



Competency Framework for Cluster Coordination

Global Nutrition Cluster Competency Framework for Cluster Coordination

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Global Nutrition Cluster Competency Framework for Cluster Coordination

The Competency Framework for Cluster Coordination outlines the competencies required for those working as Cluster Coordinators in the Nutrition Clusters at global, regional, national and sub-national levels¹.

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.

¹ This should also apply to other roles with coordination functions, such as deputy coordinator.

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

- A colleague working as a Cluster Coordinator 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;
- A colleague working as a Cluster Coordinator working in a more complex environment in a national cluster or 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;
- A Cluster Coordinator working in a highly complex environment, such as in a system-wide scale up emergency or at global level, would be expected to demonstrate the behaviours at level 3 in addition to the behaviours at levels 1 and 2.

The knowledge areas and skills that are listed with each competency are intended to support understanding of the scope of the competencies and behaviours. The list is indicative only and is not intended to be exhaustive. In 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 Cluster Coordination is accompanied by a Competency Framework for Information Management which can be found in a separate document. The two frameworks share the same sectoral competencies, common behavioural competencies and core behavioural competencies 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 Cluster Coordination 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 influential and strategic leadership
- 2. Analyses and communicates information
- 3. Supports resource mobilisation
- 4. Advocates for improved nutritional outcomes
- 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	Level 2	Level 3
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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"> • Demonstrate good understanding of key nutritional concepts, tools and issues in the course of their work • Apply relevant nutritional concepts, tools and issues to understand partners' cluster-specific information management needs • Present complex nutritional information clearly and accurately 	<ul style="list-style-type: none"> • Demonstrate strong understanding of nutritional concepts, tools and issues relevant to the specific context • Use knowledge and understanding of nutrition concepts, tools and issues to identify inaccuracies or potential issues with data being collected and received • Advise and support partners to define their cluster-specific information management needs • Present complex nutritional information in ways that highlight trends, challenges and potential risks to nutritional outcomes • Apply relevant nutritional concepts, tools and issues to meaningfully engage and advocate with implementing partners 	<ul style="list-style-type: none"> • 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 • Identify potential points of collaboration or overlaps between the nutrition cluster and other clusters or sectors and use these to engage with other clusters • Prepare complex nutritional information to support strategic decision-making for stakeholders in the cluster and beyond

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 securely²

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 personnel³, premises or assets; takes steps to minimise risk to stakeholders and affected populations and follows appropriate safeguarding procedures.

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

² 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).

³ UNICEF personnel regardless of rank or level, have the responsibility to abide by security policies, guidelines, directives, plans and procedures of the UN Security Management System and UNICEF. Individual INGOs and IOs remain fully responsible for their own personnel, and the implementation of their individual security risk management measures. See Chapter III of the UN-SMS Security Policy Manual for details on applicability.

