



THE ALLIANCE
FOR CHILD PROTECTION IN HUMANITARIAN ACTION



CHILD PROTECTION IN
HUMANITARIAN ACTION (CPHA)

COMPETENCY FRAMEWORK

Testing Version (2019)

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The Alliance for Child Protection in Humanitarian Action (the Alliance) supports the efforts of humanitarian actors to achieve high quality and effective child protection interventions in humanitarian settings. Through its technical Working Groups and Task Forces, the Alliance develops inter-agency operational standards and provides technical guidance to support the work of child protection in humanitarian settings.

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Introduction

Background

In 2010, the former Child Protection Working Group (CPWG) developed the first *Child Protection in Emergencies (CPiE) Competency Framework*. It provided a harmonised, inter-agency approach for child protection actors to develop child protection capacity, measure individual and organisational performance, and help in the recruitment of an adequate workforce.

In 2018, the Learning and Development Working Group (LDWG) of the Alliance for Child Protection in Humanitarian Action (the Alliance) began revising the 2010 competency framework. The process included a comprehensive desk review of 93 sources and interviews with 53 key informants. Interviewees included human resource experts and child protection practitioners from international and national NGOs, UN agencies, universities, and the private sector and spanned 26 countries from Africa, Asia, Europe, Latin America, and the Middle East. A report reviewed findings and provided recommendations. A subsequent survey validated the way forward for this revised version.

New humanitarian standards and competencies have been developed since the launch of the original *CPiE Competency Framework*. Additionally, the *Minimum Standards for Child Protection in Humanitarian Action (CPMS)* is undergoing its own revision. In its revised form, the *Child Protection in Humanitarian Action (CPHA) Competency Framework* will be aligned and restructured according to these new and revised standards.

Purpose

The purpose of the *Child Protection in Humanitarian Action Competency Framework* is to ensure a quality, harmonised, inter-agency set of competencies, indicators, and core values. This framework is intended to inform staff recruitment, learning and development, performance management, planning, and organisational design. It is hoped that this sector-wide guidance will advance the accountability, effectiveness, and predictability of humanitarian responses to affected populations.

The inter-agency CPHA competencies are primarily intended for use by child protection staff in humanitarian contexts. However, they are also relevant at the global level or in development settings in support of planning and emergency preparedness. The *CPHA Competency Framework* aligns with the CPMS and complements the existing general *Core Humanitarian Competency Framework*. It is therefore transferable across people, countries, and cultures and can be a valuable tool for entry-, mid-, and senior-level professional development.

Four Areas of Application

PLANNING AND ORGANISATIONAL DESIGN: A competency framework is foundational to achieving high organisational or sector performance. It is the standard for assessing competency needs and gaps, performance, aspirations, ability, engagement, and potential. It supports an organisation or sector's strategic plan by:

- Identifying core competencies for specific jobs;
- Providing a common understanding for organisational needs, values, and culture;
- Directing the systematic management and growth of talent;
- Facilitating organisational or sector learning; and
- Developing succession plans for key organisational roles.

RECRUITMENT: A competency framework provides indicators for the *behaviours, attitudes, skills, and technical knowledge* required for specific jobs within an organisation or sector. Meaningful indicators support a standardised and competency-based recruitment and selection process. Such a process can foster diversity, as hiring is based on objectively defined performance indicators in addition to background and education. It also provides candidates with clear expectations for both the hiring process and the job itself, enabling them to prepare and showcase their most relevant experience.

LEARNING AND DEVELOPMENT: A competency framework clearly identifies the desired levels of personal, organisational, and sector-level performance. By comparing the framework's expectations with actual staff performance, managers and supervisors can identify areas where additional training or support are required and act accordingly.

PERFORMANCE MANAGEMENT: A competency framework sets out values, acceptable behaviour, and expectations for new and existing staff. It sets clear objectives and benchmarks and identifies gaps between expected and actual levels of performance. As such, the competency framework serves as the basis for both self-assessment and supervisory performance evaluations.

What is a Competency?

A **competency** is a set of skills a person needs to effectively perform in their job, role, or situation. These skills can include **technical knowledge/ability, interpersonal skills, and personal attitudes/values**. A person can inherently possess some competencies or intentionally develop them. For example, some people naturally build relationships with colleagues. Others can learn to build relationships through practice and training.

Related competencies are often grouped together into a **competency domain**. *The CPHA Competency Framework* has further grouped competency domains under **Behavioural Competencies** and **Technical Competencies**:

- **Behavioural Competencies** (interpersonal or 'soft skills') include working with people, communicating effectively, building trust, and delivering results.

- **Technical Competencies** ('hard skills') include field-specific technical knowledge, experience, and skills (e.g. child protection, health, education, WASH or nutrition).

The choice to group competencies by 'technical' and 'behavioural' was made to help individual agencies integrate relevant competencies into their organisational competency frameworks.

