



Global  
**NUTRITION**  
**CLUSTER**



# Competency Framework for Information Management

# Global Nutrition Cluster Competency Framework for Information Management

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# Global Nutrition Cluster Competency Framework for Information Management

The Competency Framework for Information Management outlines the competencies required for those working in information management in the Nutrition Clusters at global, regional, national and sub-national levels. This includes Information Management Officers and Information Management Specialists.

The framework has twenty-one competencies in total that are arranged into four groups:

## A. Sectoral competencies

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

## B. Common competencies

These competencies define the proficiencies required for working effectively in a cluster and are common to all of those who work in a Nutrition Cluster at national and sub-national level;

## C. Functional competencies

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

## D. Core behavioural competencies

These competencies are behavioural competencies that support the organisational values and mission. They apply to everyone in an organisation and form a foundation for the common, functional and sectoral competencies.

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

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

The knowledge areas and skills that are listed with each competency are intended to support understanding of the scope of the competencies and behaviours. The list is indicative only and is not intended to be exhaustive. In most cases, the knowledge and skills section does not include references to specific learning programmes as this is beyond the scope of a competency framework. An exception has been made for six on-line courses that are mandatory for UNICEF personnel. These are included in the knowledge and skills sections of relevant competencies.

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

To ensure continuity and consistency between the UNICEF-led clusters, the competency frameworks have also been adopted and adapted by the Education Cluster, the WASH Cluster and the Child Protection Area of Responsibility.

Introduction

# Competency Framework for Information Management Overview

## A. Sectoral competencies

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

## B. Common competencies

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

## C. Functional competencies

1. Provides reliable support to the cluster
2. Collects relevant data
3. Handles, stores and manages data efficiently and sensitively
4. Communicates relevant data
5. Monitors the response
6. Strengthens national capacity to respond and lead

## D. Core behavioural competencies

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

## A. Sectoral competencies

### 1. Applies humanitarian principles, standards and guidelines

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

#### Level 1

- Ensure own behaviour demonstrates a personal commitment to humanitarian principles
- Challenge harmful or inappropriate activities, behaviours and attitudes
- Demonstrate knowledge of relevant humanitarian agreements, standards and guidelines in their work
- Apply appropriate humanitarian tools, mechanisms and processes at all stages of the Humanitarian Programme Cycle
- Work appropriately within cluster structure, functions and accountabilities
- Demonstrate understanding of the links between cluster structure and functions, and other planning, coordination and implementation modalities
- Follow appropriate reporting and disciplinary processes in response to inappropriate or harmful behaviour

#### Level 2

- Encourage others to demonstrate a personal commitment to humanitarian principles
- Make any necessary adaptations to relevant humanitarian tools, mechanisms and processes for use by the cluster and partners
- Support others to apply appropriate humanitarian tools, mechanisms and processes at all stages of the Humanitarian Programme Cycle
- Recommend corrective actions when the response does not adhere to humanitarian principles, agreements, standards and guidelines

#### Level 3

- Take actions to ensure the coordination and response adheres to humanitarian principles, agreements, standards and guidelines
- Encourage resilience and sustainability by strengthening the link between humanitarian and development responses when possible

A. Sectoral competencies

Underlying knowledge and skills

**MANDATORY TRAINING:**

- UN Human Rights and Responsibilities training (mandatory for UNICEF staff only)

**KNOWLEDGE AREAS:**

- Centrality of Protection in Humanitarian Action Statement by the IASC
- Data protection in humanitarian action
- Humanitarian architecture, cluster accountabilities, structure and core functions
- Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organizations (NGOs) in Disaster Relief
- Core Humanitarian Standard on Quality and Accountability
- Grand Bargain commitments
- The Humanitarian Principles and 'Do No Harm'
- The Humanitarian Programme Cycle
- The humanitarian reform process and the transformative agenda
- IASC GBV Guidelines (2015)
- Principles of Partnership
- Special Measures for Protection from Sexual Exploitation and Sexual Abuse (ST/SGB/2003/13)
- The Sphere Handbook (2018)

**SKILLS:**

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

A. Sectoral competencies

2. Applies key nutritional concepts and tools

**Definition:** Understands key nutritional concepts, tools and issues sufficiently to undertake the functions of their role effectively, enable full engagement with cluster participants and effectively represent the needs and concerns of the cluster to other actors involved in the response.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Demonstrate good understanding of key nutritional concepts, tools and issues in the course of their work</li> <li>• Apply relevant nutritional concepts, tools and issues to understand partners' cluster-specific information management needs</li> <li>• Present complex nutritional information clearly and accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate strong understanding of nutritional concepts, tools and issues relevant to the specific context</li> <li>• Use knowledge and understanding of nutrition concepts, tools and issues to identify inaccuracies or potential issues with data being collected and received</li> <li>• Advise and support partners to define their cluster-specific information management needs</li> <li>• Present complex nutritional information in ways that highlight trends, challenges and potential risks to nutritional outcomes</li> <li>• Apply relevant nutritional concepts, tools and issues to meaningfully engage and advocate with implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>• Use up-to-date knowledge of nutritional concepts, issues, tools and innovations to lead discussion on information management within the cluster and with others clusters</li> <li>• Identify potential points of collaboration or overlaps between the nutrition cluster and other clusters or sectors and use these to engage with other clusters</li> <li>• Prepare complex nutritional information to support strategic decision-making for stakeholders in the cluster and beyond</li> </ul>

Underlying knowledge and skills

Pending update of Nutrition in Emergencies Competency Framework by the Global Technical Mechanism for Nutrition (GTAM)

## A. Sectoral competencies

### 3. Operates safely and securely<sup>1</sup>

**Definition:** Plays an active role in maintaining the safety, health and well-being of oneself and one's colleagues; exercises due care and avoids taking unnecessary risks that could jeopardise their own security and that of other UNICEF, UN and / or partner organisation personnel<sup>2</sup>, premises or assets; takes steps to minimise risk to stakeholders and affected populations and follows appropriate safeguarding procedures.

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

<sup>1</sup> This competency incorporates occupational safety, health and well-being (under the oversight of UNICEF DHR), security management (under the oversight of EMOPS) and programmatic issues such as child safeguarding (under the oversight of Programmes Division).

<sup>2</sup> UNICEF personnel regardless of rank or level, have the responsibility to abide by security policies, guidelines, directives, plans and procedures of the UN Security Management System and UNICEF. Individual INGOs and IOs remain fully responsible for their own personnel, and the implementation of their individual security risk management measures. See Chapter III of the UN-SMS Security Policy Manual for details on applicability.