A. Sectoral competencies

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

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

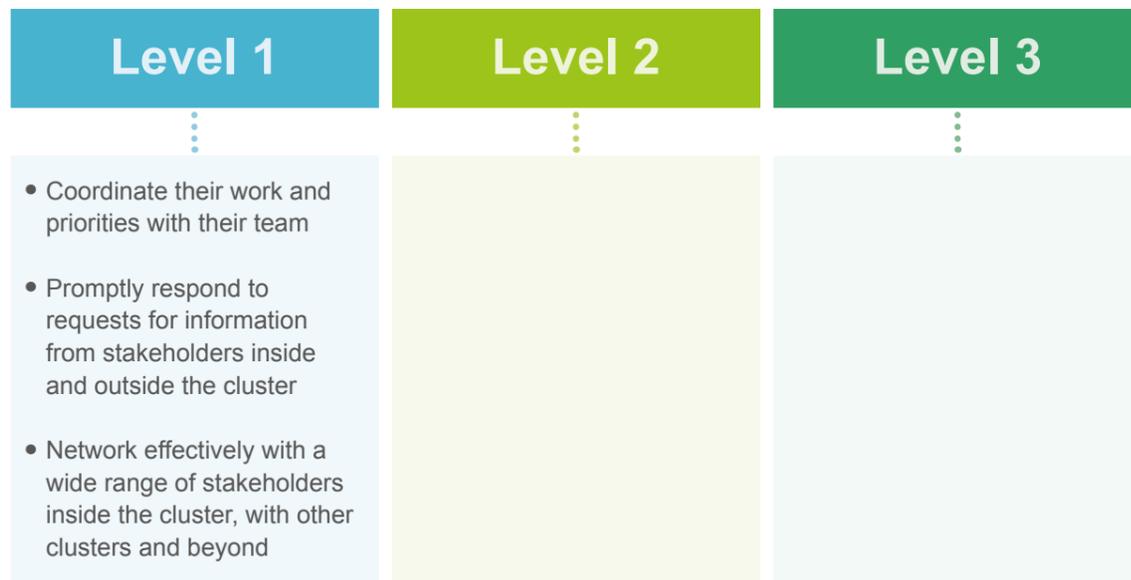
B. Common competencies

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"> • Work impartially to promote the collective interests of the cluster over individual interests of any single organisation • Maintain a realistic but constructive, results-oriented approach to coordination and the work of the cluster • Demonstrate commitment to addressing humanitarian need through the cluster's strategic plan and priorities • Work closely with other members of the coordination teams at national and sub-national level • Coordinate and communicate effectively with cluster lead agency • Welcome new cluster members and support their inclusion in information sharing processes • Actively participate in cluster meetings and inter-cluster meetings 	<ul style="list-style-type: none"> • Establish clear communication lines, reporting and support mechanisms with sub-national clusters • Provide relevant inputs to inform the national nutrition cluster and, as relevant, HCT's strategic decision making and review of the response • Engage with the wider humanitarian response by pro-actively sharing relevant information and coordinating activities with other clusters and relevant stakeholders • Takes into account the concerns and interests of other clusters and stakeholders • Facilitates coordinated action between clusters 	<ul style="list-style-type: none"> • Encourage partners to engage in the development of the cluster strategic plan and identification of priorities • Encourage partners to coordinate their work with other stakeholders by committing to the cluster strategic plan and priorities • Address any communication or coordination challenges within the coordination team • Conduct outreach to encourage new cluster members to participate in coordination meetings • Represent the Nutrition Cluster's interests and concerns to other clusters and the Humanitarian Country Team

B. Common competencies



Underlying knowledge and skills

KNOWLEDGE AREAS:

- Cluster accountabilities, processes and functions
- 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 public speaking, persuasion and influencing
- Consensus building and conflict management
- Interpersonal skills including negotiation and persuasion
- Meeting management
- People management skills
- 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.



B. Common competencies

Underlying knowledge and skills

KNOWLEDGE AREAS:

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

SKILLS:

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

B. Common 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"> • Demonstrate integrity in actions and interactions with others • Follow organisational procedures accurately and appropriately without seeking personal gain • Actively gather and take into account the perspectives and knowledge of affected populations when planning and coordinating the work of the cluster • Share monitoring information with affected populations, partners and other appropriate stakeholders • Take appropriate action to address feedback received from affected populations, partners and other stakeholders 	<ul style="list-style-type: none"> • Undertake cluster coordination performance monitoring and ensure weak results are addressed • Establish effective and accessible feedback and complaints mechanisms • Encourage and support partners to consider the needs and perspectives of the affected population • Take affected populations' perspectives into account when developing advocacy plans, ensuring that people's dignity is respected • Support colleagues and partners to follow appropriate, agreed procedures in line with relevant codes of conduct and humanitarian principles • Establish and implement mechanisms to facilitate accurate and timely reporting to HC and HCT 	<ul style="list-style-type: none"> • Take responsibility for the impact of their own and their teams' actions • Challenge plans which do not adequately take into account the perspectives, knowledge and needs of affected populations • Appropriately handle and respond to complaints • Encourage colleagues and partners to demonstrate integrity and transparency and challenge actions that are inappropriate • Actively seeks and supports partnerships and coordination mechanisms in support of accountability to affected population

