ICRC EcoSec Delegates

## Technical competencies

### Notes:

1. The table shows the competencies that EcoSec staff at 1st mission, 2nd-3rd missions and more than 3 missions should in theory have. However, the staff will master some competencies earlier or later on in their career, depending on their background and on the operational responsibilities in the field. As such, it is not necessary that all staff at all experience levels systematically possess the required competencies. Rather, the competencies should be built progressively driven by operational priorities.
2. In some cases, the same competencies are required between different experience levels.

| **Technical competency area** | **Beginner (1st mission)** | **Intermediate (2nd- 3rd mission)** | **Confirmed (> 3 missions)** |
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| **Data collection and treatment** | | | |
| **Sampling** | * Adjust and use a sound purposive sampling | On the top of competencies mentioned in the previous column:   * Design a sound purposive sampling * Design a and use a simple random sampling | On the top of competencies mentioned in the previous two columns:   * Identify when a more complex random sampling is required and call upon necessary expertise |
| **Data collection** | * Design/adjust a simple household questionnaire, taking into account data types, consistency in questions posed etc. * Design a semi-structured checklist * Use a focus group discussion guide * Conduct interviews using a simple household questionnaire or a semi-structured checklist * Conduct a simple focus group discussion * Train and lead partners in the above tasks * Use a mobile device for simple data collection * Collect secondary data from appropriate sources | On the top of competencies mentioned in the previous column:   * Customize a focus group discussion * Conduct interviews using a household questionnaire or a semi-structured checklist * Use a mobile device (dedicated application) for simple data collection * Identify appropriate secondary data sources, and compile secondary data | On the top of competencies mentioned in the previous two columns:   * Design a focus group discussion |
| **Data entry** | * Use a simple data entry file (e.g. on Excel) for quantitative and for qualitative data * Use EPMT for basic beneficiary data and distribution entry * Supervise EPMT data entry * Supervise data entry by staff and partners | On the top of competencies mentioned in the previous column:   * Design a simple data entry file (e.g. on Excel) for quantitative and for qualitative data * Supervise EPMT data quality check for EPMT reporting | On the top of competencies mentioned in the previous two columns:   * Use EPMT for advanced beneficiary data entry and distributions * Supervise data entry by staff and * partners |
| **Data processing** | * Perform simple calculations such as means and proportions, and simple cross-tabulations (e.g. using Excel) * Perform simple qualitative analysis (based on narratives), e.g. summaries and identification of key themes * Produce simple graphs (e.g. using Excel) * Generate in EPMT simple beneficiary lists used for calculations * Use predefined Query in EPMT * Implement triangulation in the analysis | On the top of competencies mentioned in the previous column:   * Perform calculations such as means and proportions, and cross-tabulations (e.g. using Excel) * Produce graphs (e.g. using Excel) * Perform qualitative analysis (based on narratives), e.g. summaries and identification of key themes * Identify when more complex cross-tabulations and other data analyses are required and call upon necessary expertise * Perform advanced search in EPMT and generate beneficiary lists used for calculations or analysis * Create simple Query in EPMT * Establish a link between primary and secondary data sources * Identify appropriate triangulation techniques and implement them | On the top of competencies mentioned in the previous two columns:   * Perform calculations such as means and proportions, and more advanced cross-tabulations and analysis (e.g. using Excel and pivot tables) * Identify when more complex cross-tabulations and other data analyses are required and call upon necessary expertise * Produce graphs (e.g. using Excel) * Perform qualitative analysis (based on narratives), e.g. summaries and identification of key themes * Create complex Query in EPMT |
| **Data analysis/interpretation** | * Describe simple quantitative results (means, proportions) and comparisons * Describe simple qualitative results | On the top of competencies mentioned in the previous column:   * Interpret quantitative and qualitative results with supporting tables, charts, graphs, maps etc. | On the top of competencies mentioned in the previous two columns:   * Interpret quantitative and qualitative results in an in-depth and appropriate manner with supporting tables, charts, graphs, maps etc. * Adapt reporting templates to local contexts * Integrate data analysis in response analysis, project design, review or evaluation |