## A. Sectoral competencies

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Familiarize themselves with all UN Security Management System and UNICEF personnel with a specific security role at their location</li> <li>• Report security incidents to UNICEF and UNDSS as appropriate and in a timely manner</li> <li>• Maintain an appropriate level of confidentiality regarding UNICEF security matters</li> </ul>	<ul style="list-style-type: none"> <li>• Identify resource requirements for enhancing security coordination and advocate for funding</li> <li>• Integrate security management into operational, programmatic and strategic decision making</li> <li>• Incorporate measures to manage risk to an acceptable level into the design, planning and implementation of work plans and activities</li> <li>• Make decisions based on ensuring the safety of partners and other stakeholders including affected populations</li> <li>• Appropriately deal with breaches of child safeguarding policies</li> </ul>	<ul style="list-style-type: none"> <li>• Check that partner organizations have demonstrated capacities to manage security risks for their employees</li> </ul>

### Underlying knowledge and skills

**MANDATORY TRAINING:**

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

## A. Sectoral competencies

### Underlying knowledge and skills

#### KNOWLEDGE AREAS:

- Distinct threats in a specific area, personal vulnerabilities to identified threats, and appropriate prevention and risk management measures
- Guidance on prevention and mitigation measures for location specific security risks as detailed by security professionals in learning events and briefings
- Main features and prevention methods for dealing with common diseases and health concerns including malaria, HIV & AIDS, Zika Virus, Ebola, Dengue, overheating, hypothermia
- Personnel and contact details for duty station's Security Management Team and personnel with a specific security role within the UN SMS or UNICEF including: UNDSS Chief Security Advisor (CSA), Security Advisor (SA) or Field Security Coordination Officer (FSCO), UNICEF Regional Security Advisor (RSA), Country Field Security Advisor (CFSA), National Field Security Advisor (NFSA), or Local Security Assistant (LSA) or Regional Security Focal Point (RSFP)
- Residential Security Measures (RSM) applicable for the location
- Sources and types of bad stress including cumulative stress, traumatic stress, Post-Traumatic Stress Disorder and how to contact the Critical Incident Stress Management Unit (CISMU)
- Sources of up-to-date, accurate location-specific information
- Standard of Conduct for the International Civil Service
- Travel Request Information Process (TRIP) for requesting security clearances and how to use the TA mobile application, as required in the location
- UN-SMS, UNICEF and location-specific security policies, directives, guidelines, plans and procedures including UN SMS Framework of Accountability and the UNICEF Framework of Accountability

#### SKILLS:

- Using safety and security equipment such as fire extinguishers
- Using communications equipment such as radios
- Basic CPR and the basics of trauma first aid may be required in some roles or locations

## B. Common competencies

### 1. Demonstrates commitment to a coordinated response

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

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Work impartially to promote the collective interests of the cluster over individual interests of any single organisation</li> <li>• Maintain a realistic but constructive, results-oriented approach to coordination and the work of the cluster</li> <li>• Demonstrate commitment to addressing humanitarian need through the cluster's strategic plan and priorities</li> <li>• Work closely with other members of the coordination teams at national and sub-national level</li> <li>• Coordinate and communicate effectively with cluster lead agency</li> <li>• Welcome new cluster members and support their inclusion in information sharing processes</li> <li>• Actively participate in cluster meetings and inter-cluster meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate effectively with sub-national cluster following communication protocols</li> <li>• Engage with the wider humanitarian response by pro-actively sharing relevant information and learning with other clusters and relevant stakeholders</li> <li>• Pro-actively seek out relevant and useful information from other clusters and use it to inform own work</li> <li>• Takes into account the concerns and interests of other clusters and stakeholders</li> <li>• Facilitates coordinated action between clusters</li> </ul>	<ul style="list-style-type: none"> <li>• Establish and lead cluster and inter-cluster information management coordination mechanisms and working groups to enable coordinated efforts, systems and resources</li> <li>• Provide information and support to facilitate active engagement of new cluster members</li> <li>• Provide orientation and capacity building to other clusters and partners on cluster-specific information management issues</li> </ul>

## B. Common competencies

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Coordinate their work and priorities with their team</li> <li>• Promptly respond to requests for information from stakeholders inside and outside the cluster</li> <li>• Network effectively with a wide range of stakeholders inside the cluster, with other clusters and beyond</li> </ul>		

### Underlying knowledge and skills

#### KNOWLEDGE AREAS:

- Cluster accountabilities, processes and functions
- Communication protocols
- Contextual knowledge including key priorities and interests of other clusters and key stakeholders
- IASC guidelines on Cluster Coordination at Country level (2015), GBV (2015), Thematic Area Guide for Nutrition (2015) and the GBV Pocket Guide (2015)
- Strategic planning including Humanitarian Response Planning

#### SKILLS:

- Capacity building skills and skills transfer
- Communication skills including written communication, persuasion and influencing
- Consensus building and conflict management
- Interpersonal skills including negotiation skills and persuasion
- Meeting management
- Stakeholder management including networking skills
- Organisational skills including time management

## B. Common competencies

### 2. Promotes cooperation and collaboration

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

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Encourage others to work collaboratively and actively share information</li> <li>• Communicate information with partners and encourage a transparent flow of information</li> <li>• Compile and share accurate minutes of meetings with clear action points</li> <li>• Work with others to identify and agree solutions for gaps, obstacles and duplications</li> <li>• Work with others to address challenges in collecting and sharing information and using information management tools, products and platforms that are accessible</li> </ul>	<ul style="list-style-type: none"> <li>• Establish effective and accessible mechanisms for partners to share data and participate in planning data collection and outputs</li> <li>• Support mapping of technical and operational capacity in the response to understand existing capacity</li> <li>• Encourages the sharing and pooling of resources and information to improve the speed and quality of humanitarian outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight gaps, obstacles and duplications in the response emerging from the data</li> <li>• Take steps to manage and resolve conflict with and between stakeholders</li> <li>• Negotiate with others to reach consensus</li> <li>• Establish and share common operational definitions, procedures and standards</li> <li>• Discourages behaviours that prioritise competition over collaboration and act against the interests of the affected population</li> </ul>



## B. Common competencies

### Underlying knowledge and skills

#### KNOWLEDGE AREAS:

- Local context and situation
- Key stakeholders' capacity, interests and priorities
- Humanitarian Programme Cycle
- Humanitarian Development Nexus
- Accountability to affected population's principles and approaches

#### SKILLS:

- Analytical skills including rapid identification, compilation, analysis and storage of information
- Communication skills including active listening, written communication
- Consensus building and conflict management
- Decision-making
- Interpersonal skills including negotiation and persuasion
- Meeting management including minute-taking
- Technical and operational capacity mapping