B. Common competencies

Underlying knowledge and skills

KNOWLEDGE AREAS:

- Accountability to Affected Populations
- Core Humanitarian Standard on Quality and Accountability
- 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
- 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.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Promote a positive and inclusive environment within the cluster and in relation to partners • Take into account the diverse needs and vulnerabilities of affected populations when planning and coordinating the work of the cluster • Take into account cross-cutting issues including gender, gender-based violence, child protection, disability and HIV & AIDS throughout the Humanitarian Programme Cycle • Monitor cluster response taking into account gender, GBV, child protection, disability and HIV & AIDS 	<ul style="list-style-type: none"> • Ensure the cluster and partners demonstrate a positive and systematic approach to inclusion and diversity • Ensure partners have a commonly agreed understanding and definition of gender, GBV, age, child protection, disability and HIV & AIDS and what it entails to mainstream them in the response • Lead development of the nutrition-specific guidance on mainstreaming gender, GBV, age, child protection, disability and HIV & AIDS • Encourage and support partners to take into account diverse needs and vulnerabilities of affected populations during all stages of the Humanitarian Programme Cycle 	<ul style="list-style-type: none"> • Establish and implement systematic measures for supporting inclusive work practices and programming • Challenge activities and behaviours with potentially harmful impacts or which may exacerbate the vulnerabilities of specific people or groups • Challenge activities which do not adequately take into account cross-cutting issues

B. Common competencies

Underlying knowledge and skills

KNOWLEDGE AREAS:

- Definitions, key issues and contextual information related to cross-cutting issues including gender, GBV, age, child protection, disability and HIV & AIDS
- Key issues related to vulnerability and inclusion including issues relevant to the local context
- 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
- Interpersonal skills including the ability to have challenging and difficult conversations

C. Functional competencies

1. Provides influential and strategic leadership

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

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

C. Functional competencies

Underlying knowledge and skills

KNOWLEDGE AREAS:

- Cluster structures, processes and functions
- Contingency planning
- 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, persuasion and influencing
- Consensus building and conflict management
- Interpersonal skills including negotiation and the ability to give and receive constructive feedback
- Leadership skills including adaptive and influential leadership
- Stakeholder management including networking and partnership building

C. Functional competencies

2. Analyses and communicates information

Definition: Aggregates and analyses needs assessment and monitoring data, maintains accurate records, paying attention to the needs and views of vulnerable and hard to reach populations, and shares information in appropriate and accessible formats with the cluster and other stakeholders as relevant, encourages a transparent flow of information between partners.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Analyse data to quantify target populations and inform priority setting, strategy development and response planning • Keep accurate records of cluster activities, plans, decisions and priorities • Share relevant information with cluster partners in accessible and appropriate ways • Ensure the needs of vulnerable groups, hard to reach and potentially invisible populations are actively sought and known 	<ul style="list-style-type: none"> • Identify data and information gaps relevant to the evolving situation and response and take actions to address the gaps • Assess the quality and reliability of data and work with experts to identify corrective measures • Assess data results and seek triangulation and explanation based on sources • Promote a transparent flow of information between cluster partners • Establish protocols across the cluster to make sure sensitive data is shared and handled appropriately following data protection best practices 	<ul style="list-style-type: none"> • Aggregate and analyse data from multiple relevant primary and secondary sources • Identify trends and analyse future risks and opportunities to inform a dynamic understanding of the evolving situation • Share relevant information with a wide range of stakeholders outside of the cluster to inform strategic decision-making and inter-cluster coordination • Make decisions based on a limited set of data when necessary and identify critical information gaps

