

Core Competencies for GBV Specialists

| | |
|--|-----------|
| Introduction..... | 6 |
| What is a Gender-based Violence Specialist? | 6 |
| GBV Program Managers | 7 |
| Interagency GBV Coordinators..... | 7 |
| What is a competency? | 8 |
| History of competency definitions for GBV specialists..... | 9 |
| Defining Competencies for GBV Program Managers and Coordinators..... | 9 |
| GBV in Emergencies Competencies | 10 |
| Core Competencies | 11 |
| Understands and applies a survivor-centered approach, including GBV Guiding Principles | 11 |
| Demonstrates commitment to gender equality; Promotes and integrates gender analysis and mainstreaming into humanitarian programming. | 14 |
| Exhibits empathy and positive interpersonal skills, including cultural competence..... | 14 |
| a. Having and Showing Empathy..... | 14 |
| b. Positive interpersonal skills | 15 |
| Professional Competencies..... | 16 |
| Demonstrates knowledge and abilities to oversee implementation of a multi-sectorial response to GBV (includes health, psychosocial support, case management, legal, and security) (B) | 16 |
| Table 1: Basic knowledge needed for multi-sectorial response: | 16 |
| Understands the principles of case management and can apply to GBV programs. (P) | 17 |
| Demonstrates knowledge of and engages effectively with the humanitarian architecture (B) ... | 18 |
| Demonstrates knowledge of GBV prevention theory and identifies and applies appropriate GBV prevention strategies at different stages of the humanitarian response. (B)..... | 18 |
| Demonstrates critical analysis skills including contexts, trends, vulnerabilities related to GBV (B) | 18 |
| Demonstrates knowledge of prevention of sexual exploitation and abuse responsibilities within the humanitarian response and supports implementation (B)..... | 19 |
| Able to locate, adapt and apply key GBV tools in individual contexts (B) | 20 |
| Applies critical thinking and problem solving to create innovative GBV programming (B)..... | 20 |
| Demonstrates GBV program management skills (P) | 21 |
| Able to guide and support GBV personnel (P)..... | 22 |
| Applies concepts of adult learning to build capacity for GBV prevention and response (B)..... | 23 |
| Applies participatory approaches to engaging and mobilizing communities (P)..... | 23 |
| Able to conduct strategic planning for GBV prevention and response (B)..... | 24 |
| Able to identify and access funding for GBV interventions (B)..... | 24 |
| Demonstrates effective advocacy skills for GBV prevention and response and in support of GBV survivors (B) | 25 |
| Able to influence other sectors to mainstream GBV prevention and response (C) | 26 |
| Applies safety and ethical recommendations to lead GBV assessments (B)..... | 26 |
| Able to manage, share, and apply GBV case data in a safe and effective manner (B)..... | 27 |
| Facilitates a collaborative environment among colleagues and stakeholders to promote effective coordination (B)..... | 28 |
| Fosters effective communication among staff, colleagues and stakeholders (B) | 29 |
| Behavioral Competencies | 29 |
| Adapts and copes with pressure..... | 30 |

| | |
|---|----|
| Demonstrates good judgement and decision-making skills | 31 |
| Able to negotiate and advocate effectively, with varied audiences | 32 |
| The Pros and Cons of a Competency-based Training and Hiring Approach..... | 32 |
| The Way Forward..... | 33 |
| Appendix 1: List of Consulted Documents..... | 35 |
| Appendix 2: Key Informants..... | 38 |

| Competencies | GBV Program Manager | GBV Coordinator |
|--|---------------------|-----------------|
| CORE COMPETENCIES | | |
| Understands and applies a survivor-centered approach, including GBV Guiding Principles: <ul style="list-style-type: none"> • Safety • Confidentiality • Respect • Non-discrimination | X | X |
| Demonstrates commitment to gender equality; Promotes and integrates gender analysis and mainstreaming into humanitarian programming | X | X |
| Exhibits empathy and positive interpersonal skills, including cultural competence | X | X |
| PROFESSIONAL COMPETENCIES | | |
| Demonstrates knowledge and abilities to oversee implementation of a multi-sectorial response to GBV | X | X |
| Understands principles and practice of a case management approach and can apply to GBV programs | X | |
| Demonstrates knowledge of and engages effectively with the humanitarian architecture | X | X |
| Demonstrates knowledge of GBV prevention theory and identifies and applies prevention strategies at different stages of the humanitarian response | X | X |
| Demonstrates critical analysis skills including context, trends, and vulnerabilities related to GBV | X | X |
| Demonstrates knowledge of prevention of sexual exploitation and abuse responsibilities within the humanitarian response and supports implementation | X | X |
| Able to locate, adapt, and apply key GBV tools in individual contexts, including: <ul style="list-style-type: none"> • GBV Coordination Handbook • GBVIMS • WHO ethical and safety recommendations for researching, documenting and monitoring sexual violence in emergencies | X | X |

| | | |
|--|---|---|
| <ul style="list-style-type: none"> IASC Guidelines for gender-based violence interventions in humanitarian settings: focusing on prevention of and response to sexual violence in emergencies | | |
| Applies critical thinking and problem solving to create innovative GBV programming | X | |
| Demonstrates GBV program management skills | X | |
| Able to guide and support GBV personnel | X | |
| Applies concepts of adult learning to build capacity for GBV prevention and response | X | X |
| Applies participatory approaches to engaging with and mobilizing communities | X | |
| Able to conduct strategic planning for GBV prevention and response | X | X |
| Able to identify and access funds for GBV interventions | X | X |
| Demonstrates effective advocacy skills for GBV prevention and response and in support of GBV survivors | X | X |
| Able to influence other sectors to mainstream GBV prevention and response | | X |
| Applies safety and ethical recommendations to lead GBV assessments | X | X |
| Able to manage, share, and apply GBV case data in a safe and effective manner | X | X |
| Facilitates a collaborative environment among colleagues and stakeholders to promote effective coordination | X | X |
| Fosters effective and productive communication among staff, colleagues, and stakeholders | X | X |
| BEHAVIORAL COMPETENCIES | | |
| Adapts and Copes with Pressure | X | X |
| Demonstrates good judgement and decision-making skills | X | X |
| Able to negotiate and advocate effectively, with varied audiences | X | X |

“Florence Nightingale thought nursing should be a calling not a standard vocation, people should not be doing it for money but should have a ‘religious calling’ towards helping people or else the profession would be compromised. In the helping professions, can you say that all that matters is a good heart or is it training and application of skills? I think it is some combination. If it was just about the heart, I would just hire people right out of school who are just dying to do this work ...but I’m not convinced that they can do the assessments, make the right decisions according to the guidelines. I’m not sure it’s my job to measure their heart – it’s easier to measure with technical interviewing and look at those standards”¹.

Introduction

This paper is a set of core competencies (skills, knowledge, and abilities) necessary for effective GBV prevention and response programming and for inter-agency GBV coordination in humanitarian contexts. This list was developed to spark a conversation in the GBV AoR about adopting a competency-based approach including how agencies recruit staff, manage employee performance, build capacity, and guide professional development of their staff that work specifically in GBV in humanitarian emergencies. It can help the GBV AoR to build capacity of GBV program managers and coordinators by developing competencies and learning opportunities linked to the competencies for individuals, organizations, sectors, and countries which should lead to sustained and self-generating performance improvement.

In the GBV AoR Capacity Building Strategy, it is recommended to develop this list of competencies further into a competency framework for program managers and coordinators that can guide humanitarian agencies that are engaged in programming around GBV in Emergencies to recruit, support learning and development, and improve performance management to create effective GBV program managers and inter-agency GBV coordinators². A framework for GBV program management and coordination competency development would serve as overall guidance for designing and implementing a competency development program. The framework would guide the development of a GBV specialist from recruitment through instruction (defining basic knowledge) along to the application of skills that would define ‘excellence’. It could also contain an evaluation mechanism that looks at direct reaction to and impact of learning events, impact on job performance and overall GBV program and cluster performance and provide insight in investment in training to support the capacity of the GBV in humanitarian emergencies sector.

The interagency nature of these competencies and their common application can also enable the development and coordination of sector-wide capacity building efforts in collaboration with efforts to develop standard competencies for Humanitarian/Resident Coordinators, Protection Cluster members, Child Protection Working Group members, and other professional humanitarian aid workers.

What is a Gender-based Violence Specialist?

One difficulty with describing the positions of GBV specialists is that there are no standardized titles throughout the NGOs or the UN. A way to understand the position is that there is an overarching term, GBV specialist that encompasses all of the different GBV positions that can have different titles depending on the organization. **A GBV Specialist** is a humanitarian professional with specialized GBV knowledge and expertise. These may have been trained to be social workers,

¹ Interview with key informant. May 2014.

² See the Child Protection in Emergencies Competency Framework for an example.

protection officers, midwives/other health workers, and/or child protection officers with strong GBV expertise. For the purpose of this paper, we are focusing specifically on two positions: GBV Program Manager and interagency GBV Coordinator.

There is no clear pathway currently to becoming a GBV specialist. The GBV specialist's career pathway may involve moving from being a service provider (midwife, counselor, or lawyer) into managing a GBV program with an NGO or coordinating a GBV working group. GBV coordinators can and are recruited without GBV program management experience and sometimes move from coordination into program management positions. Many GBV Program Managers do not move into interagency GBV coordination positions at all and still others become GBV advisors, technical specialists, or a myriad of other positions – all of which fall under the category of “GBV Specialist.” One position is not “higher” than another. As there is currently no agreed upon standards of what training or experience is needed to become a GBV specialist, this competency document strives to outline core competencies needed.

GBV Program Managers

In general, GBV program managers run the programs and projects that make up the GBV prevention and response in humanitarian emergencies. These programs may be focused on healthcare, legal response, livelihoods, or many other areas. A **GBV Program Manager** plans, organizes, implements, and coordinates all activities that make up GBV program. GBV Program Managers can work at NGOs, LNGOs, CBOs, United Nations agencies, and government agencies. In agencies without dedicated GBV resources, the portfolio will often fall to a gender specialist.

