

COMPETENCY LIST - TECHNICAL

CAPABILITY (ORG)	COMPETENCY (INDIV)	KNOWLEDGE	CHARACTERISTICS/SKILLS
Technical Competences	I am competent in...	I am knowledgeable of...	I can

ZERO TRANSMISSION

Medical Technical - and Public Health expertise in Leprosy and NTD	1	Applying epidemiological principles and methods	Epidemiology and statistics of infectious diseases	<ul style="list-style-type: none"> • Understand and use NTD indicators • Organize, analyse and interpret data • Assist in the mapping of infectious diseases in the territory (using GIS), and in analysing the data
	2	Applying prevention strategies for leprosy and other NTDs	Pathology, clinical and psychosocial aspects of NTDs	<ul style="list-style-type: none"> • Understand and use the soft-hard health tools to deal with prevention of diseases • Encourage active case-finding • Understand and assist in playful activities for patients • Support health teams in creating selfcare groups
	3	Diagnosing and treating leprosy	Pathology, clinical and psychosocial aspects of leprosy	Understand and apply management of leprosy, its treatment and rehabilitation options
	4	Managing complications of leprosy (reaction management, relapse case management)	Pathology, clinical and psychosocial aspects of leprosy	Understand and apply management of leprosy, its treatment and rehabilitation options
	5	Relating appropriately to staff working in health services attending to leprosy patients and their contacts	Public health, health systems management, social work, communication and behavior change	<ul style="list-style-type: none"> • Understand and use the concept and tools of the local programs • Understand and align with the operation of the local health network and the role of each health professional • Communicate effectively with health service staff

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ZERO DISABILITY				
Medical Technical - and Rehabilitation expertise in leprosy and NTD	1	Preventing disabilities due to leprosy and other NTDs	Interventions, approaches and best practices for prevention of disabilities due to leprosy and other NTDs	Apply interventions, approaches, best practices for prevention of disabilities due to leprosy and other NTDs
	2	Supporting patients with physical care	<ul style="list-style-type: none"> • Dimensions of disability (ICF framework) • Wound management, reconstructive surgery, physiotherapy, self-care 	<ul style="list-style-type: none"> • Diagnose impairments and monitoring of development: eyes/hand/feet score/WHO disability grading • Assess disability on all dimensions • Use : ENLIST ENL Severity Scale score (Medical management) • Recognise and treat reactions • Assess nerve function and impairments
	3	Supporting patients with social and socio-economic care	Rehabilitation methods, occupational therapy	<ul style="list-style-type: none"> • Manage occupational therapy • Promote socio-economic activities to empower persons affected • Promote articulation with mental health and social work sectors • Form self care groups (SCGs)
	4	Training health staff in PoD/self-care/patient interaction/follow-up/engaging community health workers	PoD/self-care/patient interaction/follow-up/engaging community health workers	<ul style="list-style-type: none"> • Motivate health staff members to qualify their follow-up and evaluation • Train community health workers in leprosy, prevention of disabilities and self-care
	5	Motivating persons with disabilities to practice self-care	Role of and dealing with other stakeholders such as family, community, DPO's, health workers in PoD interventions	<ul style="list-style-type: none"> • Use health education methods aiming to motivate persons with disabilities to practice self-care • Motivation skills to motivate persons with disabilities to practice self-care
Mental wellbeing	1	Applying mental wellbeing principles where necessary in my work	MWB related to leprosy/NTDs	
	2	Conducting mental health gap analysis for persons affected by leprosy/NTDs	Mental health gap analysis, related to mental health of persons affected	Use tools to assess MWB of persons affected e.g. for baselines
	3	Dealing with MWB issues of persons affected	Existing interventions and approaches for MWB of persons affected	Provide or articulate access of persons affected to MWB services