C. Functional competencies

Underlying knowledge and skills

KNOWLEDGE AREAS:

- Data protection best practices and specific applicable laws and regulations
- Humanitarian Needs Overview process and templates
- Rapid and in-depth assessment methodologies for nutrition and at inter-cluster level
- Nutrition-sensitive information and data collection methodologies of other sectors
- Nutrition situation analysis, including Integrated Phased Classification: Acute Malnutrition

SKILLS:

- Analytical skills including contextual and situational analysis, data analysis to inform decision-making and the ability to assess the quality and reliability of data and identify critical gaps
- Decision-making skills
- Organisational skills including record keeping
- Communication skills including creating appropriate and accessible written and verbal communications
- Safe and ethical management of data related to GBV and PSEA in coordination with GBV sub-cluster

C. Functional competencies

3. Supports resource mobilisation

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

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

C. Functional competencies

Underlying knowledge and skills

KNOWLEDGE AREAS:

- Donor interests and priorities
- Humanitarian funding processes and resources including flash appeals, CERF, Country Based Pooled Funds and the Funding Tracking System
- Relevant global and national funding sources including humanitarian and development funds
- HR and capacity building processes and issues
- Procurement and supply chain management

SKILLS:

- Advocacy skills
- Consensus building and conflict management
- Financial and budget management
- Interpersonal skills including negotiation
- Organisational skills including prioritisation
- Preparation of effective project proposals
- Writing skills including report writing and technical writing

C. Functional competencies

4. Advocates for improved humanitarian outcomes

Definition: Works with cluster partners to define key advocacy messages and create and implement an advocacy strategy aligned with the nutrition cluster strategy and response plan and based on an analysis of needs assessment and monitoring data; networks with advocacy allies and targets to achieve the aims of the cluster's advocacy strategy.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Work with cluster partners, other clusters and other relevant stakeholders to define key advocacy messages for the cluster based on analysis of data • Share information with other clusters and other relevant groups to promote positive nutrition outcomes • Support advocacy activities of partners • Confidently presents advocacy messages in potentially difficult situations • Ensure all advocacy messaging by the cluster and partners maintains the dignity of the affected population 	<ul style="list-style-type: none"> • Identify and target key advocacy allies and build networks as appropriate • Develop an advocacy strategy and work plan with partners and ensure its implementation • Advocate with key stakeholders on issues relevant to the achievement of the nutrition cluster's strategy and response plan • Mobilise advocacy allies and partners to share advocacy messages and implement the cluster advocacy plan • Advocate with other clusters and other relevant groups to promote positive nutrition outcomes 	<ul style="list-style-type: none"> • Ensure advocacy activities of the cluster and partners are captured in funding proposals, planning monitoring and reporting activities • Confidently and persuasively present difficult and sensitive messages to senior leadership and influential stakeholders

C. Functional competencies

Underlying knowledge and skills

KNOWLEDGE AREAS:

- Nutrition cluster strategy and response plan
- Contextual and situational information
- IASC AAP Framework and Nutrition Cluster AAP Framework
- IASC-endorsed menu of AAP questions
- Humanitarian Response Planning
- Nutrition Cluster Advocacy toolkit

SKILLS:

- Advocacy skills and techniques
- Analytical skills including analysis of needs assessment data and statistical interpretation of data
- Communication skills including persuasion and influencing
- Consensus building
- Interpersonal skills including negotiation, encouraging collaboration and motivating
- Stakeholder management including analysis and networking

