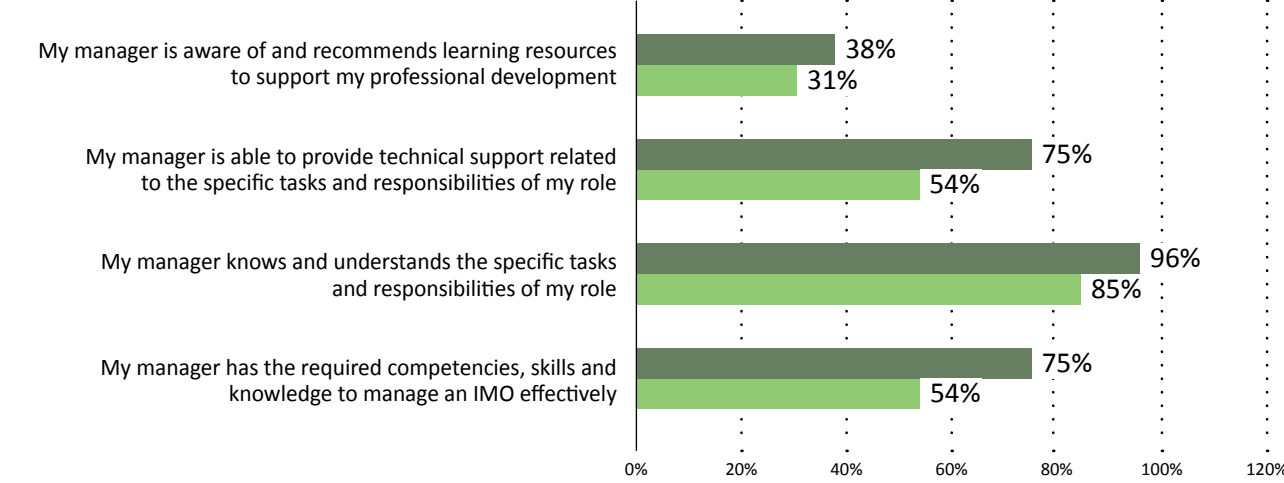


Figure 36: Comparison of perceptions of managers’ support for IMOs

Overall, the managers’ responses were more positive than that of IMOs. The differential was greatest for the statements:

- My manager is/ I am able to provide technical support related to the specific tasks and responsibilities of my/ their role,
- My manager has/ I have the required competencies, skills and knowledge to manage an IMO effectively.

For both of these statements, 75% of managers but only 54% of IMOs agreed.

The most positively rated statement by both coordinators and IMOs was about whether the manager understood the tasks and responsibilities of the role. This was rated positively by 96% of managers and 85% of IMOs. The least positively rated statement was about learning resources with both only 38% of managers and 31% of IMOs agreeing or strongly agreeing with the statement. Overall both IMOs and their managers were less positive about the management support provided than Coordinators and their managers.

Challenges faced when managing an IMO

As in the survey for managers, Coordinators who indicated that they managed an IMO were also asked about the challenges that they faced. The three most commonly selected challenges were the same between the two groups. These were:

- Having too many competing priorities (74%),
- Not having enough time to provide sufficient support (65%),
- Not having enough resources to provide sufficient support (39%).

However, there was a notable difference in the proportion of respondents who indicated they lacked resources: 39% of managers of IMOs selected this option while 62% of managers of Coordinators selected this option (see figure 37).

Between the two groups, challenges related to recruitment were rated more highly by managers of Coordinators than by managers of IMOs. However, for both groups none of these challenges were selected by a majority of respondents:

- Challenges in timely recruitment was noted by 46% of managers of Coordinators but only 13% of Coordinators who managed IMOs,

- Challenges related to having a high turnover was selected by 23% of managers of Coordinators but only 13% of Coordinators who managed IMOs,
- Challenges in recruiting people who met the minimum role requirements were selected by 23% of managers of Coordinators but only 9% of Coordinators who managed IMOs.

Four respondents added challenges they were facing which all referred to limited or lack of capacity and double-hatting (one response in Spanish is noted in purple font and translated into English in black font afterwards). The challenges noted were:

*“Capacity challenges (‘This is related to other countries where the IMO was supporting both CP and Education. 70% of the IMO time was taken by Education cluster for different reasons. On other hand with many of the IMOs I worked with, they do not have knowledge in CP and they don’t have passion to CP. they see themselves as IMO only with no link to CP which creates a gap on level of engagement for the IMO.’”*

*“The IMO is shared with the CP program - it’s a mess the AoR is suffering.”*

*“We are sharing IMO between Edu and CP, so my IMO so sometime it’s difficult for IMO.”*

*“El IMO lleva varias areas y cluster” (IMO runs several areas and clusters)*

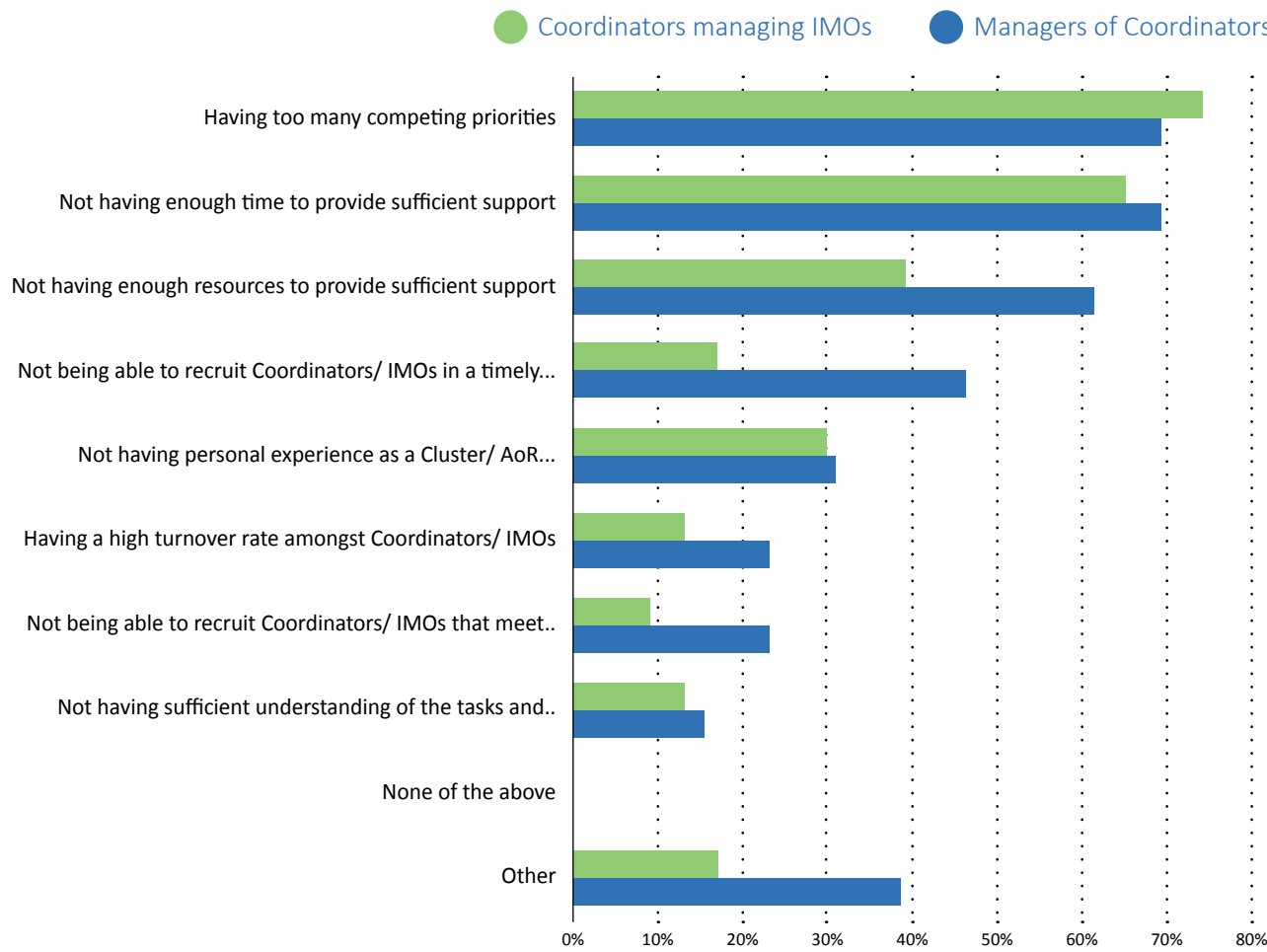


Figure 37: Comparison of challenges faced when managing a Coordinator and an IMO

## Information and learning support for managers of IMOs

When asked about the usefulness of different types of information and learning support, managers of IMOs, the majority rated all the suggested support options to be useful or very useful. The most highly rated was ‘More information about IMO tasks and responsibilities’ (82%) and ‘More organizational support for managing an IMO’ (82%) (see figure 38).

The least highly rated were ‘Knowing where to find learning materials relevant for IMOs’ and ‘Opportunities to discuss with peers how best to manage an IMO’. However, these were both selected by a majority of respondents with 71% of respondents rating these as useful or very useful.

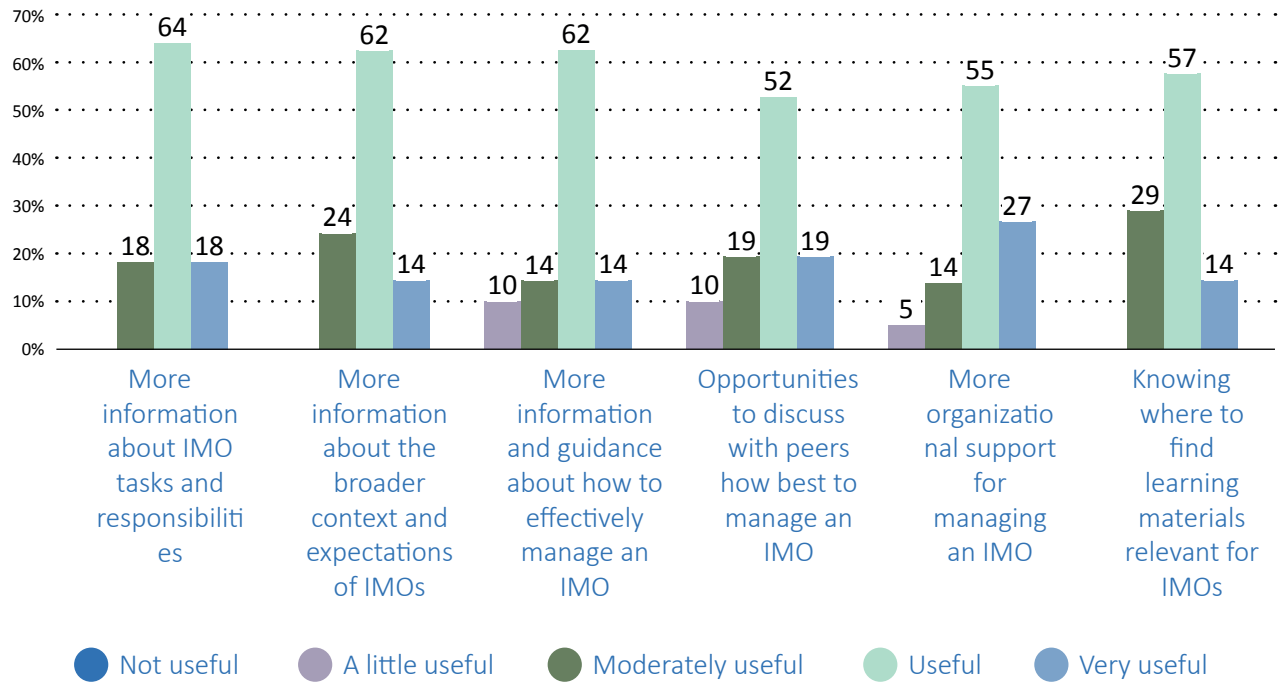


Figure 38: Usefulness of support options for Coordinators managing IMOs

## 4.

LEARNING  
LANDSCAPE

## 4.1 Overview

The third and final component of the assessment is an identification of relevant, existing capacity building initiatives and materials. The purpose is to gain an overview of what initiatives, materials and resources are currently available, what competencies or skill areas they cover and who the main target groups are as well as to identify any learning initiatives that are being planned. Capacity building initiatives of other stakeholders with close links to the Global CP AoR and relevant talent management initiatives are also included in the overview.

This overview will inform the recommendations in the learning and development strategy and will help to ensure that the strategy complements the work of other actors. This will maximise effectiveness, avoid unnecessary duplication of efforts and provide an improved and simplified experience for learners.

This component of the assessment is not intended to provide an in-depth mapping of available resources but is intended to provide an overview of the learning landscape to identify what is available. Although many other sources of capacity building resources exist, such as Disasterready.org and Kaya Connect, the assessment of relevant resources has focused on resources, materials and initiatives from the actors with whom the Global CP AoR has the closest linkages (see figure 39).

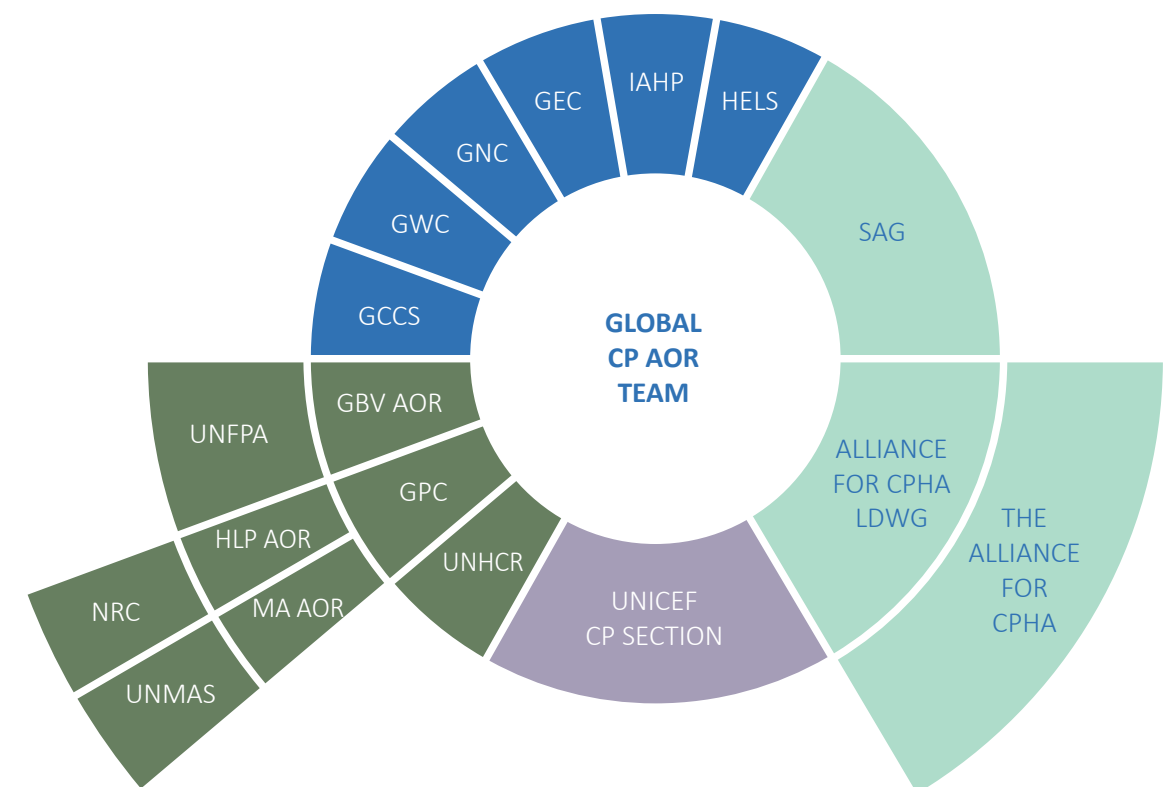


Figure 39: Global CP AoR linkages



As such, the following sections of the assessment provide overviews of:

- The current and planned Global CP AoR learning and development offering including learning opportunities developed in partnership with other organizations,
- Learning resources, strategies and initiatives from actors with key linkages to the Global CP AoR including GCCS, GEC, GNC, GWC, HELS, UNICEF DHR, the Alliance for CPHA, the GBV AoR and Save the Children.
- Talent Management Initiatives including the GCCS ‘Talent Management Strategy’ and the WASH Talent Management Initiative.

## 4.2 Global CP AoR learning and development offering

Capacity strengthening for CP AoR coordination and information management is an important component of the Global CP AoR strategy and there are currently multiple ways in which this support is provided by the Global CP AoR unilaterally and in partnership with other stakeholders. These include:

- Induction for new Coordinators and IMOs,
- Face-to-face CPHA Coordination and IM training,
- Annual CP coordination retreat,
- Specialised Programme in Protection Coordination (SPPC),
- Humanitarian Coordination Learning Channel on Agora,
- CPiE course for Standby Partners led by UNICEF and UNHCR,
- Training on thematic areas in collaboration with the Alliance for CPHA and other partners (e.g. MHPSS, localization, case management coordination, coordination in mixed-settings, CP Minimum Standards, etc.)
- Semi-structured coaching and mentoring,
- Remote support for coordination teams including:
  - Helpdesks, regional focal points and thematic specialists,
  - Communities of practice,
  - Quarterly calls with Coordinators and IMOs,
  - HRP clinics,
  - On demand and periodic webinars and calls as required,
- In-country deployments (Field Support Team (including RRTs) and technical thematic specialists),
- Support for capacity strengthening of governments and partners at country level,
- CPiE Coordination Resources.

A description of each of these can be found below.

### Induction for new Coordinators and IMOs

New Coordinators and IMOs are invited to have a one-to-one induction with a representative of the Global CP AoR. These are held online and are one-to-one with a presentation and discussion. Anyone taking up a new role as a Coordinator or IMO in a CP AoR.

The induction for Coordinators provides an introduction to:

- Overview of Global CP AoR team members and the technical support that is available to country-level coordination groups through the Global CP AoR and the Alliance for CPHA,

- Information about coordination and information management resources including an introduction to the Global CP AoR Starter Pack,
- Introduction to the Global CP AoR initiatives and thematic priorities,
- Other updates, including information about the annual retreat, annual CP coordination group survey and knowledge management.

The induction for Coordinators covers similar content to the Coordinators’ induction but in addition provides an introduction to information management in a CP AoR including an overview of key expectations.

### Face-to-face CPHA Coordination and Information Management training

This face-to-face training is for new Coordinators, IMOs and Standby Partners. The first training was held in 2018 and a second held in 2022. Courses in the intervening years were disrupted by the COVID-19 pandemic. The training is intended to run every year as a five day course. The course covers an introduction to CP AoR coordination, analysis and planning through the Humanitarian Programme Cycle, preparedness, capacity building and information management.

In the 2022 training, the training sessions were organized separately for Coordinators and IMOs at the same time and venue which allowed for some specific joint sessions to ensure mutual learning as well as provide space to discuss role specific issues. The course was evaluated highly by both Coordinators and IMOs.

The learning outcomes for the 2022 course for Coordinators were:

- Develop a clear understanding of the humanitarian framework,
- Understand the functions, roles and responsibilities of area of responsibility (AoR) coordination,
- Develop strategies to encourage and develop strong collaboration and partnerships,
- Know how to access and use key tools and resources important to AoR coordination,
- Have increased capacity to lead and support more effective AoR coordination.

The learning outcomes for the 2022 course for IMOs were:

- Understanding the functions, roles and responsibilities of the AoR in the Humanitarian Program Cycle (HPC),
- Improve participants' knowledge of how information management works, the main tools and resources available,
- Develop IM strategies to better support Child protection coordination mechanism in place,
- Know how to access and use key tools and resources developed to improve the humanitarian response,
- Strengthen the capacity of participants to perform all tasks related to their function in an inter-agency coordination setting.

Participants apply to attend. People from national organizations are particularly encouraged to participate and the Global CP AoR covers their costs. For other Coordinators and IMOs, UNICEF or their employing INGO are expected to cover costs. Approximately 30 people attended in 2022 but capacity could be increased in a less-restrictive pandemic environment.

Annual CP Coordination Retreat

This is a face-to-face, global level retreat facilitated by the Global CP AoR for Coordinators, IMOs and Strategic Advisory Group (SAG) members (the governance body of the Global CP AoR). The aim is to strengthen mutual learning on common challenges and solutions for coordinators and IMOs in their work and to identify priorities for improving child protection coordination and information management. It is usually conducted in collaboration with the Global Protection Cluster and other Areas of Responsibilities as well as the Alliance for Child Protection in Humanitarian Action. However, due to COVID-19, the last event of this nature was conducted in 2019 and the Global CP AoR held its 2020 and 2021 retreats virtually.

Specialised Programme in Protection Coordination (SPPC) training

The SPPC training is a blended course which includes online study, a face-to-face (or remotely facilitated) training and mentoring. It is run by the IIHL in Sanremo, the GPC and the four AoRs of the GPC. The training is targeted at staff from the four AoRs that comprise the GPC as well as staff within the country-level Protection Clusters. An intention of the course is to build links between the four AoRs. The majority of participants are Coordinators, however, the content is also relevant to IMOs and some IMOs attend.

The course runs five times a year with approximately 25 participants per course. The course has been run virtually in 2021 and 2022 due to the COVID-19 pandemic. In total, 120 participants have been reached since the course started in 2021. The Global CP AoR is proactive in the selection process for participation in the training and in facilitating sessions, including the coaching and mentoring components of the programme.

The course covers soft skills relevant for coordination including analysis and problem solving, decision making, communication and facilitation, negotiation, advocacy and leadership skills. The competencies covered in the course relate to the competencies in sections B and C of the CP AoR Competency Framework for Coordination.

A detailed summary of the SPPC can be found in *Annex 7: SPPC Overview*. Discussions are currently underway concerning a possible additional advanced level course.

Humanitarian Coordination Learning Channel on Agora

The GCCS, Global CP AoR, GEC, GNC and GWC developed a series of online self-paced modules based on the functional competencies outlined in the competency frameworks which were developed for the four UNICEF-led/co-led clusters and AoRs. These form part of the Global CP AoR L&D offering for Coordinators and IMOs. The modules are available through dedicated learning channels on Agora: the GCCS Humanitarian Learning Channel<sup>55</sup>, the GNC Cluster Coordination Channel<sup>56</sup> and the GNC Information Management Channel<sup>57</sup>. On these learning channels, modules are presented arranged by competency. Some modules are grouped into short courses for which digital certificates are available on completion.

55. <https://agora.unicef.org/course/view.php?id=36139>

56. <https://agora.unicef.org/course/view.php?id=30793>

57. <https://agora.unicef.org/course/view.php?id=33791>

The modules on the Humanitarian Coordination Learning Channel are suitable for people working in any of the four UNICEF-led/co-led clusters and AoR and include 59 modules for IMOs and eight modules for Coordinators which were originally developed by the GNC but which are not specific to nutrition coordination. In addition, there are four modules on cross-cutting topics and links to 36 additional modules, from a range of sources, which link to competencies in section A and B of the competency frameworks.

On the GNC learning channels, learners can access 80 modules suitable for Cluster Coordinators and 50 modules suitable for Information Management Officers. The majority of these modules are specific to the nutrition cluster. Modules for Coordinators which are not specific to nutrition are shared on the GCCS Humanitarian Coordination Learning Channel. An overview of the learning channels can be seen in figure 40.

TYPE	CF SECTION	NO. OF MODULES	NOTES
GCCS Coordination modules	Section C	8	Selected from GNC modules
GCCS IM modules	Section C	59	Created for GCCS
GCCS Additional modules	A1, A2 and Section B	36	All recommendations from other providers
GNC CC modules	Section C	80	All created by GNC directly
GNC IM modules	Section C	50	All created by GNC directly
Cross-cutting modules	Cross cutting	3	Disability inclusion, CVA and GBV
GEC module on safeguarding	Cross cutting	1	GEC/SCUK – mostly education focus

Figure 40: Modules available on coordination and information management on Agora

The Global CP AoR plans to finalise and launch a CP coordination & IM e-learning courses in collaboration with the GCCS<sup>58</sup>. In addition, the GCCS intends to expand the provision of self-paced modules on the Humanitarian Coordination Learning Channel and is currently coordinating with the GEC, GNC, GWC and Global CP AoR to identify priority modules. These will supplement the modules that are available for Coordinators.

CPiE course for Standby Partners with UNICEF and UNHCR

The CPiE course for Standby Partners was developed by UNICEF and UNHCR in collaboration with Standby Partners (SBP) to enhance the technical capacity of standby deployees who could be rapidly deployed to humanitarian crises and to ensure deployees were trained on the agencies’ programming approaches. The training was first developed as a face-to-face course in 2018 and revised in 2020 to ensure it was aligned with broader UNICEF and UNHCR capacity building initiatives and the work of the SBP Network Training Working Group.

58. Global Child Protection Area of Responsibility, ‘Work Plan 2020 – 2024’, 2020

## Training on thematic areas in collaboration with the Alliance for CPHA and other partners

The Global CP AoR also offers training on technical aspects of child protection and thematic areas through technical specialists and in collaboration with the Alliance for CPHA and other partners. Examples of thematic training offered include a remote training ‘Orientation of frontline workers delivering community based mental health and psychosocial support (MHPSS)’ which comprises seven video modules addressing a range of issues relevant to MHPSS, workshops on needs assessments and analysis (including NIAF) and a face-to-face course on GBV risk mitigation. In addition, two workshops are included in the Global CP AoR workplan for 2022-2024: a Case Management Coordination workshop, which was carried out in 2019 and a Mixed Settings Coordination Training which was conducted virtually in 2021 in collaboration with UNHCR Child Protection. A number of learning opportunities are offered through the Alliance CPHA’s various task forces and workings groups including the Learning and Development Working Group; these have been offered virtually since 2020 due to the COVID-19 pandemic.

## Semi-structured coaching and mentoring

Providing personalised one-to-one support for Coordinators and IMOs is a key element of the support provided by the Global CP AoR and is part of an approach that builds strong connections with coordination team members. The support is provided in a semi-structured format and available to any coordination team member who requests support.

In addition, in collaboration with Save the Children, the Global CP AoR organized a programme of coaching and mentoring in Iraq and South Sudan. The intention is to formalise and expand this offering focusing on sub-national and new Coordinators/IM Specialists so that 50% of national and sub-national Child Protection Coordinators, Co-coordinators, and Information Management Specialists are trained and mentored on child protection core coordination functions<sup>59</sup>.

## Remote support for coordination teams

In addition to formal training opportunities, the Global CP AoR also offers ongoing on-the-job support and advice in the form of:

- Helpdesks, regional focal points and thematic specialists,
- Communities of practice,
- Quarterly calls with Coordinators and IMOs,
- HRP clinics,
- On demand and periodic webinars and calls as required.

Within the Global CP AoR there are four Help Desks: the Global Help Desk which provides services in English and three language-specific Help Desks, namely, the Arabic Help Desk, French Help Desk and Spanish Help Desk. The Help Desks are a core part of the work of the Global CP AoR and offer individualised support and advice, referrals to peers and other experts and resources.

The Help Desks also provide and moderate Communities of Practice (CoP). The Arabic and French Help Desks have CoPs on Facebook and there is a global English-language CoP moderated with the Alliance of CPHA in collaboration with Changemakers for Children. The intention of the CoPs are to allow opportunities for people to connect, share updates and resources and to ask questions<sup>60</sup>.

Quarterly calls with Coordinators and IMOs are organized by the Global CP AoR and held remotely in English and are open to anyone working in a CP AoR as a Coordinator or IMO. The calls are an opportunity for the Global CP AoR to address current issues faced by Coordinators and IMOs, to share updates and for Coordinators and IMOs to ask questions. Regular calls are also organized by the language-specific Help Desks in Arabic, French and Spanish.

Annual clinics are run to support the Humanitarian Response Plan (HRP) process. These involve presentation of guidance on the process, lessons learned from previous years and information about updates to the process.

Additional webinars on specific coordination or thematic topics are organized as required and on request.

## In country deployments by Field Support Team members (including RRTs) and technical specialists

In-country deployments by Field Support Team members and technical specialists are used to support coordination teams in the field. These include visits by members of the Global CP AoR Rapid Response Team (RRT) who are periodically deployed on field visits. The intention of the visits is to provide added value in CP coordination and information management rather than to fill gaps or vacant posts. The number of visits varies in a year but amounts to approximately ten visits annually. The duration of visits varies depending on need and can last from two weeks to three months. RRT visits are arranged through the SBP mechanism with requests for visits from Country Offices being submitted to the IAHP.

## Support for capacity strengthening of governments and partners at country level

In order to strengthen the capacity of national systems to be better involved in the coordination, leadership and preparation of the CP humanitarian response, the Global CP AoR and the International Federation of the Red Cross (IFRC) held a series of regional workshops in partnership with UNICEF West and Central Africa Regional Office (WCARO) and the Global Partnership to End Violence Against Children. The workshops were held between December 2015 and May 2017 with a further workshop being held with the East Africa Regional Office in October 2018. Further workshops were planned with Latin America and the Caribbean Regional Office but were cancelled due to COVID-19 and online materials were created instead which are available on Agora.

In addition, as part of ongoing on demand support to CP AoRs, the Global CP AoR provides support to CP AoRs to develop and implement capacity strengthening training for child protection actors at field level.

Furthermore, the Global CP AoR also plans to develop an adaptable coordination & IM workshop package for sub-national coordinators and IMOs based on existing country examples in order to complement the planned e-course. A list of the learning and development activities included in the Global CP AoR Workplan can be found in figure 41.

59. Ibid

60. The CoP can be accessed here: <https://changemakersforchildren.community/book-page/our-communities-practice>



CPIE Coordination Resources

To support coordination teams, the Global CP AoR provides access to resources through the resource bank on the Global CP AoR website (CPAOR.net). Resources available include the Global CP AoR CPIE Coordination Handbook and the Global CP AoR Coordination and Information Management Starter Pack as well as multiple other resources, created by the Global CP AoR and other actors, that are relevant for people working in coordination teams. For example, featured resources include the Needs Identification and Analysis Framework (NIAF), HPC core documents and the Framework for Strengthening Institutional Capacity of Local Actors.

The Global CP AoR CPIE Coordination Handbook is a core resource which provides CPIE actors with guidance on coordinating a child protection response in humanitarian contexts. It is primarily addressed to CP coordination teams but the guidance is applicable to all those involved in coordination groups. It is available on the Global CP AoR website in English, Spanish and French.

The Global CP AoR Coordination and Information Management Starter Pack contains a wide range of guidance and resources including country examples for each Humanitarian Programme Cycle (HPC) phase. Documents included in the Starter Pack complement the CPIE Coordination Handbook.

GLOBAL CP AOR WORKPLAN 2022-2024 EXTRACT

**Objective**

2.4 Build Child Protection Coordination and information Management capacity at country and global levels

**Activities**

- 2.4.1. Advocate with CLA and co-lead agencies to maintain and increase the number of dedicated coordinators and IM Specialists to support Child Protection coordination groups.
- 2.4.2. Develop and implement a tool to track coordination team staffing, coordination structure(s), achievements, and gaps according to core coordination benchmarks across all activated CP AoR operations
- 2.4.3. Finalize and launch CP coordination & IM e-learning course in collaboration with the GCCU
- 2.4.4. Offer formal mentoring/coaching opportunities, focusing on sub-national and new coordinators/IM Specialists
- 2.4.5 Develop adaptable coordination & IM workshop package for sub-national coordinators/IMs - based on existing country examples - to complement e-course
- 2.4.6. Organize and facilitate face-to-face and remote training and thematic webinars including on the HPC

Figure 41: Global CP AoR L&D activities included in the Workplan 2022-2024

Individual elements of the capacity strengthening offering are evaluated, however, there is no overarching monitoring and evaluation system to measure the impact of the support provided.

4.3 Learning resources, strategies and initiatives from actors relevant to the Global CP AoR

The Global CP AoR has close linkages with a number of actors. This section of the assessment provides a summary of key, relevant learning resources, strategies and initiatives from these actors in order to inform the development of the Global CP AoR L&D Strategy. This will ensure that the strategy complements and harmonises with the work of other actors.

A summary of learning materials and initiatives from the following actors is provided: GCCS, GEC, GNC, GWC, HELS, UNICEF DHR, the Alliance for CPHA, the Global GBV AoR and Save the Children.

4.3.1 GCCS

The GCCS is in the process of developing a capacity development strategy in consultation with the GEC, GNC, GWC and Global CP AoR. The intention is for the strategy to support the development of coordination and information management capacity across all four UNICEF-led/co-led clusters and AoR in a harmonized but tailored approach. Since many of the required competencies for Coordinators and IMOs are shared across sectors, the GCCS strategy will enable efficient development of new and joint core content that is useful for all.

The strategy will target six groups: cluster staff, non-cluster staff, aspiring cluster staff, cluster partners, managers/supervisors and management at Country and Regional Offices. See figure 42 for a description of each group.

Key components of the strategy include:

- A competency based approach,
- Certification against the competency framework using digital badges,
- Harmonized e-learning offer through the Humanitarian Coordination Learning Channel and landing pages for each cluster/AoR,
- Mentoring,
- Advanced face-to-face training,
- Communities of practice,
- Partnerships.

GCCS CAPACITY DEVELOPMENT STRATEGY TARGET LEARNER GROUPS:

- Primary audience: **Cluster staff** working in coordination and information management positions.
- UNICEF **non-cluster staff (programme and PME)** who need to be able to step into coordination roles to deliver effective, high quality and timely coordination, often at short notice, whether as surge or double-hatting.
- **Aspiring cluster staff** who seek to develop the skills and knowledge required for cluster coordination or information management roles.
- **Cluster partners** and other stakeholders; as a signatory to the Grand Bargain, UNICEF is committed to supporting the development of national and sub-national capacities in coordination.
- Cluster staff **supervisors**, who need to understand what is expected of the cluster, and of UNICEF in supporting cluster functions.
- UNICEF **Management at Country and Regional Offices**, who need to ensure fulfilment of the cluster lead agency accountabilities.

Figure 42: GCCS Capacity Development Strategy target learning groups



For the face-to-face training, the specific format is currently under discussion but the intention is for the training to focus on building soft skills and leadership competencies for Coordinators and IMOs in all four of the UNICEF-led/co-led clusters and AoR. The training would supplement and build on the online programme and provide opportunities for people to further develop the competencies in the competency frameworks with a particular emphasis on the behavioural competencies. Specifically, the training will provide opportunities for people in all four clusters/AoR to:

- Practise applying the knowledge acquired in real time scenarios and in interactive and challenging scenarios,
- Develop soft skills which largely require situational practice,
- Be observed by more experienced professionals and given feedback for improvement.

The intended training will perform a similar function to the SPPC course run by the IIHL, GPC and the four AoRs which comprise the GPC. As with the SPPC, it will provide an opportunity for CP AoR coordination team members to receive training to build their soft skills and, in addition, it will provide opportunities to strengthen links between the clusters and AoRs at global and field level. This is particularly significant for IMOs, a significant proportion of have double-hatting responsibilities under two or more clusters/AoR.

The intended training will also have the added benefit of relating directly to the coordination and information management competency frameworks and the existing accompanying self-paced modules.

To ensure complementarity, and avoid duplication of resources and efforts, and because the four UNICEF clusters/AoR are so closely connected, it would be beneficial for the Global CP AoR L&D Strategy to be complementary to and harmonized with the GCCS Capacity Development Strategy.

### 4.3.2 GEC

The GEC has a conceptual framework that guides its capacity strengthening work which was developed in 2018. The framework is intended to provide a structure for the capacity development opportunities that the GEC provides to staff and key partners with the primary target groups being current and potential Coordinators and IMOs, Cluster partner staff working at national and sub-national level and National Government counterparts.

There are three layers in the framework:

- **Core 1** which training consists of a course of online, self-paced modules offered through Agora that aim to build the essential knowledge and skills of people working in Education coordination teams.
- **Core 2** which aims to further develop competencies and support participants to apply these in a simulated context throughout each stage of the Humanitarian Programme Cycle (HPC) and is offered as a five-day, global-level, face-to-face training including a simulation. The course is also offered at country level to support the development of a specific country-level cluster strategy.
- **Advanced** which consists of a series of standalone, in-depth modules on a range of relevant topics. The GEC develops and offers these in collaboration with partners with specific areas of expertise.

The learning opportunities focus on coordination and information management competencies rather than those required for Education in Emergencies as these fall beyond the mandate of the GEC. Furthermore, as with Coordinators in CP AoRs, Education Cluster Coordinators most often have a sectoral background and therefore technical EiE is less of a learning priority for them.

Core 1 and Core 2 are considered to be required learning for all of those working in Education clusters. A certificate is available for both Core 1 and Core 2.

Evaluations have been conducted and the following lessons learned identified:

- Finding time for self-paced online modules is challenging and people reported being interrupted or asked to attend meetings while they were in learning sessions,
- With self-paced courses people appreciate being given a short and specific selection rather than being faced with too many options,
- During the face-to-face training people valued practical examples from other countries,
- People reported wanting stronger follow up after the training to support them to apply the skills and knowledge.

The GEC conceptual framework and lessons learned that have been identified offer a number of useful lessons for the development of the Global CP AoR L&D Strategy:

- The offering is simple, clearly presented and manageable in terms of time expectations,
- The offering forms a defined package with a certification that means it is easy to communicate achievements to managers/supervisors and others,
- The offering includes a combination of online and face-to-face modalities which are structured to support a progression from the acquisition of knowledge and skills to their further development and application in a simulated context.

### 4.3.3 GNC

The GNC has a capacity building framework which outlines the capacity building support the GNC will provide to Nutrition Cluster Coordinators, IMOs and partners at four levels. These levels are:

- **Introductory level (level 1)**  
At introductory level, an online orientation is offered to CCs and IMOs. For partners, the framework includes a country specific welcome package and online orientation.
- **General level (level 2)**  
At level 2, the offering consists of the online modules offered through the GNC learning channels on Agora. In addition, the framework includes online self-assessments to support CCs and IMOs to identify appropriate resources to support their development. The assessments have not yet been launched.
- **Advanced level (level 3)**  
At advanced level, the framework includes an established mentoring programme, face-to-face simulations, individual e-learning and programmes offered by individual partners. There is currently no face-to-face element but this may be developed in collaboration with the GCCS face-to-face component.
- **Master level (level 4)**  
At master level, the framework includes mentor training to become a certified mentor to support CCs and IMOs at advanced level.

In response to feedback and requests from regional and country offices, the GNC offers a blended package of learning. This consists of an introductory facilitated online sessions, followed by a combination of self-study through the self-paced modules which learners completed in a defined period and two further facilitated online sessions aimed at unpacking the learning from the modules. There are two packages available for CCs, including a beginners package (Introduction to Nutrition Cluster Coordination) and a package related to

the HPC (Fundamentals of Nutrition Cluster Coordination), and a package for IMOs is being developed. The blended package has also been run as an in-person course with dedicated time allocated for people to take the self-paced modules. The blended streams each contain eight different topics (see figure 43).

Although the overall framework has not been evaluated, individual elements have been evaluated and lessons learned include:

- Learners struggle to find the time and self-discipline to complete the self-paced modules,
- The blended approach provides some motivation but there have still been cases of people not completing the modules,
- There is a general preference for face-to-face learning amongst many CCs and IMOs.

SELF-PACED MODULES USED AS PART OF THE BLENDED LEARNING PROGRAMMES FOR COORDINATORS

**Introduction to Nutrition Cluster Coordination**

- Introduction to types and purpose of nutrition needs assessment
- Characteristics of a nutrition cluster
- Establishing basic cluster outputs
- Introduction to cluster leadership
- Introduction to humanitarian response funding process, appeals and pooled funds
- Nutrition cluster 4W
- Introduction to nutrition cluster advocacy
- Promoting national and local participation, coordination and decision-making within the cluster

**Fundamentals of Nutrition Cluster Coordination**

- Conducting a nutrition cluster/sector Humanitarian Needs Overview analysis
- Calculating the Number of People (PiN) in nutritional need
- Developing a nutrition cluster response plan
- Developing a nutrition cluster monitoring and evaluation framework
- Mapping existing nutrition resources and budgeting for a collective nutrition response
- Developing a nutrition cluster advocacy strategy
- Implementing a cluster coordination performance monitoring (CCPM) exercise (optional- but necessary to get the GNC badge)
- Introduction to Emergency Response Preparedness (ERP)

Figure 43: Self-paced modules used a part of the GNC blended learning programmes

The GNC capacity building framework and lessons learned that have been identified offer a number of useful lessons for the development of the Global CP AoR L&D Strategy:

- As with the GEC conceptual framework, the capacity building framework offers a simple and clear overview of the offering for different stakeholders within coordination teams,
- The capacity building framework includes a combination of online, face-to-face and on-the-job modalities and is structured to support a progression from induction, through the acquisition of knowledge and skills, to application in real and simulated contexts,
- By using experienced CCs and IMOs to offer mentoring, the framework builds on existing expertise and encourages the development of connections between people working in Nutrition coordination.

At present the capacity building framework is a one-page overview of the offerings. However, the development of a capacity strengthening strategy is planned for Autumn of 2022.

4.3.4 GWC

Capacity development work undertaken by the GWC is guided by the Capacity Development and Learning Strategy for 2022 – 2023. The overall objective of the strategy is to develop systems to strengthen the humanitarian WASH coordination platforms to meet the minimum humanitarian requirements for effective and accountable coordination.

Under the strategy, all national and sub-national Humanitarian WASH Coordination members are targeted by the GWC’s capacity development efforts. In addition, the GWC capacity development offer will also target UNICEF WASH Programme Staff at County Office and Regional Office levels who also need to have a good understanding and knowledge of the 6+1 coordination core functions, as disasters can hit anywhere, anytime and local surge capacity should be considered prior to international deployments. See figure 44 for an overview of target groups.

Global / Regional Level	National Level	Sub-National Level?
<ul style="list-style-type: none"><li>• <u>Primary targets:</u></li><li>• Field Support Team</li> <li>• <u>Influencers:</u></li><li>• Global WASH partners (global briefing)</li><li>• Regional WASH staff</li></ul>	<ul style="list-style-type: none"><li>• <u>Primary targets:</u></li><li>• National Cluster/Sector Coordinators</li><li>• Information Management Officers</li><li>• Assessment specialists</li><li>• Co-lead/chair NGO or Gov</li><li>• UNICEF WASH specialists and officers</li><li>• UNICEF emergency specialists and officers</li> <li>• <b>*NEW and Junior Staff will be prioritized (&lt;2 years experience)</b></li> <li>• <u>Influencers:</u></li><li>• UNICEF Chief WASH</li><li>• UNICEF Emergency</li><li>• Dep Reps</li></ul>	<ul style="list-style-type: none"><li>• Subnational Cluster/Sector Coordinators (NGO, Gov, UNICEF double hatted)</li><li>• Subnational-IMOs</li><li>• Subnational-Co-coordinators</li><li>• UNICEF WASH specialists and officers</li> <li>• <b>*NEW and Junior Staff will be prioritized (&lt;2 years experience)</b></li></ul>

Figure 44: GWC Capacity Development Targets

The GWC offers a set of gradual trainings, briefings and induction packages at four levels: in-coming, general, expert and Trainings of Trainers. These are delivered through a variety of modalities to the targeted audience on the 6+1 core functions and on sectoral, functional and behavioural competencies. Modalities of delivery include face-to-face training, online facilitated module, online self-paced modules, coaching to support the consolidation of skills and mentoring to support career progression. An overview of the training courses offered can be seen in figure 45<sup>61</sup>.