## B. Common competencies

### 3. Demonstrates accountability

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

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Demonstrate integrity in actions and interactions with others</li> <li>• Upholds the rights and dignity of affected populations</li> <li>• Follow organisational procedures accurately and appropriately without seeking personal gain</li> <li>• Plan data collection and design tools that will allow perspectives and knowledge of affected populations to be collected</li> <li>• Inform affected population of how data that is collected will be used</li> <li>• Incorporate the perspectives of affected populations into information products</li> <li>• Share information products with affected population, partners and other appropriate stakeholders in ways that are accessible</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in cluster coordination performance monitoring and ensure weak results are addressed</li> <li>• Maintain effective and accessible feedback and complaints mechanisms</li> <li>• Compile and communicate feedback and complaints to the cluster and partners</li> <li>• Encourage and support partners to consider the needs and perspectives of the affected population when planning and implementing data collection</li> <li>• Take affected populations' perspectives into account when contributing to advocacy plans, ensuring that people's dignity is respected</li> <li>• Support colleagues and partners to follow appropriate, agreed procedures in line with relevant codes of conduct and humanitarian principles</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for the impact of their own and their teams' actions</li> <li>• Challenge plans which do not adequately take into account the perspectives, knowledge and needs of affected populations</li> <li>• Ensure data from and about the most vulnerable of affected populations is systematically collected, analysed and visible across all data sets</li> <li>• Appropriately handle and respond to complaints</li> <li>• Encourage colleagues and partners to demonstrate integrity and transparency and challenge actions that are inappropriate</li> <li>• Actively seeks and supports partnerships and coordination mechanisms in support of accountability to affected population</li> </ul>

## B. Common competencies



### Underlying knowledge and skills

#### KNOWLEDGE AREAS:

- Accountability to Affected Populations
- Core Humanitarian Standard on Quality and Accountability
- Data collection best practice
- Evidence generation for accountability
- Feedback and complaints mechanisms best practice
- IASC Community-Based Complaint Mechanisms on PSEA
- Nutrition Cluster Advocacy toolkit
- Cluster Coordination Performance Monitoring Guidance

#### SKILLS:

- Advocacy skills including advocacy planning
- Communication including active listening and the ability to share information in accessible and appropriate formats
- Data handling skills including the ability to identify, analyse and prevent exposure of high-risk and sensitive data
- Evidence generation skills including in needs assessments and creating and using surveys
- Interpersonal skills including the ability to have sensitive, challenging and difficult conversations
- Organisational skills including prioritisation and time management

## B. Common competencies

### 4. Promotes inclusion

**Definition:** Promotes a positive and inclusive environment in the cluster, in relation to partners, and in their work and interactions with the affected population. Embraces, encourages and supports diversity and addresses the diverse needs and vulnerabilities of the affected population by ensuring considerations of gender, gender-based violence (GBV), age, child protection, disability and HIV & AIDS are incorporated into needs assessments, planning, resource mobilisation, implementation, monitoring and reporting.



## B. Common competencies

### Underlying knowledge and skills

#### KNOWLEDGE AREAS:

- Definitions and key issues related to cross-cutting issues including gender, GBV, age, child protection, disability and HIV & AIDS including disaggregation of data
- Key issues related to vulnerability and inclusion including issues relevant to the local context
- Data collection best practice including tools and methodologies that safeguard vulnerable populations
- Gender and GBV Responsive Nutrition Programs
- Minimum Standards for Child Protection in Humanitarian Action: Nutrition
- Guidance on Strengthening Disability Inclusion in Humanitarian Response Plans
- Nutrition and HIV & AIDS

#### SKILLS:

- Advocacy skills
- Analytical skills including systematic disaggregation of data by sex, age and disability
- Communication skills including influencing and persuasion
- Conducting safety audits as part of response monitoring
- Conducting barrier and risk analysis related to GBV in Nutrition using the Availability, Accessibility, Acceptability, Quality (AAAQ) framework
- Interview and focus group facilitation skills that encourage honest and transparent feedback
- Interpersonal skills including the ability to have challenging and difficult conversations

## C. Functional competencies

### 1. Provides reliable support to the cluster

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

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

## C. Functional competencies

### Underlying knowledge and skills

**KNOWLEDGE AREAS:**

- Cluster structures, processes and functions
- Cluster and inter-cluster data collection reporting tools and templates
- Humanitarian Programme Cycle Guidance
- Humanitarian Response Plan process and templates
- Processes, templates and funding mechanisms of the Humanitarian Response Plan (HRP) and how to monitor, evaluate and adapt them
- Key technical knowledge relevant to the local context

**SKILLS:**

- Communication skills including active listening and reporting skills
- Interpersonal skills including negotiation and the ability to give and receive constructive feedback
- Stakeholder management including networking and partnership building

## C. Functional competencies

### 2. Collects relevant data

**Definition:** Works with relevant stakeholders to plan and collect data that will support the cluster and partners across all stages of the response including needs assessment and analysis, strategic planning, resource mobilisation, implementation, monitoring and evaluation.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Use appropriate tools to plan data collection with partners</li> <li>• Agree which data is required, devises methodology and creates appropriate tools for data collection of quantitative and qualitative data</li> <li>• Aggregate and clean data using the most applicable tools dealing appropriately with sensitive or personal data</li> </ul>	<ul style="list-style-type: none"> <li>• Identify any data gaps and agree with partners how to address them</li> <li>• Support others to collect accurate data using standard definitions and data collection tools</li> <li>• Work with others inside and beyond the cluster to eliminate duplications in data collection and reporting</li> <li>• Identify any issues with accuracy or credibility in data and address them as appropriate providing support to partners if required</li> <li>• Maintain a nutrition database and accessible shared drive that meets the needs of partners</li> <li>• Document all limitations or caveats in the data</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt data collection tools and plans to meet the needs of cluster partners and stakeholders outside of the cluster</li> <li>• Support or establish national systems for data collection that are appropriate for humanitarian contexts</li> <li>• Agree data collection requirements and tools with partners and other clusters and stakeholders to enable alignment of formats and timelines</li> </ul>

## C. Functional competencies

### Underlying knowledge and skills

#### KNOWLEDGE AREAS:

- Awareness of safeguarding and inclusion issues within the local context affecting primary data collection
- Contextual knowledge including sources of reliable secondary data
- Data collection tools, processes and best practice including systematic collection of sex, age, disability disaggregated data including conducting Multi-Sector Initial Rapid Assessments
- Data lifecycle including ACAPs: Compared to What? Analytical Thinking and Needs Assessment
- Data literacy including types of data, cleaning and judging data quality
- Data protection best practice and specific applicable laws and regulations
- Humanitarian data including humanitarian information portals, common operational datasets, the Global Indicators Registry and Humanitarian Exchange Language (HXL)
- Humanitarian Needs Overview process and templates
- Information management principles and OCHA IM Guidelines for Sudden Onset Emergencies
- Nutrition and Inter-cluster assessment methodologies
- Nutrition situation analysis, including Integrated Phases Classification: Acute Malnutrition
- Use of the AAAQ Framework in needs identification and assessments to identify GBV related risks and barriers preventing access and use of nutrition of services