Interagency GBV Coordinators

In the current humanitarian response mechanisms, the “cluster³ approach” offers an explicit structure in which GBV coordination can be established. The GBV AoR which, along with three other AoRs, works through the Global Protection Cluster, is charged with ensuring good coordination of multi-sectoral interventions⁴ for GBV in humanitarian situations. At the country level, the Protection Cluster usually works with a specific GBV coordination body (mechanism), often called “GBV sub-cluster” or “GBV working group”.

The GBV coordination mechanism, under the umbrella of the Protection Cluster, is responsible for the core cluster functions specific to issues around GBV. These include:

1. Supporting service delivery and eliminating any duplication
2. Informing strategic decision-making of the HC/HCT for the humanitarian response, including assessments and gap analyses
3. Planning and strategy development, including applying standards, developing objectives and indicators that support the HC/HCT strategic priorities, and clarifying and prioritizing funding requirements.
4. Advocacy
5. Monitoring and reporting on the (sub-) cluster strategy and results
6. Contingency planning, preparedness, and capacity building

The GBV AoR Coordination handbook states “Typically, the cluster leads at the field level will assign one or more individuals within their agencies the primary responsibility for overseeing cluster

³ A ‘cluster’ is a coordination group. It may also be referred to as a ‘sector.’

⁴ InterAgency Standing Committee (IASC) (2014). *Transformative Agenda*. Accessed online June 2014: <http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-template-default&bd=87>

activities. These individuals may act as ‘cluster coordinators’ or ‘cluster chairs’.” For the purpose of this paper, **GBV Coordinators** are individuals who have the responsibility within the inter-agency humanitarian response to coordinate GBV activities through the cluster system. Typically, this position is held by a UN actor, as UNICEF/UNFPA have the joint mandate of the Global GBV AoR. In refugee emergencies, this position is usually held by UNHCR. UN Women can also play a role in this in some countries and there are usually government counterparts and sometimes INGO or LNGO co-coordinators, depending on the set up in each country⁵. This position is not normally programmatic by nature but is often “double-hatted” by a gender or GBV program manager, which reflects the lack of allocation of resources for coordination.

What is a competency?

Competencies have been defined in a variety of ways but most models include the elements of knowledge, abilities, skills, personal characteristics, behaviors, and/or qualities that are linked to organizational objectives *and* are key to producing results. A key historical document in understanding job performance explained core competencies as "an underlying characteristic of an employee which results in effective and/or superior performance in a job."⁶ The issue of understanding what makes an effective humanitarian aid worker has been discussed in many forums in the past 10 years. Documents consulted include the *Consortium of British Humanitarian Agencies Core Humanitarian Competencies Framework*⁷, which defined competencies as:

The behaviors that employees must have, or must acquire, in order to achieve high levels of performance in their role.

The International Committee for the Red Cross and Red Crescent⁸, in its work on developing professional standards for protection workers, used the definition:

A competency framework refers to a group of competencies that collectively identify the experience, skills, knowledge, and behaviors necessary for effective performance in a particular area of work.

For the purposes of this paper, the definition of the Inter-agency Working Group on Emergency Capacity Building definition of **competency**⁹, which has also been used in the Child Protection Working Group (CPWG) and Humanitarian/Resident Coordinators competency frameworks, is used:

The experience, skills, and behaviors required to perform effectively in a given job, role or situation. Competencies are what a person has or can acquire, i.e. a characteristic, attitude, skill, aspect of one’s self-image, or body of knowledge and behavior, which s/he uses.

The competencies are:

- Primarily for GBV program managers and coordinators in emergency contexts, but they also have some relevance to practitioners in development settings and particularly in support of

⁵ For example, in Afghanistan – the formal GBV cluster coordination was managed by a UNFPA gender officer and a local NGO, the Afghanistan Human Rights Council.

⁶ Boyatzis, 1982.

⁷ CBHA: Consortium of British Humanitarian Agencies, 2010.

⁸ International Committee of the Red Cross, 2009.

⁹ IWG: Inter-Agency Working Group on Emergency Capacity Building, 2006.,

- emergency preparedness measures;
- Relevant to different professional levels, which may be defined at a later date; and
- Usable for all GBV-focused organizations and mandates

History of competency definitions for GBV specialists

Over the past ten years there has been much discussion within and across the humanitarian community about the need to develop personal and technical competencies to improve humanitarian aid performance and the capacity of individual staff members, particularly in light of increasing complexity in the humanitarian workspace¹⁰. In the absence of agreed occupational standards for the humanitarian sector, organizations and educational providers have had to come up with their own way to identify the experience, skills and behaviors necessary for humanitarian workers to perform effectively in their given roles. By and large, agencies have responded by developing their own unique competency frameworks and training programs for their specific organization's needs.

The Global Protection Cluster (GPC) and the CPWG have both spent the past few years defining and working on competencies, minimum standards, and other documents, as have other entities such as the ProCap¹¹, UNICEF, and the Office for the Coordination of Humanitarian Affairs (OCHA).

In 2008, GBV technical specialists and adult education specialists came together to propose a list of core training areas to prepare GBV program managers and coordinators for work in GBViE. The findings of this meeting helped in the development of the "Managing GBV in Emergencies Trainings" as well as forming a basis for the "Echo Project" trainings in Africa, the Middle East, and Asia and an Asian Regional training that was conducted in India¹².

In 2010, the GBV AoR developed a Learning Task Team to further guide development of the *Managing GBV in Emergencies* trainings, inventory current trainings, define core competencies, and develop a strategy. In 2013, UNFPA hired a GBV Capacity Building consultant to work with the Learning Task Team to write a state of the capacity paper, a list of key competencies, and develop a five-year GBV in emergencies capacity building strategy.

Defining Competencies for GBV Program Managers and Coordinators

In order to define competencies, the GBV capacity building consultant interviewed a number of key informants (see annex A) and reviewed several evaluations of different GBV courses designed to build the capacities of GBV Program Managers and GBV Coordinators over the years (see Annex B). In 2014, the GBV Capacity Building consultant along with an intern at UNFPA and members of the GBV AoR Learning Task Team developed a short survey to reach out to former participants from the UNFPA and ICRH "Ghent" training courses, the "Managing GBV Programs in Emergencies" pilot course, and the "ECHO" Capacity Building Project trainings who are in the field as their geographic distances may exclude them in discussions about essential areas for training as it relates to GBV work¹³. After reviewing the interviews and survey and synthesizing the information, the GBV

¹⁰ ELRHA 2011.

¹¹ Protection Standby Capacity Project.

¹² For more information about these trainings, see the GBV AOR paper "Current State of GBV Response Capacity in Humanitarian Settings: A Synthesis of Information, Resources, and Opportunities."

¹³ The findings are available by contacting GBV AOR or the Capacity Building Development consultant smartindc@gmail.com for a short paper "Improving Capacity to Prevent and Respond to GBV in Emergencies"

Capacity Building consultant developed a list of possible competencies for GBV Program Managers and Interagency GBV Coordinators. This list of competencies was then presented in the October 2-3, 2014 strategic retreat where participants worked to consolidate and eliminate others to generate this list of competencies.

The language in defining the list of competencies has been drawn from a number of sources including:

- The 2008 *Gender-Based Violence Course Development Seminar Final Report*
- The 2010 GBV AoR *Handbook for Coordinating GBV Interventions in Humanitarian Settings*.
- The 2012 Interagency Standing Committee's *Transformative Agenda Reference Document: 4. Reference Module for Cluster Coordination at the Country Level*.
- The International Rescue Committee (IRC)'s 2005 draft of *Competency and Recruitment Guide for Gender-Based Violence Coordinators and Managers*,
- *Child Protection in Emergencies (CPIE) Competency Framework*
- *The Protection Stand-By Capacity Project (ProCap) Core Competencies* document
- The Interagency Working Group on Humanitarian Competencies *Humanitarian Coordination Competencies for Humanitarian Coordinators and Resident Coordinators in Disasters*.
- The 2014 UNICEF *Cluster Coordination Competency Development Strategy*
- Job descriptions shared from International Rescue Committee (IRC), International Medical Corps (IMC), and American Refugee Committee (ARC).
- Various professional competency frameworks from technical experts like Monitoring and Evaluation Specialists and Case Workers, and

GBV in Emergencies Competencies

While discussing what makes a successful GBV Program Manager and GBV Coordinator, the key informants spoke of a number of different issues – both technical skills that people had and knowledge on different issues -- as well as their behavior, attitudes, and personality.

In general, the key informants broke down the requirements into the two general areas outlined below – the **professional** (or technical, functional and knowledge-based) **competencies** needed to do the job and **behavioral** (or non-technical) **competencies** dealing with personal characteristics and behavior including leadership traits which combine to create people who are heard and have impact in ensuring that GBV is responded to within humanitarian emergencies.

Professional Competencies: These are function-specific and/or knowledge competencies required for GBV specialists to do the job (e.g., program management, advocacy, security management, etc.). Training is sometimes available to develop these competencies in universities, technical schools, and institutions. Some organizations offer technical skill-based trainings to field-based staff, but not usually to the higher level staff, so people must often be recruited with the knowledge in place. People also seek out training in many of these issues outside of their organizations in distance learning courses, through inter-agency trainings, and by reading manuals and guidelines.

Survey Results, September 2014”

Behavioral Competencies: This includes both *Non-Technical Competencies* and *Leadership Competencies*. Behavioral competencies are a frequently overlooked, underestimated, and ill-defined standard. It is difficult to measure and difficult to determine in an interview setting but crucial in determining a successful candidate. In order to get his/her ideas heard and implemented, GBV program managers and coordinators require specific behaviors (e.g., active communication, ability to influence others, good organizational skills etc.) and those who want or need others to listen to, fund, act on, or support their ideas will require these skills no matter what technical/functional career specialty they pursue. Having specific attitudes are also included in behavioral competencies.