61. Further information on these courses can be accessed on the GWC website: <https://www.washcluster.net/capacity-and-learning>

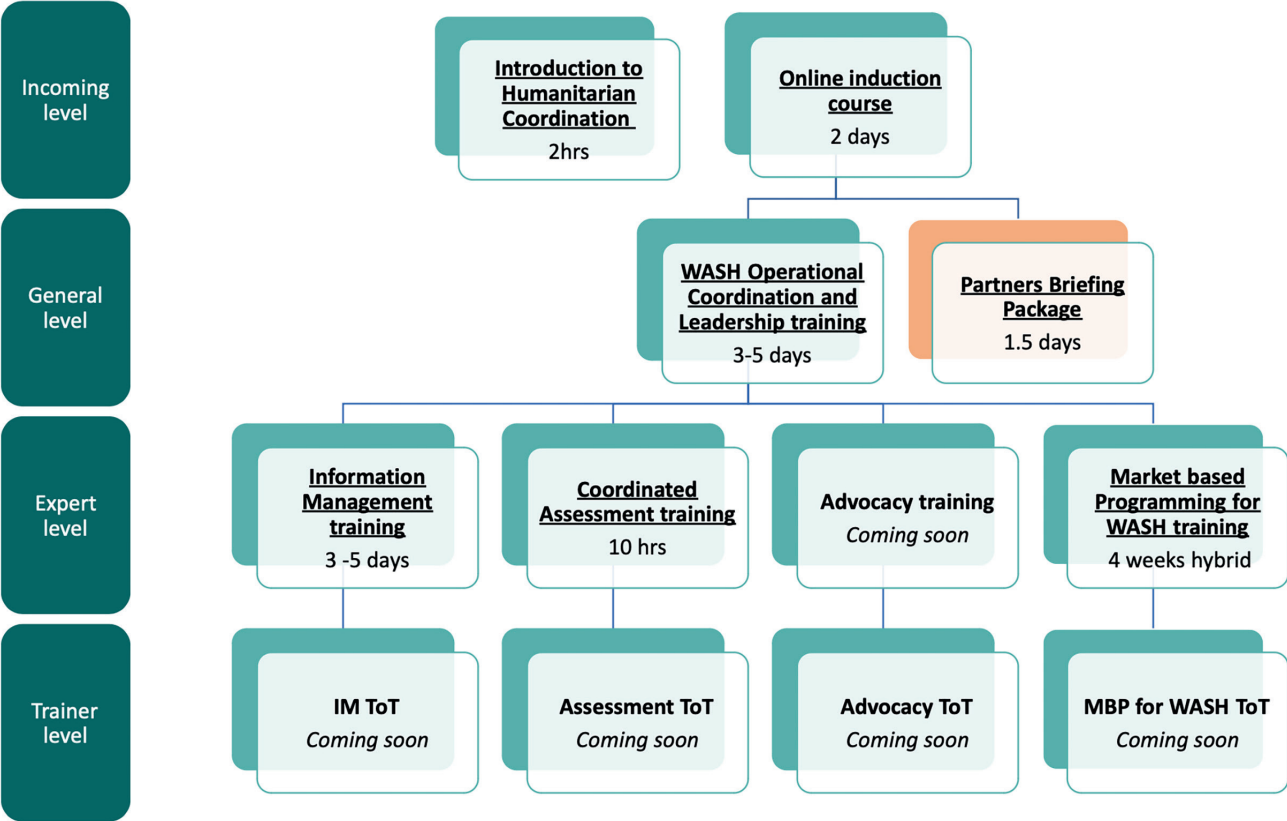


Figure 45: Training Courses

During group discussions with IMO’s conducted as part of this assessment, one IMO who was working for both the CP AoR and the WASH cluster noted the value of the GWC Coordination Toolkit as a support to his work. While not directly a L&D intervention, ensuring access to the resources that people need is a key element of supporting coordination capacity and it is helpful to note that this was identified as an excellent example of how information, guidance, tools and other resources can be made easily accessible to coordination teams<sup>62</sup>.

4.3.5 HELS

The Humanitarian Evidence and Learning Section (HELS) Work Streams for 2022-2023 includes three results each linked to the development of a planned training package:

- Frontline personnel have developed the competencies to deliver principled, effective, and child-centred humanitarian action,
- Early career professionals have developed competencies to equip them for future roles as humanitarian leaders,
- Senior managers have improved skills, competencies and values to lead proactive, agile and effective humanitarian responses.

Under result 1, a training package on humanitarian learning linked to the Humanitarian Learning Framework will be developed. The target group is primarily UNICEF partners but the content may be also relevant to people working in NGOs and National Governments in coordination roles who would like to build their humanitarian knowledge.

Under result 2, additional modules will be developed to supplement UNICEF Emerging Humanitarian Leaders Programme. Participants will be selected from the Young UNICEF group.

Under result 3, the Humanitarian Leadership Workshop (HLW) which was piloted in 2021 will be revised and a coaching element added. The aim of the workshop is to improve UNICEF’s leadership and response capacity in humanitarian emergencies. The target group include Representatives, Deputy Representatives, Heads of Section and Chiefs of Field Offices.

Interagency and cluster leadership forms a core part of the training. Although this course is not directly aimed at Coordinators, the target participants will be people who may directly supervise Coordinators or who may be indirectly responsible for coordination teams. Before the L&D Strategy is finalised, a fuller understanding of the content of this course would be beneficial in order to capitalise on any potential links or complementarities.

4.3.6 UNICEF DHR

In addition to the learning materials and support offered by Global CP AoR unilaterally or in partnerships, people working in CP AoR coordination can also access resources developed and provided by UNICEF. UNICEF has a wide range of courses available through Agora which are relevant to Coordinators and IMO’s on humanitarian and CPHA topics, on behavioural skills and cross-cutting issues. These are freely available to anyone and are easy to access through the LMS. Relevant resources include, for example, modules available on the Child Protection and the CCCs Learning Channels.

UNICEF DHR also offers a wide range of training programmes on leadership for staff members ranging from programmes for senior leaders to first time supervisors. One of these programmes which has relevance for Coordinators is the ‘Management Masterclass’, This is a blended learning programme which aims to strengthen personal leadership and managerial capacities of existing supervisors and staff transitioning into first-time managerial positions. The target group is P3/NOC, P4/NOD and P5 staff who directly supervise a minimum of two staff members. Application for this course requires the staff member to be on a permanent, fixed term or continuing contract which may not always be the case for all Coordinators.

4.3.7 The Alliance for CPHA

The mission of the Alliance for CPHA is to support the efforts of humanitarian actors to achieve high quality and effective child protection interventions in humanitarian settings. As part of its strategy for 2021 – 2023, the Alliance is placing greater emphasis on its capacity strengthening and learning and development function and, through the Alliance Learning and Development Working Group (LDWG) of which the Global

62.The GWC Coordination Tool Kit can be accessed at: <https://washcluster.atlassian.net/wiki/spaces/CTK/overview>



CP AoR is a member, has developed a Learning and Development Strategy<sup>63</sup> to approach this in a structured way. The goal of the strategy is that CPHA practitioners have access to and benefit from quality learning and development initiatives that promote the growth and sharing of competence.

In line with its L&D Strategy, the Alliance for CPHA through the LDWG, which is chaired by UNICEF and Plan International, offers a wide range of capacity strengthening support to Child Protection Practitioners. Materials and resources offered by the Alliance include:

- The Child Protection Minimum Standards (CPMS) e-course which is a series of self-paced modules on the minimum standards,
- The CPHA-CPMS Learning Package which is a package of materials which can be used to offer a blended programme consisting of live sessions and modules from the CPMS e-course,
- The CPHA Frontliner Getting Started Learning Package which is a learning package designed to rapidly onboard people new to CPHA.

In addition, the Alliance has compiled an extensive list of learning resources relevant to the CPMS created by a wide range of providers. The learning resources mapping lists learning packages, e-courses and MOOCs that are freely available. The learning mapping provides key information about each of the learning resources including how to access the course, the duration, language and modality as well as providing an indication of the relevance to the CPMS Competency Framework<sup>64</sup>.

The primary focus of the resources compiled by the Alliance are on technical aspects of child protection. As noted earlier in the assessment, Coordinators require a good level of CP knowledge to perform their roles, and while most CP AoR Coordinators come into coordination from a CP background, the breadth of fields within CP is wide and having an understanding of the whole CP field will be useful for Coordinators. Many of the resources offered by the Alliance or compiled on the learning resources mapping will have relevance for Coordinators. Furthermore, because IMOs tend not to have CP backgrounds, and because this was identified as a gap in knowledge for some IMOs, the resources mapping will be relevant to IMOs as well as Coordinators.

In addition, there are some overlaps in other competencies between the Alliance CPHA and the Global CP AoR Coordination and Information Management Competency Framework which means that other resources on the learning mapping will be of relevance. These can be seen in figure 46.

CPHA COMPETENCY FRAMEWORKS	CP AOR COMPETENCY FRAMEWORKS
<b>Child Protection Technical Competencies</b> <ul style="list-style-type: none"><li>• CPMS Standards 2, 4, 6-28</li><li>• Competency 1.3: Working with Children</li></ul> <b>Core values</b> <ul style="list-style-type: none"><li>• Empathy</li></ul>	No equivalent
<b>Child Protection Technical Competencies</b> <ul style="list-style-type: none"><li>• CPMS Standard 1: Coordination</li></ul>	<b>Common behavioural competencies</b> <ul style="list-style-type: none"><li>• B1: Demonstrates commitment to a coordinated response</li><li>• B2: Promotes cooperation and collaboration</li></ul>
<b>Child Protection Technical Competencies</b> <ul style="list-style-type: none"><li>• CPMS Standard 3: Communications and advocacy</li><li>• CPMS Standard 5: Information management</li></ul>	<b>Functional competencies for Coordinators:</b> <ul style="list-style-type: none"><li>• C2: Analyses and communicates information</li><li>• C4: Advocates for increased child protection outcomes</li></ul> <b>Functional competencies for IMOs:</b> <ul style="list-style-type: none"><li>• C2: Collects, collates and analyses relevant data</li><li>• C3: Handles and stores data efficiently and sensitively</li><li>• C4: Communicates and disseminates information</li></ul>
<b>Core Humanitarian Competencies</b> <b>Core Value</b> <ul style="list-style-type: none"><li>• Integrity</li></ul>	<b>Core behavioural competencies</b> <ul style="list-style-type: none"><li>• D1-7</li></ul> <b>Sectoral competencies</b> <ul style="list-style-type: none"><li>• A3: Operates safely and securely</li></ul>
<b>Child Protection Technical Competencies</b> <ul style="list-style-type: none"><li>• 1.1 Understanding the humanitarian context</li><li>• 1.2 Applying humanitarian and CPHA principles and standards</li></ul>	<b>Sectoral competencies</b> <ul style="list-style-type: none"><li>• A1: Applies humanitarian principles and standards</li><li>• A2: Applies key Child Protection in Emergencies principles, standards, concepts and tools</li></ul>
<b>Core Values</b> <ul style="list-style-type: none"><li>• Accountability</li><li>• Diversity and inclusion</li></ul>	<b>Common behavioural competencies:</b> <ul style="list-style-type: none"><li>• B3: Accountability</li><li>• B4: Inclusion</li></ul>
No equivalent	<b>Functional competencies for Coordinators:</b> <ul style="list-style-type: none"><li>• C1: Cluster/AoR Leadership</li><li>• C3: Resource mobilisation</li><li>• C5: Monitoring the response</li><li>• C6: Strengthening national and local capacity to respond and lead</li></ul> <b>Functional competencies for IMOs:</b> <ul style="list-style-type: none"><li>• C1: Providing support to the cluster</li><li>• C5: Monitoring the response</li><li>• C6: Strengthening national and local capacity to respond and lead</li></ul>

Figure 46: Comparison of CPHA and Global CP AoR competencies

63.The Alliance for CPHA, ‘Learning and Development Strategy 2021-2023’, 2021

64.The Alliance for CPHA, Child Protection in Humanitarian Action Competency Framework, 2020



4.3.8 The Global GBV AoR

The Global GBV AoR is currently developing a Capacity Development Strategy which will aim to develop the capacity of GBV specialists, programme managers, Coordinators and IMOs. The strategy will be developed collaboratively and will be based on an identification of capacity building needs and priorities at field level and will aim to leverage existing GBV AoR capacity development and technical support while finding new, and virtual, solutions. The strategy will be developed in late 2022. The intention is for the new strategy to focus more on Coordination than the previous strategy for 2015 – 2020 which focused primarily on building the capacity of GBV specialists.

As preparation for developing the strategy, GBV Coordinators at a workshop in Budapest in July 2022 were asked what their priority capacity building needs were. A summary of identified needs and learning preferences can be found in figure 47. Topics that overlap with topics identified in the Global CP AoR assessment are marked in bold. Although the sector is different, there are many similarities between the two AoRs and there are opportunities for learning across the two global AoRs as the L&D Strategies are developed.

The Global CP AoR and the Global GBV AoR have collaborated closely given the strong linkages between child protection and gender-based violence humanitarian coordination and programming.

COORDINATORS (NATIONAL)	COORDINATORS (SUB-NATIONAL)	IMOS	SPECIFIC TOPICS
<ul style="list-style-type: none"><li>• GBV in the HPC</li><li>• <b>Humanitarian coordination structure</b></li><li>• Cluster approach</li><li>• <b>Advocacy</b></li><li>• Core functions</li><li>• GBV programming in emergencies</li><li>• <b>Localization and GBV</b></li><li>• Strategic planning</li><li>• Coordination Role for GBV sub-national coordinators</li><li>• <b>Engaging with other coordinator forums with local advocacy</b></li><li>• <b>Localization (named four times)</b></li><li>• <b>Funds for sub-national coordination (exclusiveness)</b></li><li>• GBViE minimum standards</li><li>• <b>Understanding the local context and dynamics</b></li><li>• Tool - inclusion, who is missing in sub-cluster (mappings)</li><li>• <b>GBV Mainstreaming across clusters</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Training on GBV minimum standards</b></li><li>• <b>Training to the sub national GBV actors on the key functions of Coordination, also on the country based GBV sub cluster strategy</b></li><li>• Training on Group management (style of communication, remote and online communication, meeting facilitation)</li><li>• <b>Soft skills to build buy-in from the group</b></li><li>• Capacity to use remote modalities</li><li>• Coordination skills</li><li>• Prioritization/ Time management</li></ul>	<ul style="list-style-type: none"><li>• Tutorial with videos for IM use of tools</li><li>• <b>Use of GBV data for decision making</b></li><li>• Understanding sensitivities of IM use of data analysis</li><li>• Collecting information then using info for decision making at local level (empowered)</li><li>• IM big part of strategy -journey of tools with context guidance and documentation</li><li>• Data to analyse decisions</li><li>• Skills to do needs assessments and service mapping</li><li>• Analysis of tools and use of tools of IM - basic excel tools</li><li>• <b>Online training for new IMOs who do not have a GBV background</b></li></ul>	<ul style="list-style-type: none"><li>• Transition to development (nexus)- finding linkages</li><li>• Use of language from national to sub-national “acronyms”</li><li>• <b>Investment in traditional leadership</b></li><li>• Engaging men and boys for GBV prevention (nominated twice)</li><li>• GBViE Peace and Development nexus</li><li>• GBV in CVA programming</li><li>• GBV mainstreaming across sectors</li><li>• Diversity and inclusion</li><li>• GBV and Gender</li><li>• Guidance on institutionalization of standards</li><li>• AAP</li><li>• PSEA (nominated three times):<ul style="list-style-type: none"><li>• CBCM to support reports of SEA</li><li>• PSEA</li><li>• Linkages PSEA &amp; GBV</li></ul></li></ul>
MODALITIES			
<ul style="list-style-type: none"><li>• Inception package for coordinators and IM</li><li>• Regional in person or virtual trainings</li><li>• Peer-to-peer training - one NGO train one NGO in region, country to country</li><li>• <b>In-person training</b></li><li>• <b>Experience sharing</b></li><li>• E-trainings with key resources to read</li></ul>			

Figure 47: Global GBV competency building needs

4.3.9 Save the Children

To strengthen child protection capabilities in existing and emerging emergency responses, Save the Children developed and launched the Child Protection in Emergencies Professional Development Programme (CPiE PDP) started in August 2016. The programme targets professionals in international and national NGOS and government employees.

Before the COVID pandemic, cycles of the programme were blended with a mixture of online and in-person training running over an eight month period. The programme still ran during the pandemic but the mode of delivery was adapted as appropriate with the face-to-face elements being conducted online. The programme comprises:

- Distance learning,
- Peer-peer collaboration on a task,
- Face-to-face residential which included teaching sessions, presentation of the peer-peer tasks and a desk-based simulation exercise,
- A Transformation of Training (ToT) programme to support the participants to cascade their learning,
- Job placement or action research,
- Reflection,
- An optional mentoring component.

Programme reports<sup>65</sup> show that the programme was highly evaluated by participants. During primary data collection for the assessment the programme was mentioned by two different field based staff and one individual at global level and was highly praised.

The specific content and topics of the CPiE PDP are not relevant to Global CP AoR coordination in themselves, however, the blended learning module offers a module of how a longer-term, blended learning approach can be used to embed learning, encourage application of learning in professional contexts and encourage cascade training.

4.4 Talent management initiatives

As the assessment looks at CP AoR coordination holistically, including capacity as well as competence, this section provides an overview of two key relevant talent management initiatives that are relevant to the development of the Global CP AoR L&D Strategy. These are:

- GCCS ‘Talent Management Strategy’,
- The WASH Talent Management Initiative.
- Both initiatives provide potential opportunities for collaboration and learning for the Global CP AoR.

4.4.1 GCCS Talent Management Strategy

In response to issues raised in the UNICEF *Cluster Lead Agency Evaluation Report (CLARE II)*<sup>66</sup>, the GCCS conducted a *Current State Analysis* as a basis for developing a ‘Talent Management Strategy’ (TMS)<sup>67</sup>. As of September 2022, the TMS is in the final-draft stage.

The *Current State Analysis* identifies trends and issues in coordination and information management capacity and explores underlying factors at individual, organisational and system levels which have contributed to the current state of capacity and makes recommendations for the development of the TMS. Key issues relevant to the Global CP AoR have been incorporated into analysis in sections 2 and 3 of this report and a summary of presenting issues can be found in figure 48.

SUMMARY OF PRESENTING ISSUES WITH CLUSTER COORDINATION AND IM CAPACITY

- High levels of turnover in cluster coordination and information management positions.
- Large numbers of cluster coordination and information management positions left unfilled.
- Junior levels of cluster coordination and information management positions, contrasting with growing demands for higher levels of skills and capabilities.
- A high proportion of cluster coordination and information management positions where dedicated capacity is required are covered by staff with other substantive positions on a double-hatting basis.
- Over-reliance on external personnel and emergency surge to fill cluster coordination and information management positions which is poorly perceived by some external key stakeholders, including donors, and interpreted as a signal that UNICEF has not internalised its full responsibility as a Cluster Lead Agency.
- Overwhelming workloads for cluster coordination teams, preventing them from focusing on the important strategic leadership aspects of cluster coordination which external operating contexts demand.
- Reporting lines which do not support UNICEF to fulfil its responsibilities as a Cluster Lead Agency and preserve the perceived intrinsic neutrality of the clusters.
- A lack of visibility of cluster coordination and information management positions and organizational practices which suggest they are often de-prioritized, particularly in resource-constrained environments.

Figure 48: Summary of presenting issues for coordination capacity from the Current State Analysis

The TMS builds on the findings of the *Current State Analysis* and presents a strategy for addressing the challenges identified. The TMS presents a vision, seven key changes and five strategic priorities which are further broken down into goals of which there are 15 in total. A summary of the vision, seven key changes and five strategic priorities can be found in figure 49.

The priorities and goals identified in the TMS are broken down into actions which are outlined in the accompanying TMS Plan of action<sup>68</sup> along with details of the responsible parties. The actions and responsibilities are wide ranging involving stakeholders at various levels across UNICEF and incorporating actions that are relevant for recruitment and onboarding, performance appraisal and management, performance development and career progression as well as for exit and transition to other roles. A number of these identified actions have an L&D focus (see figure 50).

65. Save the Children, ‘Child Protection in Emergencies Professional Development Programme Asia Region End of Cycle Report – Cycle 5’, 2021; Save the Children, ‘ESA CPiE PDP Cycle 1 Report’, 2021

66. United Nations Children’s Fund, Evaluation Report: Evaluation of the UNICEF Role as Cluster Lead (Co-Lead) Agency (CLARE II), January 2022

67. Global Cluster Coordination Section, ‘Well-Placed: A talent management strategy for cluster coordination and information management,’ (January 2022), draft (v.5)

68. Global Cluster Coordination Section, ‘Talent Management Strategy – Plan of Action,’ 2022

As the needs and interests of the Global CP AoR and other UNICEF-led/co-led clusters are so closely aligned, the Global CP AoR L&D Strategy should be harmonised with the actions outlined in the TMS Plan of Action. However, the nature and extent of engagement of the Global CP AoR with each of these activities may vary. For example, the Global CP AoR is already involved in and collaborating with the GCCS and other clusters on the online self-paced modules on Coordination and information management in the Humanitarian Coordination Learning Channel (activity 3.b.i) and is participating in discussions on the learning programme for coordinators to build leadership skills (3.b.ii). However, as communities of practice are already established for CP AoR coordinators and IMO’s, the nature of the involvement of the Global CP AoR with activity 4.a.vi (Create an online community for cluster/AoR coordination) may be different.

SUMMARY OF THE GCCS TMS STRATEGY		
<b>VISION</b> UNICEF <b>attracts, develops, nurtures, retains and is able to deploy the capacity</b> required for cluster coordination and information management at the national and sub national levels to <b>help fulfil and leverage its role as a Cluster Lead Agency for the benefit of children, young people and their communities affected by humanitarian crisis.</b> <b>7 key changes for cluster capacity:</b> <ul style="list-style-type: none"><li>• A workforce for cluster coordination which is <b>valued and visible in UNICEF</b> and which experiences a <b>sense of belonging to the wider organization.</b></li><li>• Greater <b>clarity on roles, responsibilities and accountabilities</b> as a Cluster Lead Agency for cluster coordination.</li><li>• Greater <b>ownership by Country Offices</b> supported by the global organization for cluster coordination capacity.</li><li>• Greater <b>predictability</b> of cluster coordination capacity.</li><li>• Higher levels of <b>leadership by Cluster Coordinators and cluster Information Managers</b> at national and sub-national levels <b>and the dedicated resourcing and job levels which support this.</b></li><li>• New and <b>higher levels of skills and profiles</b> of cluster coordination staff.</li><li>• A <b>diverse and inclusive workforce</b> for cluster coordination which reflects and supports the localization agenda.</li></ul>		
KEY ENABLING PRIORITY		
<b>Strategic Priority One (immediate and ongoing for period of strategy)</b> An enabling environment for cluster coordination capacity and talent management is fostered		
STRATEGIC PRIORITIES FOR ACTION NOW		
<b>Strategic Priority Two (Next 12 months)</b> Minimum staffing levels are in place for cluster coordination and information management	<b>Strategic Priority Three (Immediate - next 2 years)</b> Building, developing and deploying diverse talent for cluster coordination and information management	<b>Strategic Priority Four (Immediate - next 2 years)</b> Building a more resilient, engaged, motivated and high-performing workforce for cluster coordination and information management
STRATEGIC PRIORITIES FOR FUTURE ACTION		
<b>Strategic Priority Five (next 2 years and beyond)</b> Cluster coordination and information management capacity in countries is fit for the future		

Figure 49: Summary of the GCCS TMS<sup>68</sup>

69. Global Cluster Coordination Section, ‘Talent Management Strategy – Plan of Action,’ 2022

EXTRACT TMS PLAN OF ACTION	
GOAL	ACTION
3.b) UNICEF builds internal talent pipelines for cluster coordination and information management positions to provide effective leadership of the clusters and respond to evolving business needs.	<ul style="list-style-type: none"><li>• 3.b.i Self-paced mandatory and recommended learning for Coordinators and IMSs</li><li>• 3.b.ii Learning programme for coordinators to develop strategic leadership and facilitation of co-leadership, co-chairing and co-facilitation arrangements</li><li>• 3.b.iii Mentoring and/or coaching initiative for existing UNICEF-employed Coordinators and IMS</li><li>• 3.b.iv Personal development plans (PDP) for UNICEF-employed Coordinators and IMSs</li><li>• 3.b.v Learning needs analysis conducted annually based on PDPs</li><li>• 3.b.vi Module on ‘Coordination 101’ for wider audience</li><li>• 3.b.viii Build pipeline of staff by working with Young UNICEF</li><li>• 3.b.ix Identify existing UNICEF staff who have expressed an interest in Coordination and build their skills</li></ul>
4.a) UNICEF strengthens levels of employee engagement and retention among cluster coordination teams.	<ul style="list-style-type: none"><li>• 4.a.vi Create an online community for cluster/AoR coordination</li></ul>
4. b) UNICEF nurtures a more consistent and positive employee experience for all cluster coordination and information management staff	<ul style="list-style-type: none"><li>• 4.b.1 Reinforce the importance of the Coordinator’s role in leadership, management, development and career management for other coordination team members</li><li>• 4.b.iii Create a common platform to support more consistent and positive onboarding and orientation</li></ul>
5. b) UNICEF will provide leadership of the clusters as a Cluster Lead Agency across the four sectors and seek to innovate and test new approaches to strengthening cluster coordination and information management capacity to ensure it is fit-for-purpose for the future.	<ul style="list-style-type: none"><li>• 5.b.i Pilot a pooled IMS unit</li><li>• 5.b.ii Design an online test for Coordinators and IMS</li></ul>

Figure 50: Extract from the GCCS TMS Plan of Action

## 4.5.2 WASH Talent Management Initiative

The WASH Talent Management Initiative (TMI) aims to improve the diversity within the UNICEF WASH workforce. The longer term aim of the TMI is to improve staff mobility, advancement, pro-active succession planning and increased geographic diversity and inclusion across the WASH workforce. The current pilot focuses on career opportunities and helping to address gender parity.

A component of the WASH TMI is a mentoring programme which offers WASH staff the opportunity to explore career development and mentoring with a senior UNICEF WASH colleague. There are three phases to the current mentoring programme: in the first phase, the focus will be on female WASH staff in NOC, P3 or P4 posts. This will be expanded to male WASH staff at the same level in the second phase. In the final phase, the programme will be expanded to women and men at NOB and P2.

To ensure the mentoring programme is successful, a careful selection and matching process is in place and resources are available to support the mentor in their role.

Evaluations of other mentoring programmes across UNICEF, such as the WASH TMI and the GNC mentoring programme, may provide interesting lessons learned for the Global CP AoR as mentoring is an activity included in the Global CP AoR workplan and which may form part of the L&D Strategy.



## 5.

# CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Conclusions

Capacity strengthening of CP AoR coordination is an important component of the Global CP AoR's work and is articulated in the current Global CP AoR Strategy in objective 2.4: Build child protection coordination and information management capacity at country and global level. As such, the Global CP AoR offers a wide range of capacity strengthening inputs with additional initiatives planned in the 2022-24 Workplan. The Global CP AoR works in collaboration with a number of other stakeholders to ensure that the capacity strengthening opportunities it offers are complementary in order to maximise effectiveness and avoid unnecessary duplication.

The intention of this assessment is to inform the development of a L&D Strategy which will bring together existing capacity strengthening provision of the Global CP AoR in a strategic manner, to ensure that the provision capitalises on the initiatives of other actors, is based on evidence and informed by adult learning principles to maximise impact.

In order to prepare the groundwork for the development of the L&D strategy, the assessment explored:

- CP AoR capacity including key trends, gaps, challenges and opportunities,
- Competency levels and priority learning needs of Coordinators and IMOs,
- Available learning materials and the strategies and capacity building initiatives of relevant stakeholders.

A summary of the main findings, conclusions and recommendations can be found below.

### 5.1.1 CP AoR staffing landscape

To inform the analysis of CP AoR capacity, three elements were explored:

- Current CP AoR capacity trends and the challenges and opportunities these present,
- Typical career pathways of Coordinators and IMOs identifying common routes into, and out of, coordination roles,
- The range of stakeholders with whom Coordinators and IMOs in CP AoRs interact.

### Current CP AoR capacity

It is difficult to quantify current CP AoR capacity and capacity needs because of the dynamic nature of staffing in CP AoRs and because of a number of challenges in collecting up-to-date data which are discussed in *Section 1.4: Limitations of the assessment*. Because of this, the assessment does not aim to quantify capacity but rather to identify trends. Identified trends were compared with information gathered during the primary data collection and desk review to validate and contextualise the findings. In addition, the trends were compared with IASC, UNICEF and GCCS guidance on cluster staffing to support interpretation of the findings and to identify any opportunities and challenges presented.

Trends were identified around six themes. The findings and key challenges and opportunities for each theme are presented below:

## 1. Distribution of staff by role and coordination level

The following trends were noted in relation to the distribution of staff by role and coordination level:

- In 2020, CP AoRs were present in 29 contexts (with three distinct context being counted for Syria),
- In each of these contexts for which data was available, sub-national CP AoRs were present, with almost four times as many sub-national CP AoRs as national level CP AoRs,
- There are more people working as Coordinators than IMOs: at national level there are approximately two Coordinators for every IMO,
- There are a small number of IMOs in sub-national coordination groups.

Based on guidance on ideal staffing levels, a capacity gap in information management is noted which presents a challenge for CP AoR capacity.

## 2. Employer organization

In terms of employer organization, the following trends are noted:

- The majority of CP AoR staff are employed by UNICEF,
- A significant proportion of CP AoR staff are employed by NGOs with slightly more being employed by INGOs than NNGOs,
- SBP deployees make up a small proportion of CP AoR capacity,
- Governments are involved in leadership in almost 40% of contexts although definitive data is not available on the number of CP AoR staff employed by national and local governments.

For CP AoRs, these findings represent both opportunities and challenges. The *CLARE II* report and the GCCS *Current State Analysis* identify having a high proportion of staff filled by external capacity as a challenge for UNICEF in its role as CLA. There is an opportunity for the Global CP AoR to work collectively with GCCS and other UNICEF-led/co-led clusters to address this challenge. An additional challenge for the Global CP AoR is around the ongoing and acknowledged issue of how to maintain up-to-date data. The development of the L&D Strategy presents an opportunity for the Global CP AoR to articulate how they will engage with CP AoR staff working in different organisations and at different coordination levels, and to define what type, level and modality of capacity strengthening support is appropriate and feasible for the Global CP AoR to provide either directly or indirectly.

## 3. Lines of supervision

In relation to lines of supervision, the following trends are noted:

- The most common role of people who manage CP AoR staff is Chief of Section,
- Coordinators in lead roles also follow this pattern with just over half being managed by the Chief of Section. The next most common arrangement is management by the Chief of Emergency: a fifth of Coordinators at national level have this arrangement. It is less common for Coordinators at national level to be managed by the Representative (4%) or the Deputy Representative (4%),

- The only role which does not follow this trend is Coordinators in lead roles who are working at sub-national level for whom the most common supervision arrangement is Chief of Field Office with technical supervision being provided by the national Coordinator or someone in a CP role.

UNICEF and GCCS guidance recommends against coordination team members being managed by sectional staff and research has indicated that this arrangement can negatively impact the effective functioning of clusters and AoRs<sup>70</sup>. As such, this trend represents a potential challenge for the CP AoRs, particularly around perceptions of neutrality and impartiality amongst AoR members which may lead to increased conflict and reduced engagement with the AoR. As with other identified trends, actions to address this are included in the GCCS ‘TMS Plan of Action’, which provides opportunities for the Global CP AoR to address this issue collectively.

## 4. Seniority of posts

In relation to the seniority of posts, the following trends were noted:

- The majority of CP AoR staff are in National Officer (NO) posts,
- The most senior people in CP AoRs are Coordinators in lead roles with approximately one fifth being in posts requiring seven or more years of professional experience on entry,
- Co-coordinators are overall less senior than Coordinators in lead roles with the highest level being P3/NOC requiring a minimum of five years of professional experience at entry.
- The majority of staff in all types of coordination roles working at sub-national level are in posts requiring two years of professional experience at entry.
- People in IMO posts are, in general, in the most junior positions with a third in positions requiring five years of experience, a third in positions requiring two years of experience and a third in positions requiring no experience on entry.

Comparing the levels of seniority of posts with guidance produced by the UNICEF-led/co-led clusters and AoR indicates that overall levels of seniority of posts in CP AoRs are lower than recommended at national level and for IMOs at sub-national level. This represents a challenge for CP AoR capacity which may affect both current capacity and future capacity if it negatively impacts retention of existing coordination staff or recruitment of new talent. The inclusion of this as an issue in the *Current State Analysis* and the ‘Talent Management Strategy’ represents an opportunity for the Global CP AoR to act collectively on this issue.

## 5. Rates of dedicated capacity

In relation to rates of dedicated capacity, the following trends were identified:

- A high proportion of posts are filled by people who are double-hatting,
- Double-hatting affects both Coordinators and IMOs although there is a lower rate of double-hatting amongst Coordinators than IMOs,
- There are lower rates of double-hatting at national level than at sub-national level.

From primary data collected during the assessment, it is clear that double-hatting is perceived by Coordinators, IMOs and their Managers to negatively impact the work of CP AoRs in relation to workload and available

70. Knox Clarke, P and Campbell, L, Exploring Coordination in Humanitarian Clusters, ALNAP, 2015

capacity, as well as how it affects partners’ perceptions of the coordination teams’ neutrality. This represents a challenge for all UNICEF-led/co-led clusters and AoR and actions to reduce rates of double-hatting are included in the GCCS ‘TMS Plan of Action’.

However, the issue of double-hatting is complex and may take longer to fully resolve. Intermediate actions to support CP AoR staff in double-hatting roles to manage the challenges they face arising from the nature of the role, for example through a targeted learning programme, may be appropriate until the broader issues are resolved.

## 6. Vacancy rates

To calculate vacancy rates, the guidance provided in the UNICEF-led/co-led clusters/AoR ‘Recommended good practice’ was used to provide an indication of the required capacity against which actual capacity was compared. From the comparisons, it was noted that:

- At national level, in almost half of contexts where there is a CP AoR, there are capacity gaps with either the Coordinator or the IMO being part-time or missing.
- Vacancy rates are higher amongst IMOs than Coordinators at both national level and sub-national level where there are few IMOs.

High vacancy and turnover rates were noted in discussions and interviews as factors negatively impacting the continuity and effective functioning of the CP AoR and the performance of individuals experiencing frequent changes in their line manager. From the perspective of the Global CP AoR, the sustainability of capacity strengthening interventions was also negatively impacted. High vacancy and turnover rates are a challenge affecting all UNICEF-led/co-led clusters and AoR and activities to address the rates are included in the GCCS ‘TMS Plan of Action’. Collaborating with the GCCS on activities to address vacancy and turnover rates is an opportunity for the Global CP AoR to work collectively with other UNICEF-led/co-led clusters on the issue.

Of the challenges identified in the analysis of CP AoR capacity, several of these impact all UNICEF-led/co-led clusters and AoR and are identified as issues in the GCCS ‘TMS’. These challenges include: gaps in IMO capacity, a need to increase the proportion of cluster/AoR staff employed by UNICEF, lines of supervision which do not follow IASC and UNICEF guidelines, a need to increase the seniority of posts in line with the requirements of the contexts, high rates of double-hatting, high vacancy and turnover rates. There is an opportunity for the Global CP AoR to work with the GCCS, GNC, GEC and GWC to tackle these issues collectively.

In addition, there are issues which can potentially be addressed by the Global CP AoR through capacity strengthening support. Appropriate and effective actions for the Global CP AoR might include:

- Articulating how, and the extent to which, the Global CP AoR will engage with and provide capacity strengthening support to CP AoR staff working in different organizations and at different coordination levels,
- Providing intermediate support for staff in double-hatting roles and their Managers in relation to the specific challenges that double-hatting presents through targeted learning programmes,
- Evaluating the medium and longer-term impact of capacity strengthening initiatives on performance in role to identify which activities and approaches are most efficient and effective and which have the most sustained impact on performance and retention.

## CP AoR Coordinator and IMO career pathways

Analysing typical career pathways for Coordinators and IMOs to explore routes into, career development within and progression from coordination roles highlighted some important issues for the development of the L&D Strategy.

Analysis of typical career pathways for Coordinators suggests that:

- The majority of Coordinators come from a Child Protection background,
- A primary route into coordination is through double-hatting,
- Some Coordinators face challenges in progressing from sub-national to national level CP AoRs and from national to international postings,
- Some Coordinators face challenges in moving back into CP roles after having worked, and progressed, in coordination roles.

These findings suggest that while capacity strengthening in CP areas is unlikely to be a main priority area for development, there is likely to be an ongoing need to facilitate learning opportunities for Coordinators in CP thematic areas to ensure they have up-to-date knowledge of innovations and best practice as well as knowledge of any changes relating to UNICEF CP programming. The Global CP AoR currently facilitates thematic training, unilaterally and in partnership with other actors, and as this is an ongoing need, it is recommended that this support continues and potentially expands. These interventions may encourage people to remain in coordination posts longer and reduce turnover if people did not feel the window of opportunity for return to CP was limited. Secondly, as double-hatting is a common path into Coordination, initiatives to reduce rates of double-hatting may impact the pipeline for CP AoR Coordinator recruitment. Methods of supporting staff to gain coordination knowledge and experience should be considered as part of the L&D Strategy to ensure there are sufficient entry points for coordination roles. Finally, as progression within Coordination roles is noted as a challenge specific, targeted support for Coordinators to gain skills required to progress is likely to increase CP AoR capacity.

Analysis of the typical career pathways of IMOs suggests that:

- IMOs tend to have backgrounds related to information management functional competencies,
- IMOs commonly move into CP AoR roles without any CP experience,
- Some IMOs face challenges in progressing from national postings to international postings or from information management roles to coordination roles.

These findings suggest that IMOs are likely to have strong functional competencies with perhaps a greater need for strengthening the behavioural competencies relevant to coordination. However, because some IMOs come from very specialised backgrounds and because technology is subject to frequent and rapid innovation, there may be a need for capacity strengthening in specific technical areas. As training on some of these technical areas already exists, for example, training on specific software packages such as MS Office, Tableau, ArcGIS is available online, it may be more efficient for the Global CP AoR to facilitate access to learning resources rather than to provide them directly. Secondly, although IMOs do not require extensive CP knowledge or experience, some understanding is required, for example, in order to appropriately interpret data. As many IMOs are double-hatting and supporting two or more sectors, they may have limited time to develop this sector-specific knowledge. This is likely to be an ongoing capacity strengthening need. Finally, as with Coordinators, targeted support for IMOs to gain the skills required to progress from national to international postings or to move into coordination roles is likely to increase CP AoR capacity.



Analysis of career pathways for Coordinators and IMOs suggests that appropriate and effective actions for the Global CP AoR to commence, continue or expand might include:

- Providing or facilitating access to learning opportunities on CP innovations, best practice and changes in CP programming for Coordinators,
- Providing or facilitating access to opportunities for people who would like to move into CP AoRs to gain coordination knowledge and experience,
- Facilitating access to learning opportunities for IMOs on specific technical skills,
- Providing learning support for IMOs in CP specifically as it relates to information management,
- Providing learning support and facilitating career development opportunities for Coordinators and IMOs who would like to progress in their careers within CP AoRs.

## CP AoR stakeholder mapping

The final element of the CP AoR capacity analysis was to explore CP AoR capacity within the broader humanitarian context by mapping the range of stakeholders with whom coordination teams engage and considering the level of engagement with the Global CP AoR.

The stakeholder mapping, based on a generic cluster/AoR stakeholder mapping created by ALNAP<sup>71</sup>, illustrates the complexity of the stakeholder landscape, with CP AoR staff managing relationships with multiple stakeholder groups. For staff who are double-hatting, or working in organizations other than UNICEF as the CLA, these stakeholder relationships will increase in complexity. In addition, staff turnover within these stakeholder groups and within CP AoRs will impact relationships and trust building between stakeholders.

For the Global CP AoR L&D Strategy, the mapping has several implications. It highlights the need for continued collaboration with other stakeholders to ensure messaging and support are consistent; it reinforces the important role of the national level coordination team in supporting capacity strengthening of sub-national level coordination teams; it reinforces the value of focusing attention on capacity strengthening in Child Protection Coordination and Information Management as per objective 2.4 of the Global CP AoR Strategy; and it illustrates the importance of maintaining an awareness of the capacity strengthening initiatives of others in order to avoid duplication, identify any potential gaps and to support potential collaborations.

The level of engagement of Coordinators and IMOs with the Global CP AoR was found to be high, with a particularly high level of engagement with core resources by Coordinators, indicating that the capacity strengthening support provided is highly valued. The Global CP AoR’s understanding of the impact of different elements of the support provided can be deepened by introducing an over-arching monitoring and evaluation (M&E) framework. This will allow the Global CP AoR to engage with coordination teams on an ongoing and systematic basis to identify, monitor and evaluate learning support offerings to ensure they directly meet CP AoR staff learning needs, take into account their learning preferences, and offer effective and impactful support.

## 5.1.2 Competency levels and priority learning needs of Coordinators and IMOs

The second component of the assessment explored the extent to which Coordinators and IMOs feel they demonstrate the competencies which are detailed in the CP AoR Competency Frameworks for Coordination and Information Management and factors which they feel impact their ability to work effectively in their roles. It also explored the extent to which Managers feel they have the knowledge, skills and competencies required to manage a Coordinator or IMO effectively.

The data gathered is based primarily on self-assessment. This method is effective in engaging staff in the learning process and prioritises the voices of individuals which is an important element in professional development, but there are potential limitations in terms of objectivity which can lead to under- or over-reporting or inaccurate assessment of competence. Alternative methods of assessment were not practical so steps were taken to minimise the impact of these limitations including cross-comparing responses from different sources and triangulating survey data with data gathered in interviews and discussion groups.