#### SKILLS:

- Analytical skills including contextual and situational analysis, use of the Multi-Sector Analytical Framework, data analysis using data from multiple sources and data triangulation
- Organisational skills including record keeping
- Communication skills including persuasion, influencing and creating appropriate and accessible written and verbal communications
- Interpersonal skills including negotiation
- Monitoring, evaluation, accountability and learning skills
- Needs assessment skills

## C. Functional competencies

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

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

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

### Underlying knowledge and skills

#### KNOWLEDGE AREAS:

- Data handling, storage and management tools and best practices
- Data protection best practices, standards and protocols
- Data protection regulations and legislation that are relevant and applicable to the specific context
- Due diligence processes
- OCHA's information resources including the Centre for Humdata

#### SKILLS:

- Capacity building skills
- Database management including establishing and maintaining databases and contact lists
- Organisational skills
- Safe and ethical management of data related to GBV and PSEA in coordination with GBV sub-cluster

## C. Functional competencies

### 4. Communicates and disseminates information

**Definition:** Analyses data and creates useful, accurate and informative products that support the work of the cluster and partners; disseminates products with appropriate stakeholders in a timely manner, in formats and using mechanisms and platforms that are accessible for stakeholders.

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

## C. Functional competencies

### Underlying knowledge and skills

#### KNOWLEDGE AREAS:

- Knowledge of local context to support analysis and decision-making
- Data visualisation techniques
- Social media channels
- Up-to-date information management platforms, mechanisms and software packages

#### SKILLS:

- Analytical skills
- Basic mapping skills using GIS and map-making packages such as ArcGIS, Mapinfo, QGIS, Adobe creative suite for mapping
- Communication skills including presenting information clearly in accurate and accessible information products
- Data management skills including aggregating data from multiple sources (Excel, CSV, SQL, APIs)
- Database management skills using MS Excel, MS Access or other databases
- Designing and creating data dynamic interactive visualizations and dashboards
- Organisational skills including time management
- Store, publish and disseminate products through various channels such as Power BI's online service
- Report writing skills
- Website management

## C. Functional competencies

### 5. Monitors the response

**Definition:** Monitors coverage, equity and quality of the response against the cluster’s strategy, priorities and agreed results and against the evolving situation and needs of the affected population, compiles effective reports and suggests corrective action when required.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Collect and compile monitoring data from partners</li> <li>• Collect and compile monthly and weekly reports from partners</li> <li>• Identify any gaps in reporting against agreed indicators and work with partners to jointly address the gaps</li> <li>• Participate in monitoring visits to provide support and quality control for data collection and reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Support the development of a monitoring and evaluation framework and tools</li> <li>• Lead partners to develop common reporting and monitoring tools</li> <li>• Periodically review and update the monitoring and reporting plan with partners</li> <li>• Maintain accurate information about partners’ work and the funding of the cluster’s work using appropriate tools</li> <li>• Compile information on response progress, critical gaps and resource requirements to wider stakeholders on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>• Provide technical support to partners to enhance timely and quality reporting</li> <li>• Work with partners to identify issues with regards to reporting and jointly devise ways to solve them</li> <li>• Monitor ongoing and changing needs of affected populations and identify any trends in the data</li> </ul>

## C. Functional competencies

### Underlying knowledge and skills

**KNOWLEDGE AREAS:**

- Monitoring and evaluation tools and best practice
- Monitoring and reporting frameworks
- Humanitarian Programme Cycle

**SKILLS:**

- Communication skills including report writing, persuasion and influencing
- Interpersonal skills including negotiation
- Monitoring and evaluation skills
- Risk management skills
- Safety audits

## C. Functional competencies

### 6. Strengthens national capacity to respond and lead

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

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Work through existing coordination and decision-making platforms whenever possible</li> <li>• Encourage national and local actors to participate in cluster data collection and reporting</li> <li>• Support national actors to provide information about their contribution to the response</li> <li>• Facilitate meaningful involvement of national and local state and non-state actors in planning and collecting data</li> <li>• Implement capacity building plan for national and local actors</li> </ul>	<ul style="list-style-type: none"> <li>• Support the development and strengthening of national data collection and information management systems</li> <li>• Contribute to the development of a capacity building plan for national and local actors</li> <li>• Support access to training on coordination and technical topics</li> </ul>	<ul style="list-style-type: none"> <li>• Provide support to national and local actors to overcome technical and operational challenges involved in collecting and contributing accurate data</li> <li>• Provide capacity building support and training to national and local actors on information management</li> <li>• Provide support to national and local actors to overcome challenges</li> </ul>

## C. Functional competencies

### Underlying knowledge and skills

**KNOWLEDGE AREAS:**

- Grand Bargain Commitments and initiatives relevant to the local context and the localisation agenda
- Local and national coordination structures, national emergency response plans and processes
- Key local and national state and non-state actors

**SKILLS:**

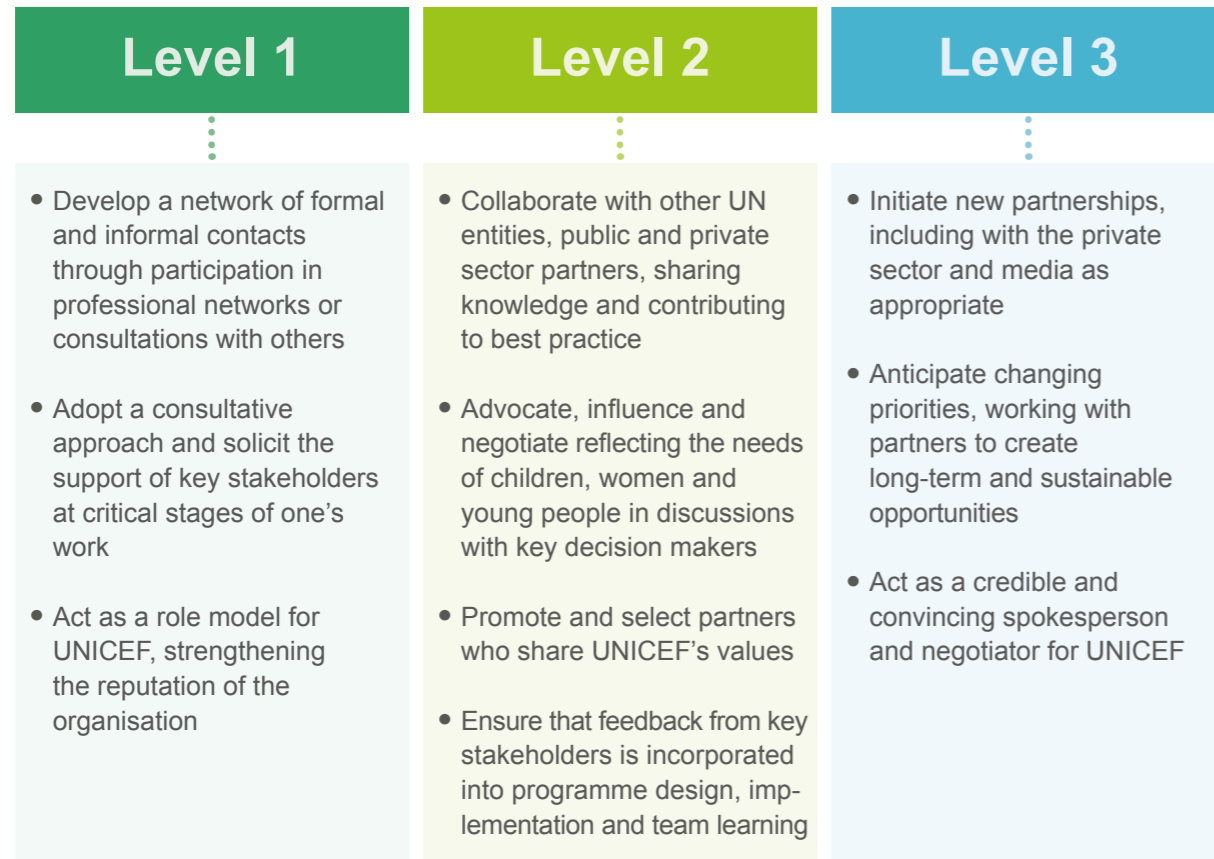
- Capacity building skills including mentoring and coaching skills
- Communication skills including influencing and persuasion
- Interpersonal skills including negotiation
- Stakeholder engagement skills including identification and engagement of local civil society and women's groups