In general, many consultees noted that the two positions – GBV Program Manager and inter-agency GBV Coordinator – often require similar skill sets that overlap; many interviewees noted that having experience as a GBV program manager and understanding the issues needed to do that job well lead to better Coordinators. Where possible, it is noted whether this competency relates specifically to coordinators or program managers. This will have to be discussed more thoroughly if the GBV AoR moves forward to develop a competency framework.

Core Competencies

“People don’t understand that GBV is a specialty and you have to understand a huge amount of things. People going to the sub-clusters are not going to trust the GBV coordinator if it’s apparent that the in-depth knowledge isn’t there. Without trust, it becomes a power struggle and it becomes about inter-personal issues.”¹⁴

At the heart of the concept of competencies is the belief that there are some “core” competencies that must be present in order for a person to become a GBV specialist. These “core competencies” are the beliefs, skills, and knowledge that an individual cannot succeed without. An example would be that even if an accountant has skills in data entry, timeliness, and attention to detail – without the “core competency” of understanding arithmetic, they would not be able to be an accountant. These competencies include the basic “principles” that all GBV technical specialists including program managers and GBV coordinators should have to be considered a GBV specialist. These are sometimes referred to as the **Core Competencies** as they refer to the essential “core” of the GBV sector that is needed by even the most entry-level GBV worker.

Note: The bold highlighted term is the competency. In the shaded bulleted box are descriptions of how to measure this competency. Quotations from key informant interviews or documents reviewed are included afterwards to further explain why this competency was chosen and why it is important.

Understands and applies a survivor-centered approach, including GBV Guiding Principles

This competency is at the heart of the GBV AoR response to survivors. The survivor-centered approach means ensuring that GBV survivors can access appropriate, accessible, and good quality services and that those who engage directly with survivors have the appropriate attitudes,

¹⁴ Interview key informant.

knowledge, and skills to treat survivors with dignity and respect. This approach is related to the guiding principles for working with GBV survivors that reflect the values and attitudes that underpin the survivor-centered response. The GBV guiding principles apply at all times to all actors. Individuals who are not able to demonstrate understanding of the importance of the survivor-centered approach or are not able to apply it should not have contact with survivors¹⁵.

The GBV Guiding Principles include ensuring the safety of GBV survivor, ensuring confidentiality, respecting the GBV survivor, and practicing non-discrimination. These GBV Principles guide the development, implementation, and monitoring of GBV programs and govern protection and assistance for individuals who are survivors of violence, whether they are women or children.¹⁶ Failing to abide by the GBV guiding principles can have serious and harmful consequences for GBV survivors, including increasing distress, shame and social isolation and even exposing people to further violence.

Child protection specialists abide with some of the same principles in their work and also incorporate a competency on addressing sexual violence. Sexual violence is often overlooked or not well addressed by child protection specialists so it is essential that GBV program managers and coordinators work closely with the child protection working group to ensure the application of the guiding principles as they apply to child survivors.

Key informants repeatedly expressed the survivor-centered approach as the heart of the GBV response – both in examples and fears of inexperienced or incompetent GBV program managers and coordinators who don't seem to put the needs of the survivors first, possibly because they had never worked with GBV survivors directly or may hold personal beliefs that reflect hostile social norms (i.e. a rape survivor "asked for it" by wearing inappropriate clothing). Many interviewees felt that having worked directly with survivors helped "operationalize" the guiding principles. It is not enough to just understand the principles, GBV specialists must know how to apply the principles and understand the underlying causes and consequences. For example, in some contexts, survivors of sexual violence are also at risk for honor killings if confidentiality is not maintained. "A good program manager or coordinator should have hands-on experience working with GBV survivors – how to speak to and treat survivors (having worked on rape crisis line or in a women's shelter). It's difficult for men to get that experience but it's needed," said one interviewee. Another added that "You need to have actually worked in GBV before – either in a humanitarian emergency or in your home country in some capacity – some of the people who are leading sub-clusters and working groups have never done it before and it shows because they don't understand why we have these guiding principles, particularly confidentiality, in place." "Having worked with survivors – whether professionally or personally – you are likely to have more empathy for the survivor and helps you to understand the many different consequences that they face if we don't follow the principles."

According to the GBV Coordination Manual,

"All activities of the GBV coordination body should express these principles, e.g., by ensuring that people of concern participate in coordination efforts; that coordination meetings respect the principles of confidentiality; and that training tools and guidelines promote the rights of all women and girls to be free from GBV

¹⁵ GBV AoR 2011

¹⁶ UNHCR 2003.

and reinforce the fact that GBV is a crime that is never the fault of the survivor or the result of the survivor's behavior. In many cases, those who lead coordination are responsible for setting the standard for ethical, safe and effective programming. They must therefore make certain that all parties participating in coordination understand the core principles and key approaches that guarantee ethical, safe and effective programming, The personal biases or attitudes of coordination partners must not compromise these guiding principles, and all partners must take a unified approach in implementing programming."¹⁷

- Keeps GBV survivors and others vulnerable to GBV at the center of the humanitarian response;
- Believes the survivor and in the survivor's ability to find the best solutions to her problems and supports her to make these decisions;
- Believes that each survivor should have control over each step of the process in receiving care and making decisions on follow-up;
- Bases all decisions on a "do-no-harm" approach;
- Can apply the rationale for the survivor-centered approach to GBV multi-sectoral response interventions;
- Ensures that appropriate options for GBV survivors are identified with regards to the context, gender, ethnicity, etc.;
- Can adequately communicate the survivor-centered approach, including GBV Guiding Principles, and help other sectors to apply to their programming.
- Demonstrates understanding of the guiding principles of GBV including ensuring safety of GBV survivor, ensuring confidentiality, respecting the GBV survivor, and practicing non-discrimination.
- Understands underlying causes and consequences of GBV and types of GBV prevalent in context to be able to understand the immediate risks to GBV survivors;
- Applies the guiding principles throughout GBV programming including any coordination mechanisms (for example, information sharing protocols).

Quotes from key informants:

- "A GBV Coordinator should be seen as a champion of survivors and be able to come up with a strategy that is concrete and be able to move forward from just Clinical Management of Rape."
- "GBV Coordinator should be super strong and able to navigate all those different spaces and represent the AOR and most importantly think of the beneficiaries and the safety and survival of the women. Most of the structures don't seem to have the best interests of the survivors at heart."
- Being in the field and not behind the computer is important. "A GBV Coordinator should like Field Work. You have to be in touch with the displaced population – over focus on coordination (in the meeting room and not in the camps. It's all happening at the capitol level, nothing is happening on the ground."

¹⁷ GBV AoR 2010.

Demonstrates commitment to gender equality; Promotes and integrates gender analysis and mainstreaming into humanitarian programming.

It was agreed by key informants that GBV specialists should understand the root causes of GBV, including gender inequality as well as understanding how, in most cultures, the strong social norms that define women and men's roles can contribute to GBV. A thorough understanding of how gender and power relate to GBV is important and should be included in all GBV trainings as a core concept. GBV specialists need to understand that violence, amongst other things, is a barrier to gender equality and is particularly relevant/exacerbated in the contexts in which we work.

- Identifies gender inequality and abuse of power as root causes of GBV and ensures that GBV interventions address these issues;
- Applies gender analysis to specific contexts to understand its relation to GBV;
- Uses gender analysis to inform GBV programming in humanitarian emergencies;
- Supports and promotes gender equality in other sectors (as outlined by the IASC GBV Guidelines).

"GBV program managers need to move away from just addressing sexual violence in emergencies and look at the broader implications of gender on GBV," said one consultee. "A lot of people in other technical areas got very put off by the way that gender concepts have been communicated in [some core GBV documents] by reading the human rights language and the gender language that prefaces things. They said 'this isn't for me, I'm just a technical person.' A dynamic GBV working group should reach out and sit with them as they are doing their planning and when they see the concepts as practical and get over its 'too hard and abstract', they will be happy that it impacts and improves the services that they provide and get on board with it. But using concepts and languages in an 'exclusive way' make them feel like they can't do it."

At the 2013 Asia Regional training held in India, one training participant noted that "[The focus on understanding gender theory] developed an ability among participants to undertake an institutional gender analysis with a unique tool/framework on gender and social relations."

One Ghent training participant noted the importance of moving beyond jargon and really understanding the concepts saying, "I would love to see a simple curricula that focuses on the core concepts, knowledge, and skills related to GBV that does not use any of our typical GBV lingo - this would really help people move away from that rote memorization. I also think promoting courses on "gender" and theories around gender relations - looking at the historical context and various perspectives, including the feminist perspective. There are a number of people who have "fallen" into GBV work yet who do not understand or know much of the history and thought behind perspectives held today."

Exhibits empathy and positive interpersonal skills, including cultural competence

a. Having and Showing Empathy

Empathy is the key to GBV work – from being an empathetic service provider helping individual GBV survivors recover and seek help to working with traumatized people and to working with GBV staff and other sectors.

- Recognizes others' emotions and is able to read and identify the feelings of self and others;
- Takes time to understand the meaning behind the words of others and what drives the behavior;
- Expands sense of concern for oneself to others, responding in a way that is in line with their emotional and physical state;
- Recognizes and responds to others' feelings and concerns;
- Understands people's feelings and understands underlying reasons for behavior.

"I'm looking for certain type of personality, not necessarily with extensive GBV experience (although that is important). I need people with natural good gut instincts type of work" said one person who hired GBV program managers. "A GBV program manager should have empathy [for the survivors but also] for the other members working on other issues." Another interviewee agreed, noting, "A good GBV country coordinator has empathy for the other GBV coordinators/program managers. It extends beyond that but also key to mainstreaming as well. Way too often, we get really worked up to FIGHT for our issue. And we aren't empathetic to our colleagues – we assume if they don't do the GBV stuff, they don't care. We have to come into the work with the confidence that the other people don't want hurt women."

b. Positive interpersonal skills

A key facet of good interpersonal skills is the ability to adapt communication styles to the context and audience – being responsive to what's in the room (i.e. noticing discomfort – picking up on both verbal and non-verbal cues, etc.). There are a number of different communication skills including clear communication, compelling communication, participatory communication, adaptive communication, and informed communication. Demonstrating respect for survivors is key for GBV specialists, but specialists must extend respectful communication to many others to succeed in their responsibilities. This includes successfully navigating a range of cultural contexts and working with people from different cultural backgrounds.