To inform the analysis of learning needs amongst Coordinators and IMOs, four elements were explored:

- Coordinator and IMO competency levels and factors impacting role effectiveness,
- Learning preferences,
- Engagement with learning resources,
- Management support.

## Coordinator and IMO competency levels

Overall, both Coordinators and IMOs were confident that they had the competencies, skills and knowledge to do their jobs effectively. However, there was a high level of interest in access to learning resources including opportunities to informally network with peers and to expert advice from a Helpdesk.

For Coordinators, the competencies where people felt least confident were the functional competencies of the competency framework (section C) and in particular the ability to apply these competencies in context (i.e. to contextualise guidance) and in complex situations. Being able to provide leadership, work with partners and to deal with challenging situations were particularly highlighted in discussions.

For IMOs, the competencies where people felt least confident were the sectoral competencies in section A of the competency framework and in particular knowledge of child protection was identified. In addition, the competencies of working with partners and providing leadership were also highlighted.

Assessment of Coordinator and IMO competency levels suggests that appropriate and effective actions for the Global CP AoR to commence, continue or expand might include:

- Providing learning opportunities for Coordinators on the functional competencies including learning support on relevant underlying knowledge areas, for example of key cluster/AoR processes, on contextualising guidance and approaches to specific contexts, and strengthening their ability to apply the competencies in professional contexts. These interventions could take a number of forms as appropriate including, for example, online knowledge-based modules, face-to-face skills-based courses

71. Knox Clarke, P and Campbell, L, Exploring Coordination in Humanitarian Clusters, ALNAP, 2015



or on-the-job performance support such as mentoring or coaching aiming at supporting the application of competencies in professional contexts,

- Facilitating access to learning opportunities for IMOs in sectoral and functional competencies where these are available and relevant including courses developed specifically for IMOs in UNICEF-led/co-led clusters and AoR as well as generic courses that are available and accessible online through various learning platforms,
- Providing learning support for IMOs in CP specifically as it relates to information management as previously mentioned.

## Learning preferences and engagement with learning resources

Primary data collection indicated that the preferred mode of delivery for learning opportunities amongst Coordinators and IMOs was face-to-face training with a preference for courses lasting three to five days duration. Reasons given for this preference were not only pedagogical but included out-of-classrooms benefits such as networking with peers. In addition to face-to-face training, other modes of delivery were also selected as options including online learning (both facilitated and self-paced learning) and personalised one-to-one support (in the form of coaching or mentoring). Overall, people who participated in the data collection expressed a preference for learning in their primary language.

A key challenge in terms of accessing learning that was noted amongst respondents, was limited time and difficulties in being able to find and protect learning time without distractions or interruptions. Online options were seen as being more problematic than face-to-face.

Overall, Coordinators and IMOs were motivated to complete training by social factors of learning, such as discussions with peers. The importance of ensuring training was convenient to complete and (particularly for IMOs) of providing a certificate were also highlighted.

Most Coordinators indicated they were aware of and used key resources for CP Coordination including the CPIE Coordination Handbook, the CPMS e-course and the CP AoR Starter pack.

However all of these were much less frequently used by IMOs. Just over half of IMOs had engaged with the resources on the Humanitarian Coordination Learning Channel.

Assessment of the learning preferences and CP AoR staff engagement with existing resources suggests that:

- As in the current Global CP AoR offering, a range of modalities, in multiple languages, is likely to be most effective with a range of in-person, online and personalised one-to-one support opportunities being offered. The strong preference for in-person training needs to be balanced with the additional costs of the modality. Ways of maximising the impact of time spent during in-person training can be considered as well as the use of other modalities which capture some of the benefits of in-person training in alternative ways: for example, facilitated online courses with follow-up coaching and peer-peer support groups which provide opportunities for building networks with peers which may be missing from some online methodologies.
- Strategies for supporting learners to find dedicated learning time may support take-up and completion rates of online options. For example, this may take the form of certification or digital badges for completion of online courses.

## Manager support

Overall, the majority of Coordinators and their managers rated the management support provided positively. However, a significant proportion of Coordinators and Managers did not agree that their Manager/ they had the competencies, skills and knowledge to manage a Coordinator effectively. When asked about the specific challenges they faced in managing a Coordinator, additional points raised by Managers included lack of time and resources to provide sufficient support and having too many competing priorities. Managers of Coordinators showed an interest in materials to support their learning including more information about the tasks and responsibilities of a Coordinator.

Amongst IMOs and the Coordinators who managed them, Coordinators were more positive about the support they provided than IMOs. Overall, the assessment of the support provided was less positive than between Coordinators and their Managers. A particular issue highlighted was limited or lack of ability to provide technical support related to the tasks and responsibilities of an IMO. As with Managers of Coordinators, Managers of IMOs also noted lack of time and resources and competing priorities as challenges they faced.

For the Global CP AoR, while Managers showed an interest in learning resources to support their management of a Coordinator, the pressures on their time should be noted. This may be particularly the case for people managing someone who is double-hatting and for whom CP AoR coordination is one of many priorities. Focused and specific interventions, perhaps delivered alongside, or integrated into, other training already delivered may be more effective.

For Coordinators managing IMOs, building technical competencies in information management may not be efficient and alternative methods of addressing this gap should be considered. However, interventions aimed at addressing the lack of support IMOs feel they are offered may have a positive impact.

Analysing the support provided by Managers suggests that the following actions could be considered:

- Offering short online training for people who manage coordination team members, but who are not themselves in coordination teams, on the responsibilities and challenges of the role. Training could also cover issues related to double-hatting. These modules could be aligned with, or potentially form part of the 'Coordination 101' training (activity 3.b.vi) planned by the GCCS as part of the TMS action plan,
- Offering learning support for Coordinators in managing a coordination team and understanding the IMO role.

## 5.1.3 Learning resources, strategies and initiatives

In order to ensure that the L&D Strategy is effective, that it capitalises on opportunities available and minimises duplication and wasted efforts, it is important that the strategy is complementary to and harmonises with the efforts of other stakeholders with whom the Global CP AoR has close linkages. However, the Global CP AoR sits amongst and alongside multiple stakeholders (see figure 38) each of whom have distinct interests and needs. The mandate of the Global CP AoR is unique, with no other body responsible for building CP coordination capacity and as such, this should be reflected in the L&D Strategy with the needs of CP AoR Coordinators and IMOs being central to the strategy.

Multiple possibilities exist including:

- Close collaboration with the GCCS, GEC, GNC and GWC for example on activities in the TMS and the GCCS Capacity Building Strategy such as the self-paced modules on the Humanitarian Coordination Learning Channel and the development of a face-to-face training on leadership and soft skills. Furthermore, valuable lessons learned and

potential bi-lateral collaboration are possible with other clusters, for example on mentoring programmes which are included in the GNC competency framework and the WASH TMI of which the GWC is part,

- Collaboration with DHR and HELS on the provision of leadership and humanitarian leadership in coordination with the GCCS and other clusters,
- Collaboration with the Alliance of CPHA on learning materials around technical CPHA areas of importance to Coordinators and IMO in CP AoRs,
- Collaboration with the GBV AoR as they develop their capacity building strategy, and continued collaboration with the GPC on the SPPC training. Linkages with the GPC and other AoRs may be further facilitated by the ongoing development of the GPC Coordinators Competency Frameworks which is largely based on the UNICEF-led/co-led clusters and AoR Coordination and Information Management Competency Frameworks.

In addition, interesting learning for the Global CP AoR in relation to the L&D Strategy includes the following points:

- The GEC and GNC both have capacity strengthening frameworks which illustrate support offered to Coordinators and IMOs at different levels and which form, to differing degrees, short courses or certifications. Both the presentation of the learning offering and the use of certifications provide interesting learning for the Global CP AoR,
- The GNC and GWC are using a range of modes of delivery including online facilitated training and blended learning to increase completion and improve retention of learning. In addition, both have mentoring programmes. Lessons learned from these interventions may be useful to inform development of the L&D Strategy and future development of resources,
- Save the Children implements a longer-term blended learning programme which incorporates a range of different learning modalities and aims to increase knowledge, build skills, support the application of learning in professional contexts and encourage the cascading of learning. While this model is resource intensive, it may provide a model for an extended learning programme suitable for some profiles of Coordinators or IMOs.

## 5.2 Recommendations

The results of the assessment will be used to inform the development of the Learning and Development Strategy. The strategy will be developed based on the findings of the assessment and on consultations with relevant stakeholders. The process will be undertaken through October 2022.

To inform the initial stages of the development of the strategy, the following recommendations are made for consideration in the L&D strategy:

- **Articulate how, and the extent to which, the Global CP AoR will engage with and provide capacity strengthening support to CP AoR staff of different profiles**

The Global CP AoR actively provides capacity strengthening support to a large number of CP AoR staff through a range of interventions. This support is very highly valued by the Coordinators and IMOs who receive the support. Some of the support that is provided is offered pro-actively (for example, the Global CP AoR reaches out to newly appointed staff and provides an orientation) while other support is provided at the request and instigation of CP AoR staff. As CP AoRs are staffed by people of different profiles who are employed by different organizations, are involved with the emergency context in different ways, for different lengths of time on a full time basis or in addition to other responsibilities, articulating how, and the extent to which, the Global CP AoR will provide capacity strengthening support to people of different profiles will ensure Global CP AoR

time and resources are used most effectively and appropriately. This will also enable articulation of what is an appropriate balance between proactive and responsive, on-demand support. The articulation of support that the Global CP AoR will provide should take into account the support provided by other entities to avoid duplication of efforts and ensure that the Global CP AoR is focusing attention on the profiles of people and on the thematic areas, that are most needed and where there are gaps in provision.

- **Evaluate the effectiveness of learning and development interventions based on evidence of impact**

The Global CP AoR offers a range of learning and capacity strengthening support interventions. An overarching learning and development monitoring and evaluation framework would enable the Global CP AoR to measure the medium and longer-term impact of various interventions to identify which activities and approaches are most efficient and effective and which have the most sustained impact on performance and retention. The framework should incorporate a systematic assessment of learning needs, preferences and engagement with existing resources to ensure appropriate provision is offered on an ongoing basis.

- **Empower staff to evaluate and strengthen their coordination and information management competencies**

In adult professional development, creating learner autonomy is an essential element for building motivation and ensuring interventions are effective. It is a way of ensuring that learners are in control of their learning journey and actively rather than passively engage with learning opportunities. By establishing a systematic process for Coordinators and IMOs to assess themselves against the competency frameworks, identify and address their learning needs and measure their progress, the Global CP AoR can support learner autonomy and increase the effectiveness of individuals' learning experiences. Data from learner assessments can also be used to inform and strengthen the monitoring and evaluation framework.

There are several ongoing and planned activities and tools which the Global CP AoR can build on to support CP AoR staff to evaluate their own performance and identify their learning needs. The L&D Strategy could include activities to:

- Work collaboratively with the GCCS, GEC, GNC and GWC on the planned online assessment tool for Coordinators and IMOs to assess their competencies against the competency frameworks and develop a system for linking the assessment outcomes with recommendations for learning,
- Promote use of existing organisational systems for personal development and identify ways to link these with the online assessment tools and recommendations.

## Strengthen competency levels of Coordinators in identified priority areas

The Global CP AoR currently offers a wide range of learning support for CP AoR coordination teams and there are multiple learning opportunities which exist for Coordinators developed unilaterally by the Global CP AoR or in collaboration with partners. Information from the monitoring and evaluation system can, over time, be used to refine and supplement the offering. In the shorter term, the opportunities offered can be supplemented by activities to:

- Fill priority gaps in the provision: for example, in the self-paced modules for Coordinators on the Humanitarian Learning Channel,
- Maintain and update existing Global CP AoR resources: for example, the face-to-face CPHA coordination

and information management course,

- Collaborate in the development or revision of courses: for example, the new face-to-face training under discussion on which the GCCS is leading or collaborating with the GPC on an advanced level coordination training under the SPPC course menu.

In addition, the Global CP AoR should consider supplementing its learning offering with additional modalities that focus on supporting the application of knowledge and skills in the work environment. These modalities should include opportunities that are formal as well as those that are informal and on-the-job. For example, this could include offering learning support to increase the impact of the self-paced modules and performance (as in the GNC initiative to offer blended learning courses built around the modules), developing the planned mentoring programme or supporting and extending the use of stretch assignments.

Furthermore, the Global CP AoR could consider introducing certification to support or formalise progression through various learning interventions, for example in the GEC Core 1 and Core 2 certificates, or developing a blended learning programme which aims to support participants to apply their learning in context as well as share their learning through cascade training as in the Save the Children Child Protection in Emergencies Professional Development Programme.

- **Increase capacity and strengthen competency levels of IMOs in identified priority areas**

There is a shortage of IMO capacity in CP AoRs with high rates of vacancy and double-hatting. In addition, few IMOs have CP backgrounds, and because they are often working for more than one sector, it can be challenging to build sector specific knowledge to allow for full interpretation and analysis of the data they are collecting. Activities to increase the number of IMOs are included in the TMS, for example creating a pooled IMO unit, and it would be important for the Global CP AoR to consider how they can engage with this initiative. Other strategies and activities should be considered in the L&D strategy to increase the number of IMOs in CP AoRs and to build IMO competencies specifically in CP specific elements and in other competency areas identified as priorities.

- **Support career progression into and within CP coordination to increase recruitment and retention**

Activities to strengthen the competencies of Coordinators and IMOs, and certifications to support or formalise progression through various learning interventions, can be designed in ways to actively support career progression within CP Coordination. In addition, specific activities can be included in the L&D Strategy to support recruitment of new CP AoR Coordinators and IMOs, and to increase retention of existing staff. These activities may include:

- Providing or facilitating learning support or opportunities for staff who would like to move into coordination roles to proactively build the required skills and experiences,
- Providing targeted learning support and facilitating career development opportunities for Coordinators and IMOs who would like to progress within CP AoRs for example from sub-national to national level coordination groups, or from national postings to international postings, or to move from IMO to Coordinator roles,
- Providing or facilitating access to learning opportunities on CP innovations, best practice and changes in CP programming for Coordinators to support career moves post-coordination or to improve retention.

- **Address the challenges to CP AoR Coordination posed by the high rates of double-hatting**

A significant proportion of CP AoR staff are double-hatting. This arrangement can negatively impact the post-holder, for example by creating an overwhelming workload, as well as negatively impacting on their ability to perform their coordination functions, for example by creating a perception of lack of neutrality. Important activities to address and reduce the incidence of double-hatting are included in the Global CP AoR work plan and the GCCS TMS. As there are multiple complex contributing factors causing the high rates of double-hatting, the impact of these activities may be slow and the rate of people in double-hatting roles may take time to reduce. To address the issues, the L&D Strategy should include:

Activities to support people in double-hatting roles and in particular how they can handle challenging situations arising from perspectives of lack of neutrality,

Activities to support managers of people in double-hatting roles particularly when they are based in CP Sections themselves and may be unaware of, or inadvertently contributing to, the difficulties as a result. This may include a range of advocacy activities as well as learning support, for example on advocating with donors to fund CP AoR Coordinator and IMO positions.

- **Support national level Coordinators and coordination teams to strengthen the capacity of CP AoR teams and national and local coordination actors**

A core part of the role of national level Coordinators is to build the capacity of local and national coordination. Coordinators have responsibility for overseeing and/or managing coordination team members at national and sub-national level and strengthening the capacity of national counterparts and national coordination structures. These activities are included in the CP AoR Coordination Competency Framework in two competencies: nurtures, leads and manages people (competency D8) and strengthening national and local capacity to respond and lead (competency C6) and are in line with Grand Bargain commitments to support local leadership and response.

The Global CP AoR L&D Strategy should consider including provision of systematic and structured support for this responsibility in the L&D Strategy. This could take a number of forms such as:

- Delivery of or promotion of access to courses on management skills for Coordinators for example, courses offered by HELS and DHR,
- Development of a training package on coordination for use by national level Coordinators to build national coordination capacity,
- Development and delivery of training for Coordinators on capacity strengthening skills to support the use of the training package on coordination,
- Increased provision of information on available resources for coordination and information management.

- **Work collaboratively with other actors**

Continuing to work collaboratively with other actors with whom the Global CP AoR has close linkages, and seeking out potential new collaborations, will support the effectiveness of capacity strengthening interventions offered by the Global CP AoR. These collaborations might take a number of different forms including active collaborations with other actors to co-create or co-facilitate learning opportunities and resources, outsourcing or forming partnerships with other entities (such as Universities or training providers) to implement programmes on behalf of or with the Global CP AoR, or facilitation of access to opportunities offered by others in specific areas.

Specific areas of collaboration to consider include:

- Collaborating with the GCCS, GEC, GNC and GWC on activities in the TMS and the GCCS Capacity Building Strategy such as the self-paced modules on the Humanitarian Coordination Learning Channel, the development of a face-to-face training on leadership and soft skills and the development of the online module on 'Coordination 101',
- Providing and facilitating Coordinators' access to learning materials around technical CP areas in collaboration with the UNICEF CP Section and the Alliance for CPHA,
- Facilitating access for Coordinators to leadership and management training offered by HELS and DHR
- Collaborating with the GPC and GBV AoR on ongoing and potential new initiatives such as on an advanced level coordination training under the SPPC course menu or on opportunities arising from the development of the GBV AoR learning and development strategy.





# ANNEXES

ANNEX 1: BIBLIOGRAPHY

ANNEX 2: LIST OF CONTACTS

ANNEX 3: CP STAFF MAPPING ANALYSIS

ANNEX 4: COORDINATOR SURVEY ANALYSIS

ANNEX 5: IMO SURVEY ANALYSIS

ANNEX 6: MANAGER SURVEY ANALYSIS

ANNEX 7: SPPC OVERVIEW

# Annex 1:

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# Annex 2:

## List of Contacts

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# Annex 3:

## CP Staff Mapping Analysis

### Introduction

In early 2022, the Global CP AoR conducted a CP AoR staff mapping which presents an overview of staffing levels in each location where a CP AoR exists. Although some staffing changes have occurred since the last update on 28th July, the mapping presents a snapshot of the staffing situation and can be used to identify key trends which can be compared with trends emerging from other sources.

An overview of the data in the mapping can be found in Figure 1 and analysis of emerging trends is presented in subsequent sections of this report. The analysis is arranged into six sections: role function and coordination levels, employer organisation, lines of supervision, seniority of posts, rates of dedicated capacity, and vacancy rates.

A summary of key findings from the analysis is presented below.

#### Role function and coordination levels

- CP AoRs are operating in 43 locations with 227 staff,
- 195 (86%) of these were working in coordination roles (as Leads, Co-coordinators or Child Protection Specialists) and 26 (11%) were in Information management roles,
- The majority of staff are working at national (47%) or sub-national level (45%) with fewer staff in Coordination hubs (6%) or at regional level (2%),
- At national level posts 72% of staff are in coordination roles and 21% are in IM roles,
- At sub-national level, all posts are coordination roles with 55% being Co-coordinator and 45% being Coordinator (Leads).

#### Employer organisation

- The majority of CP AoR staff are employed directly by the UN (64%),
- Almost a third of staff are employed by NGOs with 17% from NNGOs and 14% from INGOs,
- Only 4% of staff listed on the mapping are employed by Governments although this is likely to under-represent the actual number,
- Data on the number of SBP employees is not included in the CP Staff Mapping.

#### Lines of supervision

- Of the 149 UNICEF staff listed, there is data on supervision lines for 117 staff. 48% of these are managed by a Chief of Section,
- This trend is most pronounced for CP Specialists (100% of whom are managed by a Chief of Section) and Co-coordinator (59% of whom are managed by a Chief of Section),
- For Information Management Officers, 35% are managed by a Chief of Section and a further 22% are managed by a Coordinator,
- For Coordinator (Leads) the most common supervision arrangement is Chief of Field Office (relating to 37% of Leads) followed by Chief of Section (relating to 29% of Leads).

#### Seniority of posts

- Of the CP AoR Staff listed, only 78 of posts have a staff category recorded. This represents only 34% of posts so there may be inaccuracies in the trends identified,
- Of CP AoR staff with staff categories recorded, the majority (63%) are in NO posts. The most common post is NOB (41% of staff),
- This trend for NO posts is most pronounced amongst CP Specialists 100% of whom are in NO roles, with 50% being in NOB and 50% in NOC posts. This is followed by Co-coordinator (80% of posts), IMOs (67% of posts) and finally Coordinator (Leads) (53% of posts),
- Overall, staff are usually in more senior positions when they are in Lead roles compared with Co-coordinator roles, in national level coordination posts rather than sub-national level coordination posts, and in coordination roles rather than information management roles,
- Amongst all the posts, the only roles which are present above P3/ NOC, and which therefore require more than five years of professional experience on entry, are Coordinator (Lead) roles in national roles: 36% of Coordinator (Leads) are in P4 or P5 positions. This is followed by 57% in posts requiring a minimum of 5 years of experience (P3/ NOC).
- For Co-coordinators at national level, 100% are at P3/NOC.
- At sub-national level, for both Leads and Co-coordinators, the majority (65% and 57% respectively) are in NOB positions which require a minimum of two years of professional experience,
- For IMOs, the largest group are in NOA positions (38%) which require no experience on entry. A further 31% are in posts requiring two years of experience and 25% are in posts requiring five years of experience.

#### Rates of dedicated capacity

- A low proportion of posts are filled by people who have dedicated capacity with only 18% of all posts in CP AoRs having dedicated capacity,
- The highest rate of dedicated capacity is amongst IMOs, 27% of whom have dedicated capacity.
- For people in Coordinator roles the proportion is lower: 22% of Coordinator (Leads) have dedicated capacity and 16% of Co-coordinators have dedicated capacity.

- The lowest rates of dedicated capacity are at sub-national level: only 3% of staff in CP AoRs at sub-national level have dedicated capacity compared with 32% at national level.

Vacancy rates

- Calculating vacancy rates depends on how vacant posts are identified and defined,
- The analysis uses identified capacity vacancy rate which calculates how many of the posts that have already been identified as required that are currently standing vacant,
- Using this method, the vacancy rates are highest amongst IMO (30%) and lowest amongst

those in Coordination roles (with a combined figure for all Coordination roles of 7%),

- This method of calculating vacancy rates is likely to under-report the true vacancy rates as it is likely to miss unreported vacancies, under-filled posts (where part-time capacity is filling a full-time gap) and missing posts (where the identified capacity requirements are lower than what may be considered ideal capacity rates).
- Agreed, organisation-wide staffing levels for emergency contexts, would enable a more accurate vacancy rate to be calculated.

		TOTAL					HUB				
		TOTAL	ORGANISATION				TOTAL	ORGANISATION			
			UN	INGO	NNGO	GOV		UN	INGO	NNGO	GOV
Co-coordinator	Dedicated	14	1	11	2	0	2	1	1	1	0
	Not-dedicated	72	33	12	23	4	2	2	0	0	0
	Total filled	86	34	23	25	4	4	2	1	1	0
	% Dedicated	16%	3%	48%	8%	0%	50%	0%	100%	100%	0%
	Vacant	6					0				
	% Vacant	7%					0%				
Coordinator (Lead)	Dedicated	19	18	1	0	0	1	1	0	0	0
	Not-dedicated	66	43	4	14	5	6	6	0	0	0
	Total filled	85	61	5	14	5	7	7	0	0	0
	% Dedicated	22%	30%	20%	0%	0%	14%	14%	0%	0%	0%
	Vacant	7					0				
	% Vacant	8%					0%				
Child Protection Specialist	Dedicated	0	0	0	0	0	0	0	0	0	0
	Not-dedicated	23	23	0	0	0	23	23	0	0	0
	Total filled	23	23	0	0	0	23	23	0	0	0
	% Dedicated	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Vacant	1					1				
	% Vacant	4%					4%				
IMO	Dedicated	7	7	0	1	0	0	0	0	0	0
	Not-dedicated	19	18	1	0	0	1	1	0	0	0
	Total filled	26	24	1	1	0	1	1	0	0	0
	% Dedicated	27%	25%	0%	0%	0%	0%	0%	0%	0%	0%
	Vacant	11					2				
	% Vacant	30%					67%				
Other	Dedicated	1	1	0	0	0	0	0	0	0	0
	Not-dedicated	5	5	0	0	0	0	0	0	0	0
	Total filled	6	6	0	0	0	0	0	0	0	0
	% Dedicated	17%	17%	0%	0%	0%	0%	0%	0%	0%	0%
	Vacant	0					0				
	% Vacant	0%					0%				
PSS Consultant	Dedicated	0	0	0	0	0	0	0	0	0	0
	Not-dedicated	1	1	0	0	0	0	0	0	0	0
	Total filled	1	1	0	0	0	0	0	0	0	0
	% Dedicated	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Vacant	0					0				
	% Vacant	0%					0%				
Total filled	Dedicated	41	26	12	3	0	3	1	1	1	0
	Not-dedicated	186	123	17	37	9	10	10	0	0	0
	Total filled	227	149	29	40	9	13	11	1	1	0
	% Dedicated	18%	17%	41%	8%	0%	23%	9%	100%	100%	0%
	Vacant	25					2				
	% Vacant	10%					13%				

REGIONAL					NATIONAL					SUB-NATIONAL				
TOTAL	ORGANISATION				TOTAL	ORGANISATION				TOTAL	ORGANISATION			
	UN	INGO	NNGO	GOV		UN	INGO	NNGO	GOV		UN	INGO	NNGO	GOV
0	0	0	0	0	10	1	9	0	0	2	0	1	1	0
1	1	0	0	0	15	7	2	4	2	54	23	10	19	2
1	1	0	0	0	25	8	11	4	2	56	23	11	20	2
0%	0%	0%	0%	0%	40%	13%	82%	0%	0%	4%	0%	9%	5%	0%
0					3					3				
0%					11%					5%				
1	1	0	0	0	16	15	1	0	0	1	1	0	0	0
0	0	0	0	0	15	14	0	0	5	45	23	4	14	4
1	1	0	0	0	31	29	1	0	5	46	24	4	14	4
100%	100%	0%	0%	0%	52%	52%	100%	0%	0%	2%	4%	0%	0%	0%
0					3					4				
0%					9%					8%				
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	22	22	0	0	0	0	0	0	0	0
0	0	0	0	0	22	22	0	0	0	0	0	0	0	0
0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
0					1					0				
0%					4%					0%				
0	7	0	0	0	7	6	0	1	0	0	0	0	0	0
2	18	1	0	0	16	16	0	0	0	0	0	0	0	0
2	24	1	0	0	23	22	0	1	0	0	0	0	0	0
0%	25%	0%	0%	0%	30%	27%	0%	0%	0%	0%	0%	0%	0%	0%
0					9					0				
0%					28%					0%				
0	0	0	0	0	1	1	0	0	0	0	0	0	0	0
0	0	0	0	0	5	5	0	0	0	0	0	0	0	0
0	0	0	0	0	6	6	0	0	0	0	0	0	0	0
0%	0%	0%	0%	0%	17%	17%	0%	0%	0%	0%	0%	0%	0%	0%
0					0					0				
0%					0%					0%				
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	1	1	0	0	0	0	0	0	0	0
0	0	0	0	0	1	1	0	0	0	0	0	0	0	0
0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
0					0					0				
0%					0%					0%				
1	1	0	0	0	34	23	10	1	0	3	1	1	1	0
3	2	1	0	0	74	65	2	4	3	99	46	14	33	6
4	3	1	0	0	108	88	12	5	3	102	47	15	34	6
25%	33%	0%	0%	0%	31%	26%	83%	20%	0%	3%	2%	7%	3%	0%
0					16					7				
0%					13%					6%				

Figure 1: CP AoR Staff Mapping Overview

Role functions and coordination levels

The mapping indicates that there were CP coordination teams present in 43 locations. Across these locations, there were 227 staffed posts in national, sub-national, regional levels and in coordination hubs. Because some people take on more than one role, there are names which are duplicated in the mapping. Nine people are listed against more than one role meaning that the number of named individuals on the mapping is 218.

The 227 posts that are listed on the mapping include:

- 86 Co-coordinators,
- 85 Coordinators (Leads),
- 23 Child Protection Specialists,
- 26 IMOs,
- 1 Psychosocial Support (PSS) Consultant,
- 6 posts which are listed as ‘other’.

The majority of staff in CP AoRs are working at national (47%) or sub-national level (45%) with fewer staff in Coordination hubs (6%) or at regional level (2%). At national level, the majority of staff (72%) are working in coordination roles (including Coordinators in lead and co-coordination roles as well as Child Protection Specialists, Officers and Consultants) and just over a fifth of staff (21%) are working in information management roles. At sub-national level, all staff are in coordination roles either in Co-coordinators (55%) or Leads (45%) (See Figure 2).

FUNCTION	COORDINA-TION HUB	REGIONAL	NATIONAL	SUB-NATIONAL	TOTAL	% OF TOTAL
Co-coordinators	4	1	25	56	83	38
Coordinator (Lead)	7	1	31	46	85	37
CP Specialists	1	0	22	0	23	10
IMO	1	2	23	0	26	11
PSS Consultant	0	0	1	0	1	0.5
Other	0	0	6	0	6	3
Total	13	4	108	102	227	100
% of CP AoR staff	6%	2%	47%	45%		

Figure 2: Filled posts by functions and coordination level

Overall, the majority of staff in CP AoRs are working in Coordinator roles (85%). Amongst those taking on Coordinator roles, the majority of Co-coordinators (65%) and Coordinator (Leads) (54%) are at sub-national level while the majority of CP Specialists (95%) are at national level. Only 10% of CP AoR staff are in information management roles of whom the majority (88%) are at national level (see Figure 3).

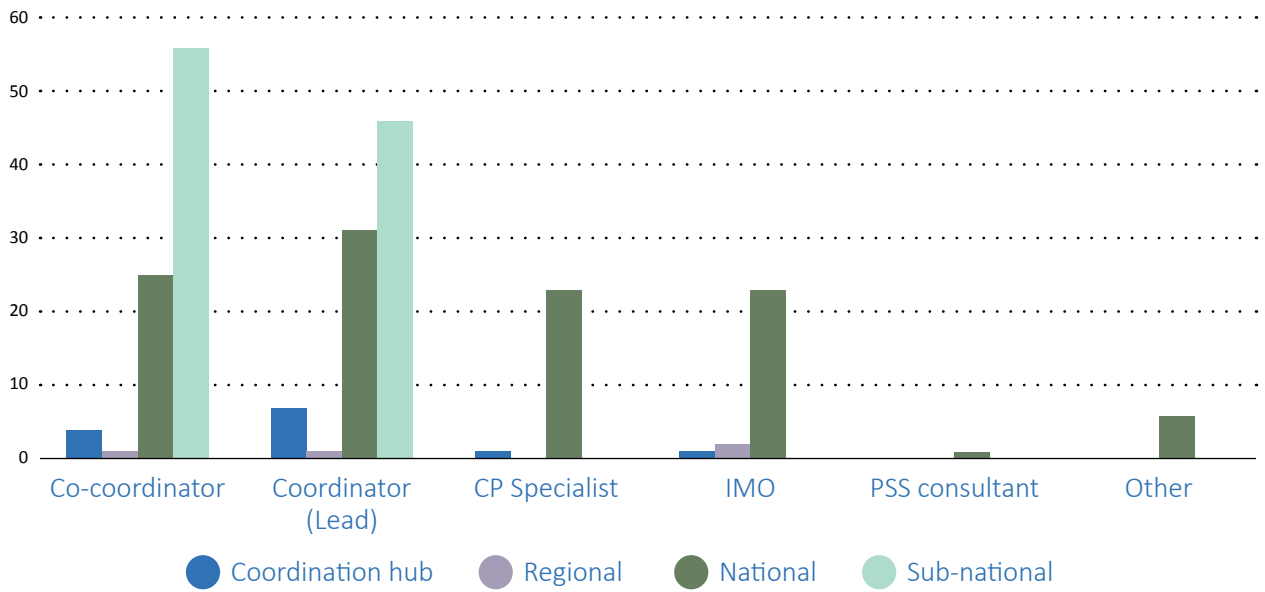


Figure 3: Number of posts by function and coordination level

Employer organisation

The mapping indicates that the majority of all staff in CP AoRs are employed by UN agencies: 64% of CP AoR staff are employed directly by UNICEF and a further 1% (which represents three people) are from the United Nations Organization Stabilization Mission in the Democratic Republic of Congo (MONUSCO) or the UN Joint Human Rights Officer (UNJHRD/ BCNUDH) which sits under MONUSCO. Over a third (32%) of CP AoR staff are employed by NGOs with 17% being employed by NNGOs and 14% being employed by INGOs. Staff from national and local governments represent 4% of the total staff included in the CP AoR Staff Mapping although this is likely to be an under-representation of the figures (see Figure 4).

FUNCTION	UN	INGO	NNGO	GOV	TOTAL
Co-coordinators	34	23	25	4	86
Coordinator (Lead)	61	5	14	5	85
CP Specialists	23	0	0	0	23
IMO	24	1	1	0	26
PSS Consultant	1	0	0	0	1
Other	6	0	0	0	6
Total	149	29	40	9	227
% of CP AoR staff	66%	13%	18%	4%	100%

Figure 4: CP AoR staff by function and organisation



This trend is most pronounced amongst CP Specialists and IMOs: 100% of the CP Specialists and 92% of IMOs are employed by UNICEF directly. The remaining 8% of IMOs, which represents two people, are employed by iMMAP, an INGO, and Corporación Infancia y Desarrollo, a Colombian NNGO. The Co-coordinator posts show the most variation in employer type: as with other functions, more Co-coordinator are employed by the UN than by other types of employer, however, this is fewer than half of the positions (40%). 27% of Coordinators are employed by INGOs and 29% are employed by NNGOs (see Figure 5).

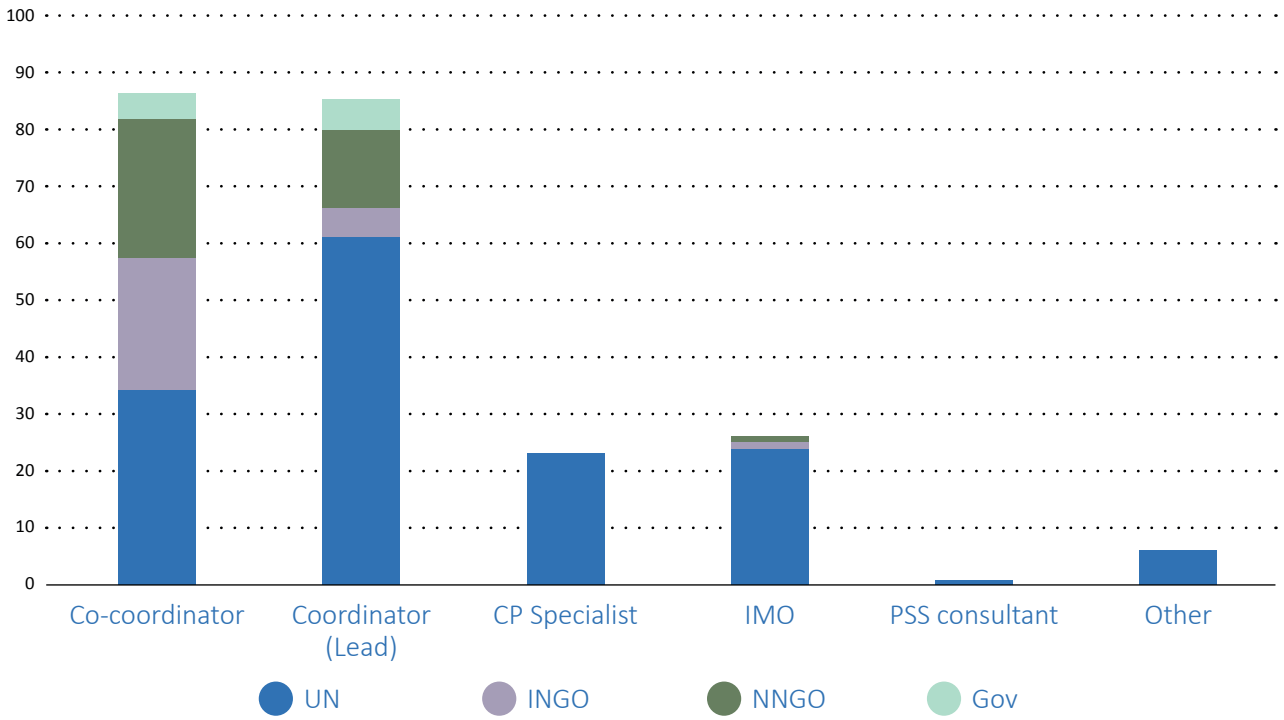


Figure 5: CP AoR staff by employer type

From the mapping it is not clear what proportion of the staff are Stand-By Partnership (SBP) deployments. However, there are 17 staff (including 14 Co-coordinators, 2 Coordinators (Leads) and 1 IMO) from five organizations which are Stand-By Partners. This includes: DRC, iMMAP, INTERSOS, Save the Children and World Vision International. While it is a possibility that some of these posts are SBP deployments, there may also be other arrangements with these posts and these cannot all be assumed to be SBP deployments.

Lines of supervision

Analysis in this section focuses solely on staff employed directly by UNICEF since role titles and hierarchical structures vary between organisations making analysis impossible. The analysis covers all Coordinator (lead and co-coordinator) roles, CP specialist roles and IMO roles. Roles where the function is designated as ‘other’ have been excluded from the analysis since the coordination function they are filling is unclear.

Of the 149 CP AoR staff employed by UNICEF, information on supervision lines is available for 117 staff. Amongst these 117 staff, across all role functions and coordination levels, the most common supervision arrangement is for staff to be managed by a Chief of Section. In total, 48% of all CP AoR staff are managed by a Chief of Section (see Figure 6).

STAFF IN CP AORS EMPLOYED BY UNICEF BY FUNCTION AND FUNCTION OF SUPERVISOR

		FUNCTION							
		REPRESENTATIVE	DEPUTY REPRESENTATIVE	CHIEF OF EMERGENCY	CHIEF OF FIELD OFFICE	CHIEF OF SECTION	COORDINATOR	OTHER	
TOTAL	#	1	2	10	28	56	5	15	117
	%	1%	2%	9%	24%	48%	4%	13%	100%
COORDINATOR (LEADS)	COORDINATION HUB	0	0	0	0	1	0	6	7
	REGIONAL	0	0	1	0	0	0	0	1
	NATIONAL	1	1	5	2	14	0	1	24
	SUB-NATIONAL	0	0	1	17	0	0	2	20
	TOTAL	#	1	7	19	15	0	9	52
		%	2%	13%	37%	29%	0%	17%	100%
CO-COORDINATORS	COORDINATION HUB	0	0	0	0	0	0	0	0
	REGIONAL	1	0	0	0	1	0	0	0
	NATIONAL	0	1	0	0	5	0	0	6
	SUB-NATIONAL	0	0	0	7	8	0	0	15
	TOTAL	#	1	0	8	13	0	0	22
		%	0%	0%	36%	59%	0%	0%	100%
CP SPECIALISTS	COORDINATION HUB	0	0	0	0	1	0	0	1
	REGIONAL	0	0	0	0	0	0	0	0
	NATIONAL	0	0	0	0	19	0	0	19
	SUB-NATIONAL	0	0	0	0	0	0	0	0
	TOTAL	#	0	0	0	20	0	0	20
		%	0%	0%	0%	100%	0%	0%	100%
IMOs	COORDINATION HUB	0	0	0	0	0	0	0	0
	REGIONAL	0	0	0	0	0	0	1	1
	NATIONAL	0	0	3	1	8	5	5	22
	SUB-NATIONAL	0	0	0	0	0	0	0	0
	TOTAL	#	0	3	1	8	5	6	23
		%	0%	13%	4%	35%	22%	26%	100%

Figure 6: Function of supervisors of CP AoR staff by coordination level

This overall trend varies significantly depending on the role. For CP Specialists, 100% are managed by a Chief of Section and for Co-coordinators, although the proportion is lower although the majority (59%) are managed by a Chief of Section. However, for Coordinator (Leads), this arrangement is less common than being managed by a Chief of Field Office: 37% of Coordinator (Leads) are managed by a Chief of Field Office while only 29% are managed by a Chief of Section.

For IMOs, being managed by a Chief of Section is the most common supervision arrangement and applies to 35% of IMOs. The second most common arrangement is for IMOs to be managed by Coordinators and applies to 22% of IMOs. A large proportion of IMOs (26%) are managed by other roles which do not fall into any of the other specified categories (see Figure 7).

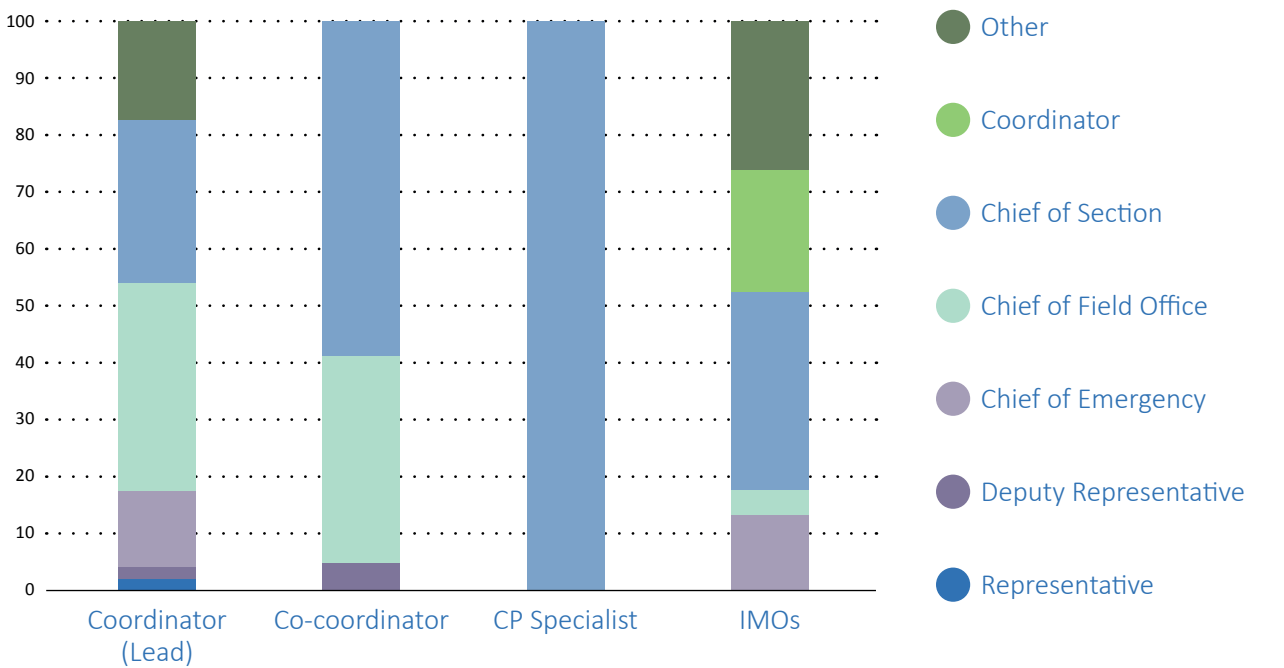


Figure 7: Proportion of staff managed by Chief of Section

Seniority of posts

In the CP AoR Staff Mapping, data on the staff category (level of the role within UNICEF’s organisational hierarchy) is collected for staff working for UNICEF. Information is available for 78 of the 149 staff employed by UNICEF. As data is only available for half (52%) of UNICEF staff and a third (34%) of all posts listed on the mapping, the trends in the data may not accurately reflect the true seniority of positions.