## D. Core behavioural competencies

### 1. Builds and maintains partnerships

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



### Underlying knowledge and skills

**KNOWLEDGE AREAS:**

- UNICEF and nutrition cluster values
- Key stakeholders including state and non-state actors that are relevant to the global, national and local context
- Principles of Partnerships

**SKILLS:**

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

## D. Core behavioural competencies

### 2. Demonstrates self-awareness and ethical awareness

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

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



## D. Core behavioural competencies



### Underlying knowledge and skills

**MANDATORY TRAINING:**

- UNICEF Ethics and Integrity training

**KNOWLEDGE AREAS:**

- Core values of the nutrition cluster and UNICEF
- Nutrition Cluster and UNICEF core organisational policies, procedures and practices including complaints procedures, whistleblowing and grievance policies

**SKILLS:**

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

## D. Core behavioural competencies

### 3. Drive to achieve results for impact

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



### Underlying knowledge and skills

**KNOWLEDGE AREAS:**

- Performance management processes and tools

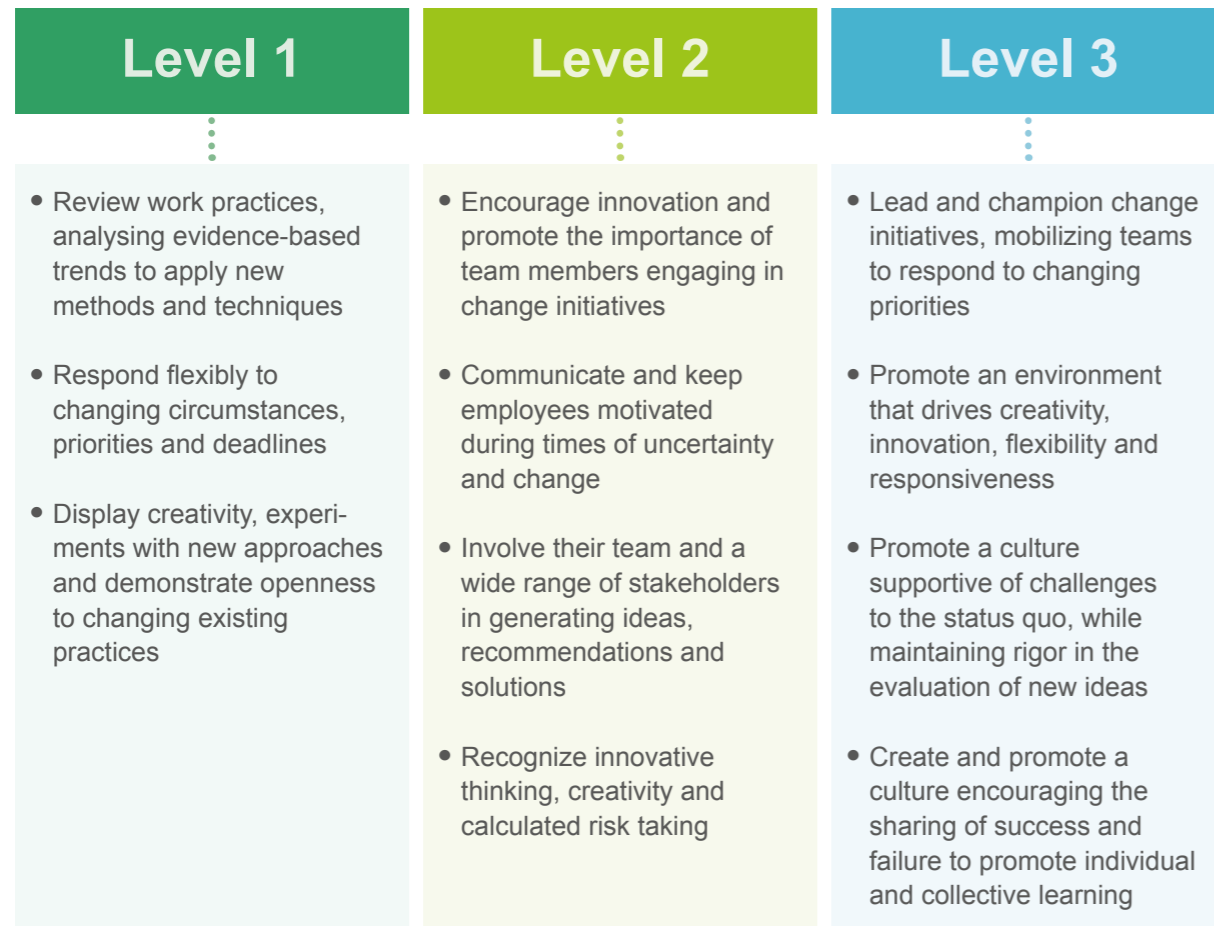
**SKILLS:**

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

## D. Core behavioural competencies

### 4. Innovates and embraces change

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



### Underlying knowledge and skills

**KNOWLEDGE AREAS:**

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

**SKILLS:**

- Analytical skills
- Creativity and problem-solving skills
- Interpersonal skills
- Change management
- Problem solving including creativity and innovative thinking