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ZERO EXCLUSION				
Inclusion of persons affected	1	Implementing inclusive projects focusing on empowerment of people with disabilities and leprosy with sustainability and intersectorial work	<ul style="list-style-type: none"> • Inclusive development principles (such as participation, inclusion, sustainability, empowerment and its effects); • Detailed comprehension of communities (attitudes and local beliefs), resources and support; • Models of care for people with disabilities; • International Classification of Functioning, Disability and Health (ICF); • Effects of stigma for people with disabilities and affected by leprosy. 	<ul style="list-style-type: none"> • Identify, mobilize and encourage partners (MoH, DPOs, community volunteers, etc) to implement inclusive development projects; • Address the needs of people affected by leprosy and people with disabilities (such as socioeconomic rehabilitation); • Promote inclusion of persons affected by disabilities
	2	Using participatory methods to identify needs and local barriers for inclusive development in communities	<ul style="list-style-type: none"> • Strategies to assess needs (such as participatory mapping); • Knowledge of participatory methods (mapping, needs assessment etc.): • Integration of inclusive practises; • Instruments for data collection (such as Salsa, P-Scale, EMIC and sociodemographic questionnaires) and measurement of indicators for participation/stigma 	<ul style="list-style-type: none"> • Assess the needs of people affected; • Articulate networks in the community and with other organisations in the territory; • Identify services provided by local organisations; • Identify barriers that restrict access (physical, social, attitudes, etc), beliefs and local practises and vulnerable groups; • Analyze the possibilities to improve inclusion (at community and/or country level), the stakeholders involved (services/ministeries)
	3	Strengthening organisations of people with disabilities, self-care and self-help groups	<ul style="list-style-type: none"> • Empowerment, inclusion and gender: what works and what does not work; • Inclusive practises; • Approaches for capacity building and support for self-care and self-help groups; • Approaches to sensitize the community and stimulate participation; • Rights of people of persons affected (as defined in national legislation. but also knowledge of laws and treaties/conventions (national and international UN-conventions) • Knowledge of advocacy/lobby 	<ul style="list-style-type: none"> • Identify needs and opportunities; • Establish channels of communication to sensitize, change behavior, motivate participation; • Plan activities with active participation of people with disabilities, their families and important members of the community • Facilitate creation of groups; • Motivate groups to discuss their challenges (injustice, discrimination, etc) and possibilities; • Stimulate debates and spaces to hear the community, with approaches that motivate people affected to share their experiences; • Conduct trainings • Analyze / set up lobby activities (message/ supporters/opponents/space to lobby etc) using simple tools like 10 steps advocacy framework.

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CROSS-CUTTING ISSUE: REDUCING STIGMA AND DISCRIMINATION				
Reducing stigma and discrimination	1	Apply, discuss and reflect about the concept of stigma	<ul style="list-style-type: none"> Types of stigma, its sources and ways of expression; Roles of professionals in several areas (health, education, social assistance, etc) to reduce stigma 	<ul style="list-style-type: none"> Understand and apply scientific knowledge about different types of stigma in a transversal way, reflecting about how to address cultural barriers still experienced by people affected
	2	Applying a broader concept of health, including discussions about potential factors related to stigma (leprosy, race, gender, socioeconomic conditions, etc.)	<ul style="list-style-type: none"> Social determinants of health; Care/services network and referral possibilities when needed 	<ul style="list-style-type: none"> Understand and apply a broader concept of health and its social determinants; Broaden the scope of work beyond clinical aspects; Identify needs/situations that demand referral
	3	Applying techniques to assess psychosocial aspects related to leprosy	Validated instruments to assess stigma, social participation and other evaluation tools for possible psychosocial impacts of leprosy	<ul style="list-style-type: none"> Assess stigma and other psychosocial aspects related to leprosy; Broaden possibilities of intervention by using scales to conduct situational diagnosis; Train professionals to use these instruments; Use approaches to listen to experiences related by people affected
	4	Developing strategies to reduce stigma	<ul style="list-style-type: none"> Effects of stigma and discrimination in different areas for people affected by leprosy (work, social interactions, etc.); Link between mental well-being and stigma Social services and equipments that can support interventions in the territories; Levels of intervention to reduce the impact of stigma (interpersonal, intrapersonal, community and others) 	<ul style="list-style-type: none"> Develop strategies to reduce inequity in access to health services because of stigma and due to other factors; Recognize potential partners in the territory to develop strategies; Involve people affected by leprosy in approaches to reduce stigma; Develop strategies for mental well-being