The Behavioural Competencies are applicable to all CP organisations. The Technical Competencies will apply to different CP organisations in different degrees.

EXAMPLE: If 'Achieving Results' is a competency domain, then competencies under that domain would include 'Ensuring programme quality and impact' and 'Generating evidence'. Behavioural indicators under the first competency, 'Ensuring programme quality and impact' could include 'Partners with other CPHA actors and relevant sectors' and 'Observes standards of ethics and sustainability when using or sharing resources and information'.

What is a Behavioural Indicator?¹

To determine how well a person demonstrates a particular competency, we rely on specific, observable, and measurable behaviours called **behavioural indicators**. The behavioural indicators in a competency framework are not comprehensive. Each competency contains many more behavioural indicators than can be included in a usable document. However, the framework should identify some of the most common and important job-related behaviours one would expect to see for each competency.

Every job has multiple competencies associated with it. Both the types of competencies and the degree of proficiency required differ for each job and employee function. For this reason, behavioural indicators are often disaggregated into **three performance levels**. Level 1 indicators are the basic skills one should have. Level 2 indicators include the Level 1 indicators as well as additional higher-competency behaviours. Level 3 indicators, the highest level of competency, include both Levels 1 and 2 as well as even higher-competency behaviours. As you progress through the levels, the behavioural indicators generally move from personal-level actions to team-level actions to organizational- or sectoral-level actions.

An individual will be expected to demonstrate distinct competency levels depending upon the situation, job type, and career level (entry, mid-level or senior). For example, a senior-level staff might need to demonstrate Level 3 behaviour in Adapting and Coping but only Level 2 behaviour in Generating Evidence.²

Note: In humanitarian action, different competency frameworks have been developed and named based on the sector they cover. **The Core Humanitarian Competency Framework** is frequently referenced in

¹ Note: 'Behavioural competencies are distinct from 'behavioural indicators. Behavioural competencies are the sets of 'soft skills' required for successful job performance. Behavioural indicators are the specific, measurable actions that show proficiency in a competency. Both Technical and Behavioural Competencies are assessed by behavioural indicators.

² Interagency Working Group on Emergency Capacity Building (2006)

this document, and the most relevant competencies for child protection in humanitarian action have been contextualised. Technical competencies in this framework are aligned with the **Minimum Standards for Child Protection in Humanitarian Action**.

What are Core Values, and What Role Do They Play?

A **core value** is an organisation or a sector's fundamental principle, standard of behaviour,³ or code of conduct. There is an ongoing debate about whether values, such as the emotional competencies identified in the emotional intelligence model, are competencies.⁴ This framework makes a distinction between the two. Values, such as empathy or integrity, influence the *ways* in which an individual performs behavioural and technical competencies. For example, CPHA staff needs to communicate with beneficiaries (behavioural competency) with empathy or handle sensitive case management information (technical competency) with integrity and confidentiality.

What is a Competency Framework?

A **competency framework** describes the various levels of knowledge, skills, and attitudes individuals must show to advance the goals and objectives of the organisation or sector. A competency framework clarifies both organisation-wide and job-specific expectations to ensure consistent performance, measurement, and results.

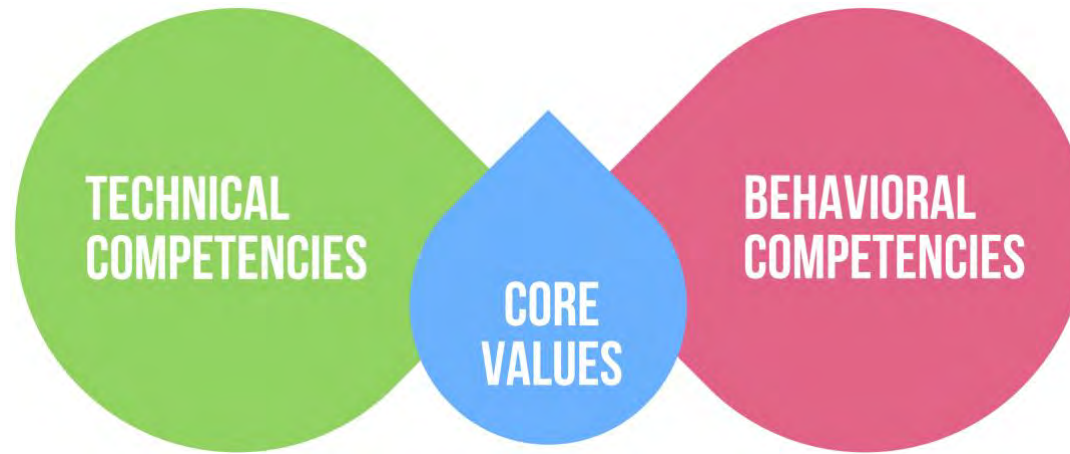
The **components** of a competency framework include:

- **Competency domains** that describe sets of related competencies;
- Individual **competencies** that fall under each domain; and
- **Behavioural indicators** that demonstrate proficiency for each competency at each of **three performance levels**.