- Listens to understand others' ideas and perspectives;
- Shows respect and sensitivity towards cultural and religious differences;
- Recognizes the contributions of others;
- Shares information and supports others;
- Ensures the full participation of team members in common endeavors;
- Encourages clear, open and respectful dialogue;
- Expresses opinions, information and key points clearly;
- Inspires others by clearly articulating and demonstrating values, core purposes and principles for engaging in GBV in humanitarian emergency work;
- Adapts interpersonal style to suit different people, situations or cultural contexts.

One interviewee told an anecdote about working with a very good GBV coordinator. "She understood that as a national coordinator, she wasn't the boss of the other field site coordinators, she didn't supervise them. She made sure they had the information that they needed to do their job and getting info from them to report for her job. She was on the phone with them all the time and seeing if they were okay and shielding the people in the field from the drama." "Being able to talk to survivors and have them open up to you requires patience, respect, and empathy. This is a key factor that anyone working in GBV has to have."

Professional Competencies

These professional competencies were identified by informants for GBV specialists and are mostly shared by the two positions: GBV Program Manager and the interagency GBV Coordinator, although some were specific to program managers or coordinators¹⁸.

While some skill areas for program managers overlap with those of the GBV Coordinator, proficiency in all skill areas would be beneficial to the role of GBV Coordinator. The *GBV Coordination Manual* says, “For any GBV coordination mechanism to be effective, GBV partners must know and be able to apply basic models of programming. Understanding these models will help GBV partners to identify priorities and design action plans that are based on good practice.”¹⁹ There are many different types of knowledge that GBV specialists should have, these competencies attempt to identify the basic knowledge that is needed to perform the positions. There are numerous areas where GBV knowledge is needed and it is extremely difficult for one person to have expert knowledge in all areas but these competencies were agreed upon as the basic knowledge needed to effectively prevent and respond to GBV in humanitarian emergencies.

Key: P = Program Manager, C= Coordinator, B= Both

Demonstrates knowledge and abilities to oversee implementation of a multi-sectorial response to GBV (includes health, psychosocial support, case management, legal, and security) (B)

Addressing GBV in emergencies is complex and multidimensional. The multi-sectorial approach is the framework upon which actions to prevent and respond to GBV are built²⁰. All actors in the multi-sectorial response should abide by the GBV guiding principles.

- Understands the basic concept and minimum standards²¹ of GBV multi-sectorial response;
- Within the different sectors, assesses the presence of application of the GBV guiding principles and basic capacity to respond to the needs of GBV survivors;
- Develops an adequate comprehensive referral pathway that incorporates multiple sectors in the context; and
- Builds the capacity of the actors in other sectors to respond to the needs of GBV survivors.

Table 1: Basic knowledge needed for multi-sectorial response:

| Health | Psychosocial | Safety/security | Legal |
|--|--|--|--|
| Understands the basics of clinical management of rape including time | Understands the survivor-centered approach and case management | Analyses the context related to security and its capacity to respond | Understands the legal framework for GBV in context including laws around mandatory |

¹⁸ In a competency framework, competencies can be more specific and “leveled” (i.e. matched to the level of the staff such as entry level GBV professional, mid-level manager, and expert) but this document does not do that.

¹⁹ GBV AOR 2010.

²⁰ UNHCR 2003.

²¹ UNFPA, Minimum Standards for GBV programming document in process.

| | | | |
|---|--|-------------------------------|--|
| requirements for EC and PEP. | | to the needs of GBV survivors | reporting of rape and working with child survivors |
| Can assess health sector partners to assure that there is basic referral capacity | Can provide psychological first aid to GBV survivors | | Understands the risks that the justice process can pose for survivors, and works with local actors to minimize those risks |

There are core basics on each sector that a GBV specialist should understand, even if they are not a specialist in that sector. For health response, for example, many interviewees noted that clinical management of rape training is needed as errors about the timeframe for giving post-exposure prophylaxis (PEP) and emergency contraception (EC) have been found in GBV working group documents in different countries. Access to PEP and EC are the “lifesaving” aspects of GBV response for sexual violence survivors and even non-healthcare specialists in coordination and program management positions should be familiar with this information. Mandatory reporting, particularly for child sexual violence survivors is also an area that has arisen repeatedly as a weakness that needs to be strengthened.

Understands the principles of case management and can apply to GBV programs. (P)

Case management is “a collaborative, multidisciplinary process which assesses, plans, implements, coordinates, monitors and evaluates options and services to meet an individual’s needs through communication and available resources to promote quality, effective outcomes.”²² Case management is a process for ensuring that the GBV survivor has access to multiple services, based on their individual needs and choices and it is a service that programs can provide, rooted in individual psychosocial support. Although, GBV specialists may not work in a project that provides specific case management services, they should be familiar with the concepts and when and if to apply them.

- Know when to apply a case management approach;
- Understand role and responsibilities of a case worker;
- Applies the concept of case management to GBV multi-sectoral response interventions;
- Effectively assesses the needs of the survivor;
- Develops rapport, trust and ethical relationships with clients and other service providers;
- Explains the concept of “informed consent” to GBV survivors and ensures services maintain informed consent for GBV survivors;
- Facilitate coordination, communication and collaboration with the client and others to maximize client outcomes.
- Facilitates safe and confidential referrals for GBV survivors.

“We need to better understand case management – for example, how do you do psychosocial supervision? Nothing out there... only reason I knew how to do this was because of my social worker backgrounds. We see multiple organizations operating without the consent of the survivor, with untrained people.”

²²UNFPA 2010.

Demonstrates knowledge of and engages effectively with the humanitarian architecture (B)

GBV program managers but particularly GBV coordinators must understand the increasingly complex humanitarian architecture that dominates modern-day humanitarian response. Understanding the stakeholders, politics, and systems in place and the humanitarian architecture and the way that the response works is crucial to ensuring that GBV is included in the humanitarian response.

- Demonstrates knowledge of the way the international humanitarian system works, including UN funding mechanisms and roles and responsibilities of international/national actors in humanitarian response;
- Demonstrates knowledge of how GBV programs relate to the humanitarian system;
- Assess and analyses key issues in the humanitarian situation from a gender perspective and formulate actions around them.

“Knowing the humanitarian architecture includes understanding the cluster system, knowing what inter-cluster group is and how to make alliances, advocating with other actors, and knowing how to utilize that space,” said one informant, “You have to understand the finance system, your own organization, the UN Humanitarian architecture, and the overall donors.”

Demonstrates knowledge of GBV prevention theory and identifies and applies appropriate GBV prevention strategies at different stages of the humanitarian response. (B)

- Demonstrates knowledge of current best practices on GBV prevention work within communities (i.e. engaging with men and boys to prevent violence among other things);
- Identifies and applies basic strategies for reducing risks to women and girls in acute emergencies and tools to support that (i.e., community mapping and safety audits, community and/or firewood patrols, distribution of dignity kits and other non-food items or cash, etc.);
- Identifies and applies appropriate strategies to different stages of emergencies;
- Differentiates between awareness raising and strategic prevention activities;
- Identifies core strategies for influencing behavior change including but not limited to: community empowerment, working with men as allies, engaging with the government, engaging with local civil society, and faith based organizations.

One informant stated that “GBV program managers and coordinators do not know what good GBV prevention programming is – what is called prevention in the field is often just risk mitigation. Everyone would like to think that GBV programs are systematic and build upon evidence of what works but currently, in emergencies, there is very little real understanding of prevention on the ground.” One GBV advisor noted “GBV prevention is a big problem...There is new information out there right now but people are not familiar with it.”

Demonstrates critical analysis skills including contexts, trends, vulnerabilities related to GBV (B)

This competency is to ensure that a “cookie-cutter” approach to GBV prevention and response planning is not taken. While it is not practical to expect all GBV specialists to understand every type of GBV in the world, they must be able to understand the context in which they are currently working and be aware of trends that may point to increased vulnerability for survivors. For instance, in early stages of displacement sexual exploitation and rape may be common but as the emergency becomes prolonged, intimate partner violence or trafficking may rise.

- Seeks out information on the context and how GBV and gender norms occur;
- Seeks to understand what populations are vulnerable to GBV and how it occurs;
- Notices trends and develops plans to prepare for opportunities or problems;
- Anticipates the consequences of new situations and plans accordingly;
- Anticipates how individuals and groups will react to situations and information and plans accordingly;
- Monitors information to understand how GBV is changing in context;
- Checks assumptions about “vulnerable groups”.

Understanding the context can include issues that are specific to the context but not found everywhere such as harmful traditional practices, female genital mutilation, acid attacks, honor killings, early marriage, and human trafficking as well as understanding which groups are specifically vulnerable to gendered violence in specific contexts (i.e., women and girls, men and boys, adolescents, the LGBT population, people with disabilities, children, prisoners, and older people.)

Demonstrates knowledge of prevention of sexual exploitation and abuse responsibilities within the humanitarian response and supports implementation (B)

The UN Secretary General has stated that preventing sexual exploitation and abuse in the humanitarian setting is the responsibility of all humanitarian aid workers. GBV specialists should understand the reporting mechanisms and what support is available for survivors as the GBV program may be the first point of contact for victims and may be responsible for providing support. Those who are vulnerable to GBV in the community are also vulnerable to sexual exploitation and abuse by humanitarian aid workers. GBV specialists should know how to refer, how to support survivors, and what complaint mechanisms are.