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Functional competencies, relevant for each area of intervention	I am competent in...	I am knowledgeable of...	I can
ADVOCACY & INFLUENCING POLICIES			
1	Advocating and lobbying with different actors	<ul style="list-style-type: none"> • Methods to develop advocacy strategies • Public policy making and budgeting mechanisms • Policy analysis • Collaboration with networks and partners 	<ul style="list-style-type: none"> • Advocate and influence local, national and international levels for research, policies, upscaling, implementing, funding and other purposes. • Build rapport with authorities and civil society partners • Analyse policies • Collect data on stakeholders and relate them in decision-making spaces
2	Sharing research and innovation results with policy makers	Written and oral advocacy strategies	<ul style="list-style-type: none"> • Translate research and innovation results into policy brief • Write and present policy brief
3	Adapting messages to target groups and lobby & advocacy needs	<ul style="list-style-type: none"> • Current local, national and global policies, budgets and legislation, • Tendencies of thoughts (opponent arguments, other allies, etc.) • In-depth knowledge of evidences behind messages 	<ul style="list-style-type: none"> • Explain technical issues in an understandable way to different actors • Prepare briefing notes, key messages, position papers and counterarguments • Present ideas in clear and convincing way • Adapt to situations as new evidences and arguments appear • Strengthen persons affected and/or their organisations to express the advocacy message

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NETWORKING & RELATIONS BUILDING			
1	Building and maintaining effective network with relevant stakeholders	<ul style="list-style-type: none"> • Essential upcoming opportunities for networking • Relationship management • Information about stakeholders in organisations relevant for NLR • Institutional objectives • Criteria for opportunities for networking 	<ul style="list-style-type: none"> • Manage relationships and network with persons affected, governments, civil society, leprosy networks, partners and private health sector • Plan before major events with key contacts to approach and messages to convey • Organise and manage network database
2	Relating appropriately to staff working in health services attending to leprosy patients and their contacts	<ul style="list-style-type: none"> • Public health • Health systems management • Social work • Communication and behavior change 	<ul style="list-style-type: none"> • Understand and use the concept and tools of the local programs • Understand and align with the operation of the local health network and the role of each health professional • Communicate effectively with health service staff
3	Relating with authorities and services (national and lower) e.g. to promote guidelines, discuss inter-departmental (combined) approaches	<ul style="list-style-type: none"> • Public health • Health systems management • Social work • Communication and behavior change 	<ul style="list-style-type: none"> • Understand and use the concept and tools of the local programs • Understand and align with the operation of the local network and the role of each professional

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DOCUMENTING AND REPORTING

1	Writing intervention concepts and intervention project proposals	<ul style="list-style-type: none"> • Structure of standard intervention concepts and proposals, meaning of each heading • Theory of Change • Scientific communication 	<ul style="list-style-type: none"> • Write well for different audiences • Develop intervention project idea and define goals, objectives and indicators • Include Theory of Change components
2	Writing reports	Structure of a good report, meaning of each heading	Write clear reports
3	Writing stories of success or challenge and messages for social media and providing photos and videos	<ul style="list-style-type: none"> • Storytelling • Social media practises • Basic photography and videography 	<ul style="list-style-type: none"> • Write well to attract the attention of target public • Write stories and messages around the Single Overriding Communication Objective (SOCO) • Make good pictures and videos through mobile phone
4	Writing scientific manuscripts for publication in scientific journals or other relevant platforms for dissemination	<ul style="list-style-type: none"> • Manuscript submissions • Peer review process 	Make manuscript or draft/write report Review literature
5	Using MS Word, Excel and Power Point	Important functions and features of each software	Use the softwares effectively