| **Household economy approach – Assessing Economic Security (including market situation and nutrition situation analysis)** | | | |
| **HEA data collection** | * Identify and collect the information required to analyse the economic security situation of a household, including income, expenditures, food consumption patterns, livelihood and coping strategies of households (quantitative and qualitative) using the Household Economy Approach (HEA) * Identify the main underlying factors (vulnerability context and Policies-Institutions-Processes) that influence livelihood strategies and outcomes using the Sustainable Livelihoods Framework * Formulate the corresponding questions (for a simple questionnaire or checklist or focus group) * Identify appropriate participative approaches | On the top of competencies mentioned in the previous column:   * Based on the Livelihoods Framework, identify the information required at household and community level on direct and indirect factors of economic security * Formulate the corresponding questions (for a questionnaire or checklist or focus group) | On the top of competencies mentioned in the two previous columns:   * Based on the Livelihoods Framework, identify the information required at household, community , sub-national and broader levels on *direct and indirect* factors of economic security |
| **HEA data analysis (situation analysis)** | * Identify possible economic security gaps based on simple quantitative or qualitative results * Describe the most direct livelihood factors that appear associated with the economic security situation (e.g. in relation with household and community characteristics) * Make a simple forecast of the possible evolution of the situation and needs * Determine the necessity of an ICRC and an EcoSec response | On the top of competencies mentioned in the previous column:   * Describe the economic security gaps based on quantitative or qualitative results * Describe the livelihoods factors that appear associated with the economic security situation (e.g. in relation with household and community characteristics) and other contextual data (e.g. historical, agro-ecological, meso-economic) * Make a forecast of the possible evolution of the situation and needs | *Refer to competencies mentioned in the previous two columns* |
| **Market data collection (situation analysis)** | * Identify pertinent commodities and local markets to collect data on availability and prices * Design a simple questionnaire for collection of data on prices * Lead a team to collect information on physical access to markets and market chains Ability to monitor market related information | On the top of competencies mentioned in the previous column:   * Able to set up and manage systems for collection of monitoring information on markets: * Identify the main actors along a relatively simple market chain for key commodities or services * Collate information from questionnaires and participatory tools Identify information to collect on physical access to markets * Provide regular update on prices for Food, EHI and livelihood inputs * Set-up market data collection system for monitoring along the year | On the top of competencies mentioned in the previous two columns:   * Identify commodities and local markets to collect data on availability and prices * Identify the main actors along the relatively market chain for key commodities or services * Identify which other market-related information may be important to collect and analyse and call upon necessary expertise * Design a questionnaire for collection of data on prices and other market-related information (e.g. trade actors, trade constraints at retail and wholesale levels) * Identify information to collect on physical access to markets * Identify information to collect on households’ use of markets to purchase food and of livelihood inputs, and to obtain income from the sale of produce or services * Call upon necessary Market Analysis expertise of necessary |
| **Market data analysis (situation analysis)** | * Analyse simple market price data (trends) * Interpret the basic role of markets in households’ economy and for all planned interventions * Identify key / basic risks related to the use of market to access key commodities or services | On the top of competencies mentioned in the previous column:   * Carry out simple seasonal analysis of market prices and flows (supplies, sales) * Interpret the role of markets in households’ economy * Identify key / basic risks related to the use of market to access key commodities or services, as well as related mitigation or contingency measures * Use market-related information to support the design of response * Be familiar with 1 or 2 methods to assess market’s functioning (value chain, key market indicators | On the top of competencies mentioned in the previous two columns:   * Carry out seasonal analysis of market prices and flows (supplies, sales) * Identify when more advanced market analysis is required and call upon necessary expertise * Develop comprehensive risk analysis, including mitigation and contingency measures * Integrate market analysis into the analysis of vulnerability, the identification of response (direct and indirect) and monitoring of programmes * Be familiar with most common methods to assess markets in different contexts and with different objectives |