Overall, of the 78 staff for whom there is data, the majority (63%) are in NO posts (including NOA, NOB and NOC) with the most common level being NOB (41% of all CP AoR staff). This trend is most pronounced amongst CP specialists all of whom are in NO posts with 50% being NOB and 50% being NOC. This is followed by Co-coordinators (80% of posts), IMOs (67% of posts) and finally Coordinator (Leads) (53% of posts).

Of all the roles, the Coordinator (Lead) role shows the greatest variety in seniority levels amongst post-holders with post levels ranging from NOA, which requires no previous experience, through to P5, which is the highest of the Professional (P) category roles and which requires a minimum of 10 years of experience. For Coordinator (Leads), 2% (representing 1 person) are at NOA level and 2% are at P5 (see Figure 8).

CP AOR STAFF CATEGORIES

		STAFF CATEGORY								
		P5	P4	P3	NOC	NOB	NOA	G Staff		
TOTAL		#	1	7	19	10	31	8	1	77
		%	1%	9%	25%	13%	40%	10%	1%	100%
COORDINATOR (LEADS)	COORDINATION HUB		0	2	0	0	4	0	0	6
	REGIONAL		0	1	0	0	0	0	0	1
	NATIONAL		0	4	6	2	1	0	0	14
	SUB-NATIONAL		0	0	5	1	13	1	0	20
	TOTAL	#	1	7	11	3	18	1	0	41
		%	2%	17%	27%	7%	44%	2%	0%	100%
CO-COORDINATORS	COORDINATION HUB		0	0	0	0	0	0	0	0
	REGIONAL		0	0	0	0	0	0	0	0
	NATIONAL		0	0	1	2	0	0	0	3
	SUB-NATIONAL		0	0	1	1	4	1	0	7
	TOTAL	#	0	0	2	3	4	1	0	10
		%	0%	0%	20%	30%	40%	10%	0%	100%
CP SPECIALISTS	COORDINATION HUB		0	0	0	0	0	0	0	0
	REGIONAL		0	0	0	0	0	0	0	0
	NATIONAL		0	0	0	4	0	0	0	4
	SUB-NATIONAL		0	0	0	0	0	0	0	0
	TOTAL	#	0	0	0	4	0	0	0	4
		%	0%	0%	0%	100%	0%	0%	0%	100%
IMOs	COORDINATION HUB		0	0	1	0	0	0	0	1
	REGIONAL		0	0	1	0	0	0	0	1
	NATIONAL		0	0	4	0	5	6	1	16
	SUB-NATIONAL		0	0	0	0	0	0	0	0
	TOTAL	#	0	0	6	0	5	6	1	18
		%	0%	0%	33%	0%	28%	33%	6%	100%

Figure 8: Staff categories for CP AoR staff functions and coordination levels

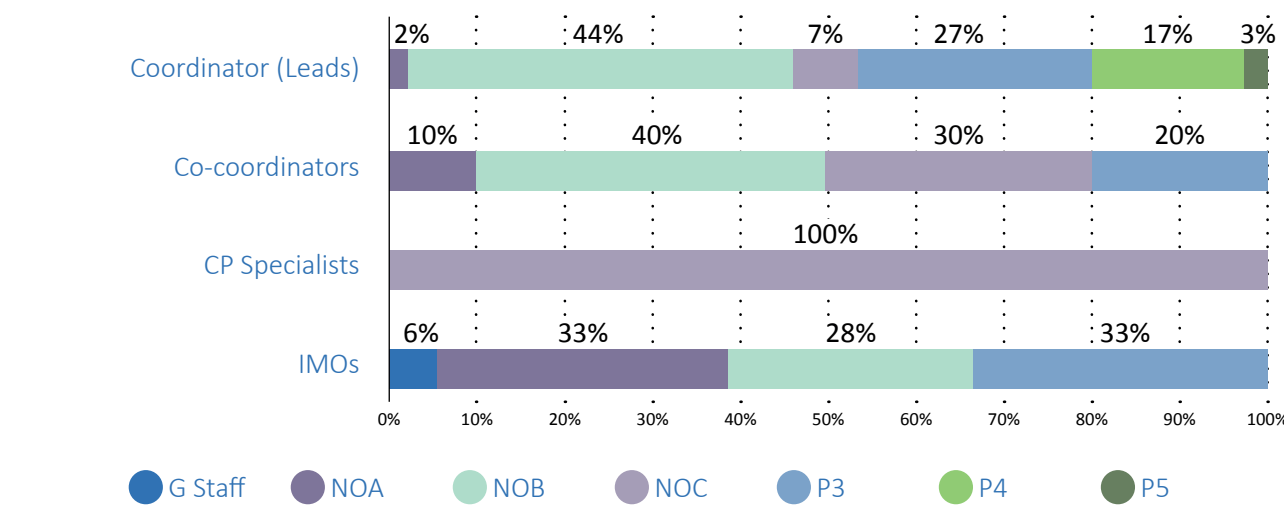


Figure 9: Staff categories make up of Coordinator and IM roles

N LEVELS	P LEVELS	YEARS OF PROFESSIONAL EXPERIENCE REQUIRED ON ENTRY
(NOE)*	P5	Minimum 10 years
(NOD)	P4	Minimum 7 years
NOC	P3	Minimum 5 years
NOB	(P2)	Minimum 2 years
NOA	(P1)	No experience required

\* Categories in parenthesis are not represented in CP AoR staff

Figure 10: Comparison of N and P staff categories

- Overall, staff are usually in more senior positions when they are in:
- Lead roles compared with Co-coordinator roles as Coordinators,
  - National level coordination posts rather than in sub-national level coordination posts,
  - Coordination roles rather than information management roles.

Amongst all the posts, the only roles which are present above P3/ NOC, and which therefore require more than five years of professional experience on entry, are Coordinator (Lead) roles in national roles: 36% of Coordinator (Leads) are in P4 or P5 positions. This is followed by 57% in posts requiring a minimum of 5 years of experience (P3/ NOC).

For Co-coordinators at national level, the highest level is P3/NOC: 100% of Co-coordinators are at this level.

At sub-national level, P3/NOC is the highest level recorded for Coordinators: for Leads this represents 30% of posts and for Co-coordinators, 29%. For both Leads and Co-coordinators, the majority are in NOB positions which require a minimum of two years of professional experience: 65% of Leads and 57% of Co-coordinators are NOBs. For staff working in information management roles, the largest group are in NOA positions (38%) which require no experience on entry. A further 31% are in posts requiring two years of experience and 25% are in posts requiring five years of experience.

Rates of dedicated capacity

Data in the CP Staff Mapping indicates that the majority of posts are filled with people do not have dedicated capacity for the CP AoR. Overall, only 18% of posts are filled with people who have full-time CP AoR capacity.

The highest rate of dedicated capacity is amongst IMs, 27% of whom have dedicated capacity. For people in Coordinator roles the proportion is lower: 22% of Coordinator (Leads) have dedicated capacity and 16% of Co-coordinators have dedicated capacity. As is to be expected, none of the Child Protection Officers, Specialists or Managers have dedicated capacity since their primary roles are programmatic (see Figure 11).

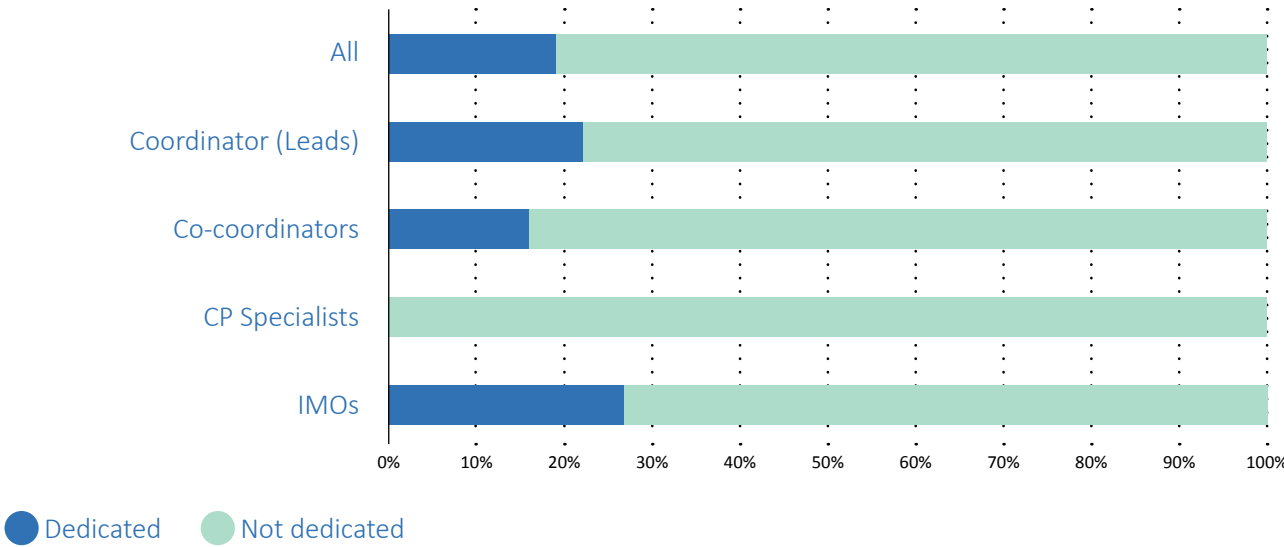


Figure 11:Proportion of staff with dedicated capacity

The trend for low levels of dedicated capacity is most pronounced at sub-national level. For all roles, only 3% of staff working at sub-national level have dedicated capacity while at national level the proportion is 32% (see Figure 12).

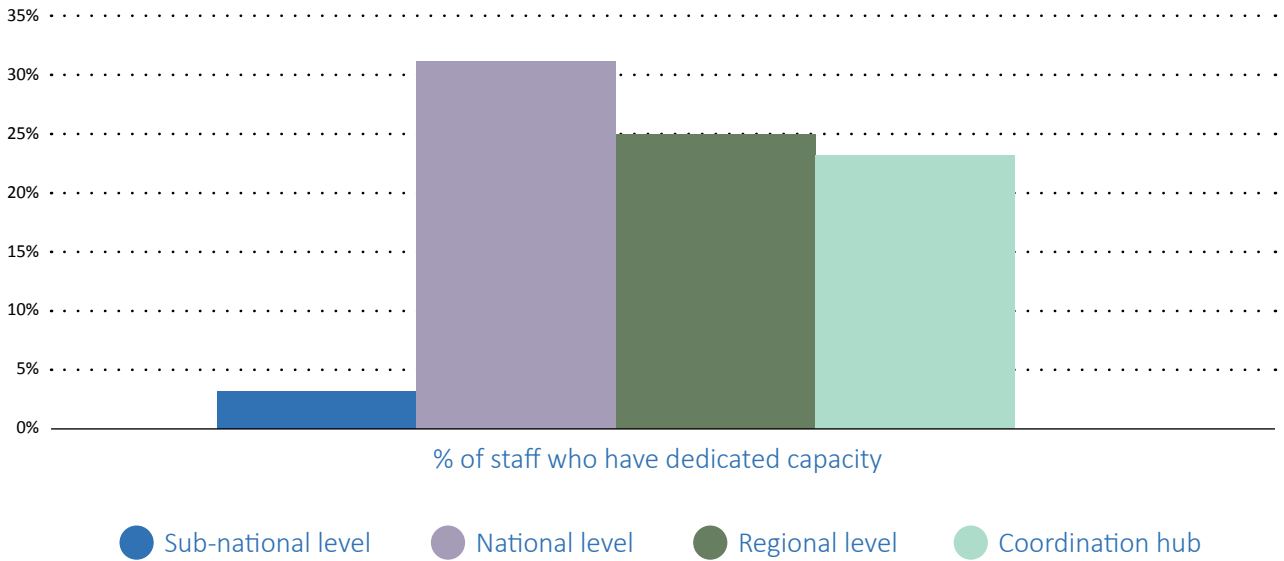


Figure 12: Percentage of staff who have dedicated capacity by coordination level

Vacancy rates

Calculating vacancy rates in the CP AoRs is complex and depends on how vacant posts are identified and defined. In UNICEF, requirements for emergency staffing levels are recommended by UNICEF<sup>1</sup> and by the UNICEF-led clusters<sup>2</sup> but Country Offices are responsible for recruiting and securing funding for posts in CP AoRs and decisions about the level of staffing required are at their discretion. Because of this devolved responsibility, and because there are no required or fixed staffing levels, there is no standard against which to identify gaps and therefore measure a vacancy rate.

One method of calculating the vacancy rate is to look at the posts that have been identified by Country Offices as being required but which have not been filled. This might include existing posts which were once occupied but are now vacant or new posts which have not yet been filled. This can be referred to as the identified capacity vacancy rate. Data on the CP Staff Mapping can be used to calculate this rate by calculating the proportion of all listed posts which do not have a named staff member listed.

Identified capacity vacancy rates, calculated in this manner using the CP Staff Mapping data, show that that the highest rate of unfilled posts (and the highest number) is at national level with 14% of posts unfilled, representing 16 roles, while the lowest rates are at regional level where no identified posts are unfilled. Furthermore, the vacancy rates are highest amongst IM posts with an overall vacancy rate of 30%. The lowest rate of vacancy is amongst CP Specialists, amongst whom there is a 4% vacancy rate, followed by Coordinator (Leads) at 7%. However, since CP Specialist is not a Coordination role in itself, and since data is limited, using the combined figure for all Coordinator posts may be more accurate. The combined data give a vacancy rate of 7% (see Figure 13).

IDENTIFIED CAPACITY VACANCY RATES

	TOTAL			COORDINATION HUB			REGIONAL			NATIONAL			SUB-NATIONAL		
	No. posts	No. va-cant posts	% unfil-led	No. posts	No. va-cant posts	% unfil-led	No. posts	No. va-cant posts	% unfil-led	No. posts	No. va-cant posts	% unfil-led	No. posts	No. va-cant posts	% unfil-led
Coordinator (Lead)	42	3	7%	7	0	0%	1	0	0%	34	3	9%	50	4	8%
Co-coordinator	33	3	9%	4	0	0%	1	0	0%	28	3	11%	59	3	5%
CP Specialist	24	1	4%	1	0	0%	0	0	0%	23	1	4%	0	0	0%
IM	37	11	30%	3	2	67%	2	0	0%	32	9	28%	0	0	0%
Total	136	18	13%	15	2	13%	4	0	0%	117	16	14%	109	7	6%

Figure 13: Identified capacity vacancy rates

This method of calculating the identified capacity vacancy rate is likely to under-estimate the number of vacancies since all unfilled, existing posts or unfilled, newly created posts may not be captured on the mapping.

While the identified capacity vacancy rate is one way of calculating the vacancy rate, and may help to identify trends in the data, this method of calculation is likely to under-estimate capacity gaps. These capacity gaps can arise from:

- Under-filled posts – where a situation requires a full-time dedicated staff member, but it is only possible to fund someone who is double-hatting.
- Missing posts – where posts that might be considered needed in an ‘ideal’ situation are not recorded as vacant because they have not been created, for example because there is no or limited possibility of funding these posts or because of differences in perceptions of what is required.

An alternative method of calculating a vacancy rate could be to determine an ideal level of staffing, for example using the levels in the ‘Recommended Good Practices’<sup>3</sup>, and measuring the staff levels against this ideal.

1. United Nations Children’s Fund, *Cluster Coordination Guidance for Country Offices*, May 2015  
2. Global Nutrition Cluster, Global WASH Cluster, Global Education Cluster, Global Child Protection AoR, ‘Recommended good practices for the minimum structure of coordination teams at country level: for UNICEF as a Cluster Lead Agency,’ 2021 – not yet endorsed

3. Global Nutrition Cluster, Global WASH Cluster, Global Education Cluster, Global Child Protection AoR, ‘Recommended good practices for the minimum structure of coordination teams at country level: for UNICEF as a Cluster Lead Agency,’ 2021 – not yet endorsed



# Annex 4: Coordinator Survey Analysis

The online survey for Coordinators was circulated in English, French and Spanish on 9th August 2022 and remained open until 31st August. The survey was sent to the 52 Coordinators on the Global CP AoR mailing list. Of the 52 people who received the survey, 38 responded representing a response rate of 73%. This included:

- 27 respondents to the English survey,
- 8 respondents to the French survey,
- 3 respondents to the Spanish survey.

Responses to the survey were combined for analysis and the data tables are presented below. Overall, there was a near 100% completion rate of the survey.

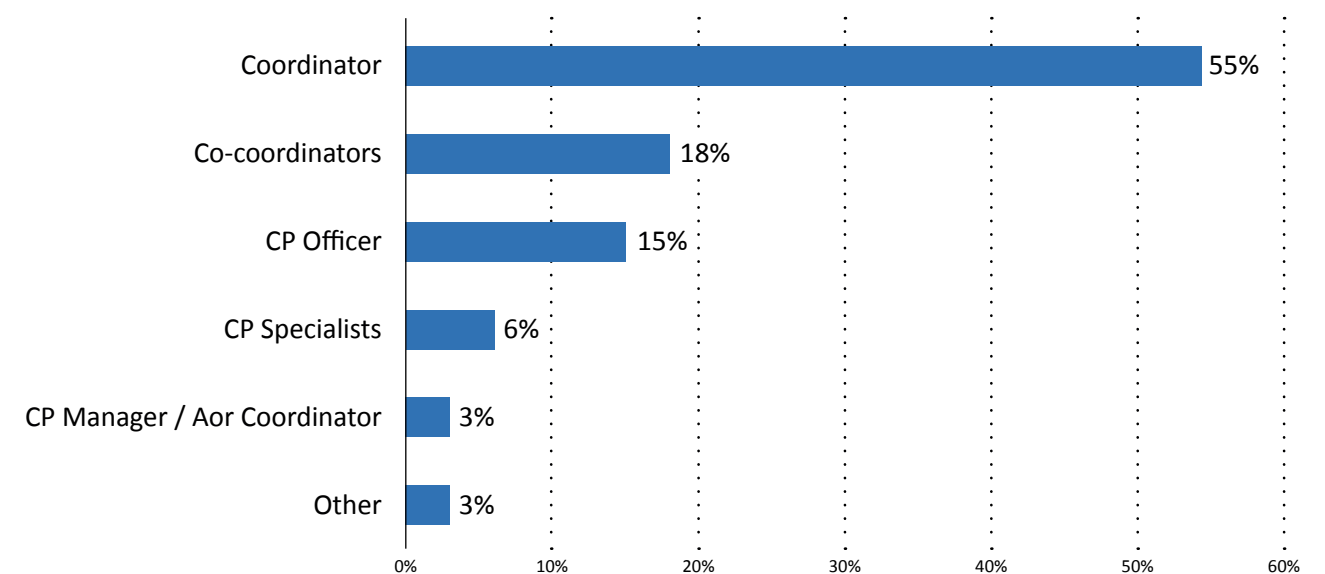
## Section A: Your profile and experience

The first section of the survey explored respondents' profile and experience. This was to support interpretation of the results of subsequent sections of the survey as well as to inform the staff profiles section of the assessment.

Respondents were asked five questions. With the exception of the first question all respondents answered all of the questions.

### A1. What is your current or most recent job title?

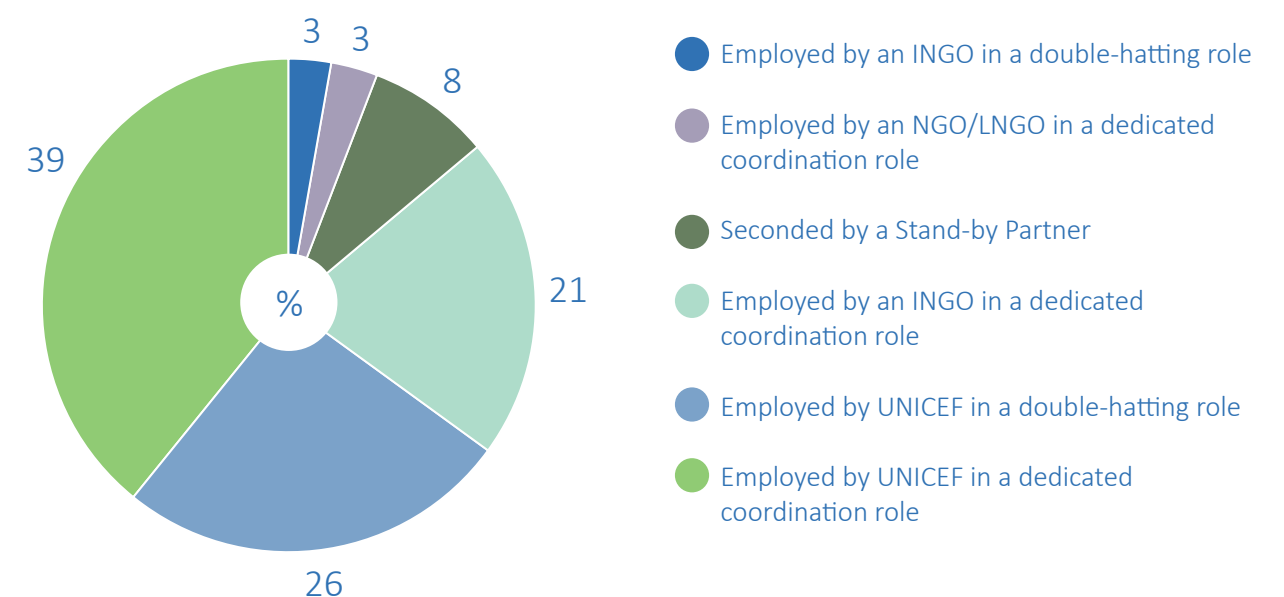
33 responses



Amongst the respondents the majority were Coordinators (55%) while 21% were either Child Protection Officers or Specialists (21%).

### A2. Which of the following best describes your employment status?

38 responses

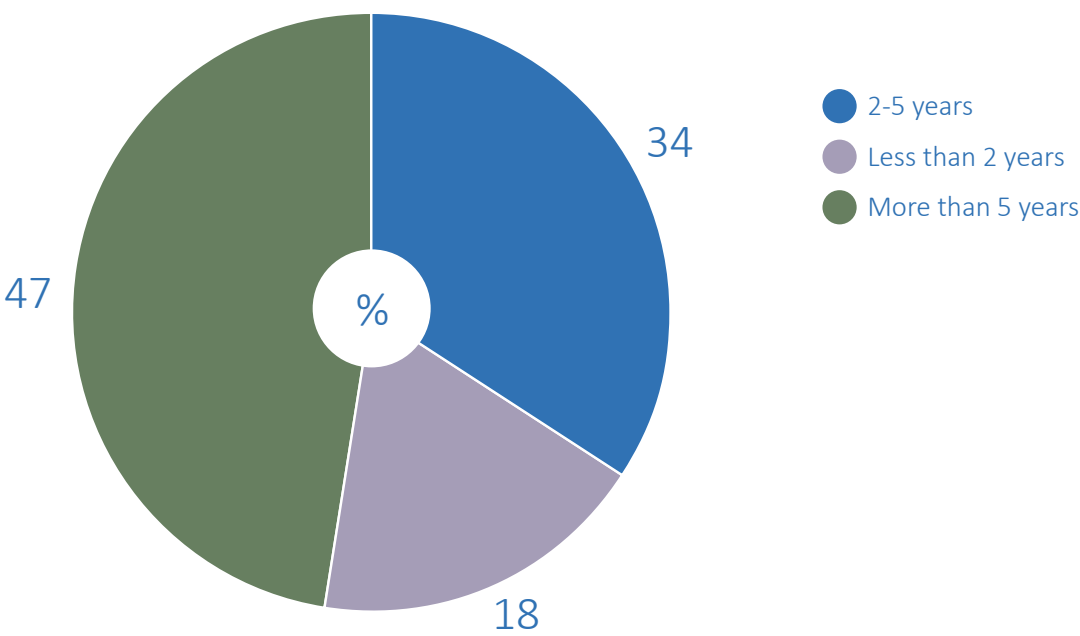


The majority of respondents (65%) were employed by UNICEF in either dedicated roles (39%) or double-hatting roles (26%). This was followed by those employed by INGOs (21%).

The majority of respondents (63%) were in dedicated roles including 39% employed by UNICEF, 21% employed by an INGO and 3% employed by NNGOs or LNGOS.

A3. How many years of experience do you have in humanitarian coordination?

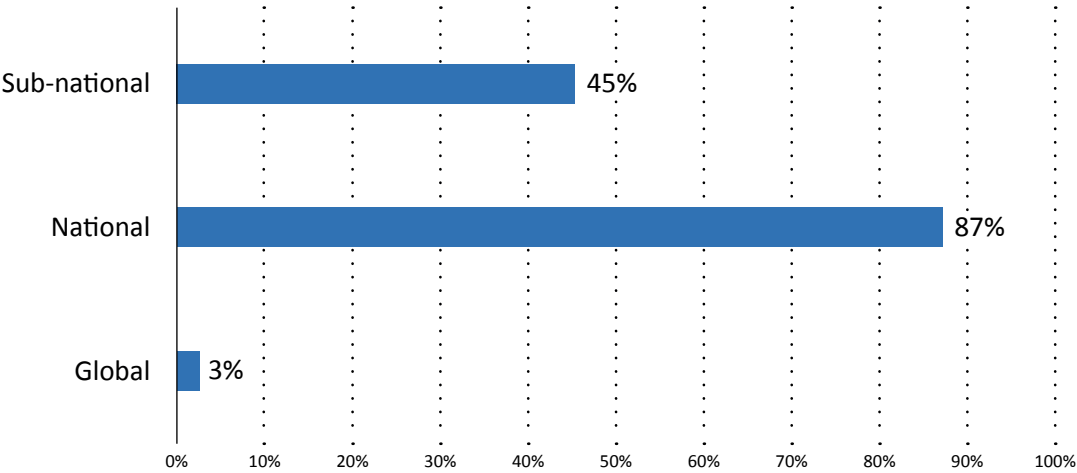
38 responses



The most common response selected by respondents when asked how many years of experience they had was ‘More than 5 years’ (47%). This was followed by people who selected 2-5 years (34%).

A4. Which of the following levels have you worked at in a humanitarian coordinator or co-coordinator role?

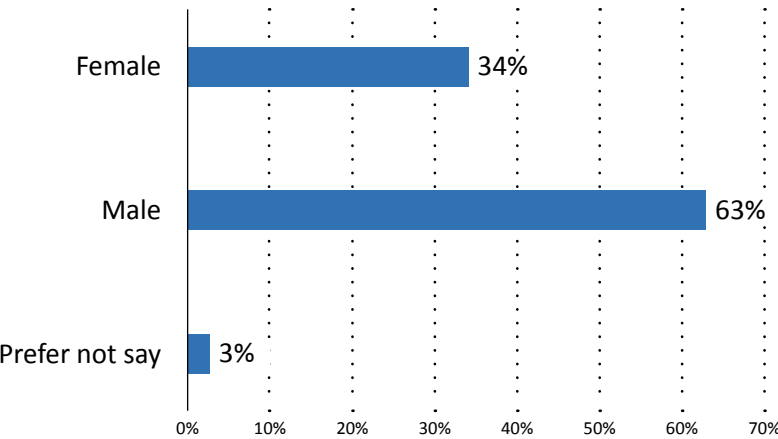
38 responses



The majority of respondents (87%) reported having experience at national level coordination followed by 45% with experience at sub-national level. Only one person selected they had experience at global level.

A5. Which of the following would you use to describe yourself?

38 responses



The majority of respondents (63%) were male.

Section B: Your strengths and areas of competence

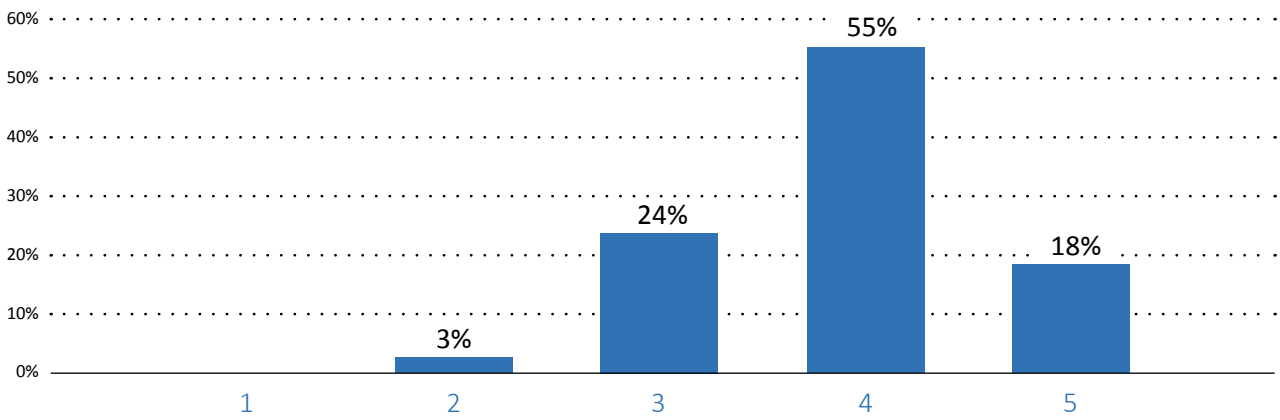
The second section of the survey explored respondents’ perceptions of their strengths, areas of competency and their areas for development. The purpose was to identify priority learning and development needs against the competencies identified in the CP AoR Competency Frameworks for Coordination and Information Management. This informs section 3 of the assessment report.

Respondents were asked six questions. All respondents answered all of the questions.

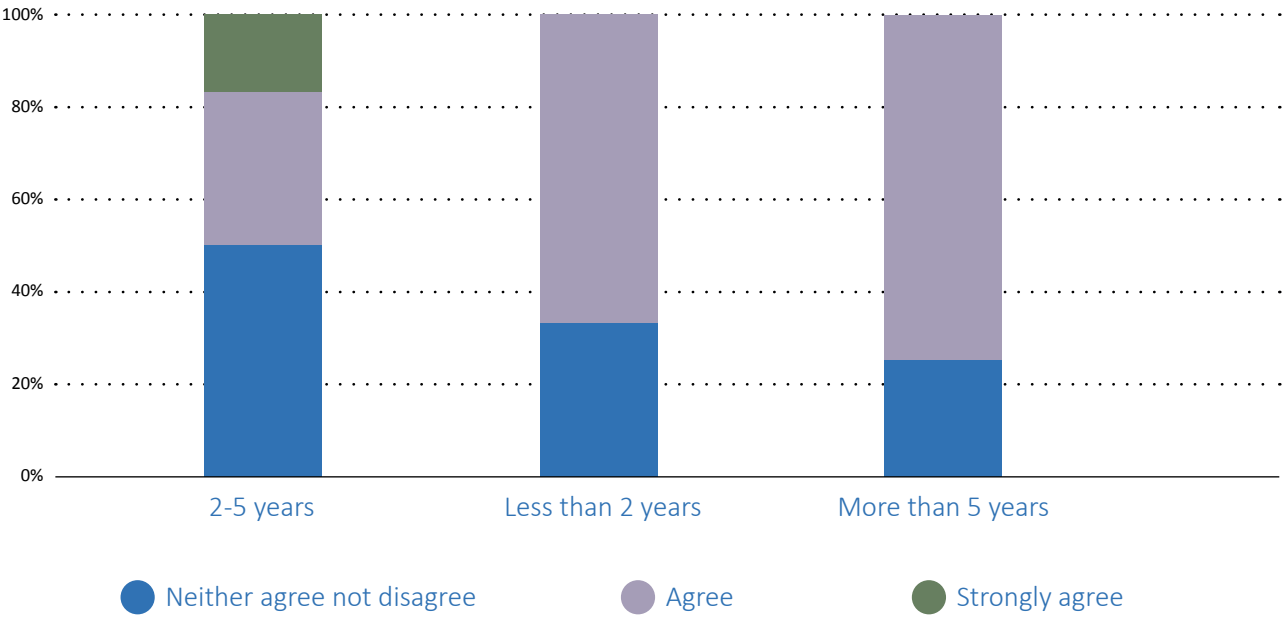
B1. To what extent do you agree with the following statement?

“I have the required competencies, skills and knowledge areas to perform my job effectively.”

38 responses

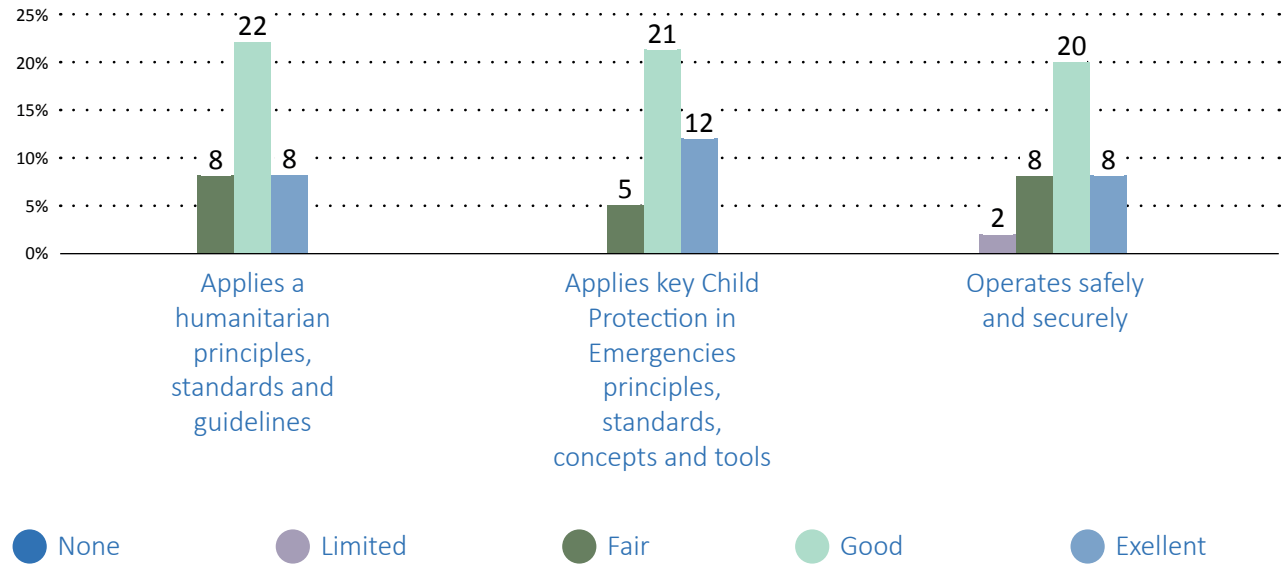


When asked whether they felt they had the required competencies, skills and knowledge to perform their job effectively, the majority of respondents (73%) agreed or strongly agreed.



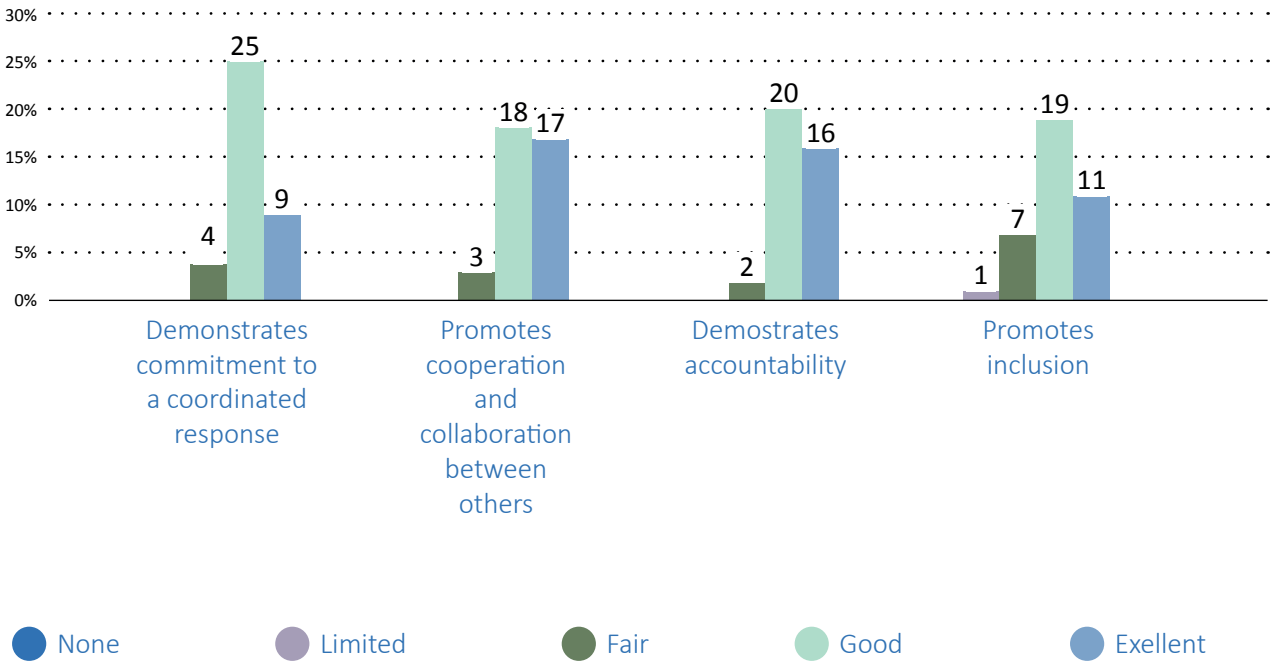
Overall, respondents’ level of confidence in their competence increased with their years of experience with the exception of one respondent with 2-5 years of experience who strongly agreed they had the competencies required for their job.

**B2. How would you rate your level of competency in each of the following sectoral competencies?**  
38 responses



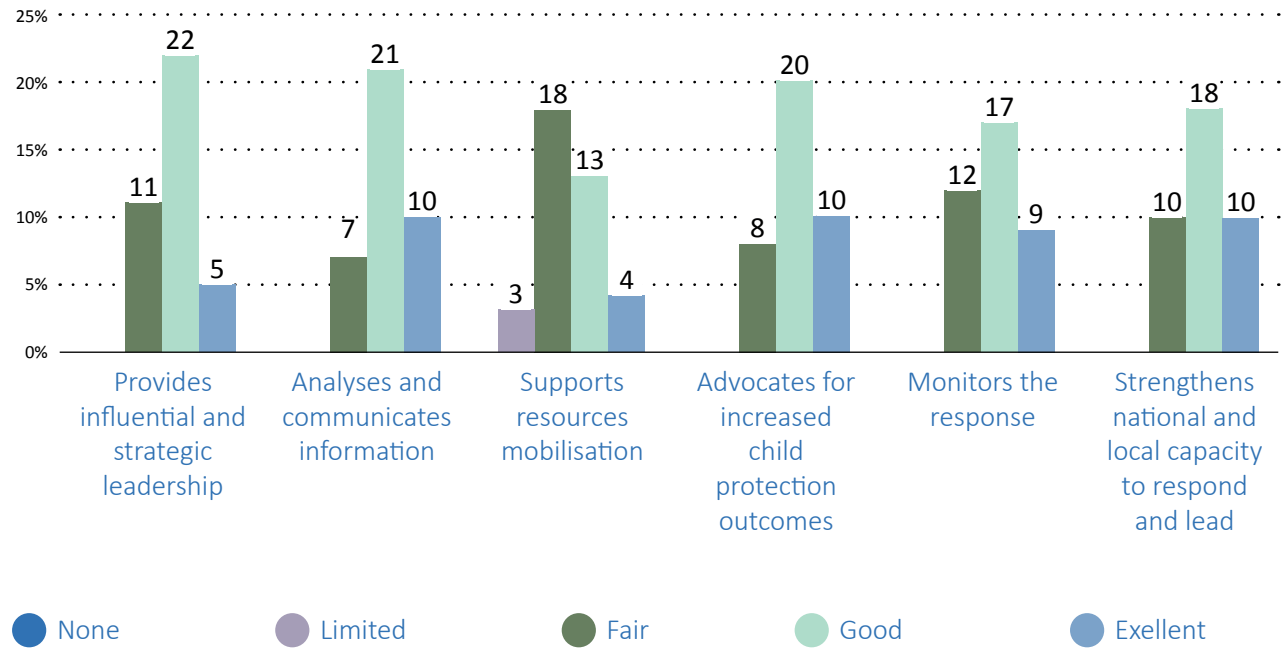
The majority of respondents felt they had a good or excellent level of competency in the sectoral competencies which are elaborated in section A of the CP AoR Coordination Competency Framework. The most positively rated competency was ‘Applies key CPiE principles, standards, concepts and tools’ which had the highest number of respondents (87%) rating their competency level as above average (levels 4 or 5). This was followed by ‘Applies humanitarian principles, standards and guidelines’ (79%) and finally ‘Operates safely and securely’ (74%).

**B3. How would you rate your level of competence in each of the following behavioural competencies?**  
38 responses



The majority of respondents felt they had a good or excellent level of competency in the common competencies which are elaborated in section B of the CP AoR Coordination Competency Framework. The most positively rated competency was ‘Demonstrates accountability’ which had the highest number of respondents (95%) rating their competency level as above average (levels 4 or 5). This was followed by ‘Promotes cooperation’ (92%), ‘Demonstrates commitment to a coordinated response’ (89%) and finally ‘Promotes inclusion’ (79%).