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TRAINING & PRESENTING			
1	Presenting research results, studies, concept notes, proposals, progress reports, data and activities developed by NLR to lay audiences	<ul style="list-style-type: none"> • Scientific communication • Effective communication 	<ul style="list-style-type: none"> • Use appropriate level and language to communicate according to the target public (e.g.: direct beneficiaries and community members) • Organize relevant topics and structure messages • Use body language, tone of voice and props to communicate well
2	Presenting scientific outcomes/paper to groups of experts	<ul style="list-style-type: none"> • Scientific communication • Effective communication 	<ul style="list-style-type: none"> • Summarize information • Explain purposes, objectives and conclusions of a research • Relate research outcomes to practical needs in the field • Make graphs and tables that effectively communicate the intended message • Tailor the message to the needs and knowledge level of a particular audience
3	Developing training modules on leprosy	<ul style="list-style-type: none"> • Current research and themes related to leprosy (chemoprophylaxis, diagnosis, treatment, relapse, failure, disabilities, mental health) • Participatory needs-based training methodologies 	<ul style="list-style-type: none"> • Provide updates about protocols, news on leprosy environment • Search and evaluate elements from scientific literature • Apply participatory needs-based training methodologies
4	Delivering trainings	<ul style="list-style-type: none"> • Training facilitation • Broad-based and cross-disciplinary knowledge acquisition 	Practise participatory needs-based training techniques
5	Evaluating training and monitoring impacts	<ul style="list-style-type: none"> • Monitoring and feedback approaches • Feedback approaches and evaluating methods (e.g. Kirkpatrick's assessment method) for activities and impacts 	<ul style="list-style-type: none"> • Create feedback and evaluation and monitoring forms to identify acceptance, learning, results and impacts from training (e.g. create forms before and after training to evaluate the activities) and respond adequately • Train and supervise on the job

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RESEARCH & INNOVATION (1)			
1	Developing concept notes, research proposals, research protocols	<ul style="list-style-type: none"> • Current themes on leprosy and related fields • Structure of standard research concepts and proposals • Meaning of each heading • Literature search • Research questions and research designs • Principles of sample size and sample calculations • Data collection methods • Ethical aspects of research 	<ul style="list-style-type: none"> • Search and evaluate scientific literature • Conduct meta analysis • Make situational analysis and prioritize the need to start developing a plan • Formulate scientifically answerable research questions and testable hypotheses • Define goals, objectives and indicators • Determine methodology and define data needs • Analyse log frame • Calculate sample sizes • Coordinate the development of a research proposal involving stakeholders
2	Collecting and managing data	<ul style="list-style-type: none"> • Data collection software and platforms • Methods of data collection e.g. interviews • Data storage (including safety and ethical issues) • Data cleaning • Data sharing 	<ul style="list-style-type: none"> • Design data collection forms and databases • Use software to clean and explore data and to deal with missing data • Carry out interviews and use other quantitative and qualitative data collection methods
3	Using quantitative research methods	<ul style="list-style-type: none"> • Descriptive statistics • Statistical procedures related to research questions • Multivariate analysis methods • Statistical data packages such as EpiInfo, Stata, R, SPSS and others 	<ul style="list-style-type: none"> • Use statistical software to produce descriptive statistics and to conduct appropriate statistical procedures to answer the research question • Use statistical software to use multivariate analysis methods
4	Using qualitative research methods	<ul style="list-style-type: none"> • Qualitative data collection methods • Qualitative data analysis methods 	<ul style="list-style-type: none"> • Use qualitative data collection methods • Use manual and computer-assistive qualitative analysis methods
5	Analysing and interpreting research data	Interpretation of statistical tests and qualitative analyses	Analyse research data and display results in an optimal way for interpretation