## D. Core behavioural competencies

### 5. Manages ambiguity and complexity

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



### Underlying knowledge and skills

**KNOWLEDGE AREAS:**

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

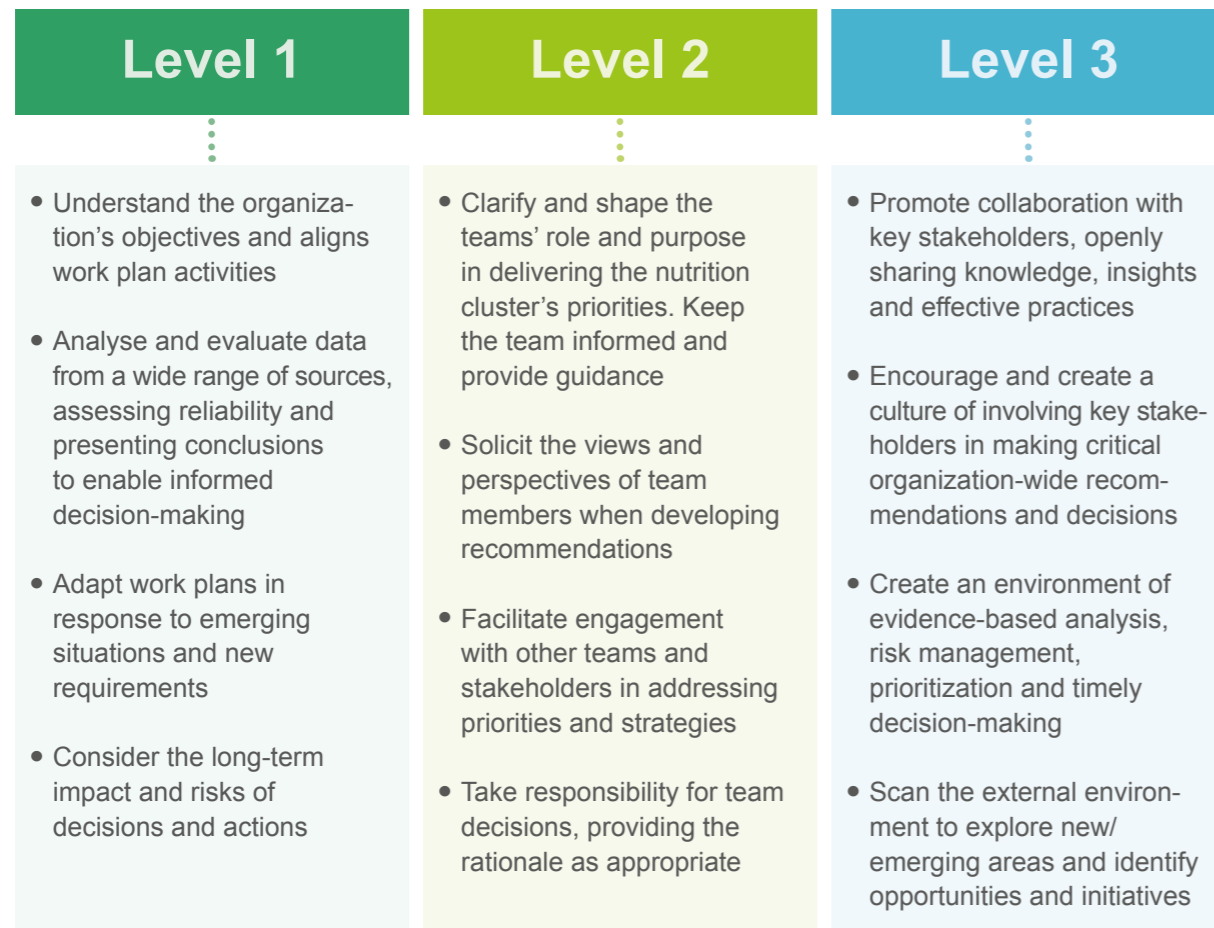
**SKILLS:**

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

## D. Core behavioural competencies

### 6. Thinks and acts strategically

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



### Underlying knowledge and skills

**KNOWLEDGE AREAS:**

- Nutrition cluster and UNICEF’s mandate, priorities and organisational objectives

**SKILLS:**

- Analytical skills including data and statistical analysis to inform decision making
- Communication skills including active listening
- Consensus building and conflict management
- Decision-making
- Interpersonal skills including relationship building and negotiation
- Organisational skills including prioritisation
- Risk management including assessing risk

## D. Core behavioural competencies

### 7. Works collaboratively with others

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



D. Core behavioural competencies

Underlying knowledge and skills

KNOWLEDGE AREAS:

- Team building techniques and group dynamics

SKILLS:

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

D. Core behavioural competencies

8. Nurtures, leads and manages people

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

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

## D. Core behavioural competencies



## Underlying knowledge and skills

### KNOWLEDGE AREAS:

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

### SKILLS:

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

## Annexes

### Annex 1: Development of the Nutrition Cluster Competency Frameworks for Cluster Coordination and Information Management

#### Background

In December 2019, the Global Nutrition Cluster commissioned the development of two linked competency frameworks, one for cluster coordination and one for information management, to be aligned with the new UNICEF competency framework. These two competency frameworks were developed in a consultative process through early 2020 and completed in March 2020. This annex provides an outline of the purpose of the competency frameworks, a description of the structure of the competency frameworks and an overview of the methodology used to create the frameworks.

#### The purpose of the competency frameworks

The competency frameworks are designed for use by those who work in Nutrition Clusters at global, regional, national or sub-national level. The two frameworks are linked and share several competencies that are relevant to everyone working in these clusters; however, there are differences between the two frameworks with the Competency Framework for Cluster Coordination being relevant to those with roles such as Cluster Coordinator, Cluster Co-Coordinator, Co-chair and so on and the Competency Framework for Information Management being relevant to those with roles such as Information Management Officer or Information Management Specialist. They can also be used for double-hatting positions alongside other competencies required for the role.

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

- Clear descriptions of required competencies at recruitment and development of the standardised job descriptions;
- Objective criteria to support effective performance appraisal and management;
- Basis for the development of the professional development frameworks and capacity development strategies;
- Guidance for the selection or development of appropriate learning resources;
- Support for individual's career development and progression.