**B4. How would you rate your level of competence in each of the following functional competencies?**  
38 responses



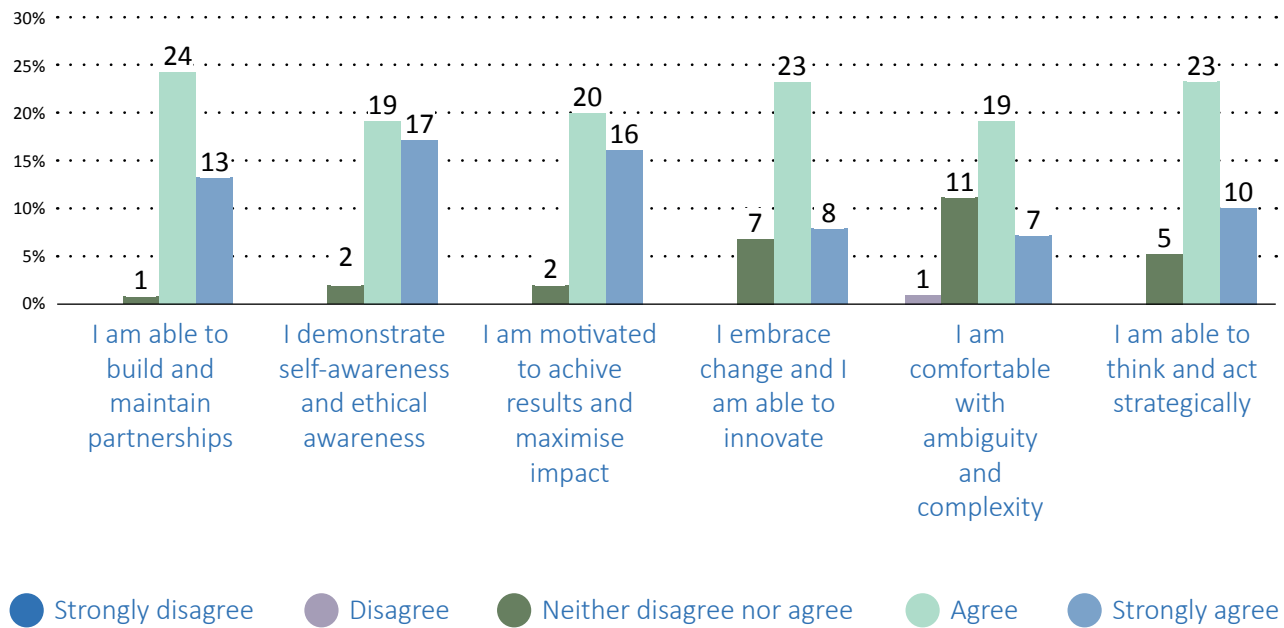
Amongst the competencies in section C of the competency framework, the majority of respondents were confident in their abilities to demonstrate the competencies with the exception of ‘Supports resource mobilisation’. For this competency, 55% rated their competency level as 3 or lower.

Respondents’ confidence in the other competencies fell in the following order:

- ‘Analyses and communicates information’ (82%)
- ‘Advocates for increased child protection outcomes’ (79%),
- ‘Strengthens national and local capacity to respond and lead’ (74%),
- ‘Provides influential and strategic leadership’ (71%)
- ‘Monitors the response’ (68%).

B5. To what extent do you agree with the following statements?

38 responses



In question B5, respondents were asked to rate their level of agreement with statements related to the behavioural competencies in section D of the CP AoR Competency Framework which are drawn from the UNICEF behavioural competencies. Statements on ‘Working collaboratively with others’ and ‘Nurturing, leading and managing people’ were not included as these competencies are closely linked with competencies in section B of the competency framework.

The majority of respondents agreed or strongly agreed with all of the statements.

The responses place the order of confidence in the competencies as follows:

- Builds and maintains partnerships (97%),
- Demonstrates self-awareness and ethical awareness (95%),
- Drive to achieve results for impact (95%),
- Thinks and acts strategically (87%),
- Innovates and Embraces change (82%),
- Manages ambiguity and complexity (68%).

Summary of questions B2- B5

The following table presents the competencies from all sections of the competency framework (as presented to respondents in questions B2 – B5) arranged into order of how confident respondents felt starting with the least confident through to the most confident.

The section in which each competency appears in the CP AoR Competency Framework is indicated for reference and competencies are colour coded for additional clarity.

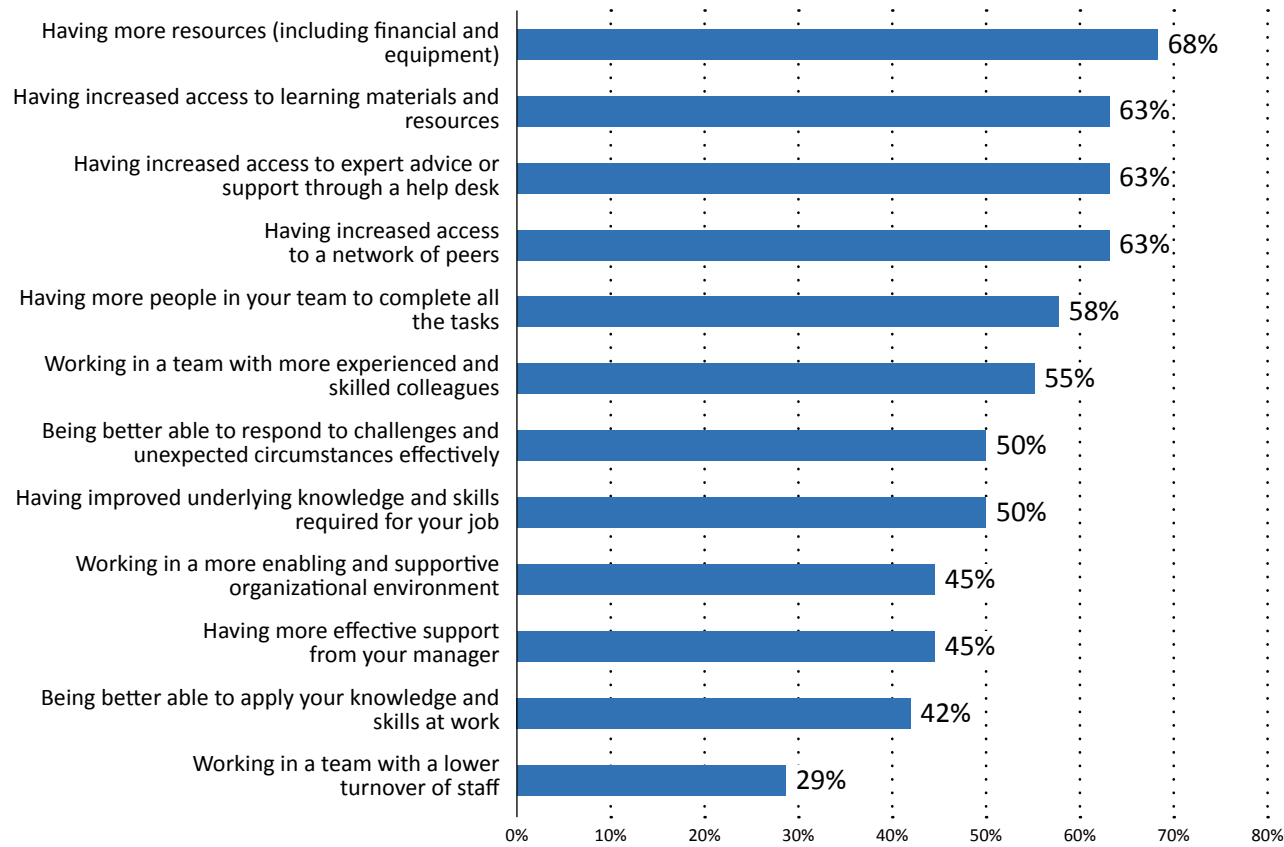
#	SECTION/ #	COMPETENCY	% RESPONDENTS REPORTING CONFIDENCE
1	C	Supports resource mobilisation	55
2	C	Monitors the response	68
3	D	Manages ambiguity and complexity	68
4	C	Provides influential and strategic leadership	71
5	C	Strengthens national and local capacity to respond and lead	74
6	A	Operates safely and securely	74
7	C	Advocates for increased child protection outcomes	79
8	B	Promotes inclusion	79
9	A	Applies humanitarian principles, standards and guidelines	79
10	D	Innovates and embraces change	82
11	C	Analyses and communicates information	82
12	D	Thinks and acts strategically	87
13	A	Applies key CPIE principles, standards, concepts and tools	87
14	B	Demonstrates commitment to a coordinated response	89
15	B	Promotes cooperation	92
16	D	Demonstrates self-awareness and ethical awareness	95
17	D	Drive to achieve results for impact	95
18	B	Demonstrates accountability	95
19	D	Builds and maintains partnerships	97

The competencies which respondents feel least confident in predominantly the functional competencies in section C of the competency framework.



B6. Which of the following would help you to improve your effectiveness in your role further? (Select all that apply)

38 responses



Respondents were presented with a list of 12 potential interventions that may help them to improve their effectiveness in their role as well as the possibility of adding other responses. The table shows the results in order from the responses mostly commonly selected through to the least commonly selected. No respondents added additional comments. The most commonly selected response (chosen by 68% of respondents) was having more resources. The next three most commonly selected options (all chosen by 63% of respondents) related to having increased access to learning materials and resources and demonstrated an interest amongst respondents for both formal materials (access to learning materials and resources) and on-the-job support (expert advice and access to a network of peers). Despite feeling relatively confident in their competencies overall, cross-comparing the results of the questions indicates there is a high level of interest in further learning.

Section C: Your familiarity with existing resources

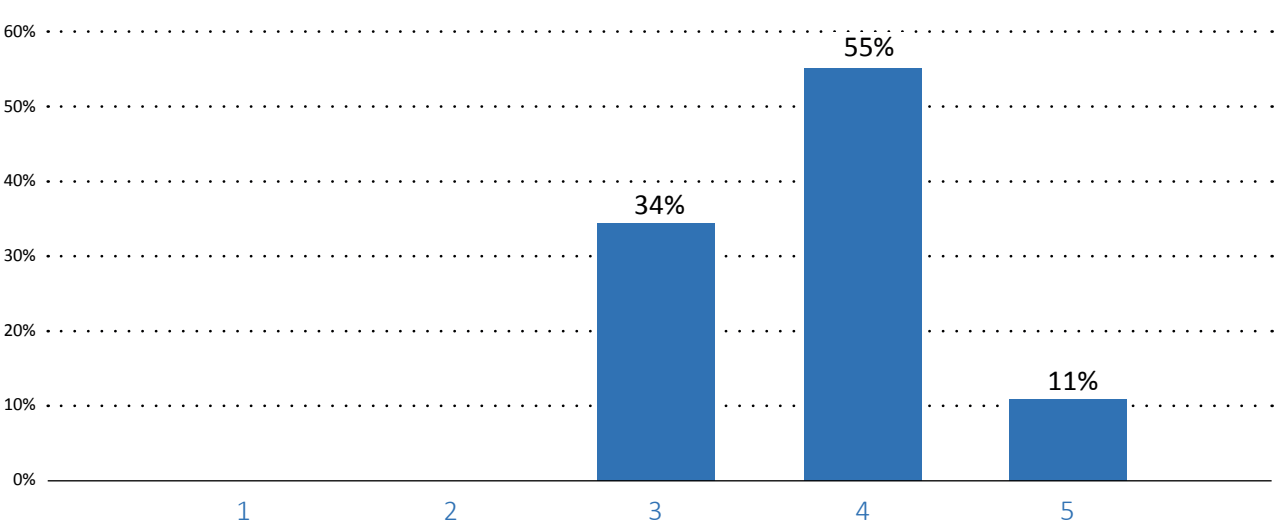
In section C, respondents were asked about their familiarity with and access to existing learning materials and resources. The purpose was to assess the extent to which respondents knew where to access resources, and the extent to which they were using them as well as any practical or logistical considerations which prevented them from accessing resources.

Respondents were asked five questions. All respondents answered two of the questions and 37 out of 38 responded to a further two of the questions. The fifth question did not apply to all respondents and received 10 responses.

C1. To what extent do you agree with the following statement?

“I am aware of learning resources that are available to support my development.”

38 responses

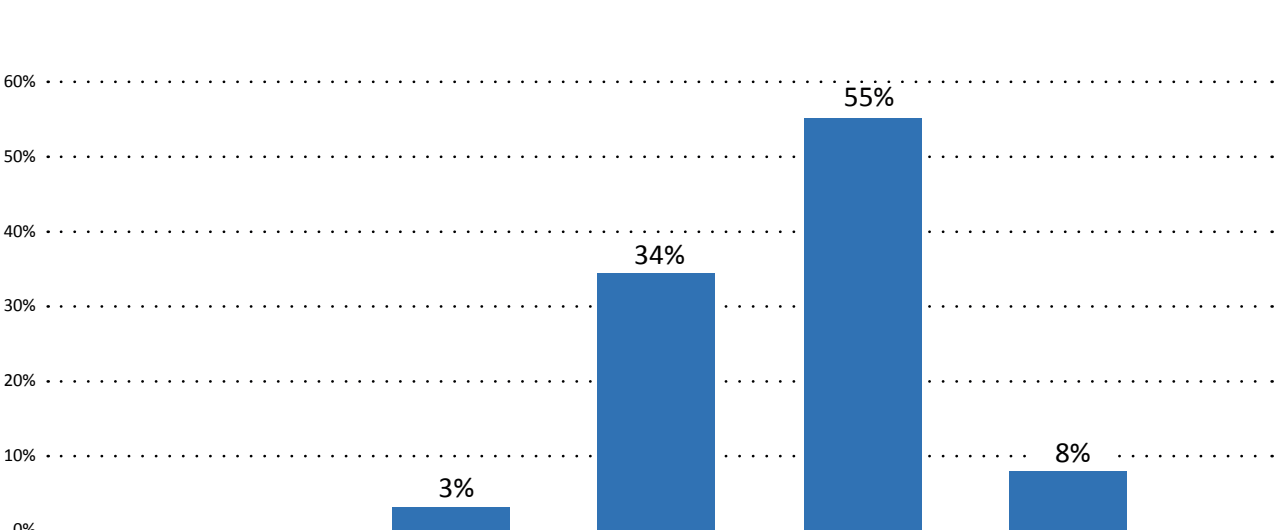


The majority of respondents (66%) agreed or strongly agreed that they were aware of learning resources. However, a third of all respondents did not agree with the statement indicating a significant proportion of respondents lack awareness of where to access learning resources.

C2. To what extent do you agree with the following statement?

“I regularly use learning resources to help me improve my professional knowledge and skill.”

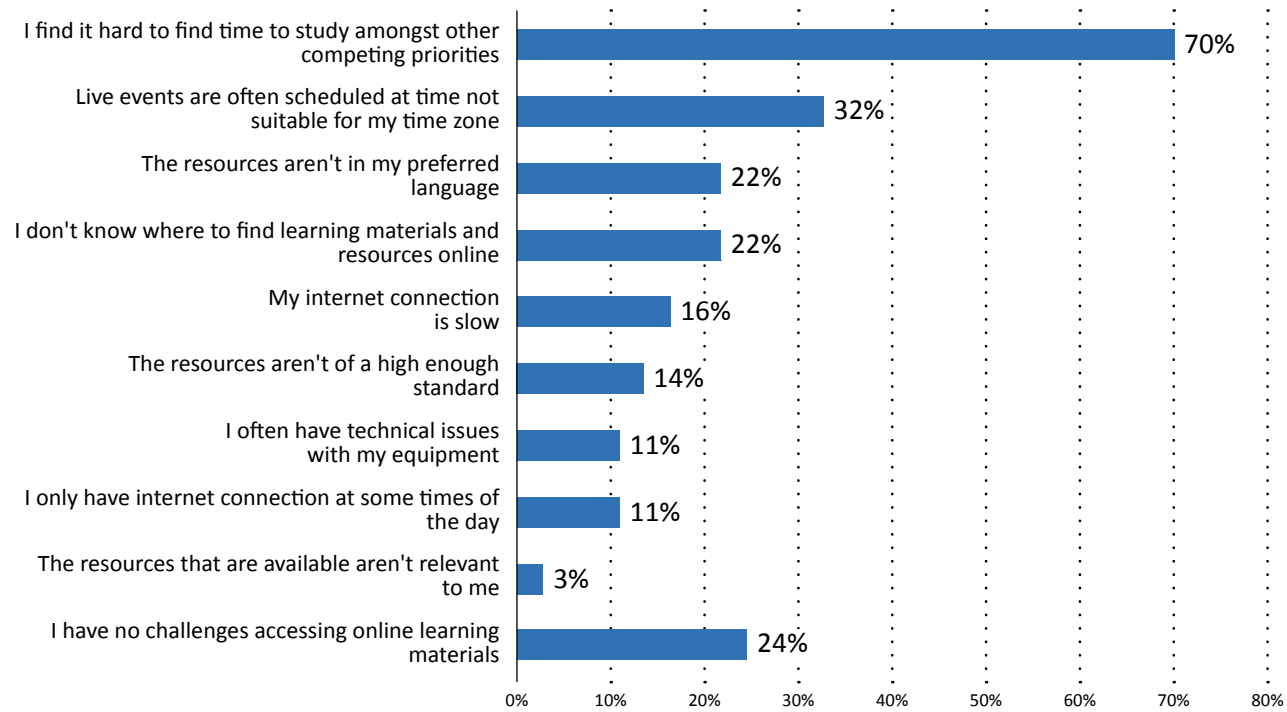
38 responses



The results show that a significant proportion of respondents (37%) do not agree that they regularly use learning resources to improve their professional knowledge and skill.

C3. Which, if any, of the following factors affect your use of online learning resources? (Select all that apply)

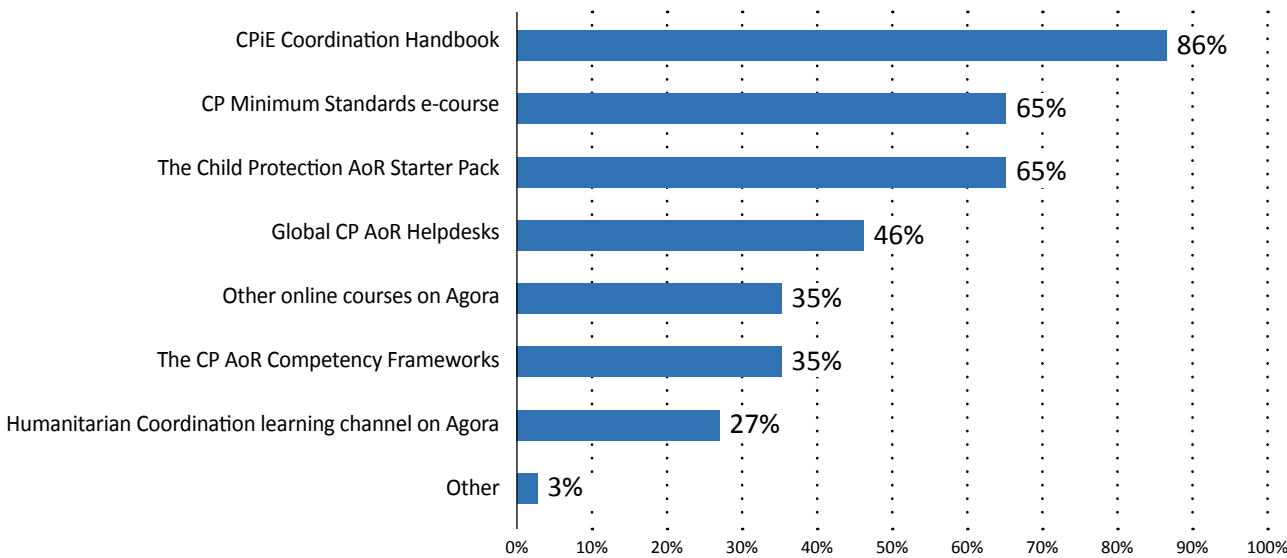
37 responses



The main factor reported by respondents that affected their use of online learning resources was finding it hard to study amongst other competing priorities. This factor was selected by 70% of respondents. Almost a quarter of respondents (24%) indicated that they had no challenges in accessing online learning materials.

C4. Which of the following resources have you used? (Select all that apply)

37 responses



Respondents were asked to select which resources they had used from a list of seven resources. In the Spanish survey, the option to add ‘other’ resources was inadvertently added and one person added an

additional response. Data has been corrected and this resource moved to C5 which asks about additional resources used.

Responses show that a large number of respondents had used core resources including the CPiE Coordination Handbook (86%), the CP Minimum Standards e course (65%) and the CP AoR Starter Pack (65%). Considering the Humanitarian Coordination learning channel on Agora was only launched in spring 2022, 27% of respondents reporting using the resources.

C5. Please list any other learning resources that you use to develop your professional skills and knowledge.

10 responses (plus 1 additional response moved from C4 to correct an error).

11 people responded to this question. Responses given in French are recorded in the original in blue font and responses in Spanish are recorded in green. Translations into English have been added in black font. The responses given were:

1. Other UNICEF courses
2. Unfortunately, there is no time to invest on learning
3. CPiE PDP, Humanitarian Leadership Academy, Kaya,
4. FutureLearn, Save the Children LMS
5. Online courses on Agora
6. UNICEF intranet
7. Alliance website, global task force etc
8. *Les standards minimums pour la protection de l'enfant dans l'action humanitaire ; manuel de formation en protection transversale ; la norme humanitaire fondamentale* (Minimum standards for child protection in humanitarian action; protection mainstreaming training manual; the basic humanitarian standard)
9. *YouTube, webinars grabados, conferencias, estudios o investigaciones disponibles* (YouTube, recorded webinars, conferences, studies or research available)
10. *Formation en presentielle sur la coordination, la gestion de l'information et le CPiE* (Face-to-face training on coordination, information management and CPiE)
11. *Formaciones de otros Cluster, OCHA, y LACRO* (Training of other clusters, OCHA and LACRO)

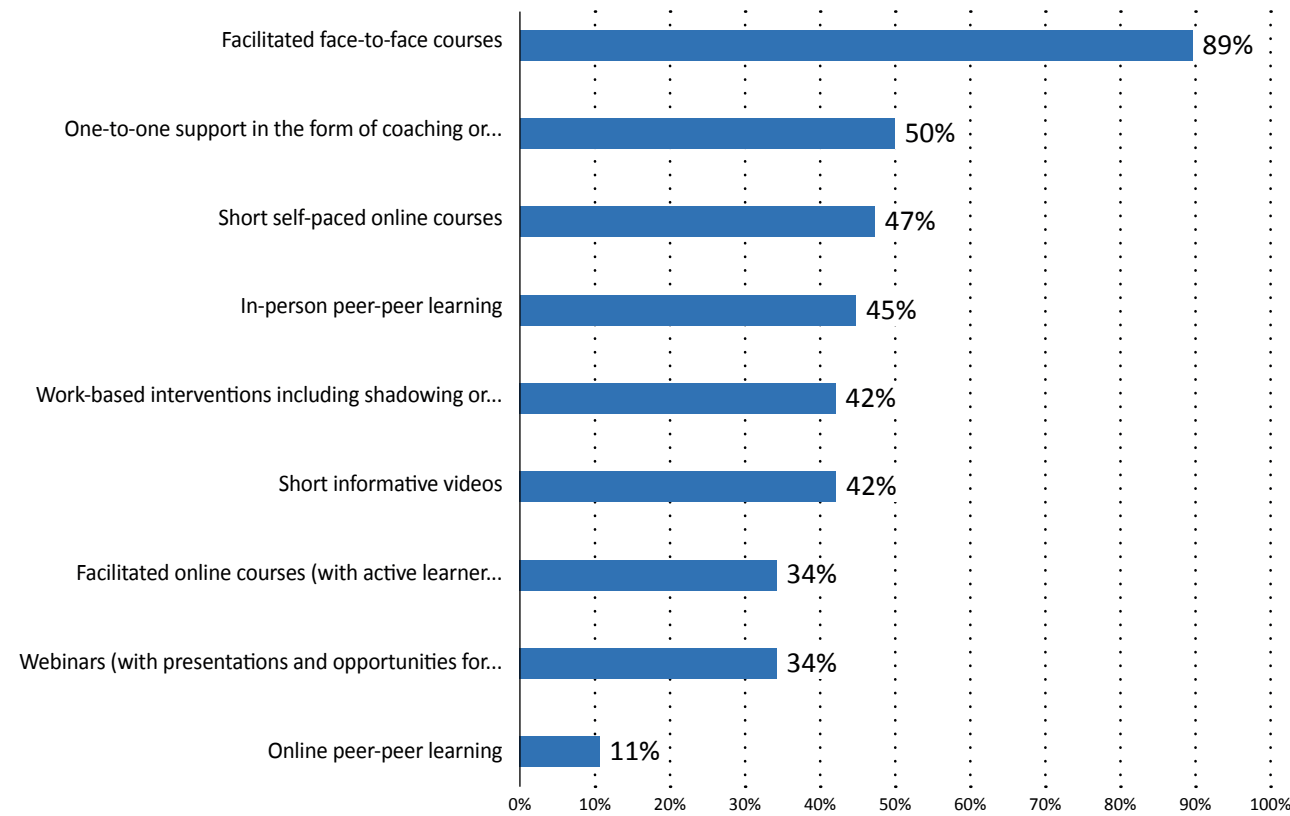
NB Response #11 was moved from question C4 to address an inadvertent error in the surveys.

Section D: Your learning preferences

In section D of the survey, respondents were asked about their learning preferences. They were asked five questions. All respondents answer all five questions.

D1. Which of the following modes of learning do you prefer? (Select up to five)

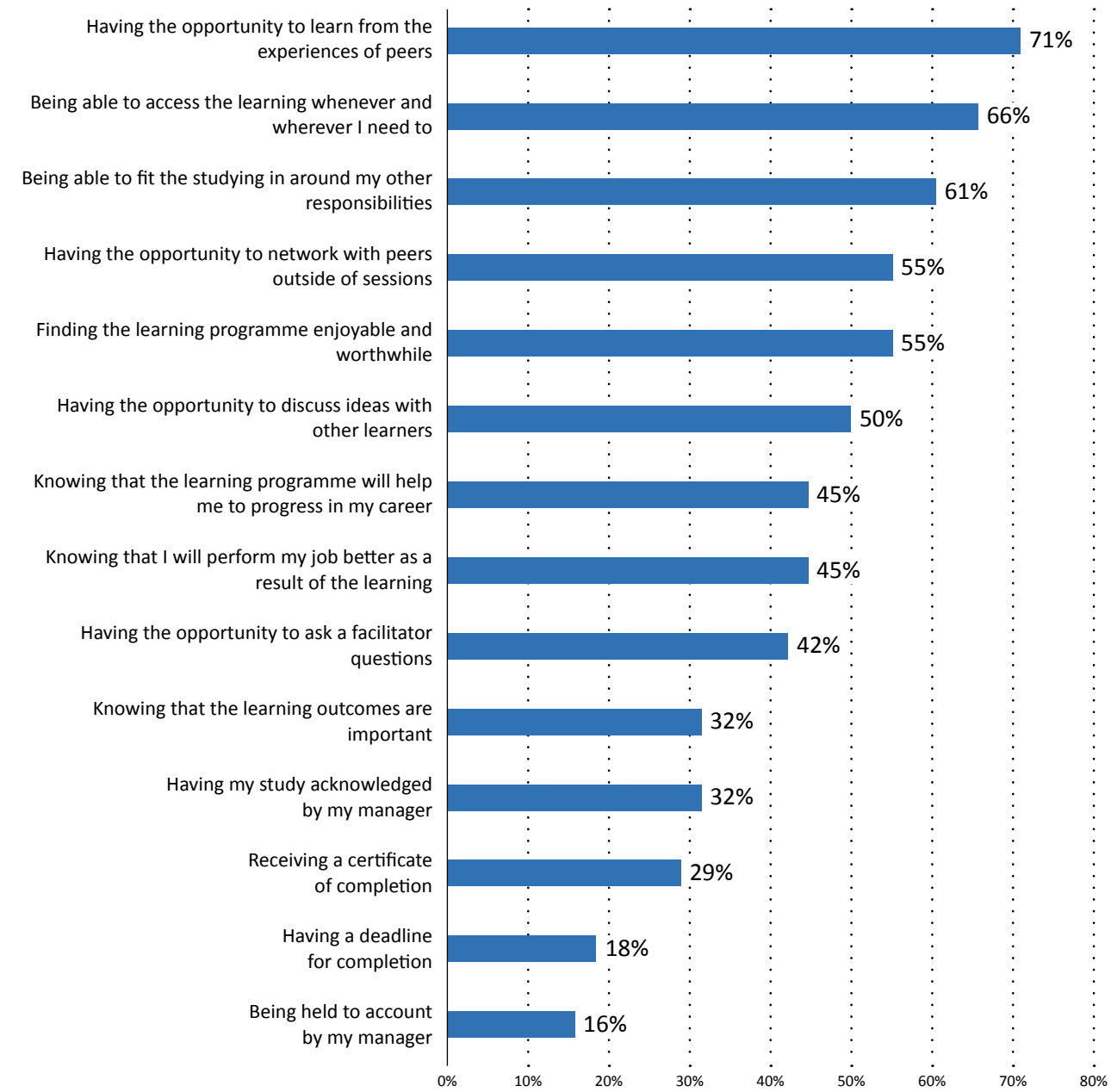
38 responses



Respondents were given a list of nine modes of learning and were asked which they preferred. There was a clear preference for face-to-face courses with a majority of respondents (89%) selecting this option. The next most selected options were one-to-one support in the form of coaching or mentoring (50%), short self-paced online courses (47%) and in-person peer-peer learning (45%). Online peer-peer learning was selected by the fewest respondents (11%).

D2. Which of the following are most likely to motivate you to undertake and complete a learning programme? (Select all that apply)

38 responses



When offered a list of 14 motivations for undertaking and completing a learning programme, the most commonly selected motivation was ‘Having the opportunity to learn from peers’ which was selected by 71%. Other factors related to the social element of learning were also highly rated (‘Having the opportunity to network with peers outside of sessions’ was ranked fourth and selected by 55%, ‘Having the opportunity to discuss ideas with other learners’ was ranked sixth and was selected by 50% of respondents, and ‘Having the opportunity to ask a facilitator questions’ was ranked ninth and selected by 42% of learners).

Factors of convenience were ranked in second and third place. This included ‘Being able to access the learning whenever and wherever I need to’ (selected by 66%) and ‘Being able to fit the studying in around my other responsibilities’ (selected by 61%).

Factors related to intrinsic motivation for studying or linked to increased performance in role were selected fifth, seventh, eighth and tenth. These were:

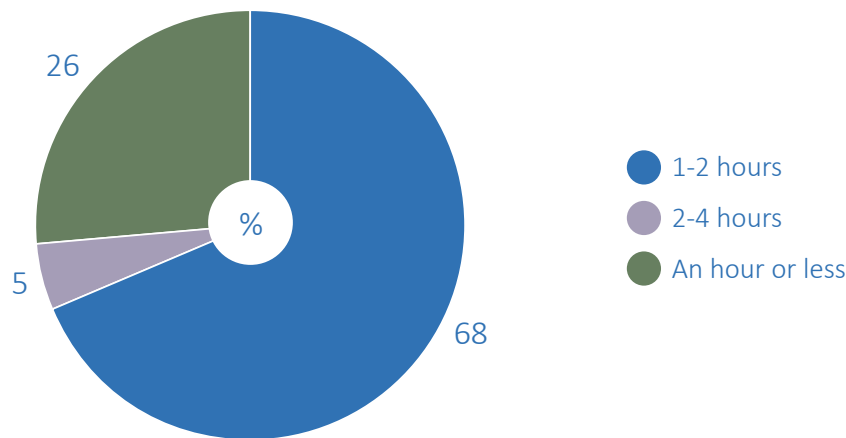
- Finding the learning programme enjoyable and worthwhile (55%),
- Knowing the learning programme will help me to progress in my career (45%),
- Knowing that I will perform my job better as a result of the learning (45%),
- Knowing that the learning outcomes are important (32%).

The least frequently selected response related to extrinsic motivations or measures to regulate or mandate study. These were selected eleventh – fourteenth and were:

- Having my study acknowledged by my manager (32%),
- Receiving a certificate of completion (29%),
- Having a deadline for completion (18%),
- Being held to account by my manager (16%).

D3. When you attend online facilitated courses or webinars, do you prefer them to be?

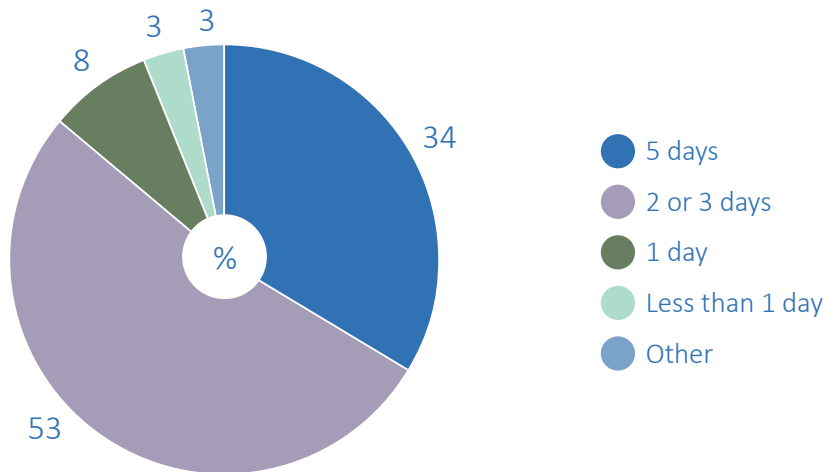
38 responses



Overall, respondents indicated a preference for online modules to be 1-2 hours (68%) or shorter (26%).

D4. When you attend facilitated face-to-face courses, do you prefer them to be?

38 responses



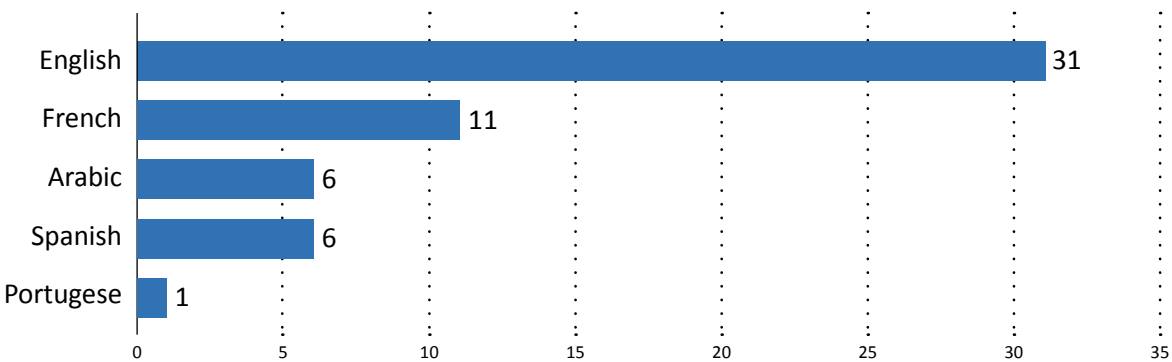
Respondents expressed a preference for face-to-face courses to be 2-3 days (53%) or 5 days (34%).

Other:

- It depends on the learnings

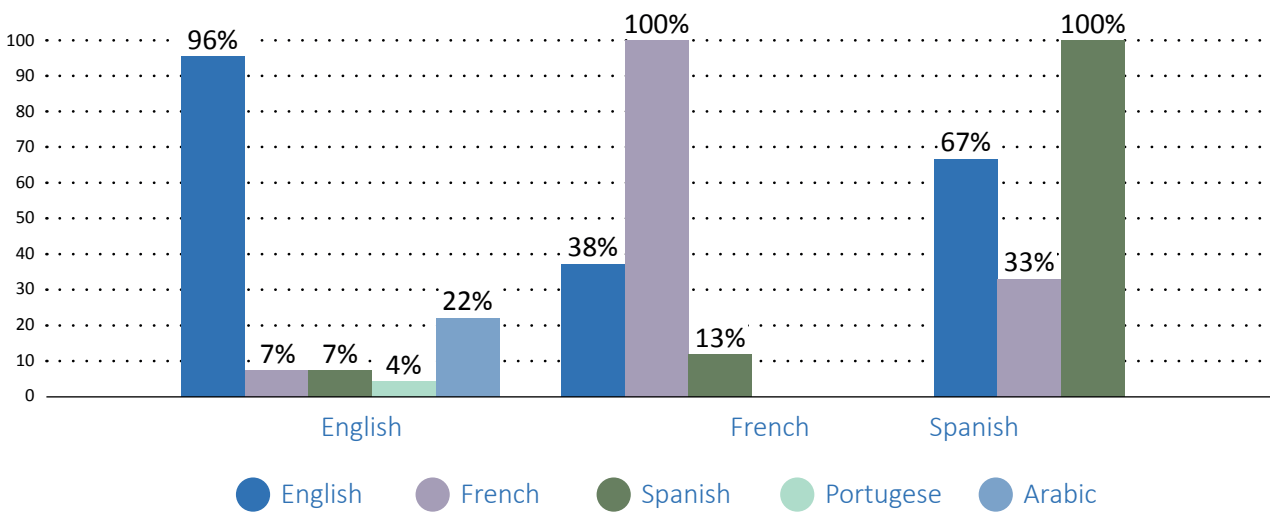
D5. Which of the following languages is your preferred language of study? (Select all that apply)

38 responses



Overall, there was a preference for learning in English. Since the majority of responses were in the English survey, this may not reflect a true preference amongst French and Spanish speakers.

The results disaggregated by the language of survey taken illustrate a different picture.



For French and Spanish speakers, 100% of respondents chose the language of the survey as one of their preferred languages of study. For Spanish speakers a large proportion (67%) also selected English. As there were only 3 respondents on the Spanish language survey, this may not be representative. In the French survey, only 38% of respondents selected English showing a clear preference amongst French speakers for learning in French. In the English language survey, 22% of learners selected Arabic as an additional option. Arabic was not selected as an option in the French or Spanish surveys. This may indicate that people with Arabic as a first language are more likely to speak English as a second or additional language than either French or Spanish. However, due to the small sample size (Arabic was selected by 6 respondents in total) and the fact the survey was not shared in Arabic, it is difficult to draw robust conclusions.



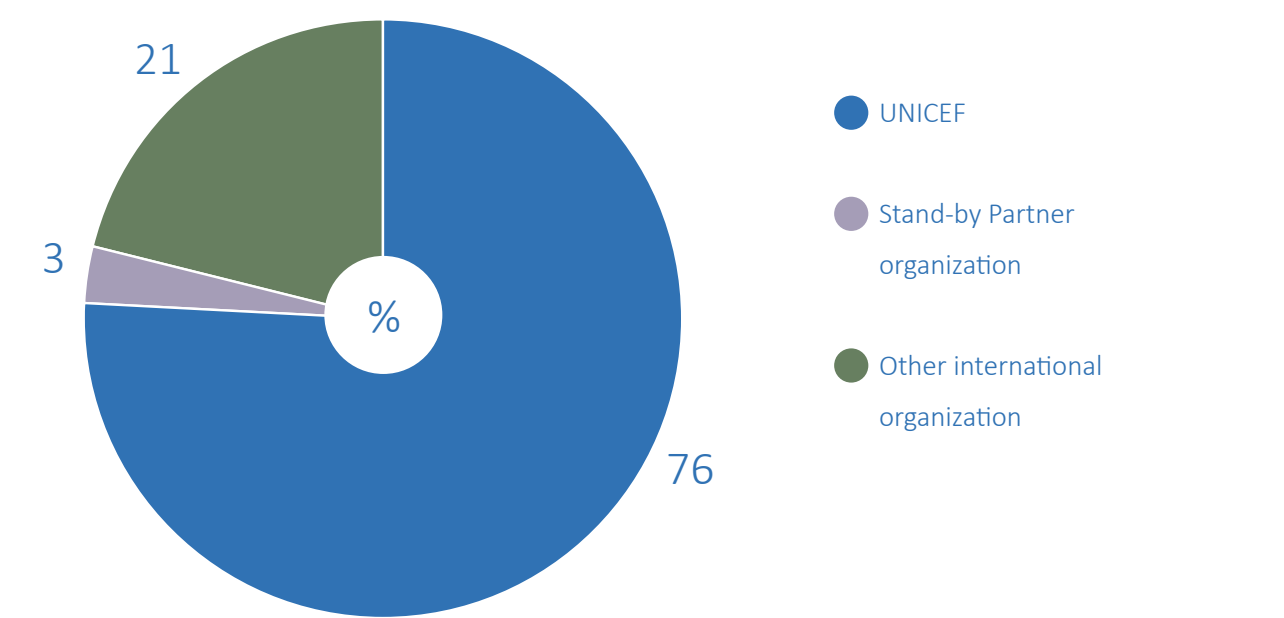
Section E: Your Manager

In section E, Coordinators were asked about their managers. The purpose was to understand how supported they felt by their managers and to identify and support that could be provided by the Global CP AoR.

Respondents were asked five questions and all respondents answered all of the questions.

E1. What type of organization is your manager employed by?

38 responses



The majority of supervisors (76%) of respondents were employed directly by UNICEF.

This corresponds with all of those who indicated that they themselves were employed by UNICEF (65%) or deployed through a SBP agreement (8%). In addition, one person who indicated that they themselves were employed as a Coordinator of a sub-sector by a NNGO or LNGO also indicated that their manager was employed by UNICEF.

E2. What is your manager’s job title?

38 responses

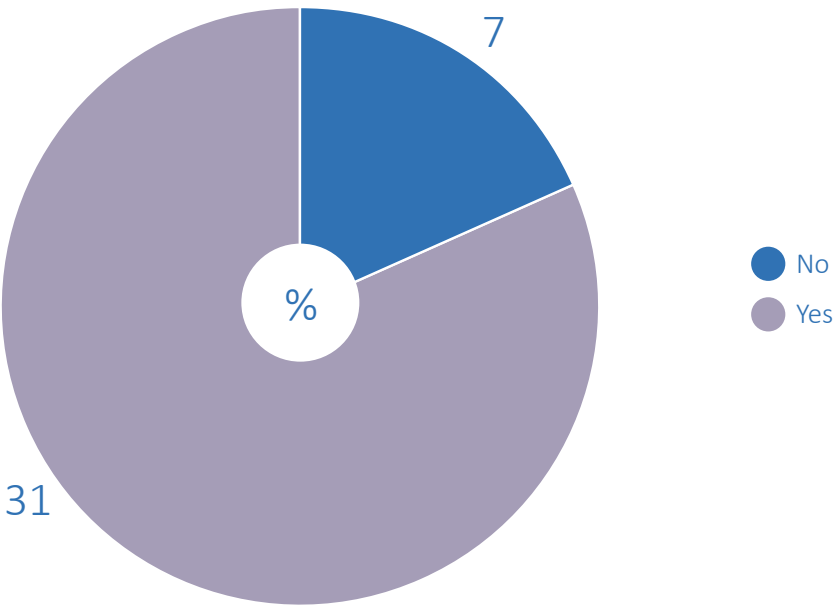
38 responses were provided. These are listed below.