C. Functional competencies

5. Monitors the response

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

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Develop a monitoring and reporting plan with partners • Monitor and evaluate the response against the cluster’s priorities, response plan and agreed results • Report on cluster activities and achievements 	<ul style="list-style-type: none"> • Periodically review and update the monitoring and reporting plan and guidance with partners • Conduct periodic monitoring visits to implementation sites in coordination with partners • Conduct extraordinary monitoring of nutrition operations when needed • Monitor coverage, equity and quality of the response • Recommend any relevant corrective action to cluster partners based on monitoring outcomes • Disseminate information on response progress, critical gaps and resource requirements to wider stakeholders on a regular basis 	<ul style="list-style-type: none"> • Monitor ongoing and changing needs of affected populations and identify any potential risks • Work with partners to update cluster priorities and amend the response plan in response to identified changes • Negotiate with and support partners to adjust their response plans to adapt to changing conditions in the operating environment

C. Functional competencies

Underlying knowledge and skills

KNOWLEDGE AREAS:

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

SKILLS:

- Analytical skills
- Communication skills including report writing, persuasion and influencing
- Interpersonal skills including negotiation
- Monitoring and evaluation skills including the ability to track progress
- 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"> • Work through existing coordination and decision-making platforms whenever possible • Encourage national and local actors to participate in the cluster • Support national actors to coordinate with others • Facilitate meaningful involvement of national and local state and non-state actors in decision-making processes of the cluster • Implement capacity building plan for national and local actors 	<ul style="list-style-type: none"> • Support the development and strengthening of national emergency response, preparedness and contingency plans and structures • Develop a capacity building plan for national and local actors • Support access to training on coordination and technical topics 	<ul style="list-style-type: none"> • Support national actors to provide leadership in the nutrition response and to engage with other actors in the broader response • Provide support to national and local actors to overcome technical and operational challenges • Provide capacity building support and training to national and local actors

C. Functional competencies

Underlying knowledge and skills

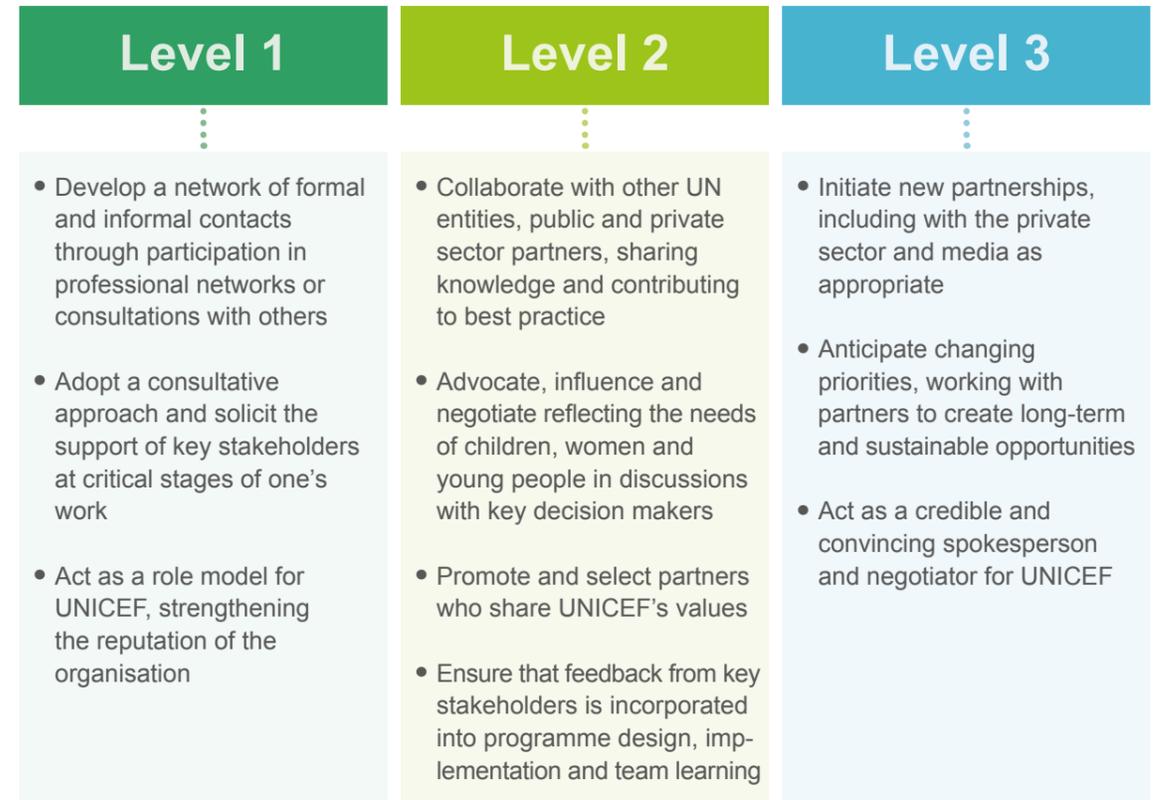
SKILLS:

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

D. Core behavioural competencies

1. Builds and maintains partnerships

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

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

D. Core behavioural competencies

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

Underlying knowledge and skills

<p>MANDATORY TRAINING:</p> <ul style="list-style-type: none"> • UNICEF Ethics and Integrity training <p>KNOWLEDGE AREAS:</p> <ul style="list-style-type: none"> • 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 <p>SKILLS:</p> <ul style="list-style-type: none"> • Communication skills including the ability to speak honestly and respectfully • Interpersonal skills including the ability to seek, act on and provide constructive feedback on personal performance and the ability to have sensitive, challenging and difficult conversations • Intra-personal skills including self-reflection, self-awareness and stress management

D. Core behavioural competencies

3. Drive to achieve results for impact

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

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

Underlying knowledge and skills

KNOWLEDGE AREAS:

- Performance management processes and tools

SKILLS:

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

D. Core behavioural competencies

4. Innovates and embraces change

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

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

Underlying knowledge and skills

KNOWLEDGE AREAS:

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

SKILLS:

- Analytical skills
- 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.

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

Underlying knowledge and skills

KNOWLEDGE AREAS:

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

SKILLS:

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

D. Core behavioural competencies

6. Thinks and acts strategically

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

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

Underlying knowledge and skills

KNOWLEDGE AREAS:

- 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.

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

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

D. Core behavioural competencies

Underlying knowledge and skills

- Decision making
- Interpersonal skills including the ability to have sensitive, challenging and difficult conversations
- Stakeholder management and networking
- People management including team building

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"> <i>This competency applies at levels 2 and 3 only</i> 	<ul style="list-style-type: none"> Delegate responsibility and authority, while fairly allocating tasks, clarifying expectations and providing clear directions and guidance Provide the team with the needed direction to achieve results and also hold them accountable Support employees in developing realistic work plans based on programmatic needs Regularly discuss performance, giving timely, constructive feedback, as well as providing support to address issues and taking action when necessary 	<ul style="list-style-type: none"> Promote a culture of psychological safety where employees can voice their concerns without fear of retaliation Role model effective people management behaviours, emphasising their importance to team managers and holding them accountable Support direct reports to develop their leadership capabilities, providing direct and honest feedback about their potential and ensuring relevant support Create and promote a culture of fairness, transparency and inclusion where colleagues from all backgrounds and perspectives feel empowered and valued

D. Core behavioural competencies

Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> Identify learning goals for employees, providing guidance on how to achieve them and ensure a supportive environment for their professional development Support career development opportunities for employees, devoting time to coach, mentor and build morale to achieve personal and career goals Create inclusive teams, reflective of the diverse nature of the UNICEF workforce Recognize individual contributions and acknowledge team successes Dedicate time and energy to the well-being of staff, monitoring emotional reactions and their ability to adjust to challenging circumstances 	<ul style="list-style-type: none"> Promote a culture of continuous learning and knowledge sharing within and amongst teams Create an environment where team managers promote and role model employee well-being and self-care

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.