- Demonstrates knowledge of the Secretary-General’s bulletin on Sexual Exploitation and Abuse and its applicability to individuals/organizations;
- Ensures human resources are aware of responsibilities related to protection from sexual exploitation and abuse (PSEA);
- Fosters a safe environment for reporting;
- Identifies the steps for reporting and providing support for SEA survivors to refer for care;
- Conveys referral for appropriate care information to survivors.

According to the GBV Coordination Manual, “[T]here are many humanitarian settings in which there are no PSEA focal points or PSEA in-country networks. In these settings, it sometimes falls to the GBV coordination mechanism to undertake PSEA activities. While the GBV coordination mechanism may opt to fill a gap in addressing PSEA in the short-term, e.g., by conducting awareness-raising amongst humanitarian staff and people of concern about the SGB, PSEA

responsibilities SHOULD NOT be a regular and/or long-term function of the GBV coordination group. [I]dentifying PSEA focal points and creating an in-country PSEA network is the responsibility of senior managers and, ultimately, the HC/RC. However, PSEA is one important form of preventing GBV and is therefore linked to GBV coordination efforts.²³

Able to locate, adapt and apply key GBV tools in individual contexts (B)

GBV specialists should be familiar with the key GBV tools that have been identified by the GBV AoR LTT. GBV program managers and interagency coordinators should know where to locate the tool, understand how to use it, and adapt and apply them to their context as needed.

- Locates the key GBV tools that have been identified by GBV AoR LTT;
- Understands the concepts within the key GBV tools;
- Adapts appropriate tool to context as needed;
- Applies adapted GBV tools to context;
- Revises as necessary.

As of July 2014, the GBV AoR through the LTT identified the following key tools and guidance for GBV specialists including:

- GBV Coordination Handbook
- GBV IMS
- WHO ethical and safety recommendations for researching, documenting and monitoring sexual violence in emergencies
- IASC Guidelines for gender-based violence interventions in humanitarian settings: focusing on prevention of and response to sexual violence in emergencies
- UNHCR Sexual and gender-based violence against refugees, returnees, and internally displaced persons: guidelines for prevention and response
- WHO Clinical management of survivors of rape: developing protocols for use with refugees and internally displaced persons
- Media Guidelines for Reporting on Gender-Based Violence in Humanitarian Settings
- Improving the Health Sector Response
- Violence Against Women and Girls: A Compendium of Monitoring
- Gender-based Violence Tools Manual: For Assessment, Program Design, Monitoring and Evaluation in Conflict-Affected
- USAID Toolkit for Monitoring and Evaluating Gender-Based Violence Interventions Along the Relief and Development Continuum
- UNHCR Handbook for the Protection of Women and Girls
- Establishing GBV Standard Operating Procedures
- Caring for Child Survivors
- IRC's Economic and Social Empowerment

Applies critical thinking and problem solving to create innovative GBV programming (B)

²³ GBV AOR 2010.

The *State of GBV Response Capacity in Humanitarian Settings* report questioned whether “an emphasis on creating tools has created a “technocratic” response and that actual skills, creativity, analytical thinking, and problem solving that are key to effective response were being lost in a desire to ‘replicate accepted programs that don’t always match the context’.” The 2009 GBV AoR workshop report also noted that “...the challenges of being a GBV program manager has so much to do with situations and decision making, and not just understanding theory, and this critical understanding is what so many people lack.” Being able to apply critical thinking and apply the different tools was identified by many as a competency that needed more attention.

- Effectively analyzes and evaluates how GBV occurs in the context and can synthesize and apply information from different sources to understand the overall context including the needs of the survivors and the capacity to respond (locally and within humanitarian structure);
- Analyzes data, ideas, patterns, principles, and perspectives from multiple actors;
- Integrates ideas and values from different disciplines and tools to draw well-supported conclusions;
- Revises conclusions consistent with new observations, interpretations, or reasons;
- Anticipates the implications and consequences of situations and take appropriate action to be prepared for possible contingencies;
- Anticipates possible problems and develops contingency plans in advance;
- Identifies and analyzes problems;
- Weighs relevance and accuracy of information;
- Generates and evaluates alternative solutions.

One GBV advisor noted “We don’t see people in interviews that can express creativity around this issue. They give us rote answers about strategies. They may have some knowledge and know what to say but they don’t know how to apply it and how to put it into action.” Another key informant noted, “Resource limitations should lead to creativity. We’re losing the creativity because we’re too focused on guidelines – we’re treating this like a technocratic response to a technical problem but its not. It’s more complicated than that. We need context specific knowledge to be creative.” A third agreed, “There are a number of different contexts within some countries (like Somalia or Pakistan) so its not all one size fits all. Some are post-humanitarian/ development, some emergency response, and others that are stable. A good GBV coordinator has to be able to understand the whole range of contexts and how to support the people in those contexts.” Another consultee noted “critical thinking is so important to be able to apply the GBV Guiding Principles in challenging circumstances.”

Demonstrates GBV program management skills (P)

GBV programs can consist of a number of different interventions including but not limited to: case management services for GBV survivors, running safe houses, providing health or legal assistance, offering livelihood support, or managing behavior change strategies. GBV program managers must be equipped to lead program/project activities from the planning stages through implementation and evaluation. The *Managing GBV Programs in Emergencies* training program noted that incomplete knowledge and skills in the design and management of GBV programs at the grassroots level is one of the main reasons for lack of effectiveness of GBV programs. Competencies regarding

general program management can be found in other places²⁴ but the following are specific to managing GBV programs.

- Understands the program cycle (design, implementation, and evaluation) as related to GBV and incorporating survivor-centered approach;
- Analyzes the context, needs, capacities in order to design innovative and adequate GBV programming for that specific context;
- Consults the affected population to make sure they are consulted in program design;
- Understands how GBV program impacts overall multi-sectoral response to GBV;
- Designs creative programs that meet the needs of GBV survivors and the needs identified by the affected population;
- Implements program, adapting as appropriate to meet evolving needs of GBV survivors;
- Monitors ongoing activities using safe data collection methods and ensuring affected populations needs are fed into program;
- Evaluates programs/projects using safe data collection methods.

One interviewee stated that, “program management skills are key but we often forget about training on them.” One consultee agreed saying “We seem to take specialists on the issue and expect them to be good program managers. How about taking good program managers and testing them for subjectivity, and then giving them the training that they need to make them GBV Program managers?” With a number of humanitarian program management trainings available around the world, strengthening program management skills should be a priority for hiring. Consultees agreed on the importance of understanding GBV program management for GBV Coordinators as well, saying “You must be a really good program manager to work in coordination and typically, [humanitarian organizations] do not train in program management.”

Able to guide and support GBV personnel (P)

GBV Program Managers require skills to lead staff, volunteers, and others to effectively implement GBV prevention and response activities. They must be conscious of the particular risks and sensitivities involved with GBV programming and should take appropriate actions to create a safe and supportive environment for those working directly with survivors and affected communities. GBV professionals face emotional and psychological challenges that could harm their well-being and those working in this field are often required to listen to, or are exposed to, deeply personal accounts of participants’ experiences of violence. Working with, and listening to accounts of traumatic violence can carry a significant emotional cost and may cause stress to varying degrees. Bearing witness to survivors’ stories, engaging with their stories emotionally and with empathy, can create similar responses in GBV workers as have been reported by trauma workers. These responses may place researchers at risk of vicarious trauma or work stress²⁵. GBV program managers must be aware of the risks and costs of this work and provide adequate support to their staff.

²⁴ For example, see the Context Humanitarian Staff Development Project (<http://www.contextproject.org/pdfs/programme-guide.pdf>).

²⁵ SVRI 2014.

- Identifies the knowledge, attitudes, skills, and behaviors required for personnel to implement GBV interventions;
- Recruits and hires personnel/implementing partners most suited for GBV prevention and response work;
- Mentors team members through on-the-job training, guidance and support;
- Models positive behaviors for work and self-care;
- Promotes principles of self-care for personnel and provides opportunities for team to seek support;
- Complies with security protocols, considers security implications of all program activities and fosters a safe environment for human resources to report security concerns.

Comments from key informants included, “GBV program managers have to teach, support, and mentor!” and “A good manager also is responsible for monitoring stress, keeping people to task, clarifying expectations – know that supervisees know when to expect support.” Those who worked with operational agencies agreed, “Providing supervision is essential – a GBV program manager has to know how to lead a team, checking in with their supervisees regularly, setting up performance management systems and accountability systems.”

Applies concepts of adult learning to build capacity for GBV prevention and response (B)

Many GBV program managers and coordinators are called upon to deliver trainings but many lack the skills to deliver participatory trainings based on adult learning.

- Understands the basic principles of adult learning;
- Delivers effective trainings on core concepts of gender and GBV;
- Uses participatory training techniques;
- Facilitates training activities effectively.

Key informants and those who were surveyed on previous trainings noted, “The way that we train people is knowledge focused. We say ‘memorize the Guiding Principles, memorize this and that’. We try to make our trainings participatory but I feel like the way we need to train needs to look differently.” “You have to be a qualified trainer to do this job. In a given context, you might be called upon to train on GBV Guidelines, clinical management of rape, data collection, psychological first aid, or case management,” stated one informant, “We always need to train local organizations on emergency preparation and response and train people for different contexts.” An adult education specialist said, “GBV managers and coordinators don’t necessarily have training skills. No one is taught how to do this or have it modeled for them. Humanitarians in general don’t do a good job on trainings that get participation and promote genuine authentic learning.” One interviewee stated, “...training is not as locally appropriate as it should be. We use jargon-y gender and GBV terminology when we could get at the concepts in a better way better to facilitate creatively and nuanced approaches.”

Applies participatory approaches to engaging and mobilizing communities (P)

GBV Program Managers must lead teams to effectively engage communities to prevent and respond to GBV. As types of GBV and underlying attitudes and behaviors are often sensitive or

taboo subjects, thoughtful approaches are required for this work. GBV Program Managers must also be competent in skills promoting inclusive participation, as GBV interventions should strive to meet the needs of populations who face discrimination and underrepresentation in community and family decision-making.