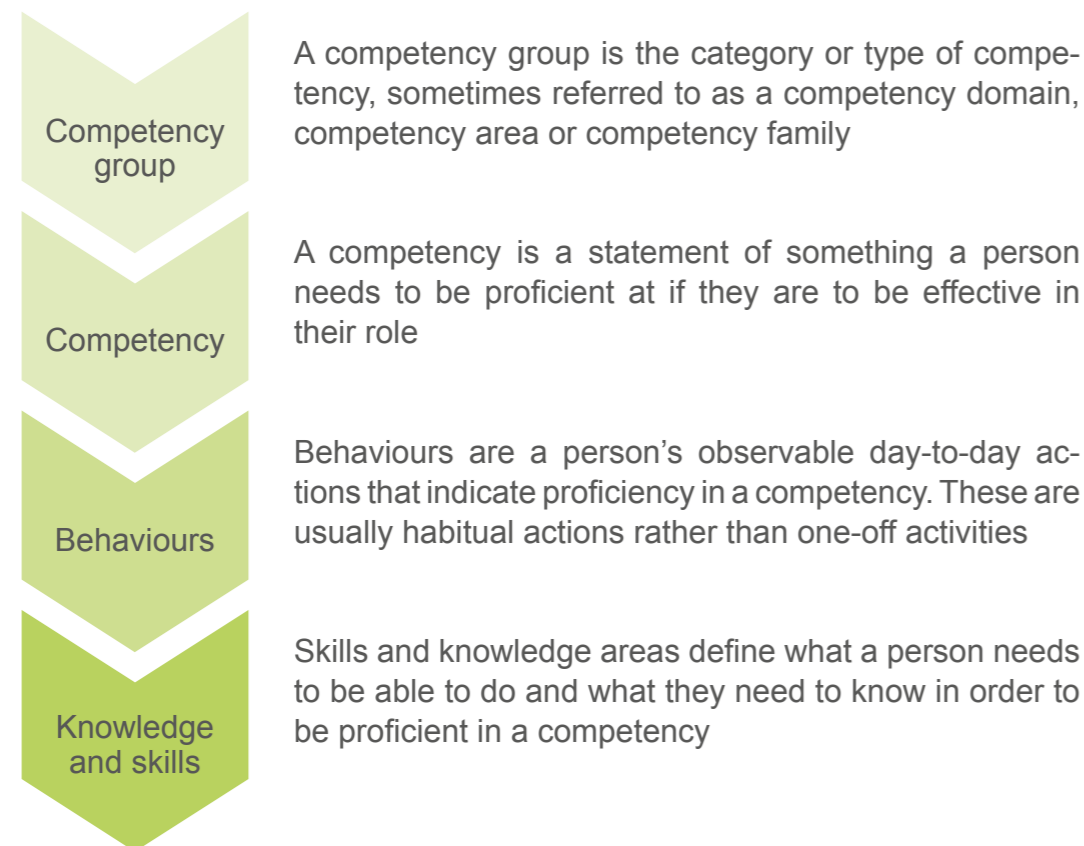
## Annexes

While the primary audience of the competency frameworks is staff working in Nutrition Clusters, the frameworks have been designed so that with minimal adaptation they can be used in other contexts, including for sectoral coordination of Nutrition in Emergencies. For example, competencies relating to the specific nature of Nutrition in Emergencies are grouped in one section which could be adapted or replaced in order for the framework to be applicable to another technical or contextual specialism.

### Structure of the competency frameworks

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

### The structure of the competency frameworks



### Competency Groups

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

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

## Annexes

Sectoral competencies relate to the sector or technical area. In these frameworks, the technical area is Nutrition in Emergencies and the competencies relate to the application of appropriate humanitarian and nutrition skills and knowledge. These competencies are defined in relation to those working in Nutrition clusters and are not an attempt to define exhaustively the competencies for all Nutrition in Emergencies roles. These NiE competencies can be found in the NiE Competency Framework by Meeker et al, due to be revised in 2020.

Common behavioural competencies apply to all of those who work in Nutrition clusters at national and sub-national level and define the proficiencies required for working effectively in a cluster. These competencies are shared between the Competency Framework for Cluster Coordination and the Competency Framework for Information Management although there are differences in the behaviours, knowledge areas and skills.

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

Core behavioural competencies support the values and mission of a specific organisation. They apply to everyone in an organisation and form a foundation for the common, functional and sectoral competencies. In these frameworks, these competencies have been drawn from the UNICEF Competency Framework since the Global Nutrition Cluster is a UNICEF-led cluster.

### Competencies

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

### Behaviours and Levels

The behaviours that accompany each competency are listed at three cumulative levels. All colleagues are expected to demonstrate the level 1 behaviours. With experience and career progression, colleagues will be expected to begin to demonstrate behaviours at level 2 and level 3 in addition to the level 1 behaviours. Although colleagues in more senior positions will be expected to display the higher-level behaviours, individual progression will

## Annexes

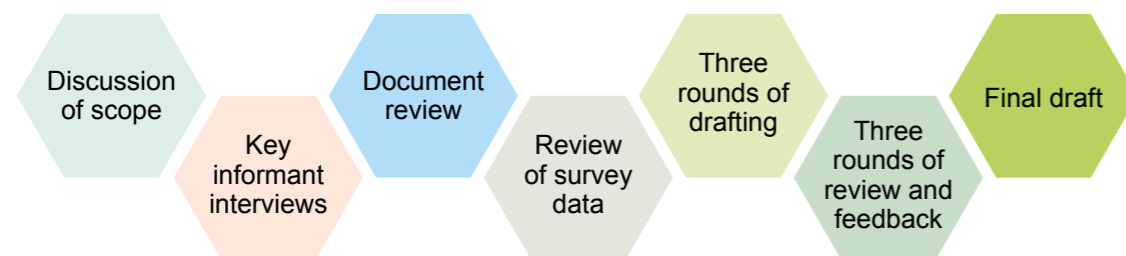
not imply an automatic increase in responsibilities or seniority. In practice, these levels might apply as follows:

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

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

### Methodology

The process for developing the competency frameworks involved the following stages:



### Discussion of scope

Initial discussions were led by the Deputy GNC Coordinator with the Cluster Coordinators and information Management officers at the face to face meeting in July 2019, followed by a webinar with the GNC partners in October 2019. Both meetings highlighted the necessity of the development of the competency framework as a basis of the GNC capacity development strategy. RedR UK was selected as a key partner to support the GNC Coordination Team to develop the competency frameworks. Based on this, the scope of the competency frameworks and the methodology for the development were agreed upon.

## Annexes

### Key informant interviews

Key informant interviews were held with four Global Cluster Coordinator team members whose primary role is to provide remote and on the ground support to country clusters to discuss the requirements and scope of the roles, to identify key resources and to identify key skills and behaviours relevant to the roles. The interviews had an extensive experience as cluster coordinators – Information Management Specialists in multiple contexts and were able to provide necessary information. One additional interview was held with a representative from UNICEF DHR to ensure that the frameworks were fully aligned to the new UNICEF competency framework.