1	Chief, Child Protection
2	Chief, Child Protection
3	PDQA Director
4	Chief of CP
5	Senior Emergency Advisor
6	Child Protection Officer
7	Emergency Manager
8	Chief
9	Chief of field office
10	Child Protection in Emergency Specialist
11	Programme Development & Quality Director
12	Coordinator of sub sector
13	Dep Country Director, Programme Development and Quality
14	Chief Field Coordination and Emergency
15	Program development and quality director
16	Protection specialist
17	Emergency Manager
18	Chief of Field Operations
19	Advisor
20	Head of CP/CRG Sector
21	(Name given)
22	Senior Emergency Coordinator
23	Humanitarian Affairs Manager
24	Emergency Response Manager
25	Child Protection Specialist
26	NA
27	Chief Child Protection
28	Conseiller Technique en Protection (de l'enfant) (CP Advisor)
29	Representant (Representative)
30	Responsable de section (Chief of Section)
31	Chief Child Protection
32	Chief Field Operations
33	Child Protection Manager
34	Specialiste en Protection de l'Enfant (Child Protection Specialist)
35	Chief Child Protection section
36	Field Operations Chief
37	Deputy
38	Representante Adjunto (Deputy Representative)

15 (43%) of the job titles are roles within the Child Protection section. These are highlighted in green. 3 of the listed roles (i.e. Chief, ‘NA’ and a manager who was personally named) are unclear so these have been excluded from the calculation.

E3. Does your manager have current or recent experience of working in humanitarian coordination?

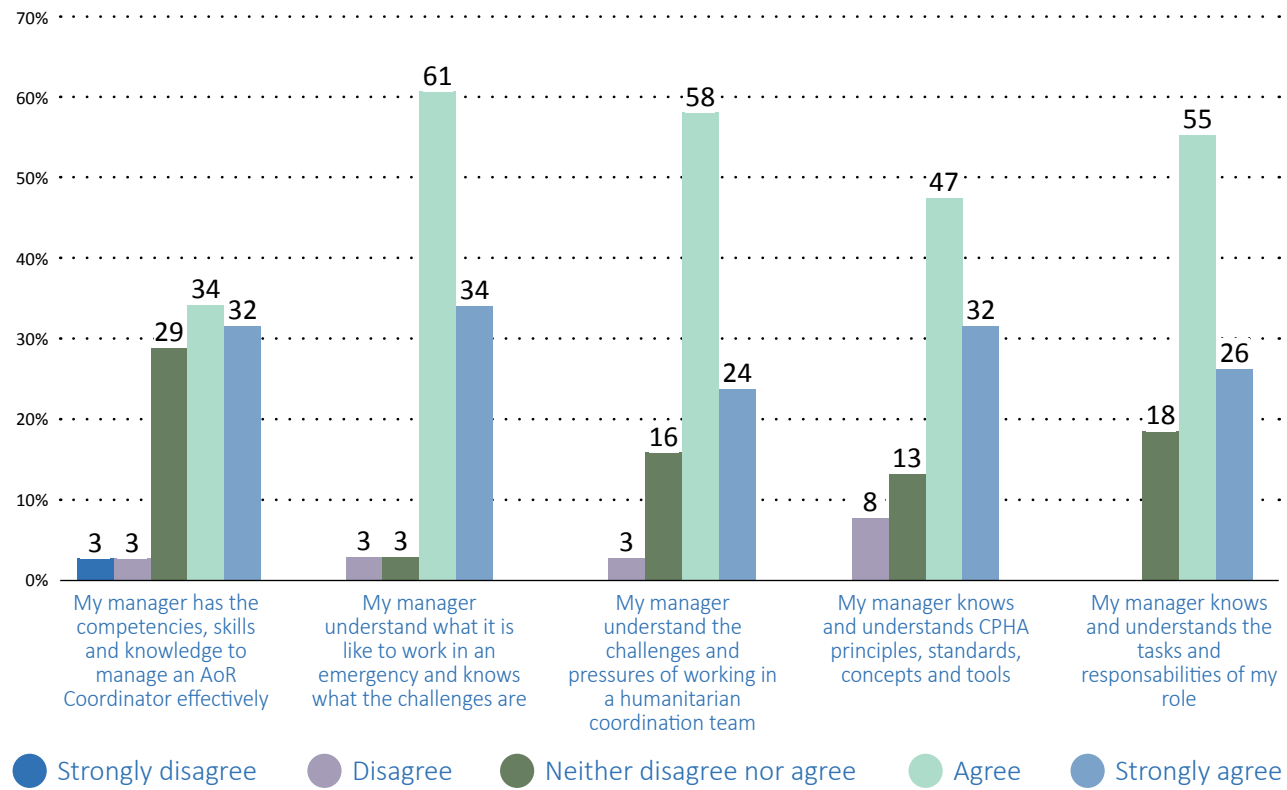
38 responses



The majority of respondents (82%) indicated that their manager had recent or current experience of working in humanitarian coordination.

E4. To what extent do you agree with each of the following statements:

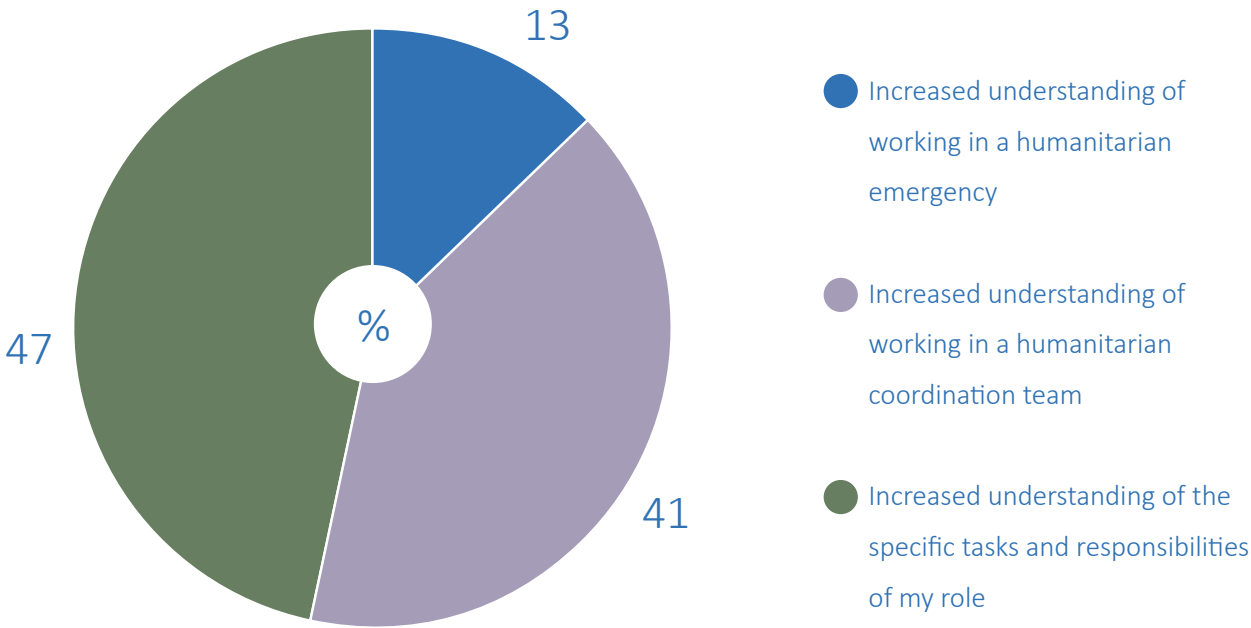
38 responses



Overall, respondents agreed or strongly agreed with five positive statements about the support they receive from their managers. The most positively rated statement (with 95% of people agreeing or strongly agreeing) was ‘My manager understand what it is like to work in an emergency and knows what the challenges are’. The least positively rated statement (with 65% of people agreeing or strongly agreeing) was ‘My manager has the competencies, skills and knowledge to manage an AoR Coordinator effectively’ indicating that a third of respondents are not sufficiently competent in the role as managers.

E5. If you could prioritise an area of development for your manager which would it be?

32 responses



When asked which of three options they would prioritise as an area of development for their manager, 47% selected ‘increased understanding of the specific tasks and responsibilities of my role’.

In the English language survey, an option for ‘other’ was inadvertently offered. Four people selected ‘other’ and gave the following responses:

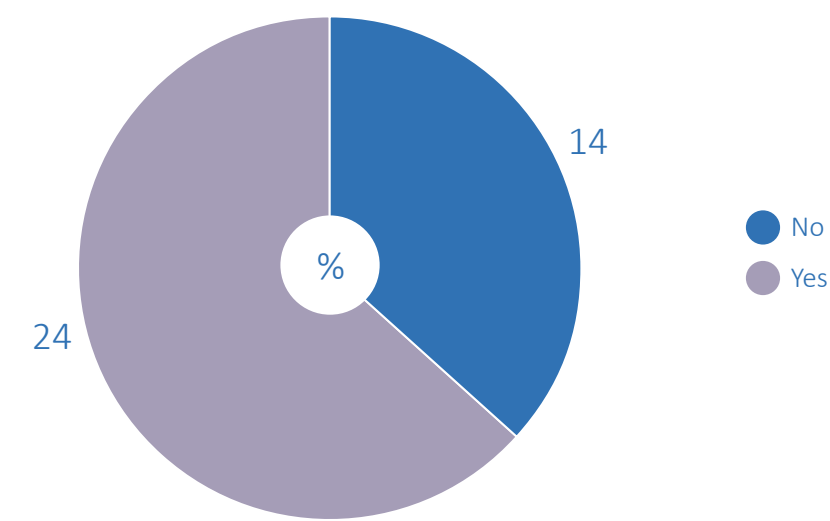
- More time with my manager,
- Promote the role and create opportunities for those in coordination (not only for my manager but for all management),
- Find some time to discuss with the team members on the work,
- In my current post I am double hating program and sub national coordination. My current manager is strong in all above areas. I am moving to national coordination role but I did not work very closely on coordination with the future manager to answer some of the questions.

Section F: Being a Manager

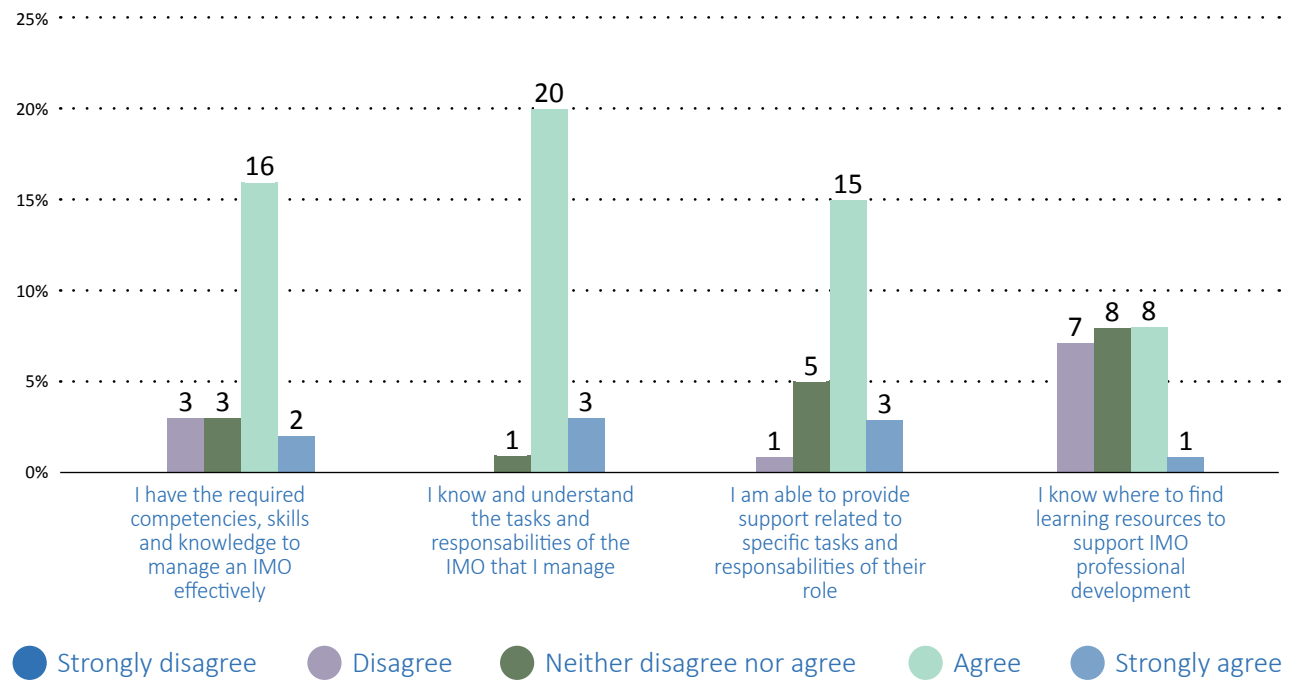
The final section of the survey asked about being a manager. There were four questions, the first of which was a filtering question so that only those who worked as a manager were asked questions F2-F4. 38 respondents answered F1. 24 indicated they did manage an IMO and progressed to the second set of questions.

**F1. Do you manage an IMO? This can include anyone working in AoR information management as an Information Management Officer, Information Management Specialist or similar.**  
38 responses

This was a filtering question to allow relevant respondents to progress to questions F2-F4.

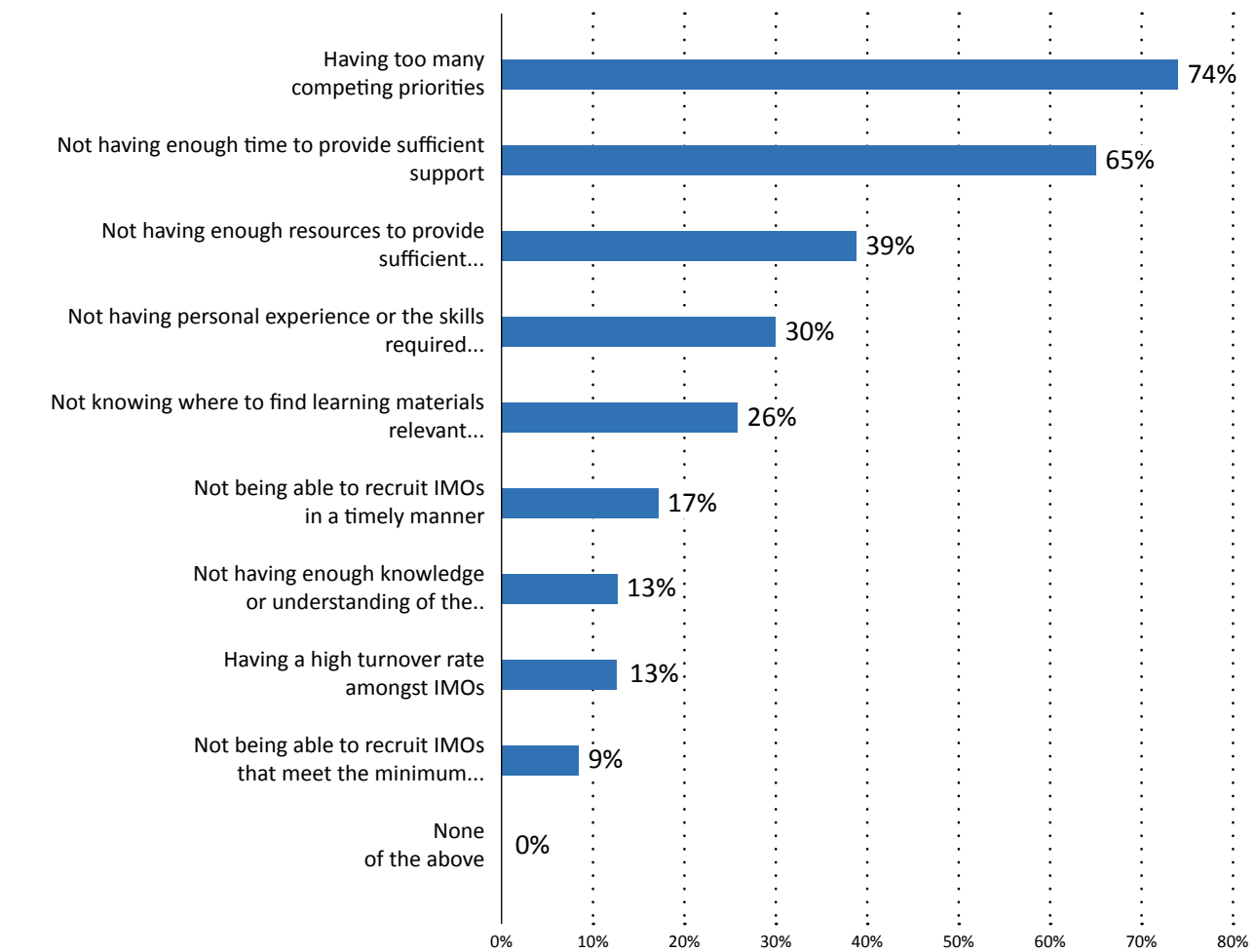


**F2. To what extent do you agree with each of the following statements?**  
24 responses (out of 24)



Coordinators who managed IMOs were asked to rate their agreement with four statements. The most positively rated was ‘I know and understand the tasks and responsibility of the IMO that I manage’. 96% of respondents agree or strongly agreed with the statement. The least positively rated statement was ‘I know where to find learning resources to support IMO professional development’. Only 38% of managers agreed or strongly agreed with this statement.

**F3. Which of the following challenges do you face when managing an IMO? (Select all that apply)**  
23 responses (out of 24)



Four people selected ‘other’ and gave the following responses (blue text indicates the original was in Spanish: an English translation follows in black font):

- This is related to other country where the IMO was supporting both CP and Education. 70% of the IMO time was taken by Education cluster for different reasons. On other hand with many of the IMOs I worked with, they do not have knowledge in CP and they don’t have passion to CP. they see themselves as IMO only with no link to CP which creates a gap on level of engagement for the IMO
- The IMO is shared with the CP program - it’s a mess the AoR is suffering
- We are sharing IMO between Edu and CP, so my IMO so sometime it’s difficult for IMO
- *El IMO lleva varias areas y cluster* (IMO runs several areas and clusters)

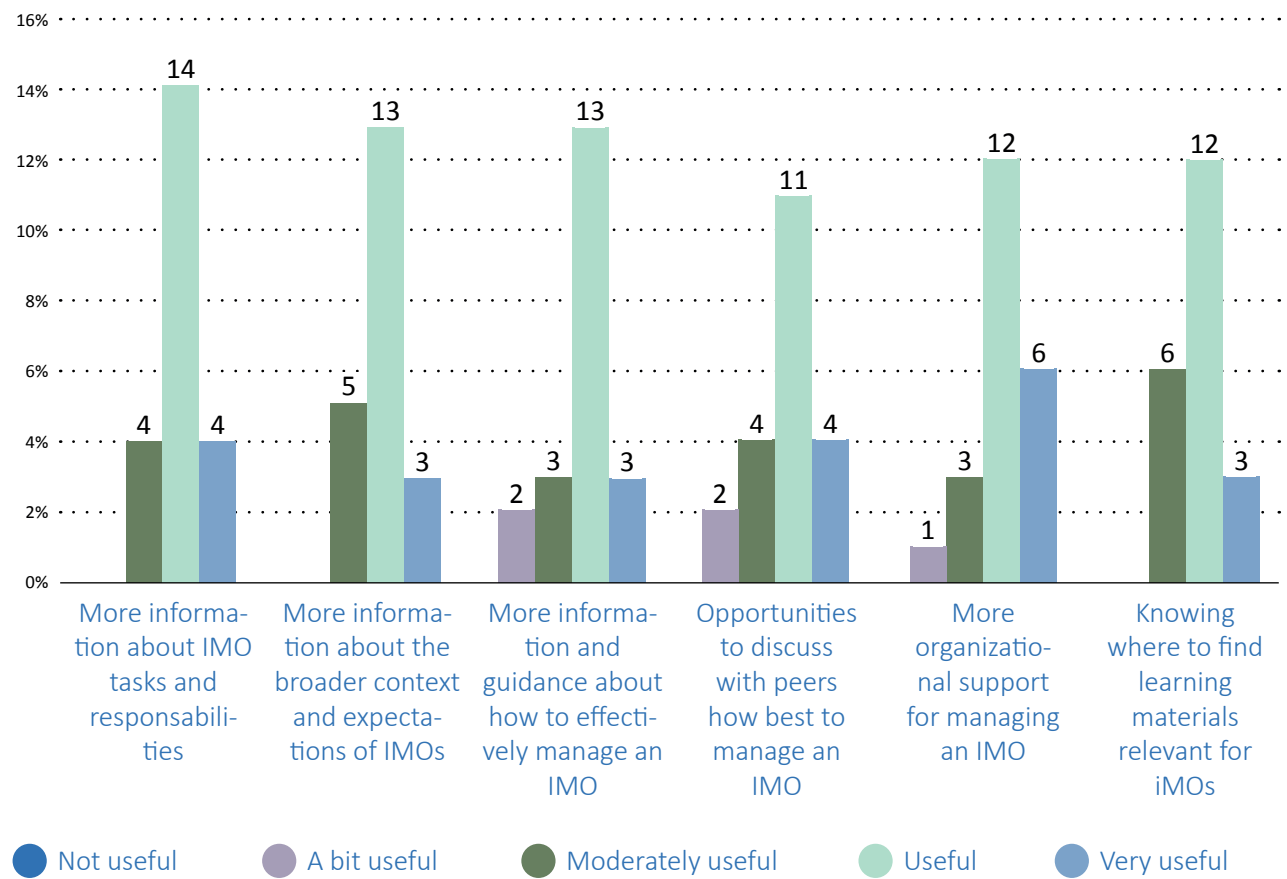
The primary issues emerging from the responses to this question relate to workload:

- ‘Having too many competing priorities’ was selected by 74% of respondents,
- ‘Not having enough time to provide sufficient support’ was selected by 65% of respondents.

Personal knowledge, skills and experience were noted as issues by fewer respondents:

- ‘Not having person experience or the skills required to be an IMO’ (30%),
- ‘Not knowing where to find learning materials relevant to IMOs’ (26%),
- ‘Not having enough knowledge or understanding of the role-specific tasks’ (13%).

**F4. Please rate how useful you would find each of the following in strengthening your ability to manage an IMO.**  
22 responses (Out of 24)

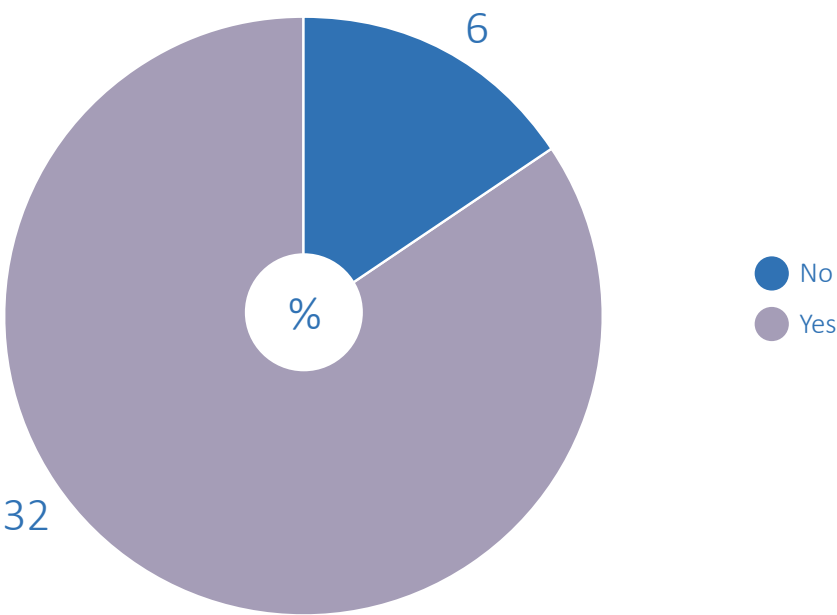


Overall, the majority of respondents rated the suggested support options to be useful or very useful. The most highly rated was ‘More information about IMO tasks and responsibilities’ and ‘More organizational support for managing an IMO’: 82% of respondents replied these would be useful or very useful. The least highly rated were ‘Knowing where to find learning materials relevant for IMOs’ and ‘Opportunities to discuss with peers how best to manage an IMO’ which were both selected by 71% of respondents.

## Follow-up

At the end of the survey, participants were asked if they were interested in participating further.

**Would you be willing to participate in a discussion to explore the topics covered in this survey further?**  
38 responses



**If you would like to participate in a discussion, please enter your email address below.**  
24 responses  
22 email addresses were provided



# Annex 5: IMO Survey Analysis

The online survey for IMOs was circulated in English, French and Spanish on 9th August and remained open until 31<sup>st</sup> August. The survey was sent to the 18 IMOs on the Global CP AoR mailing list. Of the 18 people who received the survey, 13 responded representing a response rate of 72%. This included:

- 10 respondents to the English survey,
- 3 respondents to the French survey.
- There were no respondents to the Spanish survey.

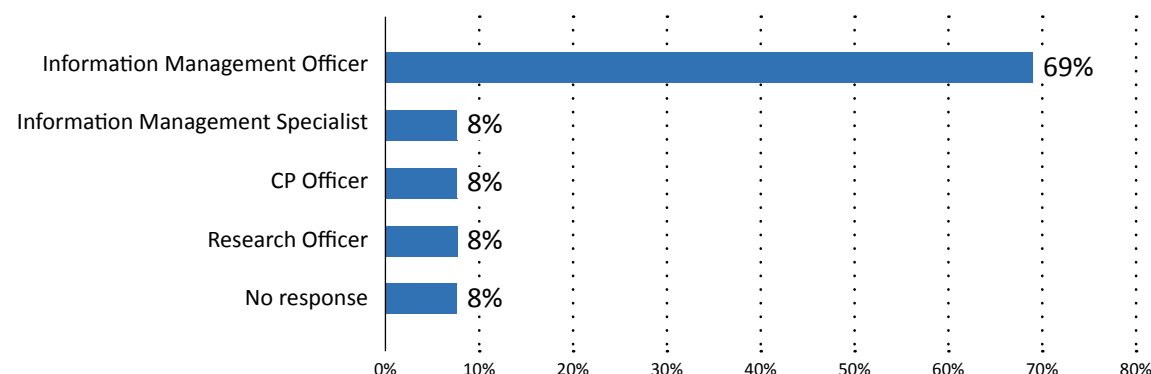
Responses to the survey were combined for analysis and the data tables are presented below. Overall, there was a near 100% completion rate of the survey.

## Section A: Your profile and experience

The first section of the survey explored respondents' profile and experience. This was to support interpretation of the results of subsequent sections of the survey as well as to inform the staff profiles section of the assessment.

### A1. What is your current or most recent job title?

12 responses

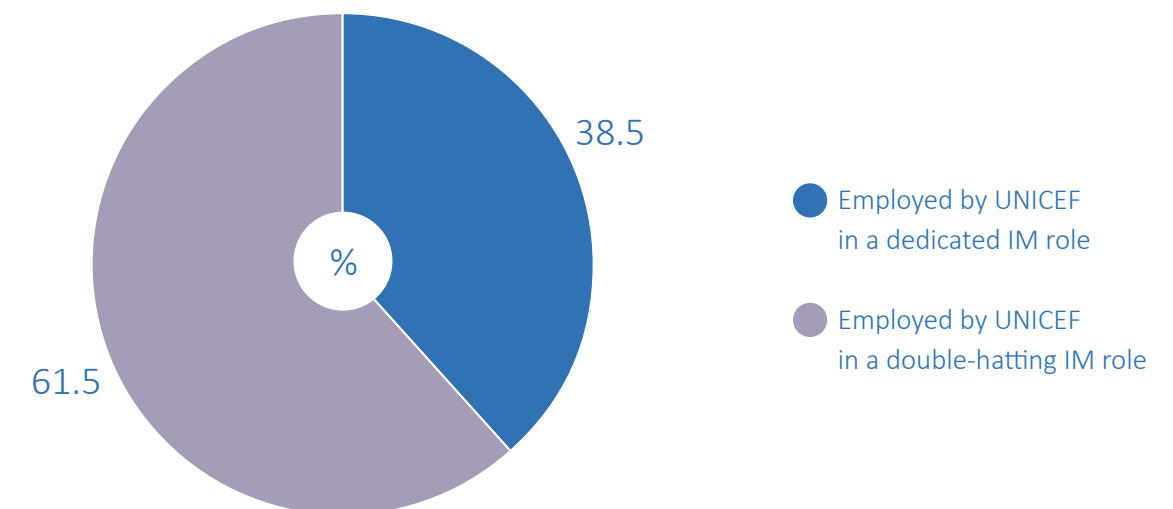


Amongst the respondents the majority (69%) were Information Management Officers (IMOs).

Note: Answers for this question were coded as some people used abbreviations (IMO, IM Officer) and some added additional details to the job title such as their country of work or included 'CP AoR' in the job title.

### A2. Which of the following best describes your employment status?

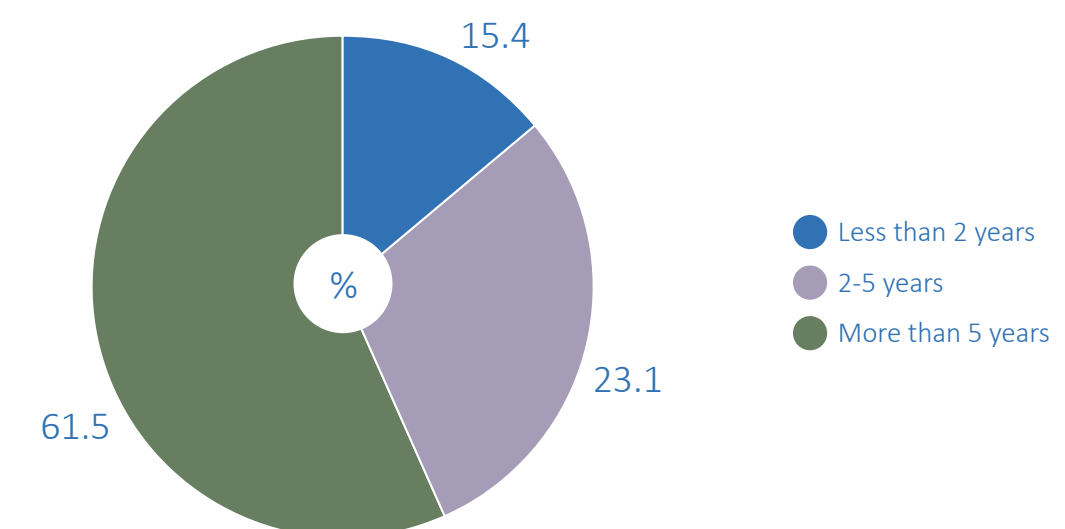
13 responses



All of the respondents were employed by UNICEF. The majority of respondents (62%) were in double hatted roles with the remainder in dedicated roles (39%).

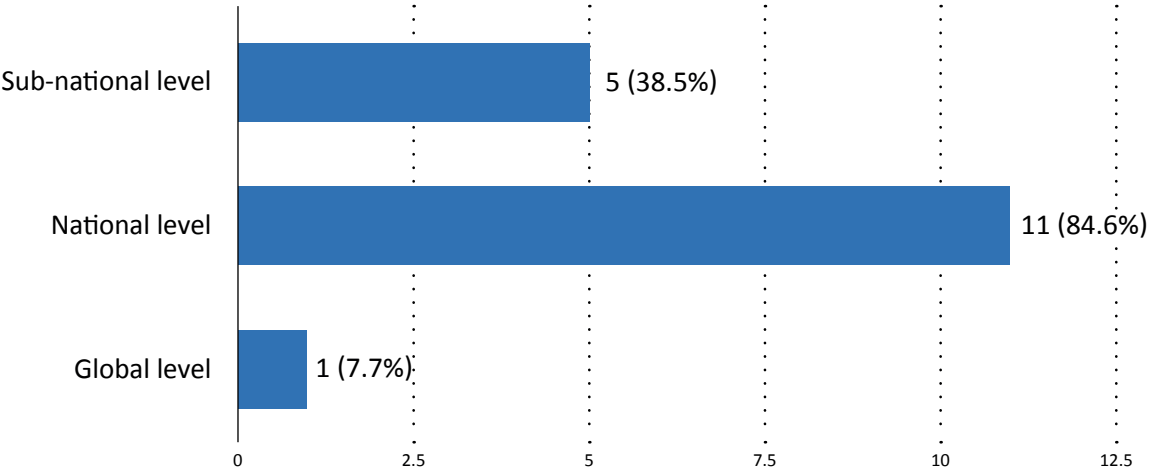
### A3. How many years of experience do you have in humanitarian information management?

13 responses



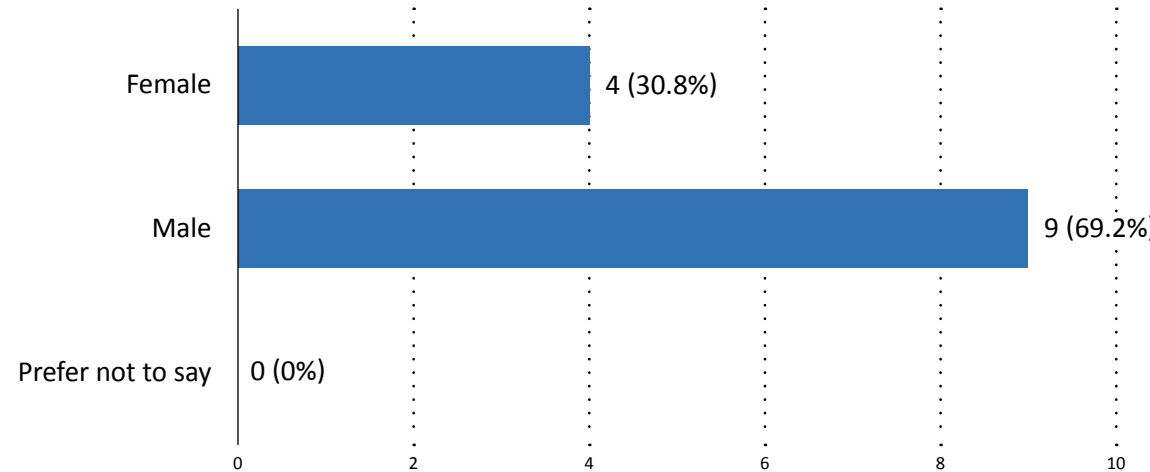
The majority of respondents (62%) had more than five years of experience. The next most common response selected by respondents 2-5 years (23%).

A4. Which of the following levels have you worked at in a humanitarian information management role?  
13 responses



The majority of respondents (85%) reported having experience at national level coordination followed by 39% with experience at sub-national level. Only one person indicated they had experience at global level.

A5. Which of the following would you use to describe yourself?  
13 responses



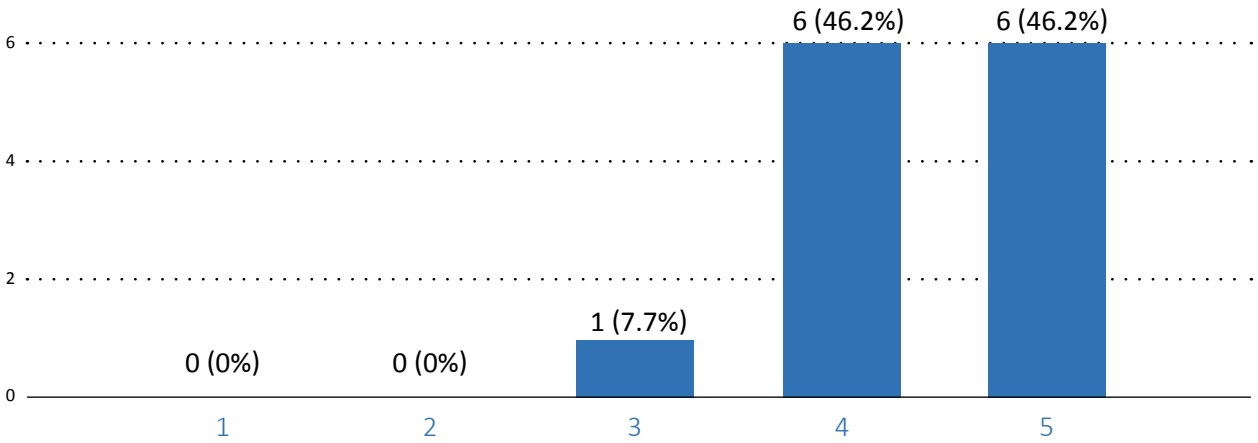
The majority of respondents (69%) were male.

Section B: Your strengths and areas of competence

The second section of the survey explored respondents’ perceptions of their strengths, areas of competency and their areas for development. The purpose was to identify priority learning and development needs against the competencies identified in the CP AoR Competency Frameworks for Coordination and Information Management. This informs section 3 of the assessment report.

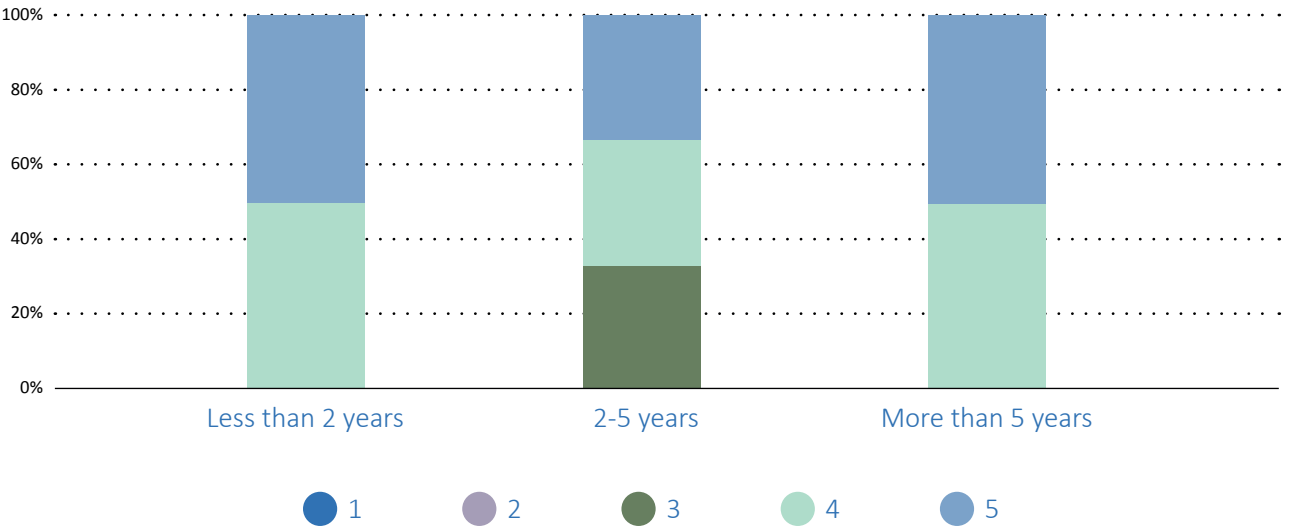
Respondents were asked six questions. All respondents answered all of the questions.

B1. To what extent do you agree with the following statement?  
“I have the required competencies, skills and knowledge areas to perform my job effectively.”  
13 responses



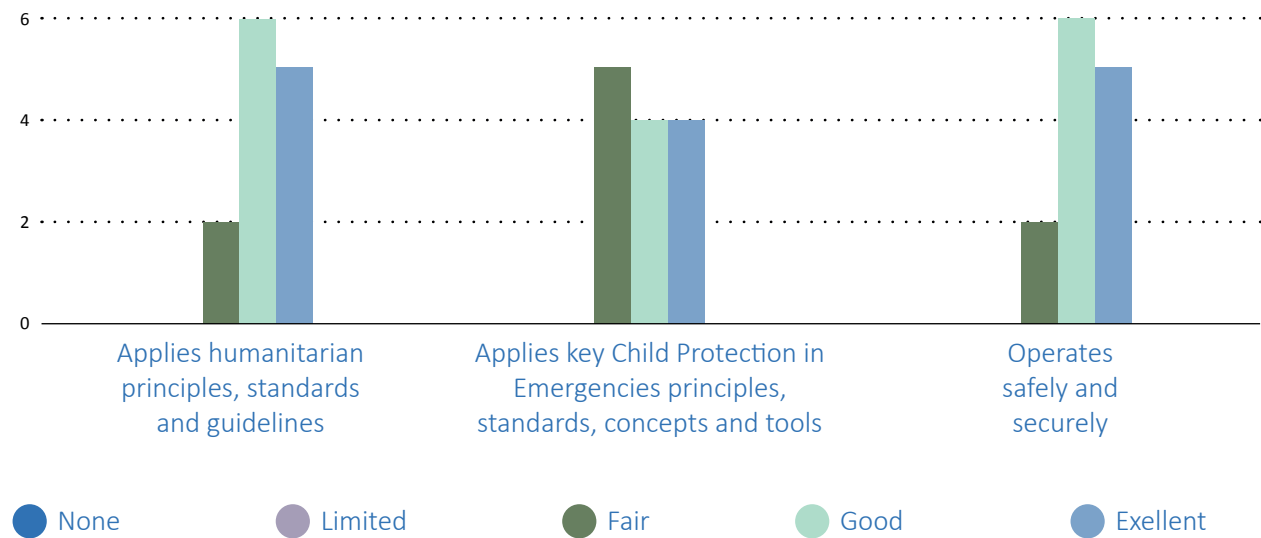
When asked whether they felt they had had the required competencies, skills and knowledge to perform their job effectively, the majority of respondents (92%) agreed or strongly agreed.

There was no correlation between length of experience and how highly people rated their competence. The person who rated their competency level the lowest had 2-5 years of experience.



B2. How would you rate your level of competence in each of the following sectoral competencies?