| **Nutrition data collection (situation analysis)** | * Collect general information on food organisation at household level like intra-household food distribution, priority individual regarding food, responsibility around food provision, storage and preparation * List the common foods and meals eaten by household’s members, inducing children under 2 years old. * Collect data on household food consumption using the household dietary diversity score for an assessment * Be aware of the various types of malnutrition and of the importance to collect malnutrition prevalence / rate from secondary data when existing | On top of competencies mentioned in the previous column:   * Collect data on household food consumption using household dietary diversity score to monitor impact of programmes on household food diversity * Collect information on seasonal trends in the consumption of common foods and meals eaten by people in household * Collect mid-upper arm circumference (MUAC) data on children under 5 using an adapted sampling with support from necessary expertise | On top of competencies mentioned in the previous column:   * Collect the cost of a common balanced diet, including diet for children under 2 |
| **Nutrition data analysis (situation analysis)** | * Identify which types of food are most missing in households’ diet comparing with a ‘balanced’ diet * Identify the vulnerable individuals based on their nutritional needs * Understand the linkages between malnutrition and household economic security * Identify hunger gap period (s) | On top of competencies mentioned in the previous column:   * Calculate the prevalence / rate of acute malnutrition based on MUAC thresholds with support from necessary expertise * Calculate scores of household diet diversity from data collected in the field * Identify when more advanced nutrition data are required and call upon necessary expertise | On top of competencies mentioned in the previous column:   * Interpret the prevalence /rate of acute malnutrition based on weight for height and MUAC thresholds * Calculate the purchasing power of the various wealth groups and compare it with food purchasing * Interpret household diversity score * Identify which household factors seem associated with a poor diet by linking nutrition / malnutrition data with other data collected in the HEA * Able to undertake a more advanced nutrition analysis and call upon additional expertise when required |
| **Response analysis (including market response analysis and nutrition response analysis)** | | | |
| **Analysis of Strengths-Weaknesses-Opportunities-Threat (SWOT) / advantages-disadvantages** | * Be aware of the typical EcoSec programmes addressing different economic security needs (food consumption, living conditions, food production, income support, capacity building) * Apply a simple SWOT (or advantages/disadvantages) of various EcoSec response options * Analyse options with regard to the ICRC’s modes of actions and integrated approach | On the top of the competencies mentioned in the previous column:   * Have hands-on experience with the typical EcoSec programmes addressing different economic security needs (food consumption, living conditions, food production, income support, capacity building) * Based on the main characteristics of these programmes (e.g. objectives, typical beneficiaries, implementation modalities), conduct a SWOT (or advantages/disadvantages) of various EcoSec response options * Analyse options with regard to the ICRC’s modes of actions and integrated approach * Identify when more detailed data and analysis is required to select between various EcoSec response options and call upon necessary expertise (e.g. Agronomist, Livestock specialist, Market&Cash specialist, Nutritionist | *Refer tp the two previous columns* |
| **Programmes for food consumption** (food distribution, food vouchers, cash/cash-vouchers, feeding programmes) | * Based on assessed economic security needs (main food missing in the diet), propose the foods (types) that should be included (in-kind or in a voucher or as part of a cash transfer) * Identify whether other EcoSec interventions could play a role (e.g. agricultural/crops, livestock, income-support programmes) * Based on market food availability and prices, identify when more analysis is required to decide between in-kind distributions, cash or vouchers | On the top of competencies mentioned in the previous column:   * Propose the types and amount of food required to stabilize food security, including duration/frequency (in-kind or in a voucher or as part of a cash transfer) * Identify whether other EcoSec interventions could play a role (e.g. agricultural/crops, livestock, income-support programmes) and call