### Document review

Following the interviews, a review of relevant documentation took place. The first stage involved a review of key materials relevant to the Nutrition Cluster, coordination and information management including:

- Generic and Nutrition Cluster specific ToRs, checklists and job descriptions for Cluster Coordinators and Information Managers;
- Avenir Analytics Capacity Development Strategy for the UNICEF-led clusters from 2013 including a proposed competency framework for cluster coordination;
- Training materials on relevant subjects including RedR UK's training packages developed for the Global Nutrition Cluster on national and sub-national coordination, information management, Nutrition Cluster Coordination Performance Monitoring, and mentoring materials;
- Resources on information management processes used by the GNC and OCHA Information Management self-assessment resources;
- The Global WASH Cluster Strategic Plan 2016 - 2020; GCCU resources on capacity development including analysis of competency frameworks and training materials;
- The Standby Partners Training Secretariat 'Surge Competencies Analysis' from 2013 which puts forward 11 proposed competency domains for all surge staff deployed by Standby Partners.

The primary purpose of the first stage of review was to clarify the key roles, responsibilities and tasks of Cluster Coordinators and Information Managers and to identify any competencies that had previously been identified.

The second stage of the document review involved conducting a review of existing competency frameworks from the Humanitarian and Development sectors to identify any relevant content for the frameworks followed by analysis of six of the most relevant frameworks:



## Annexes

- The 2014 Avenir Analytics competency framework for cluster coordination primarily to identify competencies that had previously been identified for these roles;
- The 2013 Nutrition in Emergencies competency framework by Meeker et al to identify relevant topics areas to reference in the framework;
- The 2020 UNICEF competency framework to ensure full alignment of the frameworks as these competencies are incorporated into the Cluster Coordination and Information Management frameworks;
- The 2010 IASC Humanitarian Coordination Competencies framework to identify core coordination competencies used in similar context; and
- The 2014 European Humanitarian Action Partnership (EUHAP) Humanitarian Action Qualifications Framework (HAQF) to identify relevant content, ensure appropriate and consistent progression of the levels of behaviour and identify key knowledge areas and skills linked to related competencies;
- The Core Humanitarian Competency Framework developed by CBHA in 2012 and revised by CHSA in 2017.

### Review of survey data

Stage four of the process involved reviewing information gathered from other Clusters and Global Nutrition Cluster partners and observers in a data collection exercise which took place concurrently with the development of the competency frameworks. The purpose of the data collection was to identify capacity building initiatives and competency frameworks on coordination, information management, cluster awareness and Nutrition in Emergencies to inform the development of the competency framework and planned development of the capacity development strategy for the Global Nutrition Cluster.

During the data collection, information was gathered from ten Clusters and thirty-one GNC partners and observers through a combination of interviews, surveys and desk research. Information from the Clusters has been analysed and summarised in the ‘Scoping Report to Detail Existing Coordination and Information Management (IM) Capacity Building Initiatives at Global Cluster Level’ by RedR UK (February 2020) while information gathered from partners and observers has been compiled into a table.

## Annexes

### Interviews

- |  |   |
|--|---|
| • Camp Coordination and Camp Management Cluster                    | • CARE  |
| • Emergency Telecommunications Cluster                             | • Emergency Nutrition Network                     |
| • Food Security Cluster  | • Global Technical Mechanism for Nutrition (GTAM) |
| • Global Health Cluster  | • Institut Bioforce                               |
| • Global WASH cluster  | • Université Catholique de Louvain                |
| • Shelter Cluster  | • World Food Programme                            |
| • Protection Cluster (Area of Responsibility for Child Protection) | • World Health Organisation                       |

### Survey

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| • Action Against Hunger (India)     | • International Medical Corps     |
| • Action Against Hunger (UK)        | • John Hopkins University         |
| • Action Against Hunger (USA)       | • Mercy Corps                     |
| • Action for Development            | • Nutrition International         |
| • ADRA International                | • RedR UK                         |
| • Aga Khan Foundation               | • Samaritan’s Purse               |
| • Centres for Disease Control (CDC) | • Save the Children               |
| • Concern                           | • TechRRT (IMC)                   |
| • DfID                              | • World Vision International      |
| • DG ECHO                           | • UCL Institute for Global Health |
| • GOAL                              | • UNICEF                          |

### Desk research

- |                             |                     |
|-----------------------------|---------------------|
| • FAO                       | • Logistics Cluster |
| • Global Education Cluster  | • NutritionWorks    |
| • Global Protection Cluster |                     |

### Drafting of the competency frameworks

Drawing on information from the interviews and documents, the competency framework was drafted. The first draft included proposed competency groups, competencies and behaviours at three levels. The second draft, building on feedback received, revised the competency groups and added knowledge areas and skills.

## Annexes

### Review and Feedback

Three rounds of review and feedback took place. Input was provided by members of the Global Nutrition cluster team, and other Global Clusters, country nutrition clusters, GNC partners and learning and development specialists. Documents were shared on google documents to encourage discussion between reviewers and consensus building over such things as the naming of the competency groups.

During the third round of feedback, the inclusion of an additional competency on safety and security was proposed. This was added as a third competency to the 'Sectoral Competencies' section. The content of the competency was informed by:

- UN Security management System 'Framework of Accountability', (Chapter 2, Section A, Annex)
- UNICEF Security Framework of Accountability
- Core Commitments to Children, security management commitment
- UN mandatory training BSAFE course
- The Alliance for Child Protection in Humanitarian Action, Child Protection in Humanitarian Action Competency Framework (2019), Competency 6: Operating Safely and Securely at all Times
- The CBHA/CHSACoreHumanitarianCompetencyFramework(2017), Competency 4: Operating Safely and Securely at all Times
- The EISF NGO Safety and Security Training Project (2014)
- The GAUC, UrbanCompetencyFramework(2018), Competency 12: Operating Safely and Securely

A draft was reviewed by the Global Nutrition Cluster, the Child Protection Area of Responsibility, the Global Education Cluster and a Security Specialist at UNICEF EMOPS and revised accordingly.

In addition, during the third and final round of review, feedback was gathered from AAP specialists within UNICEF.

### Finalisation of the framework

Based on the third round of feedback received, the competency framework was revised, and a final version agreed upon.

## Annexes

## Annex 2: Bibliography of Resources for Cluster Coordination and Information Management Competency Frameworks

### Mandatory Courses

- BSAFE Safety and security training, UN; available: <https://training.dss.un.org/course/category/6>
- Ethics and Integrity training, UNICEF; available: <https://agora.unicef.org/local/search/index.php?resetsession=1&-search=ethics+and+integrity>
- Prevention of Sexual Exploitation and Abuse (PSEA) training, UNICEF; available: <https://agora.unicef.org/course/info.php?id=7380>
- Prevention of Sexual Harassment and Abuse of Authority training, UNICEF; available: <https://agora.unicef.org/course/info.php?id=114>
- Safe and Secure Approaches in Field Environments training (SSAFE); face-to-face training mandatory as per country requirements
- Human Rights and Responsibilities training, UN; available to UNICEF personnel: <https://agora.unicef.org/>
- Information Awareness and Security course, UNICEF; available to UNICEF personnel: <https://agora.unicef.org/>

### Knowledge and Skills Key Texts

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