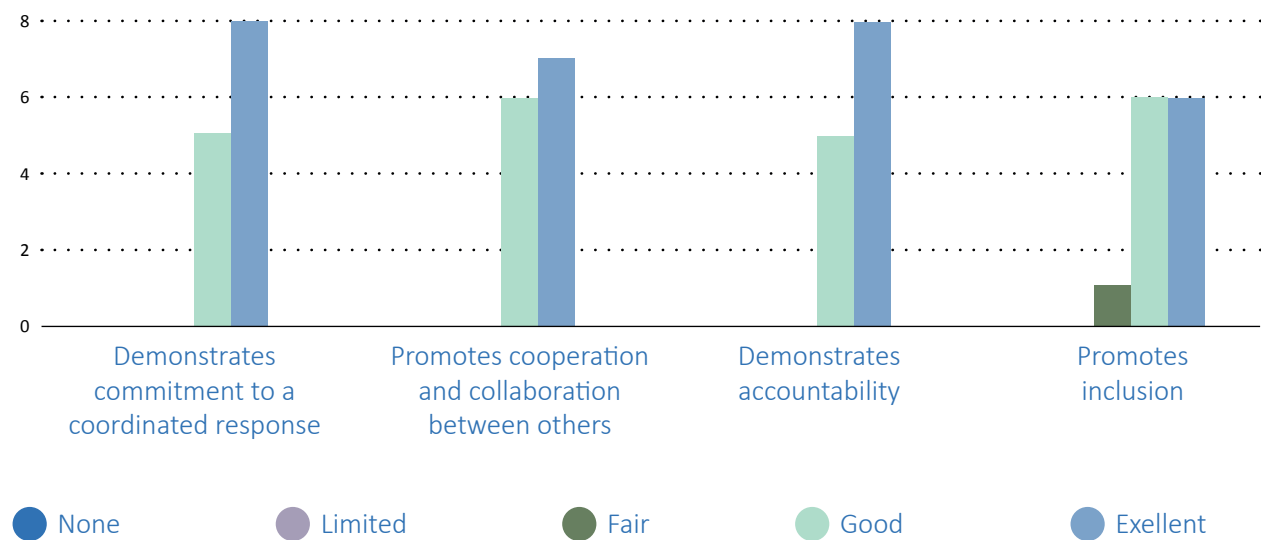
13 responses



The majority of respondents felt they had a good or excellent level of competency in two of the sectoral competencies: ‘Applies humanitarian principles, standards and guidelines’ and ‘Operates safely and securely’. There was general less confidence amongst respondents on ‘Applies key CPIE principles, standards, concepts and tools’. In this competency 38% of respondents reported having a fair level of competence.

B3 How would you rate your level of competence in each of the following behavioural competencies?

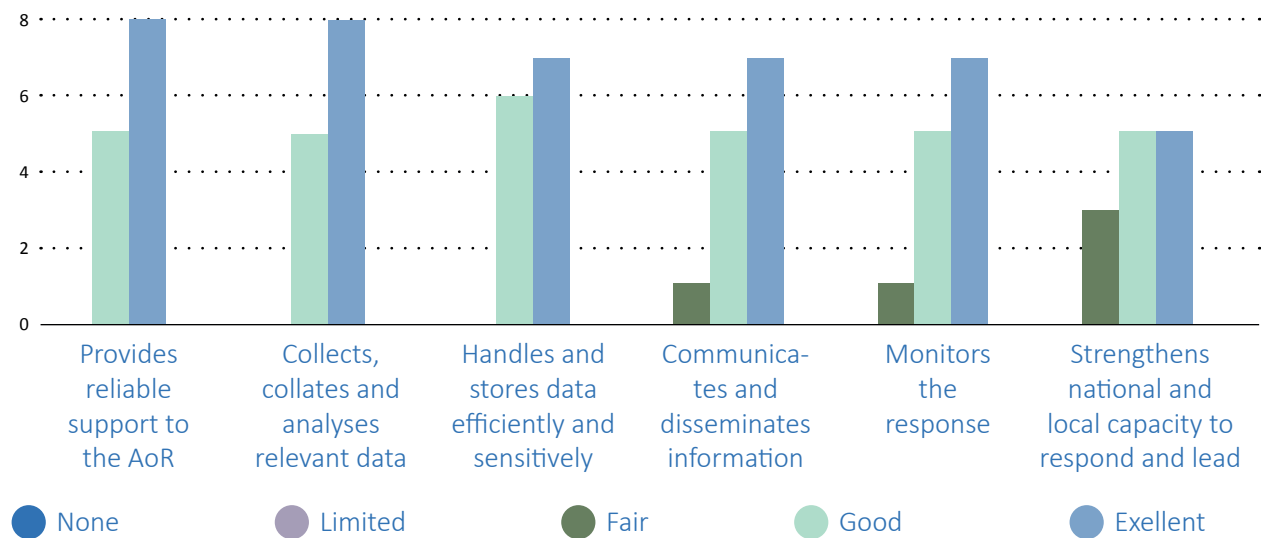
13 responses



All respondents reported a good or excellent level of competence in the common behavioural competencies except for ‘Promotes inclusion’.

B4. How would you rate your level of competence in each of the following function competencies?

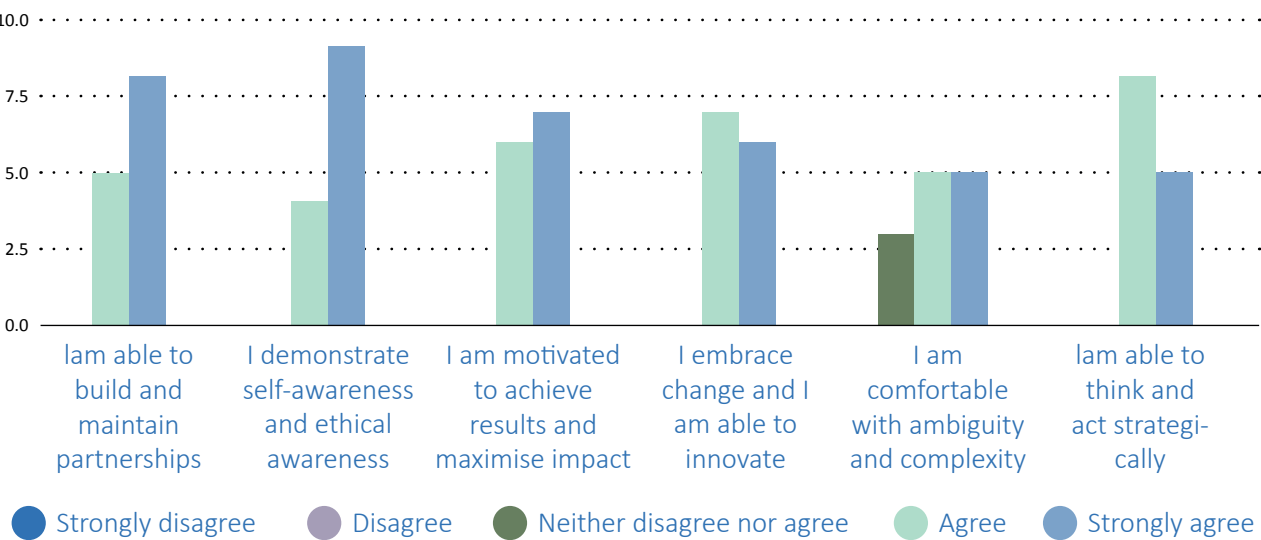
13 responses



Amongst the competencies in section C of the competency framework, the majority of respondents were confident in their abilities to demonstrate the competencies. One person reported a fair competence for ‘Communicates and disseminates information’ and ‘Monitors the response’ and three people reported a fair level of competencies for ‘Strengthens national and local capacity to respond and lead’.

B5. To what extent do you agree with the following statements?

13 responses



In question B5, respondents were asked to rate their level of agreement with statements related to the behavioural competencies in section D of the CP AoR Competency Framework which are drawn from the

UNICEF behavioural competencies. Statements on ‘Working collaboratively with others’ and ‘Nurturing, leading and managing people’ were not included as these competencies are closely linked with competencies in section B of the competency framework.

All respondents agreed or strongly agreed with the statements with the exception of ‘I am comfortable with ambiguity and complexity’. For this statement, only 77% agreed or strongly agreed with the statement.

Summary of questions B2- B5

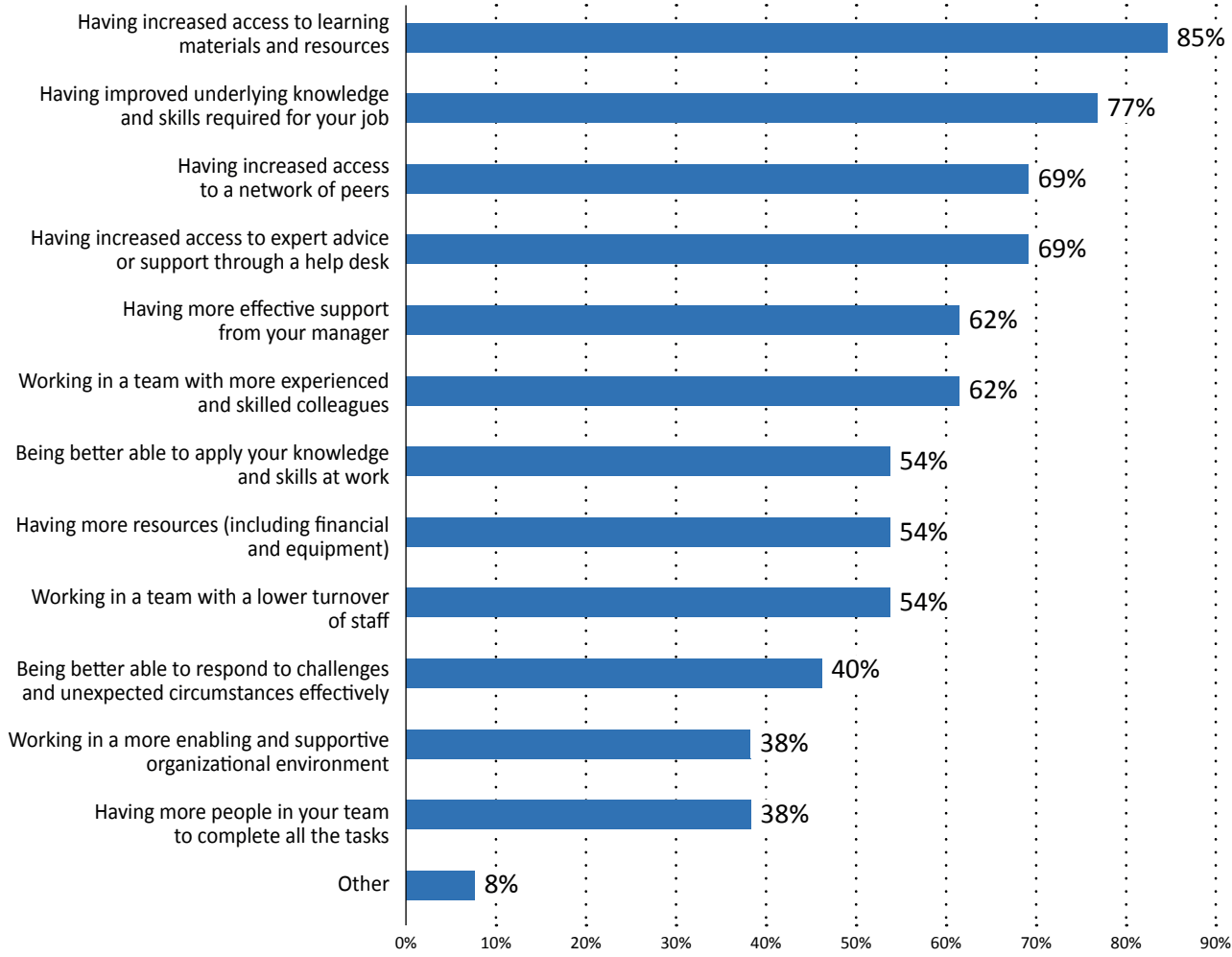
The following table presents the competencies from all sections of the competency framework (as presented to respondents in questions B2 – B5) arranged into order of how confident respondents felt starting with the least confident through to the most confident. The section in which each competency appears in the CP AoR Competency Framework is indicated for reference and competencies are colour coded for additional clarity.

#	SECTION	COMPETENCY
1	A	Applies key CPiE principles, standards, concepts and tools
2	C	Strengthens national and local capacity to respond and lead
3	D	Manages ambiguity and complexity
4	A	Operates safely and securely
5	A	Applies humanitarian principles, standards and guidelines
6	B	Promotes inclusion
7	D	Thinks and acts strategically
8	C	Monitors the response
9	C	Advocates for increased child protection outcomes
10	D	Innovates and embraces change
11	B	Promotes cooperation
12	C	Supports resource mobilisation
13	D	Drive to achieve results for impact
14	B	Demonstrates commitment to a coordinated response
15	B	Demonstrates accountability
16	C	Provides influential and strategic leadership
17	C	Analyses and communicates information
18	D	Builds and maintains partnerships
19	D	Demonstrates self-awareness and ethical awareness

To order the competencies according to respondents’ level of confidence, response options were assigned a numerical value (excellent/ 5, good/4, fair/ 3, limited/2, none/1) which was multiplied by the number of respondents selecting that response. Since the question measures respondents’ perceptions, the calculation is used only to arrange the competencies into order of increasing perceptions of confidence to aid the identification of priority areas for learning.

B6. Which of the following would help you to improve your effectiveness in your role further?  
(Select all that apply)

13 responses



Respondents were presented with a list of 12 potential interventions that may help them to improve their effectiveness in their role as well as the possibility of adding other responses. The table shows the results in order from the responses mostly commonly selected through to the least commonly selected. One respondents added an additional comments: “To get more training in IM based on CP context”.

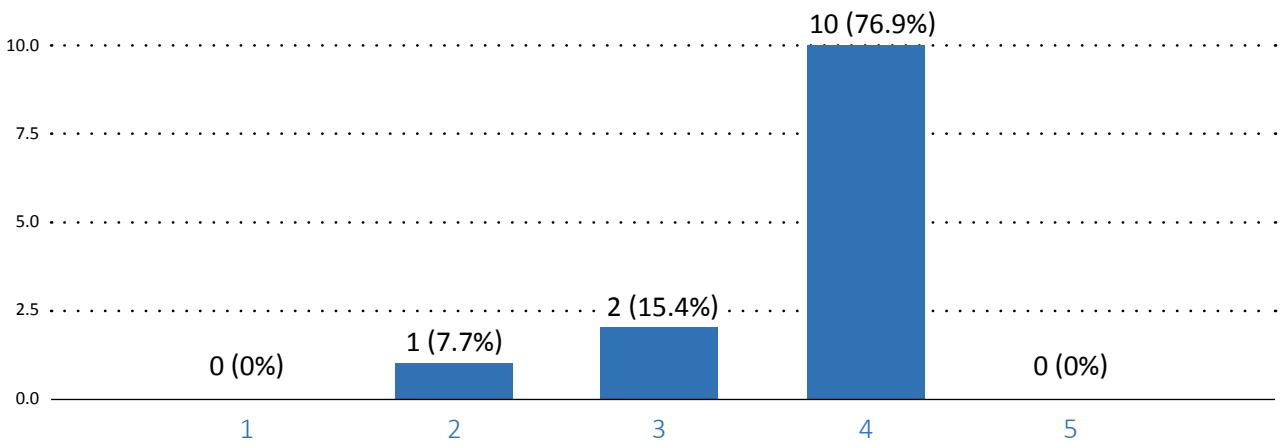
The most commonly selected response (chosen by 85% of respondents) was having increased access to learning materials and resources, followed by ‘having improved underlying knowledge and skills required for your job’, which was selected by 77%. Despite a high level of reported confidence in the competencies required for the post, it is notable that the four most commonly chosen responses related to learning or skills development indicating there is a high level of interest in further learning.



Section C: Your familiarity with existing resources

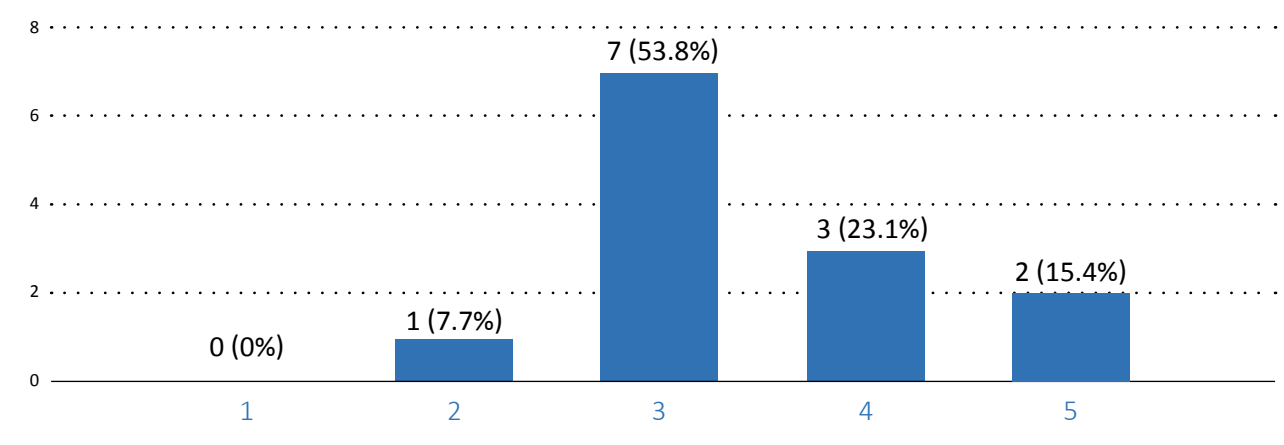
In section C, respondents were asked about their familiarity with and access to existing learning materials and resources. The purpose was to assess the extent to which respondents knew where to access resources, and the extent to which they were using them as well as any practical or logistical considerations which prevented them from accessing resources. Respondents were asked five questions. All respondents answered four of the questions. The fifth question did not apply to all respondents and received 5 responses.

C1. To what extent do you agree with the following statement?  
“I am aware of learning resources that are available to support my development.”  
13 responses



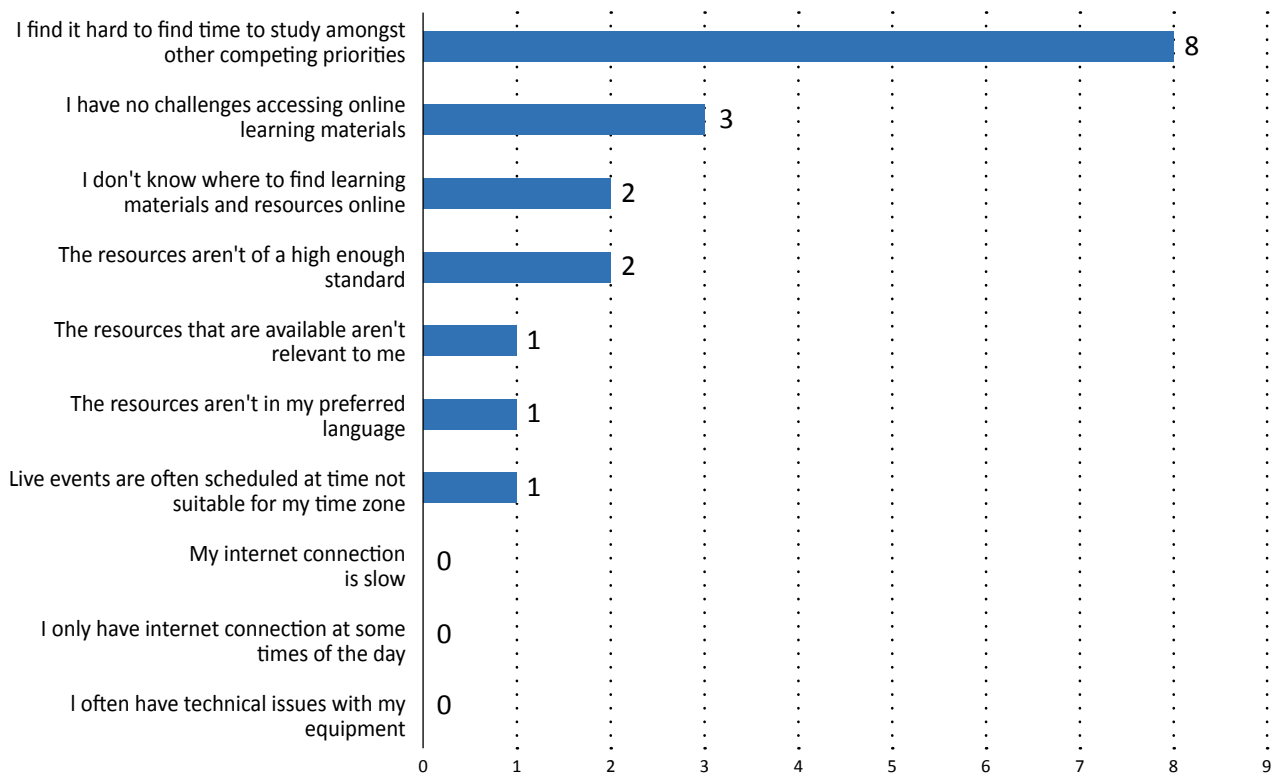
The majority of respondents (77%) agreed that they were aware of learning resources. However, 23% respondents did not agree with the statement indicating a large proportion of respondents lack awareness of where to access learning resources.

C2. To what extent do you agree with the following statement?  
“I regularly use learning resources to help me improve my professional knowledge and skill.”  
13 responses



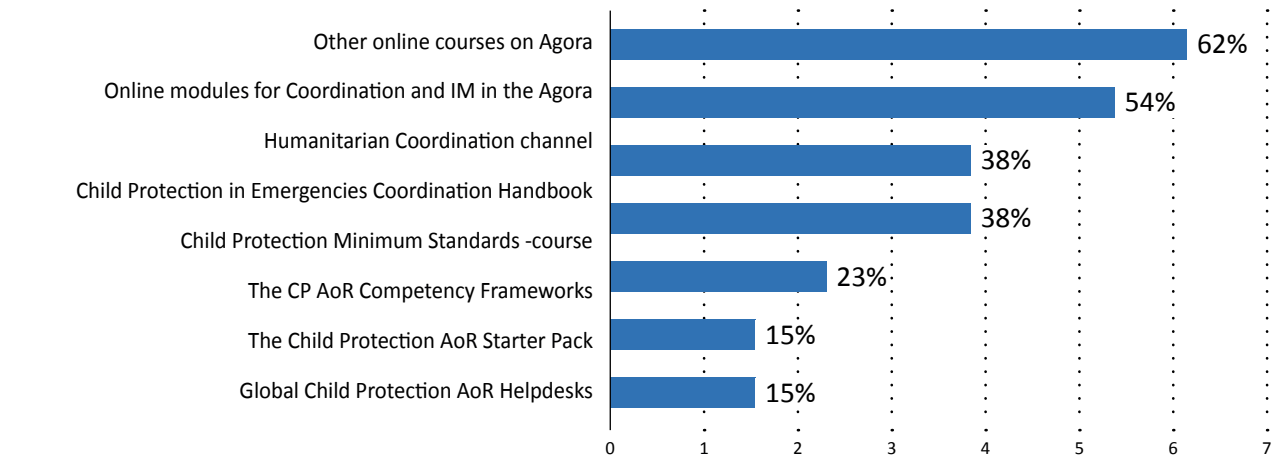
The majority of respondents (62%) do not agree that they regularly use learning resources to improve their professional knowledge and skill.

C3. Which, if any, of the following factors affect your use of online learning resources? (Select all that apply)  
13 responses



The main factor reported by respondents that affected their use of online learning resources was finding it hard to study amongst other competing priorities. This factor was selected by 62% of respondents. Almost a quarter of respondents (23%) indicated that they had no challenges in accessing online learning materials.

C4. Which of the following resources have you used? (Select all that apply)  
13 responses



Respondents were asked to select which resources they had used from a list of seven resources.

Responses show that a large number of respondents had used Agora (62%) and the newly launch Humanitarian Coordination channel which were piloted early in 2022. Few participants had used the CP AoR Starter Pack (15%) or the Global CP AoR Helpdesks (15%).

C5. Please list any other learning resources that you use to develop your professional skills and knowledge.

5 responses

Five people responded to this question. The responses given were:

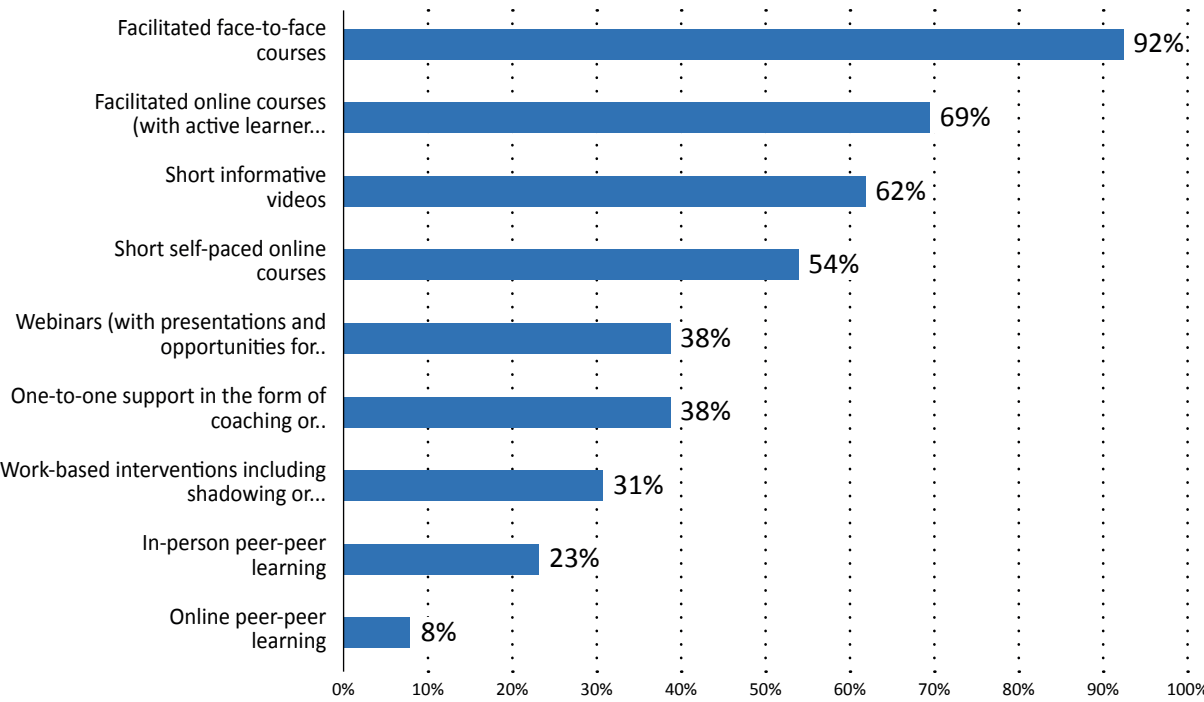
- Learning resources shouldn't be only on CP AoR related issues, coordination. Please consider IM related technical training, tools, resources, mapping, data visualization and would be amazing to employee data science methodologies in our work, machine learning, data mining, big data, deep learning, artificial intelligence
- Channels for good lecturers from different sites like YouTube, Agora
- YouTube especial on PowerBI and excel functions
- SkillShare, YouTube
- E-Courses for general information management

Section D: Your learning preferences

In section D of the survey, respondents were asked about their learning preferences. They were asked five questions. All respondents answer all five questions.

D1. Which of the following modes of learning do you prefer? (Select up to five)

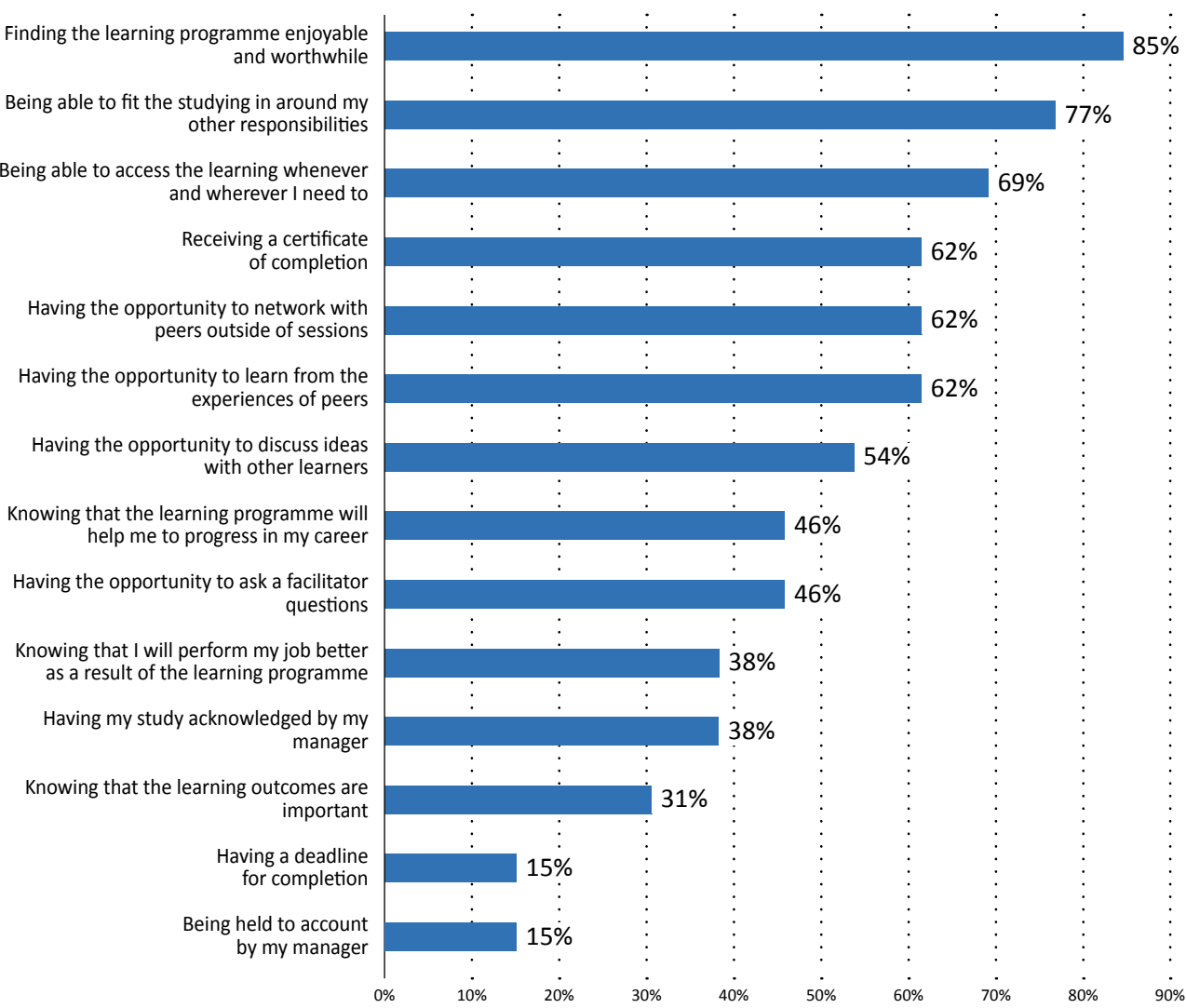
13 responses



Respondents were given a list of nine modes of learning and were asked which they preferred. There was a clear preference for facilitated courses with face-to-face courses being the most popular (92% of respondents selected this option) followed by facilitated online courses (selected by 69%). Peer-peer learning, including both in-person and online learning, were the least popular options and were selected by 23% and 8% respectively.

D2. Which of the following are most likely to motivate you to undertake and complete a learning programme? (Select all that apply)

13 responses



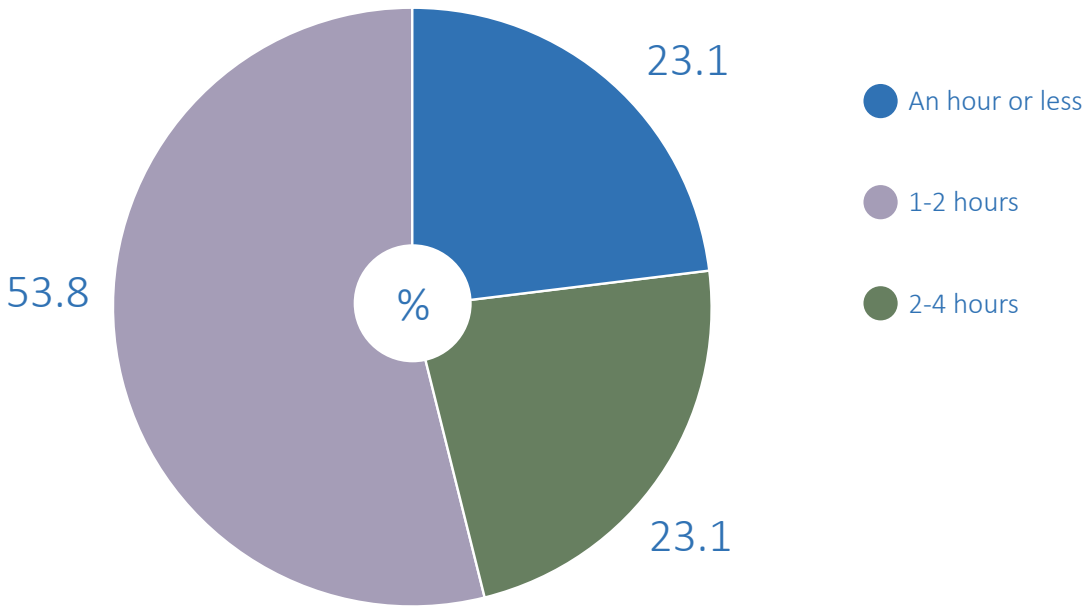
When offered a list of 14 motivations for undertaking and completing a learning programme, the most commonly selected motivation was ‘Finding the learning programme enjoyable and worthwhile’ (selected by 85%). This was followed by:

- ‘Being able to fit the studying in around my other responsibilities’ (selected by 77%).
- ‘Being able to access the learning whenever and wherever I need to’ (selected by 69%)

The mostly commonly selected factors show a mixture of intrinsic motivation (finding the learning programme enjoyable), convenience (being able to fit the learning in amongst other responsibilities), extrinsic motivation (receiving a certificate) and social factors related to learning (having opportunities to learn from peers and to discuss with other learners). No clear preference for one type of motivation emerged from the responses.

D3. When you attend online facilitated courses or webinars, do you prefer them to be?

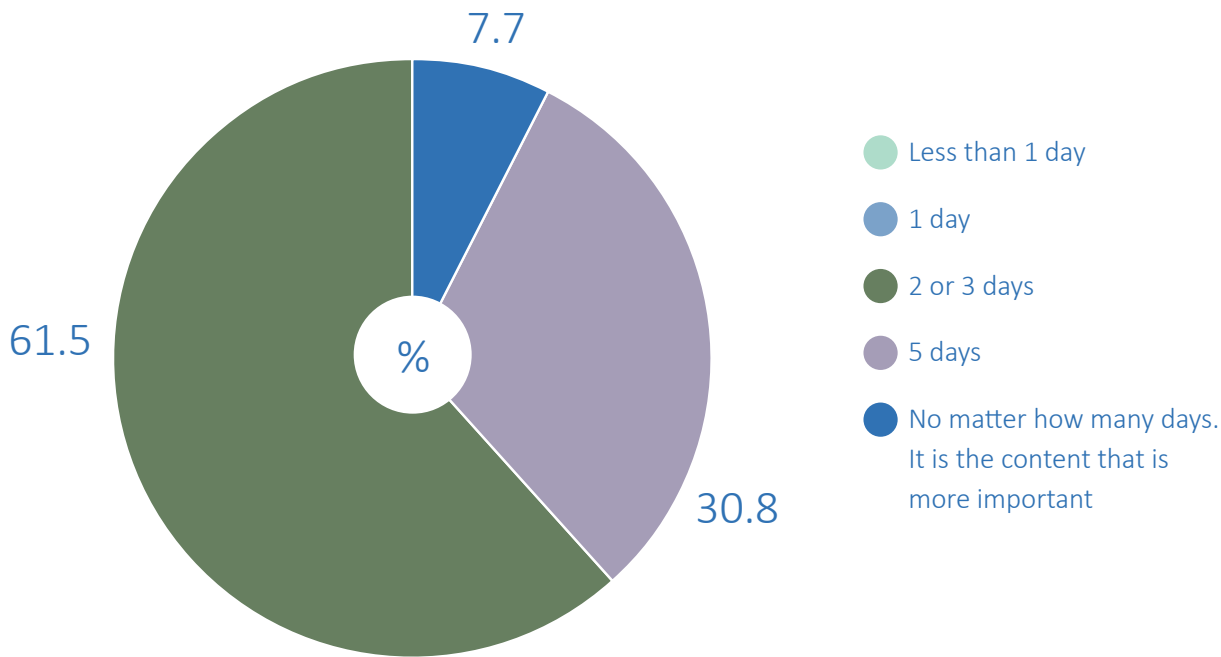
13 responses



Overall, respondents indicated a preference for online modules to be 1-2 hours (68%) or shorter (26%).

D4. When you attend facilitated face-to-face courses, do you prefer them to be?

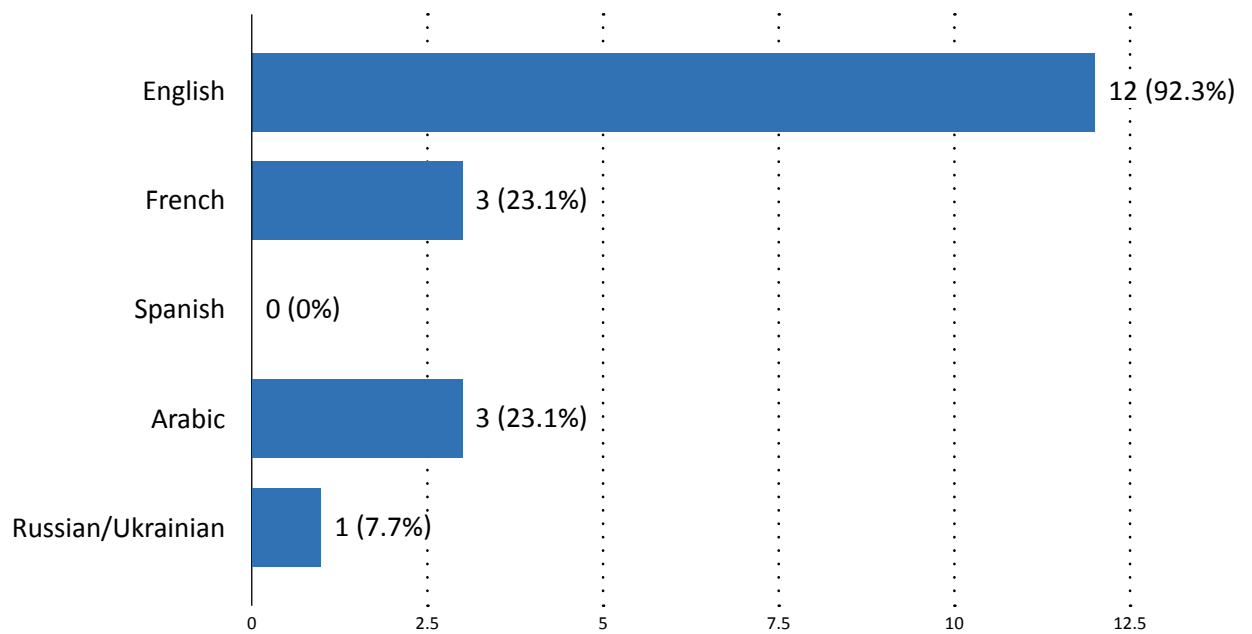
13 responses



Respondents expressed a preference for face-to-face courses to be 2-3 days (62%) or 5 days (31%).

D5. Which of the following languages is your preferred language of study? (Select all that apply)

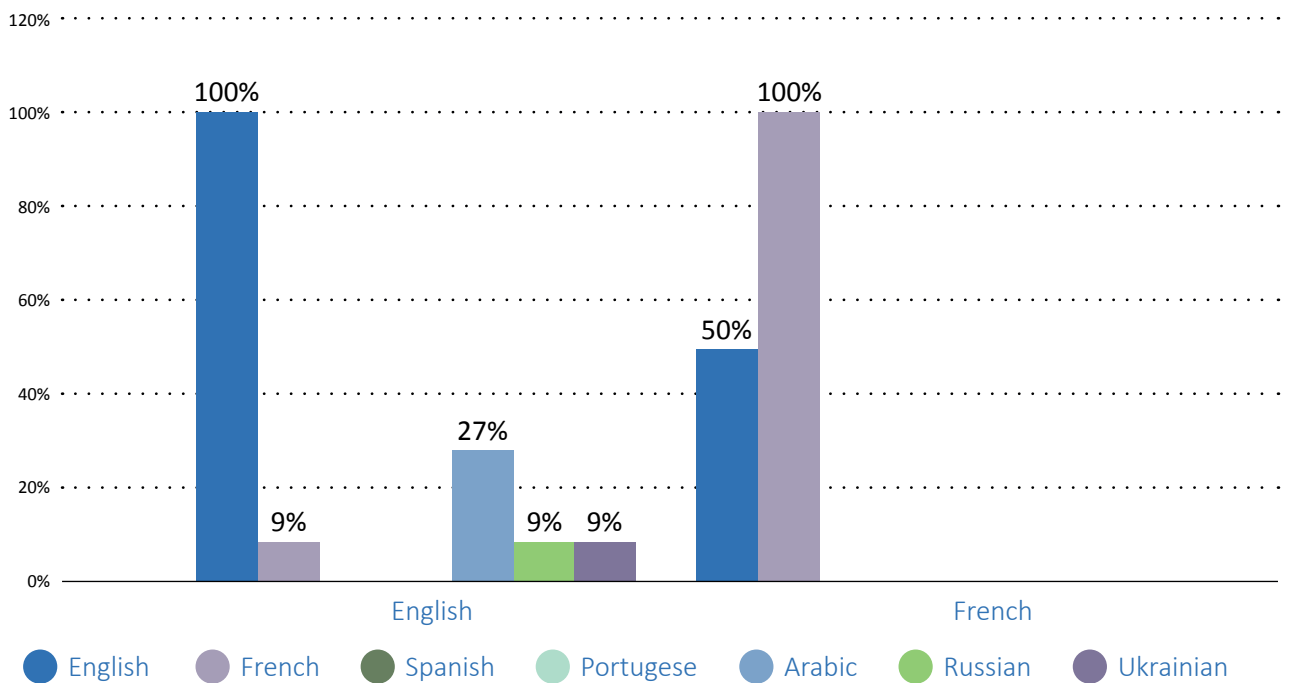
13 responses



Overall, there was a preference for learning in English. Since the majority of responses were in the English survey, this may not reflect a true preference amongst French and Spanish speakers.

The results disaggregated by the language of survey taken illustrate a different picture and indicate that respondents have a preference for studying in the same language that they took the survey in. A few respondents selected additional language, notably Arabic with 27% of the respondents to the English language survey selecting Arabic as an additional language preference for study.

There were no respondents to the Spanish language survey for IMOs.