upon necessary expertise for support * Based on market food availability and prices, identify whether in-kind distributions, cash or vouchers may be appropriate and feasible and call upon necessary expertise for support for design * Identify when more detailed data and analysis is required and call upon necessary expertise (e.g. Market&Cash specialist, Nutritionist) | On the top of competencies mentioned in the two previous columns:   * Based on assessed economic security needs (food consumption) and households food consumption pattern, propose the type and amount of food and duration/frequency (in-kind or in a voucher or as part of a cash transfer) * Based on market food availability and prices, identify whether in-kind distributions, cash or vouchers are appropriate and feasible * Conduct a more detailed data analysis and call upon necessary expertise (e.g.Market&Cash specialist, Nutritionist) |
| **Programmes for living conditions** (essential household items distribution, vouchers, cash) | * Based on market EHI availability and prices, identify when more analysis is required to decide between in-kind distributions, cash or vouchers | On the top of competencies mentioned in the previous column:   * Based on assessed economic security needs (living conditions) and the essential items missing, propose the type and quantity of EHIs and duration/frequency (in-kind or in a voucher or as part of a cash transfer) * Based on market EHI availability and prices, identify whether in-kind distributions, cash or vouchers may be appropriate and feasible and call upon necessary expertise for support | On the top of competencies mentioned in the previous two columns:   * Identify when more detailed data and analysis are required and call upon necessary expertise (e.g. Market&Cash specialist) |
| **Programmes for food production** (livelihood support) | * Based on assessed economic security needs (food production) and the main factors associated, identify whether an agricultural/crops and/or livestock programme should be considered and call upon necessary expertise for support * Based on the role of markets in household economy, identify when more analysis is required to consider a market-based food production response | On the top of competencies mentioned in the previous column:   * Based on assessed economic security needs (food production) and the main factors associated, identify the types of agricultural/crops and/or livestock programmes that may be considered, and call upon necessary expertise for support for design * Based on the role of markets in household economy and functioning of markets in relation to agricultural activities, identify whether in-kind input distributions, cash or vouchers may be appropriate and feasible and call upon necessary expertise for support | On the top of competencies mentioned in the previous two columns:   * Based on the role of markets in household economy and functioning of markets in relation to agricultural activities, identify whether in-kind input distributions, cash or vouchers are appropriate and feasible * Identify when more detailed data and analysis is required and call upon necessary expertise (e.g. Market&Cash specialist, Agronomist, Livestock specialist) |
| **Programmes for income support** (livelihood support) | * Based on assessed economic security needs and the main factors associated, identify whether cash-transfer programmes, cash crop and/or livestock programmes should be considered * Based on the role of markets in household economy and functioning of markets, identify when more analysis is required to consider a market-based income-support response | On the top of competencies mentioned in the previous column:   * Based on assessed economic security needs (income) and the main factors associated, identify whether cash-transfer programmes, cash crop and/or livestock programmes may be considered, and call upon necessary expertise for support for design * Based on the role of markets in household economy and functioning of markets, identify whether MEIs, in-kind input distributions, cash or vouchers may be appropriate and feasible and call upon necessary expertise for support | On the top of competencies mentioned in the previous two columns:   * Based on assessed economic security needs (income) and the various factors associated, identify the types of cash-transfer, agricultural/crops and/or livestock programmes that should be considered and call upon necessary expertise for support/design * Based on the role of markets in household economy and functioning of markets in relation to income generation/support activities, identify whether in-kind input distributions, cash or vouchers are appropriate and feasible * Identify when more detailed data and analysis is required and call upon necessary expertise (e.g. Market&Cash specialist, Agronomist, Livestock specialist) |