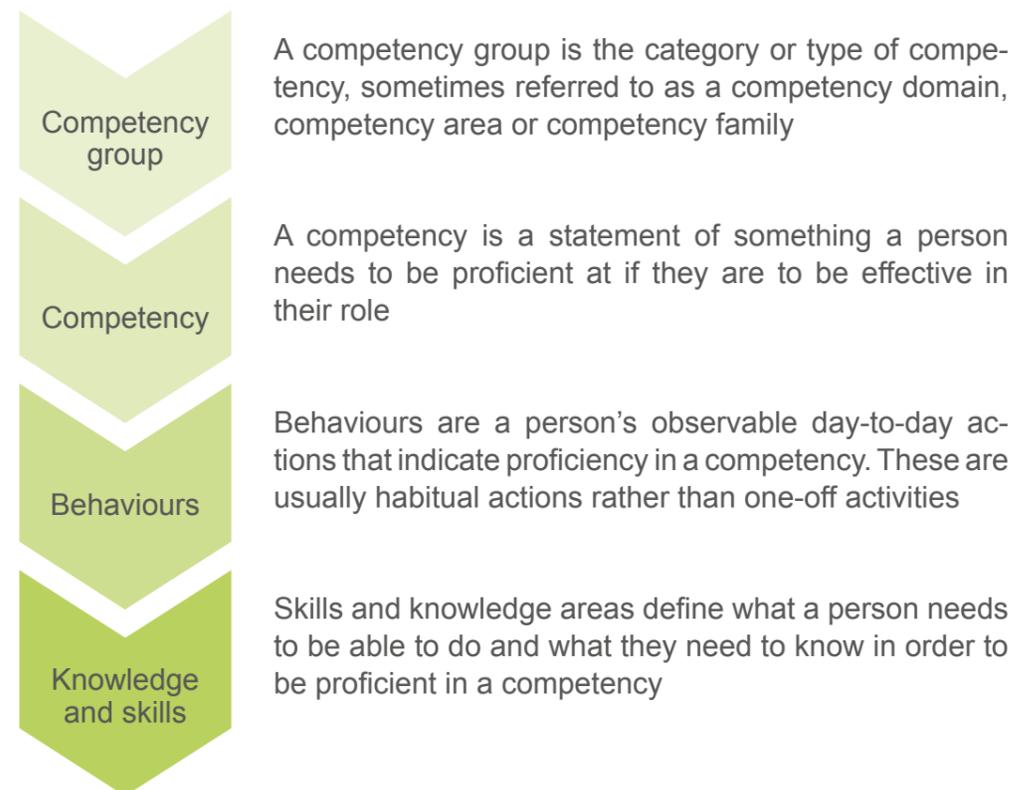
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While the primary audience of the competency frameworks is staff working in Nutrition Clusters, the frameworks have been designed so that with minimal adaptation they can be used in other contexts, including for sectoral coordination of Nutrition in 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

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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

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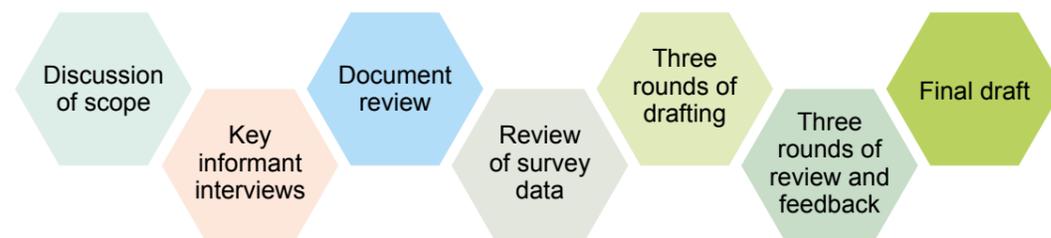
not imply an automatic increase in responsibilities or seniority. In practice, these levels might apply as follows:

- 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.

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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 interviewees 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:

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- 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.

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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.

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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.

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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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