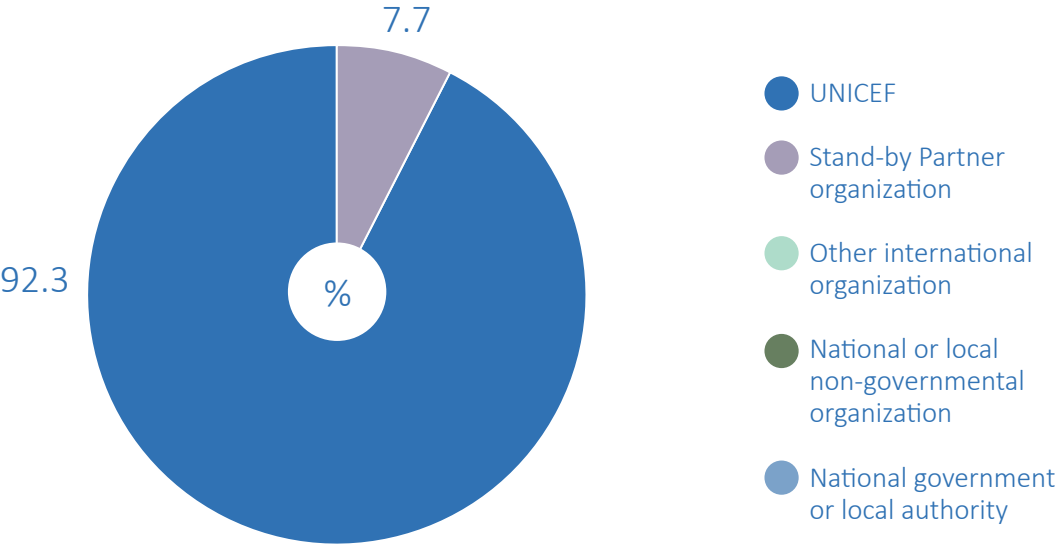
Section E: Your Manager

In section E, Coordinators were asked about their managers. The purpose was to understand how supported they felt by their managers and to identify and support that could be provided by the Global CP AoR.

Respondents were asked five questions. All respondents answered three of the questions and 11 answered the fourth question.

E1. What type of organization is your manager employed by?

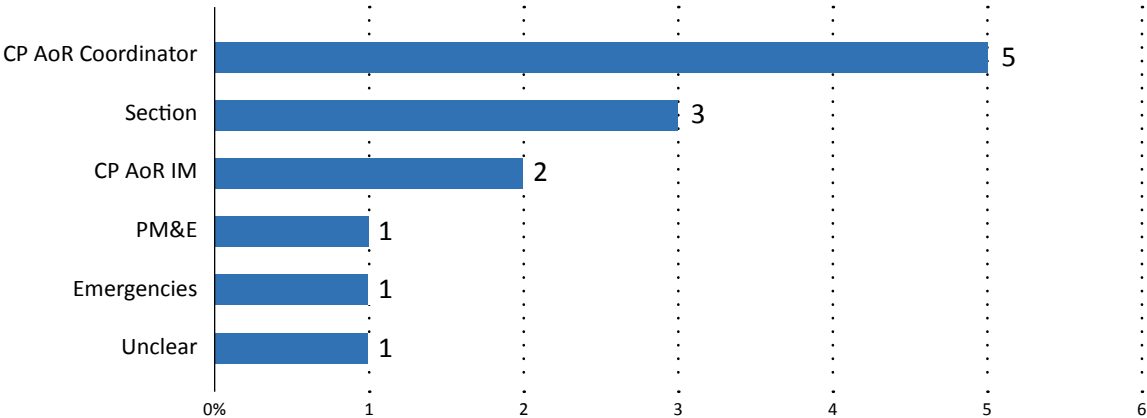
13 responses



The majority of supervisors (92%) of respondents were employed directly by UNICEF.

E2. What is your manager’s job title?

13 responses



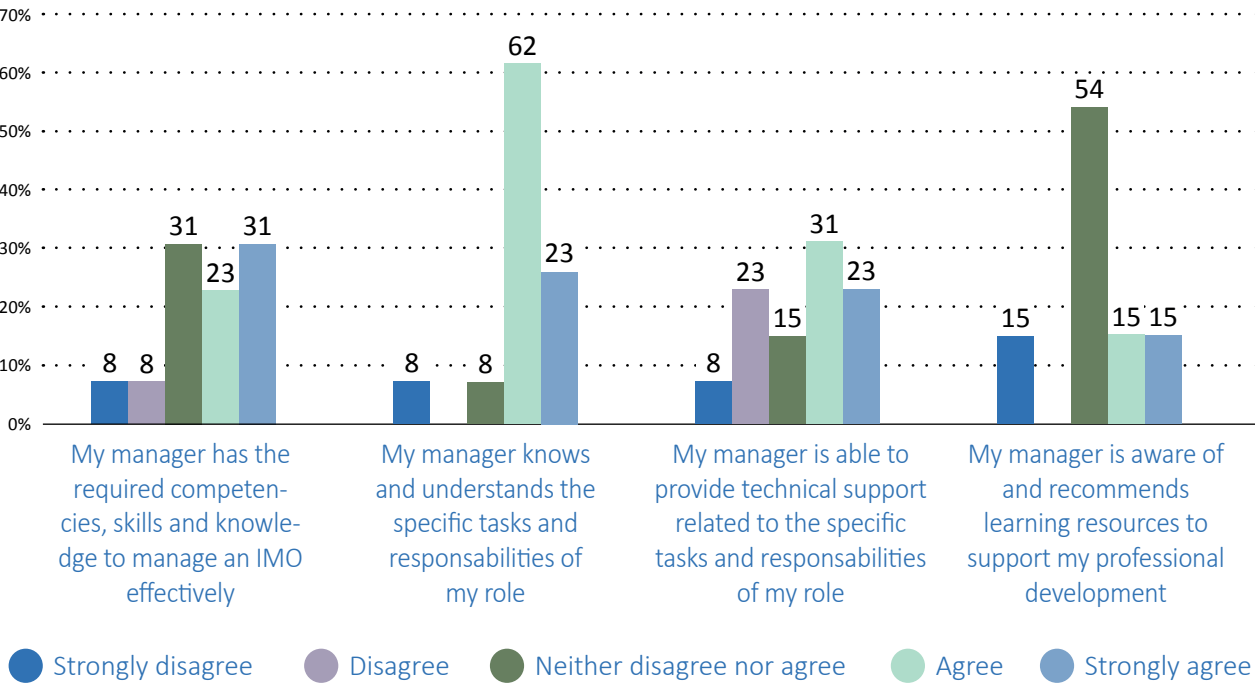
When asked what their manager’s job title was, all respondents replied. One response was unclear (the response given was ‘CP Coordinator’ which could indicate an AoR Coordination role but this is not specified). Others have been coded. The most common response (38%) was CP AoR Coordinator followed by a job title of someone working in a programmatic role (23%).

The table below shows a comparison of the responses in A1 and E2.

A1. WHAT IS YOUR CURRENT OR MOST RECENT JOB TITLE?	E2. WHAT IS YOUR MANAGER'S JOB TITLE
Information Management Officer	Child Protection Manager/Sector Coordinator
Information Management Officer	Coordinator
Information Management Officer	Coordinator AoR Child Protection
Information Management Officer	CP-AoR Coordinator
Information Management Officer	CP AoR Coordinator - P3
Information Management Officer	Information Management Specialist
Not specified	IM Officer
Information Management Officer	Humanitarian Affairs Manager
Information Management Officer	Planning, Monitoring & Evaluation Specialist
Information Management Officer	Child Protection Specialist
Information Management Specialist	Child Protection Specialist
Child Protection officer	CP Coordinator
Research Officer	CP Specialist

E3. To what extent do you agree with each of the following statements?

13 responses



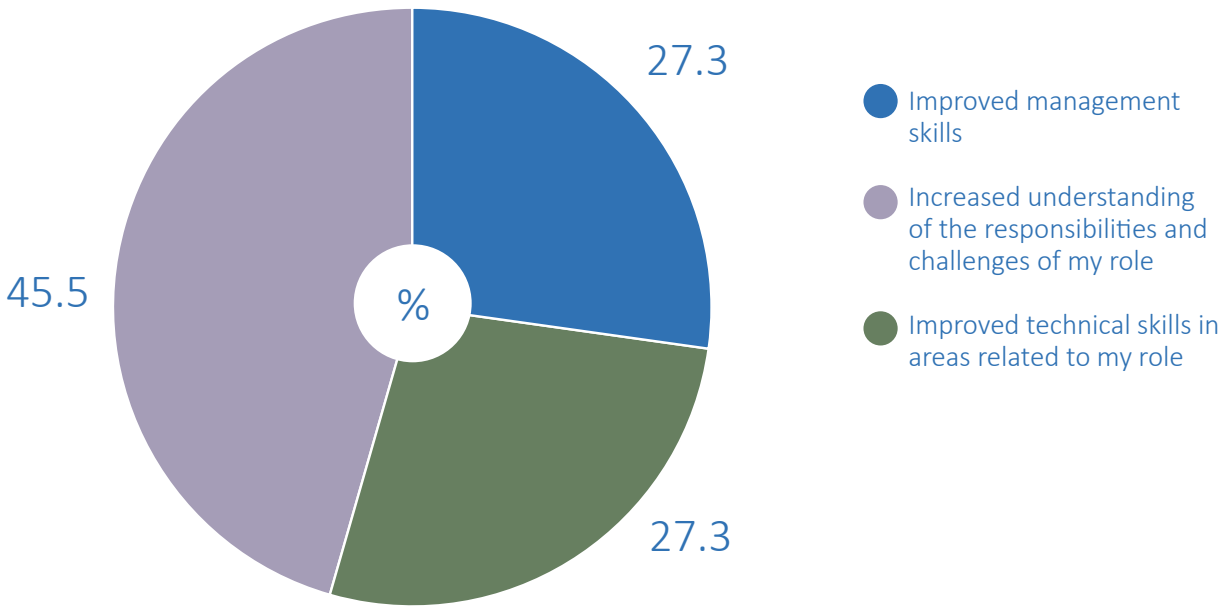
Overall, the majority of respondents (85%) agreed or strongly agreed that their manager understands the specific tasks and responsibilities of their role. However, only 54% agreed or strongly agreed that their manager had the required competencies, skills and knowledge to manage them effectively or that they were able to provide the technical support related to the task and responsibilities of their role.

The least positively rated statement was ‘My manager is aware of and recommends learning resources to support my professional development’ which only 30% of respondents agreed or strongly agreed with.



E4. If you could prioritise an area of development for your manager which would it be?

11 responses

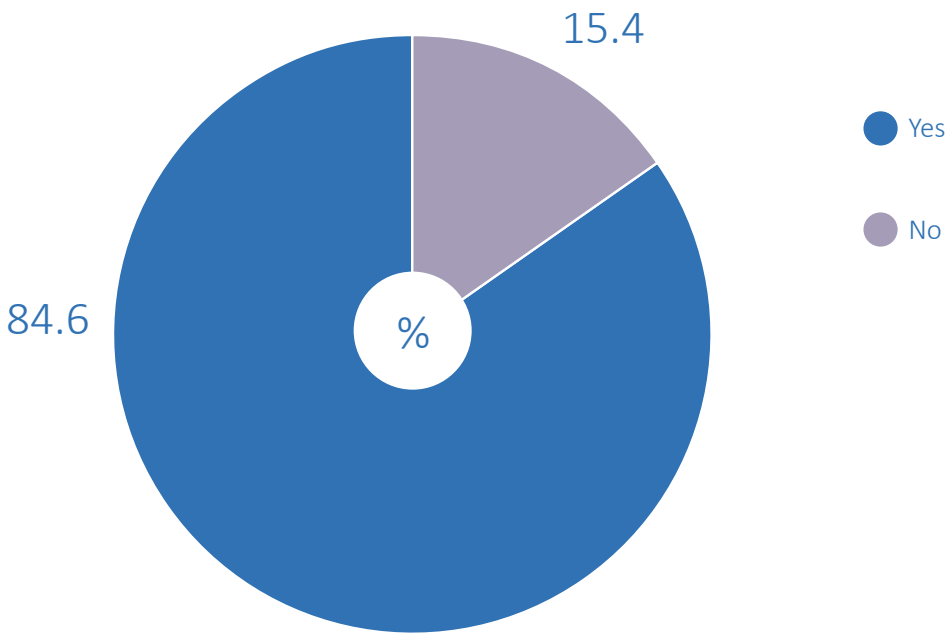


The most commonly selected response was ‘Increased understanding of the responsibilities and challenges of my role’ which corresponds with the results of E3 where this statement was rated the most negatively.

Follow-up

Would you be willing to participate in a discussion to explore the topics covered in this survey further?

13 responses



If you would like to participate in a discussion, please enter your email address below.

8 email addresses provided

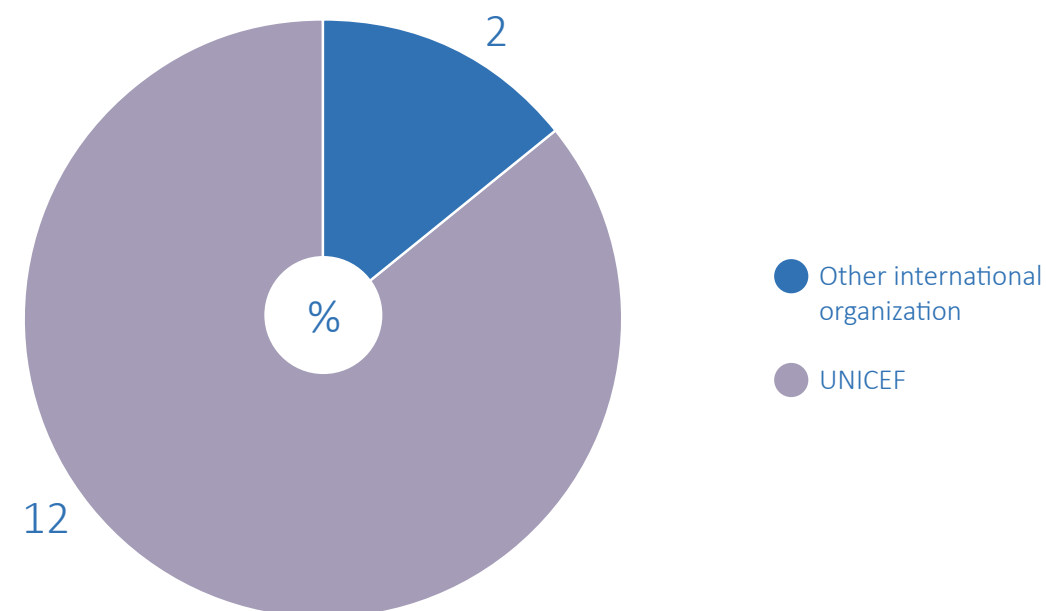
# Annex 6: Data Tables for Survey of Managers

The online survey for Managers was circulated between 11th and 31st August 2022 in English, French and Spanish. It was sent to 27 recipients whose contact details were provided by Coordinators. Of the 27 people who received the survey, 14 responded.

There were 8 questions in the survey and all respondents answered all of the questions.

## 1. What type of organization do you work for?

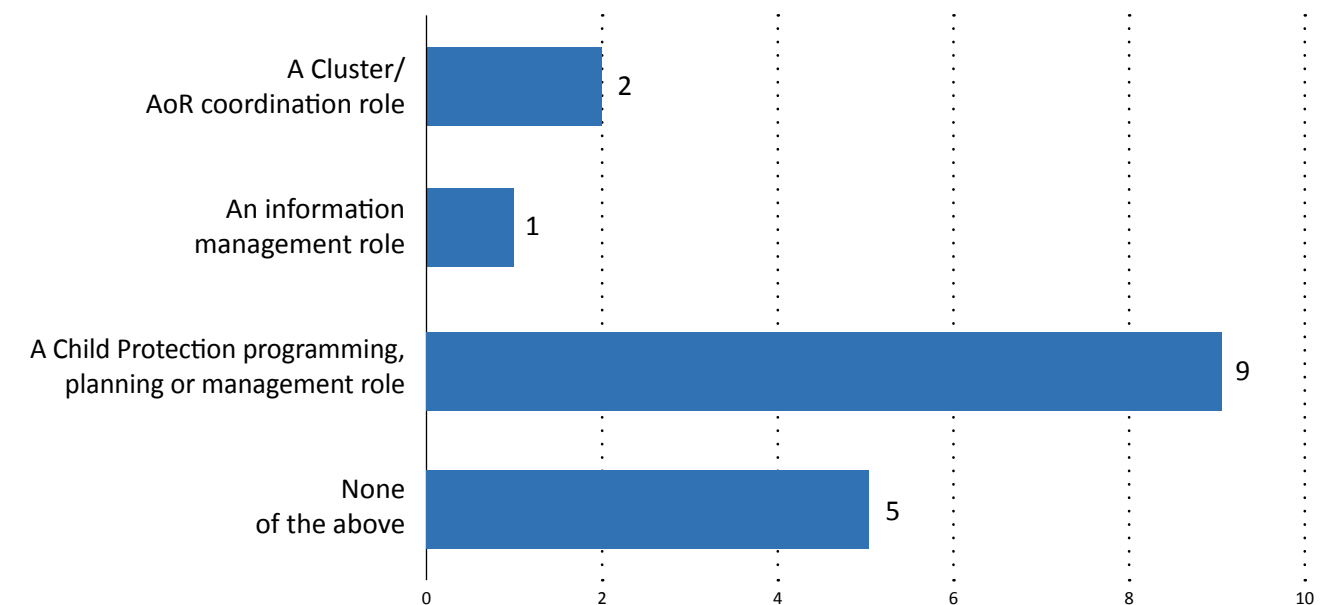
14 responses



The majority of respondents (86%) were employed by UNICEF.

## 2. Have you ever worked in any of the following roles? (Select all that apply)

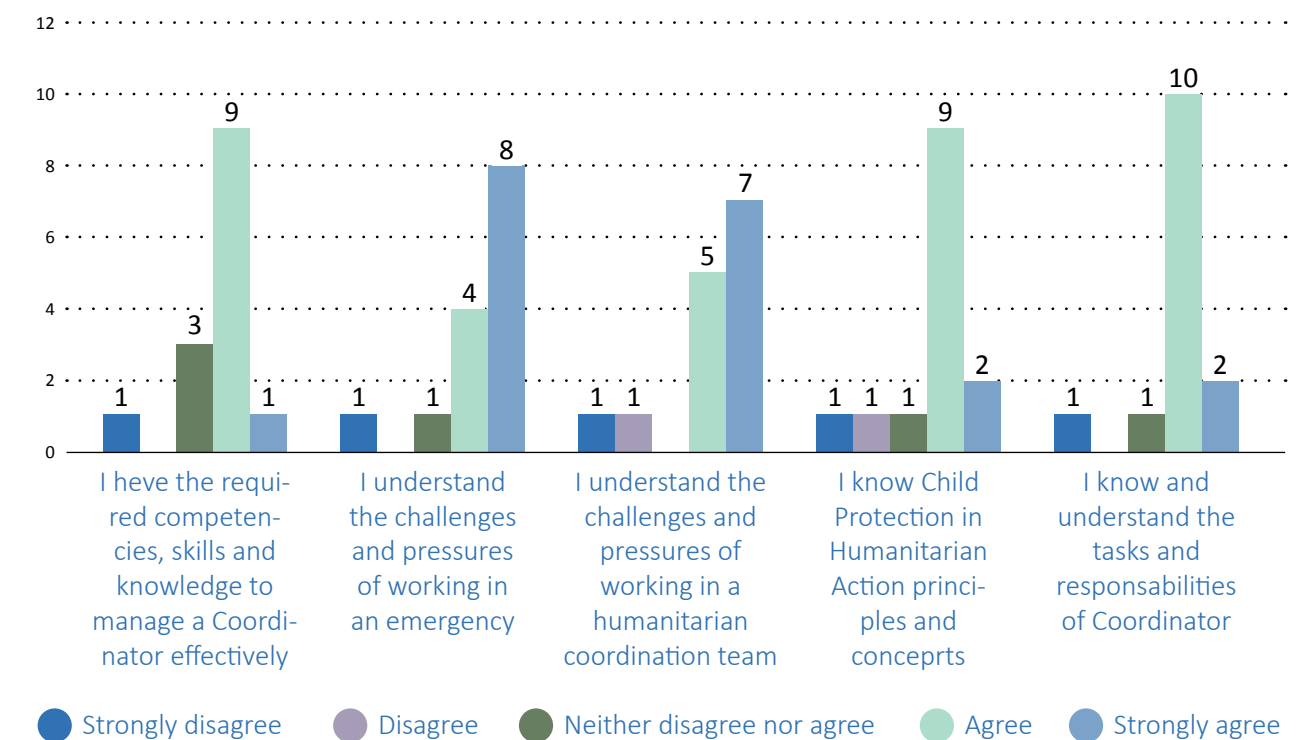
14 responses



The majority of respondents come from a Child Protection background (64%) with 14% having worked in a Coordination role and 7% (one person) having worked in an IM role.

## 3. To what extent do you agree with the following statements about managing a CP AoR Coordinator?

14 responses



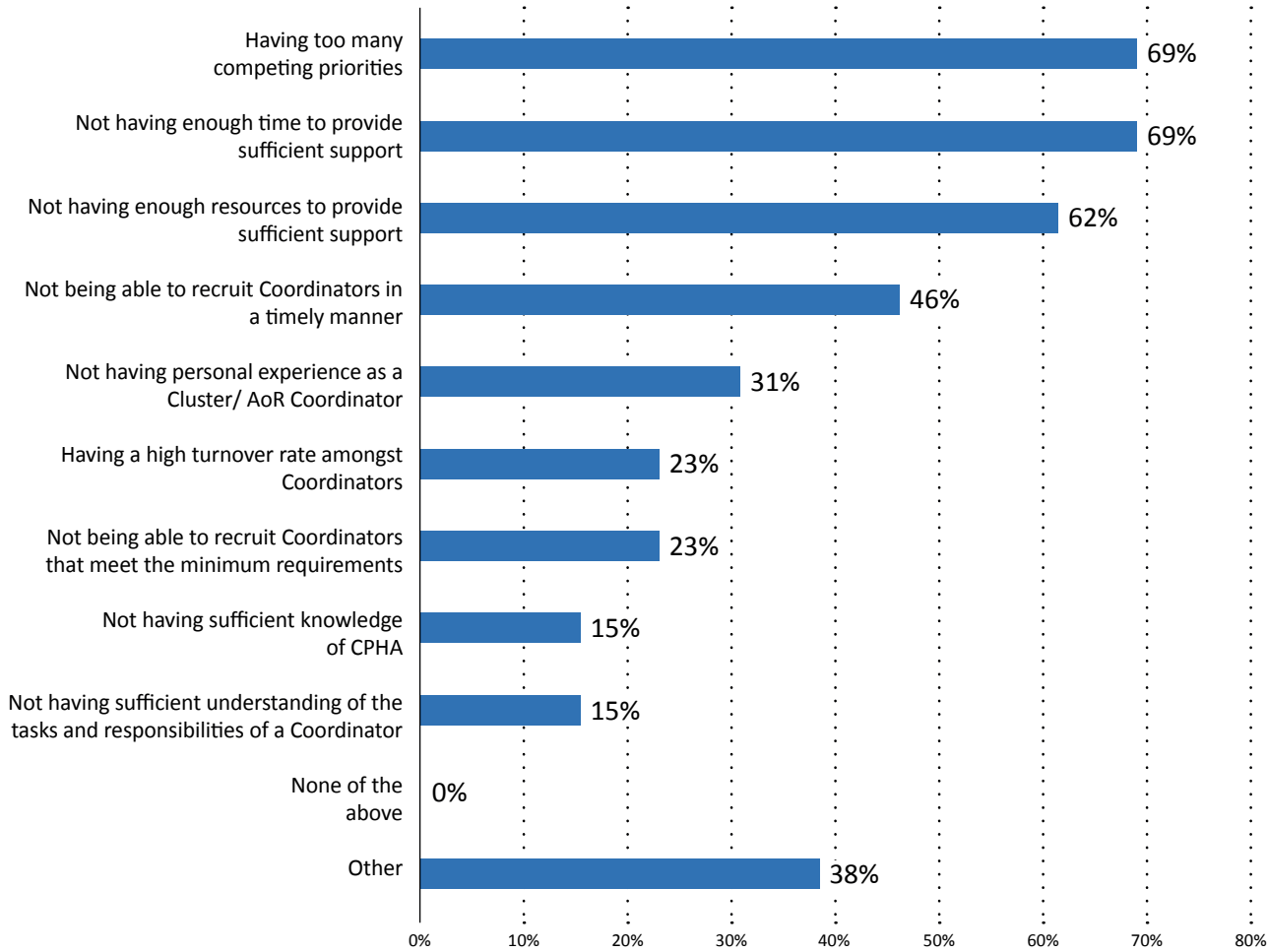
Managers were asked to rate their agreement with four statements.

The three most positively rated statements, which 86% of respondents agreed or strongly agreed with, were:

- I understand the challenges and pressures of working in an emergency,
- I understand the challenges and pressures of working in a humanitarian coordination team,
- I know and understand the tasks and responsibility of a Coordinator.

79% agreed or strongly agreed that they were familiar with CPiE principles and concepts and 71% agreed or strongly agreed that, overall, they had the required competencies, skills and knowledge to manage a Coordinator.

4. Which of the following challenges do you face in managing a CP AoR Coordinator? (Select all that apply)  
14 responses



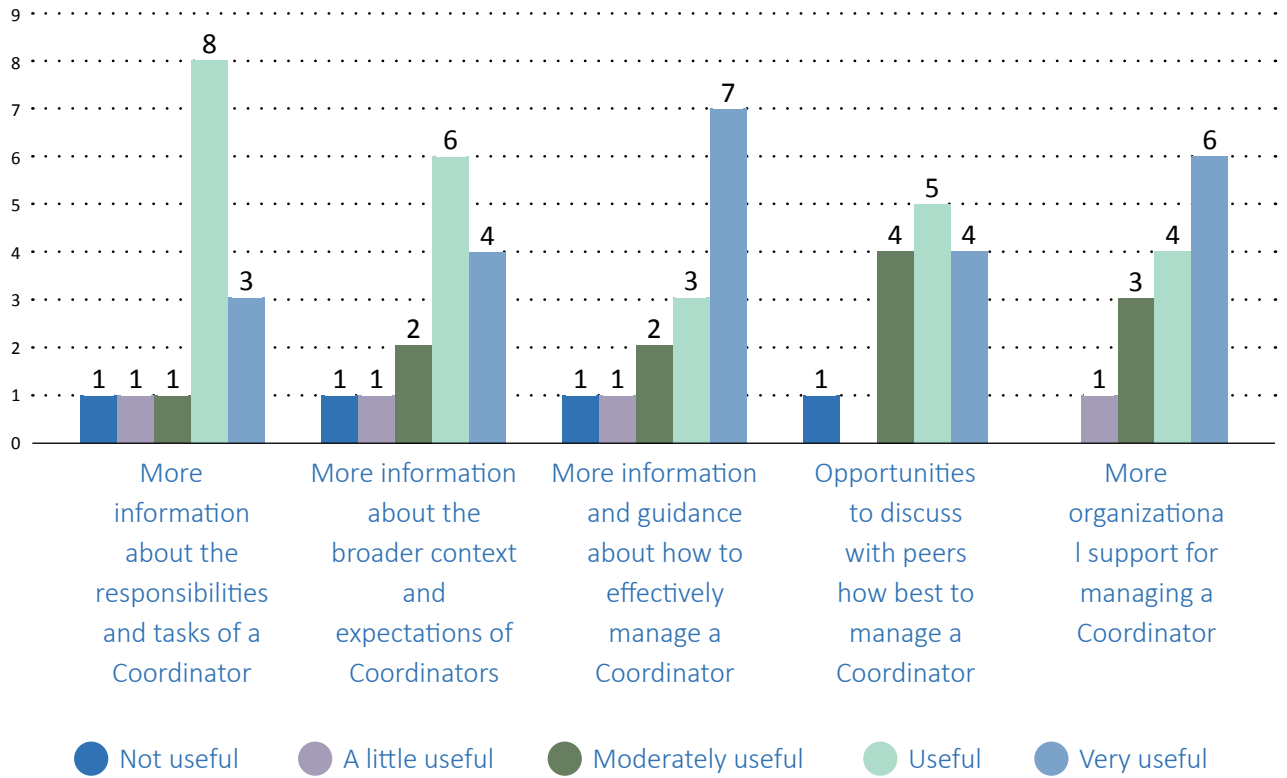
- Five people selected ‘other’ and gave the following responses (blue text indicates the original was in French: an English translation follows in black font):
- Lower priority of the organization to continue fundraising for this position
  - Finding coordinators who are highly strategic and operational at the same time; CO firing coordinators when funding decrease; capacity of field coordinators.
  - Coordinators often double hat and have other programmatic responsibilities.
  - Rapid information manager turnover ou pas de IM du tout! (Rapid IM turnover or no IM at all!)
  - Je commencerai à gérer un coordinateur du DRPE dans quelques semaines seulement donc ne peux pas encore y répondre (I will start to manage a CP AoR Coordinator in a few weeks so I can’t answer that yet)

The primary issues emerging from the responses to this question relate to workload:

- ‘Having too many competing priorities’ was selected by 69% of respondents,
- ‘Not having enough time to provide sufficient support’ was selected by 69% of respondents,
- ‘Not having enough resources to provide sufficient support’ was selected by 62% of respondents.
- These top three are the same three responses selected in the Coordinator survey by people who manage IMOs.

Notably recruitment is identified as a bigger issue than in the Coordinator survey. Timely recruitment of Coordinators was identified as a challenge by 46% of respondents while in the Coordinator survey timely recruitment of IMOs was identified as a challenge by only 9% of respondents.

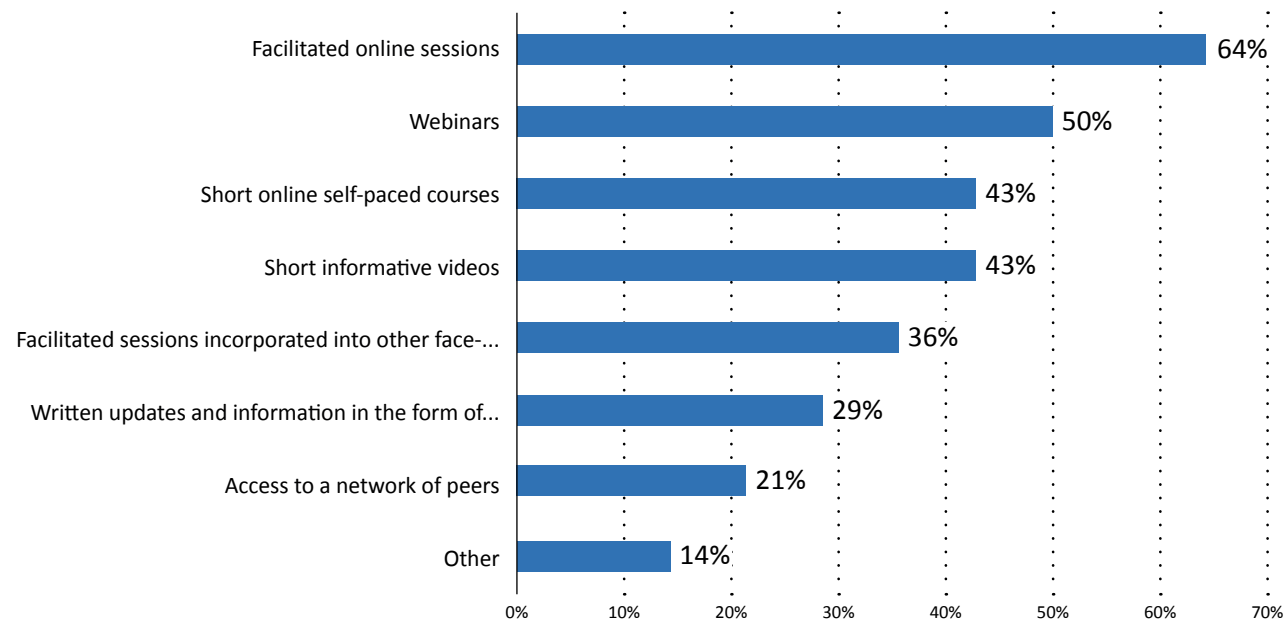
5. Please rate how useful you would find each of the following in strengthening your ability to manage a CP AoR Coordinator?  
14 responses



Overall, the majority of respondents rated the suggested support options to be useful or very useful. The most highly rated was ‘More information about the tasks and responsibilities of a Coordinator’ (79%). The least highly rated was ‘Opportunities to discuss with peers how best to manage an IMO’ which was selected by 64% of respondents.

6. Which of the following would you be likely to engage with or use? (Select all that apply)

14 responses



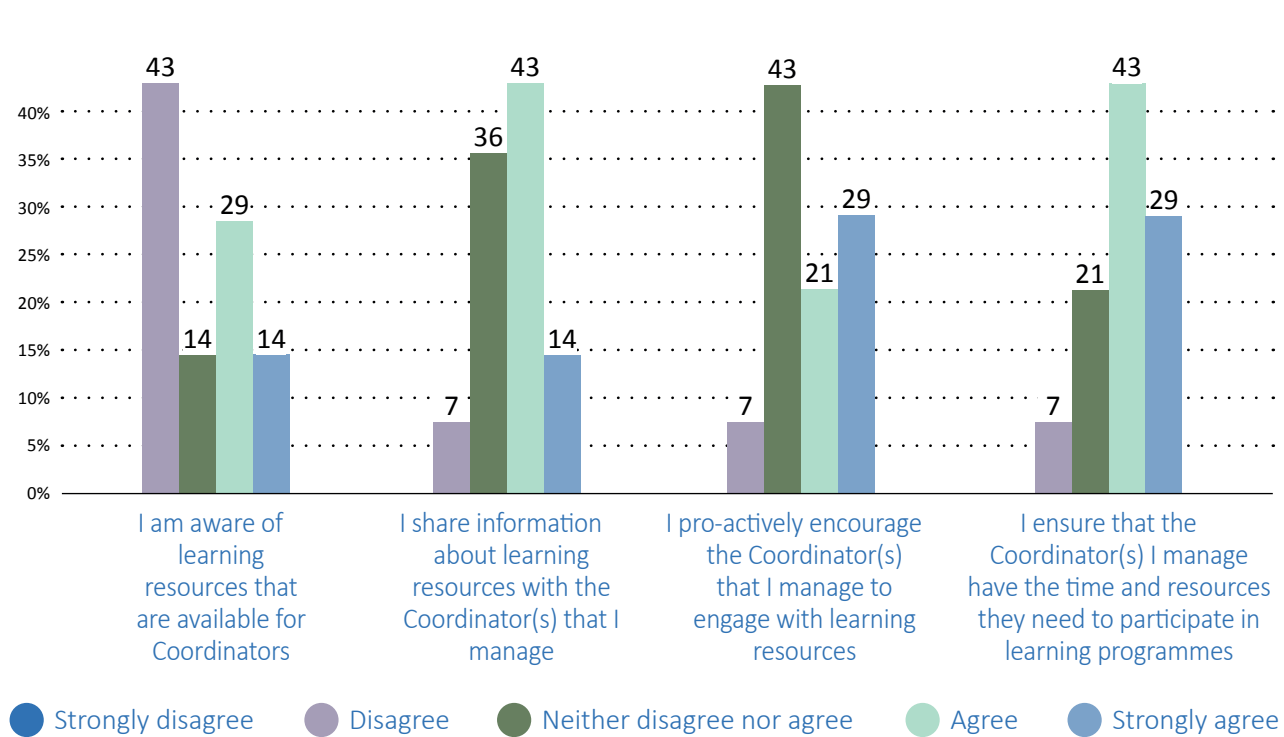
Two respondents selected 'other' and gave the following responses:

- Info on fundraising for coordinators posts
- Strategic discussions/understanding of priorities/global thinking

The most popular response was facilitated online sessions which was selected by 64% of respondents followed by webinars selected by 50%. The least popular options were written updates (29%) and access to a network of peers (21%).

7. To what extent do you agree with the following statements?

14 responses



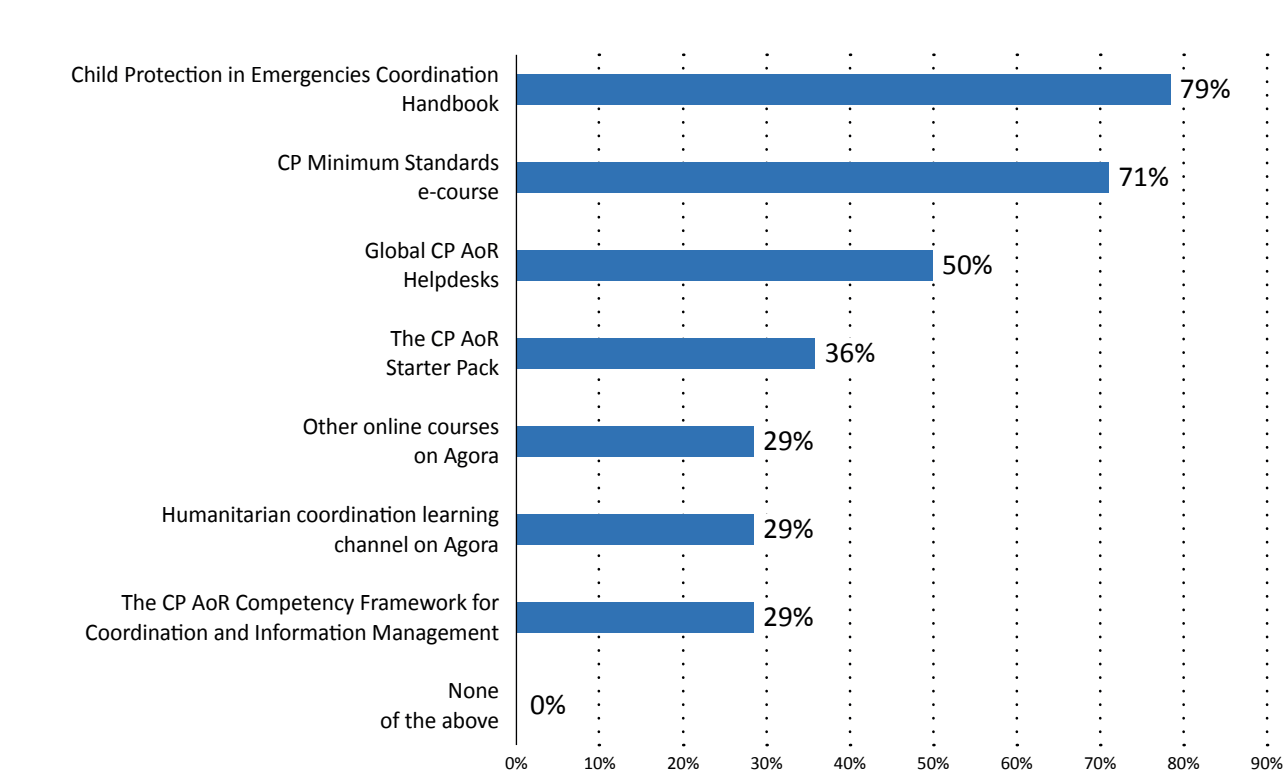
The majority of respondents (72%) indicated that they ensured Coordinators had time and resources to participate in learning programmes and 50% indicated that they pro-actively encouraged Coordinators to engage with learning resources.

57% of respondents indicated that they shared information about learning resources with Coordinators. However, 43% of managers disagreed with the statement 'I am aware of learning resources that are available for Coordinators'.

The responses taken together indicated a willingness to support learning but a lack of awareness of what is available.

8. Which of the following resources are you aware of? (Select all that apply)

14 responses



A majority of respondents were aware of the CPiE Coordination Handbook (79%) and the CPMS online learning (71%). Managers were least familiar with the CP AoR Competency Framework for Coordination (29%) or the Humanitarian Learning channel on Agora (29%), although this is currently more populated with resources for IMO than Coordinators.



# Annex 7: Specialisation Programme on Protection Coordination (SPPC)

## Programme description

The Specialisation Programme on Protection Coordination (SPPC) is an inter-agency learning programme for Coordinators, Co-coordinators and local actors involved in Protection Coordination at national and sub-national level. The programme is run by the International Institute of Humanitarian Law (IIHL).

Five courses are scheduled every year and, as of August 2022, 9 courses have been delivered. The maximum capacity is 25 participants per course and to date, 120 participants have been reached. Courses are currently delivered in English and French and the intention is to run the course in Spanish in 2023.

## Programme aim

To strengthen the skills needed for effective protection coordination and to encourage a collaborative and harmonised protection response

## Learning objectives

After completing the programme, participants will be able to:

- Explain what humanitarian coordination is, the relevance for different actors, and what the roles and responsibilities of the actors included in the different coordination and co-coordination roles are,

- Illustrate the concept of centrality of protection as well as the core competencies for various sectors of the humanitarian response,
- Demonstrate their newly acquired skills in the areas of analysing, advocacy, negotiation and communication by engaging in successful ventures with field counterparts and by meeting strategic objectives.

## Target audience

The course is aimed at Coordinators and Co-coordinators in the Protection Cluster and local partners. Although IMO's are not in the primary target group, some IMO's have attended. The course is most suitable for those who are new to coordination.

## Learning programme structure

The learning programme takes place over three months and comprises three phases: a self-study phase, a virtual workshop phase and an action planning phase (see Figure 1)<sup>1</sup>.

During the self-study phase, learners gain core knowledge on general protection issues as well as on each of the AoRs. This helps to foster harmonisation and collaboration across AoRs.



Figure 1: SPPC learning programme

During the virtual session phase, the focus is on the development of soft skills and the application of these skills in relation to real case studies and learner's own experiences. The skills covered are:

- Analysis and problem solving,
- Decision making,
- Communication and facilitation,
- Negotiation,
- Advocacy,
- Leadership skills.

1. Source: GPC & IIHL, 'Briefing Guide for Participant: Specialisation Programme for Protection Coordinators', (2022)

The virtual session phase includes the following sessions:

- Protection coordination
- Message crafting and communicating to different audiences
- Meetings and consensus building
- Presentations with impact
- Protection analysis
- Developing an effective protection strategy
- Advocacy approaches and techniques
- Humanitarian negotiation: the theory
- Humanitarian negotiation: the practice
- Working in a team
- Leadership
- Closing: Capstone session

In the final action planning stage, the focus is on implementation of skills. During this phase, learners create a personal action plan to help them implement their learning. Learners can choose to be supported by a mentor during this stage.

#### **Learning approach**

The programme is a blended learning programme with a mixture of self-study, facilitated online session and mentoring. Although it was originally planned to include face-to-face sessions, based on this modality being identified as the preferred method of delivery during the consultation phase, the course has been run entirely virtually due to restrictions on travel during the COVID-19 pandemic.

The programme adopts a reflective learning approach which encourages learners to analyse their learning in the context of their current and previous practice and experiences.

#### **Evaluation**

A formal evaluation report is being drafted and will be ready in December 2022. Based on evaluation data collected so far, the course coordinators report that the feedback has so far been positive.

#### **Further information**

Further information can be found on the SPPC course page.



# **Child Protection Area of Responsibility**

## Capacity Assessment Report