| **Programmes for capacity building** (structural support) | * Based on assessed economic security needs (capacity building) and the main factors associated, identify whether a training, equipment transfer or other form of technical capacity building programme should be considered | On the top of competencies mentioned in the previous column:   * Based on assessed economic security needs (capacity building) and the main factors associated, identify whether a training, equipment transfer or other form of technical capacity building programme should be considered, and call upon necessary expertise for support for design or provide some of them | On the top of competencies mentioned in the previous two columns:   * Identify when more detailed data and analysis is required and call upon necessary expertise (e.g. Trainer) |
| **Technical competency area** | **Beginner (1st mission)** | **Intermediate (2nd- 3rd mission)** | **Confirmed (> 3 missions)** |
| **EcoSec Response: Programming and implementation** | | | |
| **Beneficiary registration** | * Identify criteria and modalities of beneficiaries’ selection, in consultation with communities, ensuring that the registration process is adapted to the context * Conceive lists’ verification measures * Anticipate difficulties during selection and registration and suggest mitigation or prevention measures * Put system in place to address any difficulties or complaint | On the top of competencies mentioned in the previous column:   * Define most adapted registration process (by ICRC or by communities) taking into account the role of local authorities and integrate accountability mechanisms in the whole process | *Refer to the previous two columns* |
| **Relief distributions (food and EHI)** | * Based on the HEA results and on the response options analysis, define the contents of food rations and/or EHI packages, and the frequency and duration of the distributions * Identify the modality of distribution (direct, indirect and donation to institutions) * Prepare a procurement plan and associated budget for action by the Logistics and Administration Departments * Be aware of the difference between a replenishment and a distribution order * Define with Logistics a plan of action (date, # trucks, loading, routing, distribution points, recipients contacts, HR needed, vehicles and IT materials required) * Bearing in mind logistics, security and beneficiary preferences, organize distribution site(s) and distribution procedures on-site * Ensure adequate two-way communication with the beneficiaries * Write a distribution report * Use a PDM template, conduct a PDM and write a report | On the top of competencies mentioned in the previous column:   * Identify relevant indicators for measurement of results and impacts * Design all form / tools requested for implementation and monitoring | On the top of competencies mentioned in the previous two columns:   * Be able to forecast / mobilize budget and HR needs ensuring their timely availability (interface with Log/Admin) * Be able to set up adapted accountability system between EcoSec and beneficiaries * Based on the HEA results and on the response options analysis, define the contents of food rations and/or EHI packages, and the frequency and duration of the distributions * Identify the modality of distribution (direct, indirect/hand over or donation to institutions) * Identify relevant indicators for measurement of results and impact * Design all forms and tools requested for implementation and monitoring |
| **In-kind provision of productive inputs (agriculture, livestock, fisheries etc.)** | * With the support of an Agronomist or Livestock Specialist, assist with the preparation of a procurement plan and budget for productive inputs in the sectors of agriculture, livestock and/or fisheries * Be aware of different types of ICRC agricultural and livestock programmes | *Refer to the first column*  N.B: All additional technical competencies concern specialists (Agronomists, Livestock Specialists) | *Refer to the first column*  N.B: All additional technical competencies concern specialists (Agronomists, Livestock Specialists) |
| **Vouchers for food commodities, agricultural inputs etc.** | * Understand advantages and disadvantages of vouchers as well as pre-conditions for implementation (market situation, beneficiary habits and means etc.) * Select appropriate forms of vouchers and design * Establish value of vouchers * Be familiar with the steps to put in place a voucher system (MoU with traders/retailers/seed sellers, community mobilization, vouchers distribution) | On the top of competencies mentioned in the previous column:   * Set up a voucher system (support Logistics in initial feasibility study, facilitate community mobilization, put in place vouchers distribution) * Refer to CTP guidelines and be aware of roles of Administration and Logistics * Adapt all required forms and tools requested for each phase of implementation and monitoring | On the top of competencies mentioned in the previous two columns:   * Design all required forms and tools requested for each phase of implementation and monitoring |