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RESEARCH & INNOVATION (2)			
6	Leading and managing research teams	<ul style="list-style-type: none"> • Human resources management strategies and approaches • Research project management • Situational Leadership 	<ul style="list-style-type: none"> • Organize and manage day-to-day operations Lead, mentor and supervise staff and collaboration at local, institutional, regional and national levels to achieve research outcomes • Train and mentor students, trainees and junior members • Establish network and collaborations • Plan and manage activities based in results, time management and problem solving
7	Conducting operational research (research in interventions)	<ul style="list-style-type: none"> • Epidemiology • Social sciences in health 	<ul style="list-style-type: none"> • Apply the methods of operational research at the health services • Apply monitoring and evaluation tools
8	Adapting existing solutions	<ul style="list-style-type: none"> • Behavioural Change • Organisational processes • Decision making tools 	
9	Inventing new approaches, services and products	Design thinking processes and approaches	<ul style="list-style-type: none"> • Apply user-centred design methods and tools to develop an invention; • Plan and guide the creative process;test prototypes and solutions

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MENTORING & COACHING			
1	Mentoring: sharing your greater knowledge to support the development of an inexperienced member of staff	<ul style="list-style-type: none"> • Theory and practice of learning • Mentoring and coaching principles and methods concerning: establishing and maintaining a relationship of trust, helping the individual set and stick to objectives, facilitating learning and results, helping the individual create and use supportive systems and structures 	<ul style="list-style-type: none"> • Teach/share knowledge effectively • Support the learning process by asking questions, active listening, providing feedback, clarifying and solve-ing issues, guiding and (when necessary) redirecting the learning process
2	Coaching: guiding an individual in a non-directive way in improving performance and professional development	<ul style="list-style-type: none"> • Theory and practice of learning • Mentoring and coaching principles and methods concerning: establishing and maintaining a relationship of trust, helping the individual set and stick to objectives, facilitating learning and results, helping the individual create and use supportive systems and structures 	Support the learning process by asking questions, active listening, providing feedback, clarifying and solve-ing issues, guiding and (when necessary) redirecting the learning process

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PUBLIC HEALTH (1)			
1	Assessing and analysing population health and health systems	<ul style="list-style-type: none"> • Epidemiology • Qualitative and quantitative methods of research • Determinants of health 	<ul style="list-style-type: none"> • Design and use assessment and data collection tools • Identify, analyse and interpret data • Appraise research and reports • Write reports and assessments
2	Understanding and applying public health sciences to practice	<ul style="list-style-type: none"> • Demography • Local health systems and epidemiological features • Social and political context • Environmental health • Drug resistance 	<ul style="list-style-type: none"> • Understand and operate with the health system structure, its governance and funding mechanisms and how health-care services are organized • Use vital statistics and health indicators effectively to increase knowledge and generate evidence about population health, including within at-risk and vulnerable groups • Properly take into consideration potential risks and unintended effects of interventions • Turn data into information for action • Support decision-making based on evidence • Advice to improve quality and impact of health related interventions
3	Developing and evaluating programs and policies	<ul style="list-style-type: none"> • Epidemiology • Social and behavioural sciences • Impact monitoring and management frameworks • Relevant international and local laws, regulations, public health agendas 	<ul style="list-style-type: none"> • Develop and write policy papers • Apply program design techniques • Compare health and social service delivery systems • Plan interventions • Monitor and evaluate program results

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PUBLIC HEALTH (2)			
4	Promoting health and preventing diseases	<ul style="list-style-type: none"> • Behavioural change communication • Human rights principles and approaches • Cultural and social context 	<ul style="list-style-type: none"> • Use evidence-based methods • Use a variety of communication channels • Develop culturally-sensitive and targeted messages and approaches • Use intersectoral approaches • Apply social participation and citizens' empowerment approaches
5	Financial Planning and Managing health systems	<ul style="list-style-type: none"> • Health economics • Financial analysis methods (cost-effectiveness, cost-benefit analysis) • Human resources for health principles and frameworks • Supply chain 	Develop programs' budgets, negotiate contracts and agreements, analyse systems and programs from an economic point of view