- Proficient in cross-cultural communication and respect for diversity;
- Incorporates the knowledge and opinions of most-affected populations in the design, delivery, and evaluation of program interventions;
- Strives to understand context, community norms and values, and factors that might enable positive change;
- Familiar with different methods and channels of communication;
- Consults relevant groups in the design and delivery of messages/information;
- Engages community to develop appropriate methods for outreach;
- Supports teams in facilitating community-based trainings and group discussions with communities.

“Community mobilization is the process of building community capacity to identify their own priorities, resources, needs, and solutions so we can promote representative participation,” said one GBV specialist. “Women are often not included in decisions made about them and for GBV survivors, it is crucial to our survivor-centered approach that we include them in the process.”

Able to conduct strategic planning for GBV prevention and response (B)

GBV Coordinators should be particularly skilled in strategic planning to guide the humanitarian community toward necessary actions to ensure appropriate GBV prevention and response.

- Identifies priority GBV concerns and related gaps to be addressed in the context;
- Actively inputs into the development of an immediate and longer-term response plan for GBV addressing the findings from any assessments;
- Analyses existing capacities and identifies resource constraints;
- Drafts an immediate and longer term response plan with GBV actors to address the issues and gaps highlighted in assessments;
- Identifies partnerships and alliances to enhance protection;
- Analyzes risks, threats, and capacities with stakeholders to address immediate needs as well as develop longer-term protection strategies;
- Considers unintended consequences, and takes steps to take to diminish these.

“GBV coordination requires strategic thinking to ensure that not only are the needs of women and girls being met in the immediate sense, but also that strategically, their needs are being met in the long term as the program transitions into early recovery or where it is a protracted and chronic emergency,” noted one GBV specialist. “It is essential that coordination is more than meeting immediate needs and is about having the vision and competency to direct and lead programming in such a way as to achieve the greatest possible impact,” agreed another.

Able to identify and access funding for GBV interventions (B)

One of the most important responsibilities for a program manager or a coordination group is

soliciting funds to support the urgent GBV needs identified by coordination partners in order to allow for programming. To get a realistic overview of the funding required for critical GBV coordination and response needs, GBV coordinators should solicit information from GBV partners about the funds already available and/or committed for their agencies' GBV projects. Gathering this data will be difficult, particularly in the early-response phase when information is hazy or agencies are reluctant to provide financial data. Nevertheless, continuous effort is required through ongoing partner mapping and review to ensure that donor funding is prioritized for use in meeting the most critical – and under-resourced – aspects of GBV.²⁶

- Understands the sources of funding that are available and how to access them;
- Knows how and when to submit proposals for these funds;
- Influences organizations to include attention to GBV when seeking funds
- Develops strong proposals for funding.

A key informant noted “The GBV coordinator [where I was working] knew when funding decisions were made and jumped in to grab money for GBV. A lot of people are afraid of that side or don’t know how to do it.”

Demonstrates effective advocacy skills for GBV prevention and response and in support of GBV survivors (B)

“There are a number of key initiatives underway right now that offer unprecedented opportunities for advancing GBV interventions in emergencies through advocacy,” noted the GBV AoR Advocacy handbook, a key tool to strengthen GBV specialists ability to advocate.²⁷ Advocacy is both a skill which can be developed but also a form of behavior which is reflected later in the behavioral competencies.

- Identifies basic advocacy messages for GBV in emergencies for different target audiences;
- Persuades others with verbal and/or written material;
- Approaches, engages with and informs / influences decision makers on GBV related issues;
- Contributes to interagency advocacy strategies including those led by UN missions and/or the national institutions throughout an integrated mission;
- Articulates clearly and demonstrates values, core purposes and principles for engaging in GBV in humanitarian emergency work.

“We need to make sure we include higher-level advocacy in our work such as targeting of donors/decision-makers, influencing funding, etc.” One interviewee spoke of a particular GBV coordinator saying, “She excelled in the position. She was super proactive – seeking out different partners (especially getting local partners). Instead of passively welcoming others, she went out and talked to people and encouraged them to participate. She targeted key entry points. She knew the inter-cluster system and knew what meetings she could not miss so she could go and lobby for GBV in those meetings. She pursued professional and personal relationships with the right people, OCHA and others. It’s such a key skill (informal channels of persuasion) and should be recruited for.” Another interviewee spoke about another excellent GBV coordinator, “When I see her doing

²⁶ GBV AoR 2011

²⁷ GBV AoR 2014

advocacy, she's spectacular. Very good relations with all the key actors, she had collectively identified about what was missing, thought through and agreed with the co-facilitator and call institutions and ask them to respond." "A good GBV coordinator has to know how you navigate the system and look for opportunities to address GBV and this includes working with community leaders, government stakeholders, donors, etc. to push for policy and structural changes."

Able to influence other sectors to mainstream GBV prevention and response (C)

GBV Coordinators must work with other sectors to fulfill their responsibilities to prevent and respond to GBV. The IASC *Guidelines for GBV Prevention and Response in Humanitarian Settings* outline key actions for all sectors/areas of work to take in mitigating risks and preventing GBV, as well as to ensure appropriate response.

- Understands the IASC *Guidelines for GBV Prevention and Response in Humanitarian Settings*;
- Engages actors from key sectors to ensure that multi-sectoral services are available and accessible for GBV survivors;
- Supports sector actors to identify appropriate risk reduction and prevention actions and to develop appropriate plans;
- Invites members of other clusters and working groups to participate in GBV coordination;
- Maintains linkages with other sector working groups, government counterparts and community leaders to support mainstreaming efforts;
- Promotes appropriate mainstreaming of GBV into multi-sectoral assessments and assessments conducted by other (non-GBV) clusters/sectors;
- Promotes attention to GBV in other sector action plans, program and proposal design.

"Sometimes the GBV working group is so wrapped up in its own work that the work done in other bodies is ignored," said one consultee. "I have seen GBV coordinators who are so focused on leading the sub cluster meetings that her knowledge on technical issues (good GBV programming) was a struggle for her and a learning curve for her. She was unable to be a strong leader in inter-cluster meetings to plead with health and CCCM leaders to take up GBV issues."

This was echoed by many of the interviewees, "We are always targeting GBV people but we need to get people from other sectors from livelihoods to WASH...we need more allies" and "...there is an overwhelming focus on coordination rather than a focus on getting different sectors to do their part. The GBV working group is so focused on coordinating those of us who are there, the coordinators don't go out to the different sectors to find out what they are doing. They act like a GBV taskforce rather than using the concepts behind the clusters to hold other sectors like Health or WASH accountable. At the end of the day, if you don't have action from other sectors, you can't coordinate anything. The focus is on holding meetings and sharing information but they are missing key things like services not available or sectors failing to provide them."

Applies safety and ethical recommendations to lead GBV assessments (B)

Program Managers may be more likely to carry out GBV assessments, but Inter-Agency Coordinators can play an important role in coordinating assessments, advocating for safe assessments, and advocating for appropriate inclusion of GBV in multi-sectoral assessments. It is important to work with other sector actors to recommend specific areas of inquiry that might be

explored, and to ensure that non-specialists do not attempt to gather information on GBV incidents.

Both GBV Program Managers and Coordinators should understand the risks related to GBV assessments and should endeavor to use all available information before conducting new assessments. All specialists should understand the particular risks related to collecting information on incidents of GBV, as well as the risks related to interviewing children. Information collected through GBV assessments – including information on available services or gaps in services, reported trends of GBV, common social consequences of GBV, and perceptions of risk – should be applied to advocacy and program interventions.

- Promotes and applies safe and ethical collection of sensitive information, including application of the *WHO Ethical and Safety Recommendations for Researching, Documenting and Monitoring Sexual Violence in Emergencies* and other appropriate guidance;
- Recommends, adapts and applies appropriate assessment methods and tools for GBV information in emergency contexts;
- Familiar with qualitative data collection methods such as focus group discussions and semi-structured interviews;
- Analyzes assessment information to identify gaps, opportunities, and to make recommendations for appropriate interventions.

One interviewee noted, “A GBV Program Manager or Coordinator should be able to provide technical support to other sectors like WASH, Shelter, Camp Management, etc. GBV specialists must be able to educate non-GBV partners about what types of information that they should and shouldn’t be collecting and how to make sure data collected is confidential.” Another interviewee reflected, “One GBV coordinator was not able to strongly be in opposition [to dangerous data collection practices] when necessary in [a setting where] women’s protections advisors who were [collecting data] against best practices for GBV. You have to be able to see the big picture – it’s very difficult to do though, as our indicators are poor and data is a challenge.”

Able to manage, share, and apply GBV case data in a safe and effective manner (B)

The collection of accurate and timely data is important for GBV programming to monitor effective care for GBV survivors (for instance, GBV healthcare providers would need to monitor if sexual assault survivors have received the full courses of PEP or emergency contraception). This sensitive data is increasingly in demand from donors and policymakers. GBV coordinators and program managers must be able to analyze and apply GBV data for a number of different uses including advocacy.

- Prioritizes service delivery over data collection always;
- Works to maximize confidentiality of GBV case data;
- Routinely handles sensitive GBV information appropriately, including safe storage of case information;
- Understands when it is appropriate to implement GBV Information Management System (GBV IMS) for context;
- Understands how to implement the GBVIMS system and related information sharing protocols;
- Demonstrates an understanding of the sensitive nature of GBV information in all actions;

- Applies interagency GBV *Standard Operating Procedures* for multi-sectoral and inter-organizational prevention and response to GBV in humanitarian settings as they relate to collection and sharing of information;
- Advocates and educates others on correct usage of GBV data.