| **Fair for EHI and/or agricultural inputs (including voucher based programs)** | * Evaluate appropriateness, opportunities and feasibility of a fair in a given context * Define organisational aspects (support Logistics in the definition of a MoU with traders/retailers/farmers, community mobilization, relation with the authorities) * Supervise fair implementation | On the top of competencies mentioned in the first column:   * Establish selection criteria for traders based on assessment and consultations * Set up a fair and supervise its implementation (from registration to closure) * Conceive a system to ensure quality and quantities of items * Conduct and supervise regular monitoring | On the top of competencies mentioned in the previous two columns:   * Identify criteria selection traders based on assessment and consultations * Define organisational aspects (creation of a database, method of identification-authentication, MoU with traders/retailers/farmers, seed sellers, community mobilization and dissemination, relation with the authorities) and plan accordingly (point of payment, reporting and reconciliations, vouchers design) * Ensure PDM and close monitoring * Evaluate results |
| **Food and Cash-for work** | * Identify community projects * Determine beneficiaries selection criteria using participatory approach * Identify work norms * Define pay rates (in cash or food equivalent) * Prepare MoUs or LoAs with community groups or other counterparts asrequired * Prepare the work plan, procurement plan (e.g. tools) and associated budget for action by Logistics and Administration * Prepare monitoring and payment formats | On the top of competencies mentioned in the previous column:   * Identify and select community projects * Develop project proposal including indicators to measure achievements * Identify and compare/select best mechanisms of payment | On the top of competencies mentioned in the previous two columns:   * Finalise the MoUs or LoAs with community groups or other counterparts as required * Ordering tools and preparing vouchers, beneficiary cards * Implement the programme * Support logistics for negotiation/contract with financial services providers * Ensure PDM and close monitoring |
| **MEI and Business Skills Development** | * Be aware of examples of micro-economic initiatives and different methods used (in-kind grants, cash grants, vocational training, micro-credit) * Be aware of pre-conditions to be met before MEIs can be implemented | On the top of competencies mentioned in the previous column:   * Implement an already set MEI programme * Conduct and supervise regular monitoring * Produce intermediate reports * Use a MEI database | On the top of competencies mentioned in the previous two columns:   * Be able to design a MEI programme adapted to the specificity of a context (in-kind/cash grants, micro-credit, vocational training) * Be able to adapt/modulate an on going programme * Adapt/design formats for each stage of MEI programme implementation (application from, project proposal, beneficiary selection interview, agreement, donation certificate, monitoring questionnaire, evaluation questionnaire) * Use and maintain available MEI databases * Be able to coach teams on dissemination, interviewing techniques, selection process in the decision making, monitoring and support activities * Evaluate a MEI programme |
| **Cash transfers unconditional and conditional (not vouchers)** | * Be aware of the concepts of conditional and unconditional cash, disbursements methods including new technology tools (debit card, mobile phones etc.) * Be aware of advantages, disadvantages, general pre-conditions to be met for cash programmes * Supervise program implementation at field level, set-up and manage distributions * Report on problems and discuss solutions with EcoSec Co or Programme Manager | On the top of competencies mentioned in the previous column:   * Understand the rationale and appropriateness of CTP * Establish the value of a cash transfer * Contribute to the design of CTP under the supervision of EcoSec Co and/or Cash and Market Specialist * Identify risk and mitigation/contingency measures * Identify and compare/select best mechanisms of payment * Participate to set-up security and monitoring tools * Set-up and manage distributions * Conduct and supervise regular monitoring * Produce intermediate reports * Advocate for this type of intervention | On the top of competencies mentioned in the previous two columns:   * Plan activities, resources, time frame and length of CTP * Define communication and dissemination lines * Plan withdrawal from CTP * Identify and compare/select best mechanisms of payment * Support logistic for negotiation/contract with financials service providers * Select adapted mechanism for targeting and registration * Manage distribution and delivery phases * Monitor and evaluate a CTP   Design and implement unconditional cash transfers (cash transfer for support to livelihoods), voucher transfers, Cash-for-work programmes, seed voucher fairs, cash transfers in social assistance programmes   * Ensure coordination with stakeholders |