“With the transformative agenda and the way the inter-cluster work is moving, there is a constant demand for reporting,” said one interviewee. “We have the reputation of being ‘disorganized and fluffy’ – the social workers of the humanitarian system,” another noted, “and we need to be able to better explain our position on GBV data.” There is also a need to educate donors on challenges and limitations related to GBV data collection and interpretation. One interviewee noted “I feel very strongly that for most humanitarian actors ‘the numbers [of GBV cases]’ – especially without any other contextual information – are not all that informative. It’s the analysis (trends, patterns, etc.) that provide a clearer picture of what is happening and can inform prevention work.” One informant added that advocating by providing data was useful saying “it is important that GBV coordinators be able to explain the complexities of GBV data in a straightforward, non-defensive manner.” Another GBV data specialist noted “My experience has been that people without much background on GBV tend to get fixated on the numbers of cases, but that doesn’t mean the automatic response should be to bend over backwards to give them what they’re asking for. We also have an awareness-raising responsibility. When you have a conversation with people about the other types of data (qualitative data, secondary data, etc.) that is available and why that data is often more useful than the numbers of reported cases, they often start to get it.”

Facilitates a collaborative environment among colleagues and stakeholders to promote effective coordination (B)

Both GBV Program Managers and Coordinators must be able to coordinate effectively with a range of actors to ensure that survivors have access to multi-sectoral services and to facilitate mainstreaming of GBV risk mitigation and prevention efforts. Strong coordination requires associated communication skills.

- Coordinates with government, local and international NGOs, UN agencies and other stakeholders to ensure holistic support for survivors, including participation in developing/strengthening GBV standard operating principles, information-sharing protocols and referral pathways;
- Actively participates in protection/GBV working groups and contributes to interagency initiatives;
- Listens to and understands others, analyzing information within the larger context;
- Actively seeks contributions of others and seeks to build consensus;
- Communicates comfortably and effectively with people from different cultural and social backgrounds and of varying ages and social status (beneficiaries, authorities, leaders, colleagues, etc.);
- Seeks to develop a network of partners to enhance understanding of GBV risks and to promote protection of affected populations;
- Respects confidentiality and discretion in use of information;
- Contributes to the positive image and overall credibility of the GBV sector, notably through the application of GBV Guiding Principles and Ethics.

“The role of a good coordinator is cheerleader and booster to balance that with someone who is going to be heavy hitting. Difficult to figure out – need teams, mentorship, figure out how to call people and get that support,” reflected a key informant. “GBV coordinators must know and accept their interagency role. The GBV Coordinator is not superior to everyone else or to GBV Program Managers. The job is different but not above. You have to appreciate where knowledge lies and understand that it is your job to facilitate a process and listen to voices. You don’t always have to be the person who leads the way.”

Fosters effective communication among staff, colleagues and stakeholders (B)

In any professional environment, the ability to communicate one's thoughts in a way that people readily understand is critical. Although GBV specialists learn many communication skills throughout their career, mastery of communications skills is essential for success, particularly for interagency GBV coordinators. Communication is more than preparing and sending a message; it is making every effort to be sure that the message is heard and understood by the appropriate audience.

- Identifies information needs of a target audience or population, and works systematically to address the needs;
- Tailors language, tone, style, and format to match audience, particularly cross-culturally;
- Encourages open communication within constraints of confidentiality;
- Actively listens to perspectives of stakeholders and team members;
- Seeks practical ways to overcome barriers to communication;
- Interprets messages and responds appropriately;
- Speaks and writes clearly and effectively;
- Makes presentations and undertakes public speaking with confidence;
- Expresses opinions, information and key points of argument position clearly.

“A successful GBV coordinator must be a good speaker who can talk to senior level coordinators,” said one interviewee. “We need a good listener/ communications person, they must be an excellent communicator – timely and clear. The coordinator can’t just send out emails and not mind if people don’t respond.” “A good coordinator should be a pretty dynamic speaker (public speaking) who is engaging and can draw people in. A strong verbal and written communicator. Being someone who can turn things around quickly, not thrown by much, calm.”

Behavioral Competencies

In the key informant interviews, many different personal characteristics and behaviors were mentioned – particularly for the role of GBV Coordinator, an area where informants agreed that the field needs more support to improve performance. Many of the personal behaviors and characteristics coincided with core competencies that have previously been identified as essential for Protection and Humanitarian Coordination Competency so the language used to standardize the findings comes from the Humanitarian Coordination Competency²⁸, CBHA Core Competencies²⁹, Child Protection Core Competencies³⁰ and the ICRC³¹ Protection Standards.

²⁸ IWG 2009

²⁹ CBHA 2011

³⁰ CPWG 2010

³¹ ICRC 2011

Note: How to read this section

The titles of the following competencies are taken from the domain column of the HC/RC Core competency framework⁵, the standards identified by the ICRC Protection Standards framework⁸ or the Child Protection in Emergencies Competency Framework³². A brief discussion of why it is important is underneath the competency. Under the domain are listed the core competency as defined by the Humanitarian Coordination Competencies or the standard from the ICRC document with more information about how they define it. Illustrative comments from the interviews with key informants are included after each competency.

Adapts and copes with pressure

Being able to adapt to difficult working environments that are unstable and unsafe; cultural challenges and stressful work situations are commonplace for humanitarians in all sections. As one person put it “Coordination in humanitarian settings is always difficult. People who are drawn to humanitarian settings enjoy being mavericks and loose cannons. If you were someone who was keen on getting along with your office mates from 9-5, why would you go to Syria?”³³

The challenges on GBV coordination come from many different places – from having to constantly advocate for the inclusion of gender in other sectors, to arguing with donors and other sector leads that GBV response qualifies as lifesaving and therefore under the CERF criteria to working with difficult often male-dominated leadership in agencies and governments that are not supportive to women’s issues, GBV in particular requires a lot of perseverance.

For the GBV sector, this competency came up often due to the challenges of working on GBV and the issue of burnout that has claimed many GBV practitioners. Self-care was mentioned often during the key informant interviews. Working on GBV may be inherently more difficult than other sectors. According to one key informant, “It must be inherently just a really hard job to empathize and listen to survivors without giving them advice. The level of service delivery is difficult and in most places, rape and incest are really difficult things to talk about so it’s inherently violent. How do we deal with self-care and stress? Some of the self-care stuff is policy and advocacy within your organizations. How can we make sure that our staff is supported?”³⁴

- Copes with personal stress;
- Can prioritize and multi-task in difficult situations;
- Works productively in a high pressure environment;
- Adapts to changing circumstances;
- Identifies and uses strategies to manage emotions during difficult situations;
- Balances the demands of work and personal life;
- Maintains a positive outlook at work;
- Adapting in situations of rapid change;
- Handles criticism well and learns from it;
- Demonstrates self-care through positive coping mechanisms; seeks help from others when and as necessary.

³² CPIE 2010

³³ Interview with Key Informant, July 2014.

³⁴ CBHA 2010

Makes time to learn from experience and feedback, and applies the lessons to a new situation. “We need someone who can stand by the courage of their convictions. There are always the people who hear gender specialist or women’s protection specialist and roll their eyes, saying UGH a feminist.” “The right person doesn’t take things personally and is optimistic.” “A GBV program manager or Coordinator must create good will and not be too aggressive. Mainstreaming GBV should be a part of the work but if you are consistently making enemies in other sectors, you won’t get through.” “You have to be ‘cheeky’ and proactive!” “Should be energetic, fast, think-on-your-feet type of humanitarian, always finding compromises.”

“GBV work [and fighting for women’s rights] takes a toll so you need a team so you can collaborate and support each other. We’re missing that. Speaks to broader challenges across the humanitarian community. We’re already pushing on a closed door so why aren’t we more supportive of each other. SELF CARE is very important.”

Demonstrates good judgement and decision-making skills

Both GBV program managers and coordinators require a range of leadership skills to be effective in their work. As leaders, they will be regularly responsible for making decisions under pressure and often with much at stake. Being able to make prompt, clear decisions may involve tough choices or are considered risks. It is crucial for GBV specialists to take responsibility for actions, projects, and people. GBV specialists should take initiative, act with confidence and work under own direction. They should initiate and generate activity and provide others with clear direction. They should also modify decisions when necessary, in light of new information.

- Maintains simultaneously a broad strategic perspective and awareness of the detail of a situation;
- Adapts plans quickly in response to emerging situations and changing environments;
- Takes calculated risks to improve performance;
- Accepts responsibility for own decisions and actions;
- Acts decisively;
- Consults as widely as circumstances permit;
- Follows up on actions;
- Accepts responsibility for decisions.

Key informants highlighted this competency – “GBV specialists must be confident and show leadership to bring the others along on this issue.” Another agreed, “The confidence for GBV programmers is so important. We tend to doubt ourselves a lot and checking in with people who are responding are making all the right decisions but they have a lot of doubts and fears and need reassurance to go forward.”

“A good GBV program manager or coordinator must demonstrate good judgment – can you train someone to have good judgment? The *Managing GBV Programs in Emergencies* training is supposed to train people to use good judgment. Prepare people with the knowledge that is out there and be able to make good decisions – that is what program management is all about. There will always be a case that you have to manage with a completely new set of variables that will throw you for a loop. You have to know the general guidance and then make good decisions-. That is the key. But without a knowledge base, you are asking people to make a decisions on their gut, which

is unacceptable. You need to bring in the people that they need to bring in, not make a decision on their own. Hopefully deferring to what the survivor wants is a very important decision-making.” “GBV Coordinators have to follow up on concerns, through no fault of many people, there is not a lot of follow through. Sometimes there is an attitude of ‘OFF OF MY DESK, ONTO SOMEONE ELSE’S’, so it is their problem now. Unless something has changed, you need to see it as your problem. The ideal GBV Coordinator is persistent and doesn’t give up. There is resistance on the ground and lots of priorities...”

Able to negotiate and advocate effectively, with varied audiences

This competency was mentioned over and over again by key informants with regards to coordination – particularly in the context of being able to rise above the political infighting that sometimes occurs. Being able to represent the needs of the GBV AoR instead of the individual organization (usually UN agency) was seen as a very important trait and one that leads to better coordination and improved ability to bring all agencies together to speak on behalf of GBV instead of being seen as lobbying for one’s own host organization.

- Can effectively influence or persuade others of a course of action;
- Builds wide and effective networks of contacts;
- Manages conflict;
- Makes effective use of political processes to influence and persuade others; Is an effective advocate of humanitarian principles on behalf of the GBV community;
- Is able and prepared to adopt a number of ways to negotiate to gain support and influence diverse parties;
- Demonstrates persistence and tenacity.

“You need to know how to negotiate in order to convince the other clusters to work on GBV. You have to have thick skin [to be a GBV program manager] – you must be a person that others can trust that if they speak, they have to have faith that you will represent the viewpoints of the group.” Another added, “Good interpersonal skills are so important. A GBV coordinator has to be able to deal with difficult people (when there are agencies with a disconnect between them).” “We need to be asking about conflict resolution and such at the interview process – a strong candidate needs to have to have a sense of humor about our challenges, not so passionate about GBV that you get angry but strong enough to turn skeptics into allies.”

The Pros and Cons of a Competency-based Training and Hiring Approach

In June 2007, People in Aid, a nonprofit membership organization that was established by agencies in the humanitarian and development sector in 1995, conducted a review of the use and effectiveness of competency frameworks within the humanitarian sector and attempted to identify behaviors common to all the frameworks³⁵. The review concluded that those agencies that incorporated competency models into job roles helped national staff to better understand the expectations that organizations had of them and gave them clear guidance on how to grow and develop within the organization. The research however, also found that competency frameworks

³⁵ People in Aid, 2007a

and other performance related tools had not to date introduced adequate rigor into human resource processes and procedures in humanitarian response and that they needed to form part of an overall organizational capacity building strategy and HR process to have any real impact. Key informants in the human resources departments of UNFPA and IRC noted that some agencies are still struggling and that “the ability of the hiring managers to identify the right competencies is quite low.” Another stated that “[My organization] has talked about this for a long time but we are not doing it right now. There are key things we are looking for and would be curious about it.”

Not everyone, however, is a champion of the competency-based approach or the concept of “professionalizing” the humanitarian aid community. Some critics say that top-down training methodologies based off a pre-defined set of core competences are unlikely to be sufficient to “professionalize” the humanitarian sector and may serve to create an ‘elite’ community that will cut humanitarian workers off from the affected population and also privilege the elite with access to universities over the local aid workers who often have years of experience. While local and national staff may not meet all of these competencies, they often bring much more around contextual knowledge, relationships, and access to communities that are critical to working and thriving in humanitarian contexts. The increased need for advanced degree to apply for positions at places could be a barrier to allowing experienced people into the GBV sector in field settings and preventing them from moving into international positions. Critics argue that better understanding the needs of local aid workers for professional knowledge, competence and skills, and improving the use of different learning approaches should also be considered. In an online debate at an aid worker forum, one critic of ‘professionalizing’ said “Maybe we need to look outside the box of what professionalization traditionally means, and come up with a more creative approach that encompasses the diversity of expertise that’s so fundamental and, in many ways, unique to this sector.”³⁶

The desire to maintain a diversity of actors to make up the ‘humanitarian system’ can caution against too prescriptive an approach to defining one knowledge base for the sector. Critics say that competencies must not be seen as exclusive to other forms of knowledge and expertise; rather competencies when deployed effectively should equip humanitarian workers with the ability to recognize, value, seek out and engage knowledge and skills that can enhance humanitarian efforts.³⁷

The Way Forward

One key informant asked “why we are using a competency framework and how it will be applied?” These are the key questions that the GBV AoR needs to answer. What is the relationship between the development and adoption of a standard approach to GBV competencies and the AoR’s future capacity-building efforts? Competencies can be used in a number of ways.

In the protection sector, ICRC is promoting protection standards but it is currently a voluntary effort and not yet being promoted for hiring or evaluation of job performance. ProCap has developed a short 2-page list of 9 key competencies for protection coordinators. The Child Protection Working Group has developed and is promoting the use of core competency framework for Child Protection

³⁶ AIDSOURCE: The Humanitarian Social Network debate <http://aidsource.ning.com/group/professionalizing-the-humanitarian-sector/forum/topics/reason-to-not-professionalize> accessed September 20, 2014.

³⁷ People in Aid 2007.

in Emergencies as well as minimum standards for program managers and coordinators. UNICEF is currently working on a core competency for cluster coordinators. The GBV AoR should harmonize its approach with these other actors.

These competencies can be used to promote competency-based learning – an approach used in learning concrete skills rather than in abstract learning. In competency-based learning, the student is evaluated on the individual competency, and once having mastered it, moves on to others. Higher or more complex competencies are learned to a degree of mastery and isolated from other topics. Another common component of competency-based learning is the ability to skip learning modules entirely if the learner can demonstrate they already have mastery. That can be done either through prior learning assessments, formative testing, or simulations. Now that core competencies have been identified, members of the GBV AoR and the GBV AoR Learning task team can review existing trainings and learning opportunities and revise them to close major gaps in the existing competencies. A review of current training opportunities in the *Current State of GBV Response Capacity in Humanitarian Settings: A Synthesis of information, resources, and opportunities* shows that behavioral competencies are not well represented in the current trainings. The upcoming GBV Capacity Building strategy should also address how to build competencies in this area.

Promoting a core competency approach to employee hiring and performance management is currently being seen in the humanitarian world as a “best practice.” The competencies can be helpful for individual agencies to use internally to assess candidates and employee’s performance. Currently, none of the NGOs interviewed for this paper have adopted a core competencies approach for hiring although UN agencies have one. The adoption of this approach for human resources would be a discussion the broader GBV AoR would need to have as it would entail the harmonizing of many different agency’s human resource departments.

In some ways, adopting a competencies approach can help to professionalize the sector but in other ways, it can lead to an over-reliance on “check boxes” of competencies and an overly rigid approach to hiring, supporting, and supporting humanitarian workers. Creating a core competencies framework which outlines how to measure each competency according to the professional level of the individual (for example, novice, mid-level practitioner, and senior practitioner) along with a minimum standards document for GBV programming can provide some consistency and clarity around GBV programming in humanitarian setting. A Competencies Framework and a Minimum Standards document could be adapted by organizations, used for hiring, training programs, measuring performance, and also to guide academic institutions in building capacity in the GBV sector.

Appendix 1: List of Consulted Documents

Abirafeh, L. (2014) *End of Assignment Report: GBV RRT - West and Central Africa*

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Emmens, Ben, and Sara Swords (2010) *Objective 1: Final Report. Report, London, UK: CBHA: Consortium of British Humanitarian Aid Agencies, 2010*.

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GBV AoR (2011) *Handbook for Coordinating GBV in Humanitarian Settings*.

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IWG: Inter-Agency Working Group on Emergency Capacity Building (2006) *Humanitarian Competencies Study.*

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Kenny, E. and Yang, H. (2010) *Coordination of Multi-Sectoral Response to GBV in Humanitarian Settings Training Course – A Three-year Post-Course Evaluation Report.*

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Protection Capacity Building (ProCap) (Date Unknown)

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Appendix 2: Key Informants

Note: Interviews were not for attribution so individuals are not quoted.

| | |
|------------------------|---|
| Alina Potts* | GBV Consultant (former IRC) |
| Alexandra Robinson | UNFPA Myanmar |
| Ann-Michelle Burton | Burton Consulting (Human Resources) |
| Beth Gragg | World Education |
| Beth Vann* | GBV AOR Consultant |
| Carrie Schilder | IRC (Human Resources) |
| Chen Reis | Former WHO, now University of Denver |
| Christine Heckman* | GBV AOR RRT, Data |
| Claire Travers* | UNFPA (intern) |
| Danielle Spencer** | CARE |
| Devanna De La Puente | GBV AOR RRT, Asia |
| Dina Deligiorgis* | UN Women |
| Eric Dentor* | IMC |
| Erin Kenny* | UNFPA |
| Erin Patrick* | UNICEF |
| Frank Elbers | HREA: Human Rights Education Associates |
| Hanna-Tine Fischer | Child Protection Working Group |
| Gina Bramucci | IRC Training Specialist |
| Hellen Nyangoya* | Child Protection Working Group |
| Jennifer Chase* | NRC: Norwegian Refugee Council |
| Jennifer Kvernmo | IOM: International Organization for Migration |
| Jennifer Miquel | UNFPA Middle East Regional Office |
| Jessica Lenz* | Interaction |
| Kate Rougvie* | Mercy Corps |
| Lauren Bienkowski* | ARC: American Refugee Committee |
| Leora Ward** | IRC: International Rescue Committee |
| Lina Abirafeh | GBV AOR RRT, Africa |
| Liz Drew | US Government, Bureau of Population, Refugee, and Migration |
| Lori Michau | Raising Voices |
| Lucy Earle | UK Government, DfID |
| Maha Muna | UNFPA Pacific |
| Marcy Hersh | Refugees International |
| Margriet Veenma | UNHCR |
| Maria Caterina Ciampi | Consultant |
| Megan Lind* | GBV AoR |
| Micah Williams* | IMC: International Medical Corps |
| Natalie McCauley | Child Protection Working Group |
| Patrick Sooma* | World Vision International |
| Sabra Bhat* | UNFPA (intern) |
| Sarah Cornish | Save the Children |
| Sarah Mosely* | IMC |
| Sophie Read-Hamilton** | Consultant |

| | |
|--|---|
| Sujata Tuladhar | Former UNFPA, now Asia Development Bank |
| Tirana Hassan | Human Rights Watch |
| Ugochi Daniels* | UNFPA |
| Valerie Svobodova* | Global Protection Cluster (UNHCR) |
| Victoria Fernandez | UNFPA (human resources) |
| Virginie Tanou* | IRC |
| * Participant in October 2014 Workshop | ** LTT member |