The **core values** of a competency framework are often represented within the individual competencies. **Limited behaviours** can also be included. They define unconstructive behaviour that needs to be changed.

³ Oxford English Dictionary

⁴ Goleman (2000)



Technical Competencies	Technical Competency Domains	Core Values	Behavioural Competency Domains	Behavioural Competencies
<ul style="list-style-type: none"> Understanding the humanitarian context Applying humanitarian and CPHA principles and standards 	Principles, Approaches, and Humanitarian Standards	Empathy	Achieving Results	<ul style="list-style-type: none"> Ensuring programme quality and impact
<ul style="list-style-type: none"> Coordinating a quality CPHA response Engaging with the UN's missions Implementing CPHA HR strategies Implementing CPHA communication and advocacy strategies Generating evidence 	Standards to Ensure a Quality Response	Integrity	Developing and Maintaining Collaborative Relationships	<ul style="list-style-type: none"> Working with others Developing and maintaining collaborations and partnerships
<ul style="list-style-type: none"> Preventing and managing dangers and injuries Preventing and managing physical violence Preventing and managing SGBV Preventing and managing mental and psychosocial distress 	Standards on Child Protection Risks	Diversity and Inclusion	Operating Safely and Securely at all Times	<ul style="list-style-type: none"> Managing safety and security of self and others Working with children

<ul style="list-style-type: none"> • Preventing and managing risks to CAAFAG • Preventing and managing child labour • Preventing and managing UASC • Promoting justice for children • Preventing and managing stigmatisation and discrimination 				
<ul style="list-style-type: none"> • Managing CP strategies for individuals • Managing CP strategies for families, caregivers, and close relations • Managing CP strategies for communities • Managing CP strategies for societies 	Standards to Develop Adequate Child Protection Strategies		Managing in High-pressured and Changing Environments	<ul style="list-style-type: none"> • Adapting and coping • Maintaining professionalism
<ul style="list-style-type: none"> • Integrating CPHA and economic recovery • Integrating CPHA and education • Integrating CPHA and health • Integrating CPHA and nutrition • Integrating CPHA and WASH • Integrating CPHA and shelter • Integrating CPHA and CCCM • Integrating CPHA and food security 	Integrated Approaches and Standards		Demonstrating Leadership	<ul style="list-style-type: none"> • Demonstrating self-awareness and critical judgement • Motivating and influencing others

Child Protection in Humanitarian Action (CPHA) Core Values

Core Value	Behavioural Indicator
Empathy	Identifies the feelings of self and others
	Shows concern for others by responding to them according to their emotional and physical states and needs
	'Puts her/himself in another person's shoes'
	Listens actively and with an open mind to what another communicates in words, tone, body language, and omission
	Acknowledges and values other people's perspectives and differences
Integrity	Maintains high ethical standards
	Takes clear ethical stands
	Keeps promises
	Addresses untrustworthy or dishonest behaviour with timeliness and respect
	Resists making decisions based on internal and external pressure
	Exerts power and authority with humility and respect
	Conducts and fosters transparent team communications and CPHA programming
	Embeds principles, values, and ethics into policy and CPHA programming
Diversity and Inclusion	Treats all people with dignity and respect
	Shows respect and sensitivity towards gender, cultural, and religious differences
	Challenges own/other's prejudices, biases, preferences, styles, and intolerance
	Encourages diversity and inclusion wherever possible

Child Protection in Humanitarian Action (CPHA) Behavioural Competency Framework⁵

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Achieving Results			
Ensuring programme quality and impact	Partners with other CPHA actors and sectors to promote cross-sectoral collaboration, resource sharing, and optimisation	Commissions assessments, evaluations, analyses, and early warning mechanisms to promote evidence-based CPHA programming	Promotes ethical staff contracts, low staff turnover, and adequate online organisational knowledge management and documentation
	Observes ethical standards and sustainability when using or sharing resources and information with CPHA actors and others	Documents lessons learned, shares them with teams and partners, and applies them to future projects	Delegates decision-making power to staff in their respective realms to foster effective and timely programme management
	Establishes feedback and complaints mechanisms to promote accountability to affected populations	Uses and shares available resources to deliver timely, appropriate, sustainable CPHA results	Clarifies roles and responsibilities within CPHA teams to maximise impact and encourage teamwork and information sharing
	Includes affected populations, stakeholders, and partners in planning, implementing, evaluating, and documenting programmes	Promotes and facilitates the regular flow of information, knowledge, and contacts between child protection partners	Sets, enforces, and follows CPHA standards, operating procedures, and behaviours
	Consults inter-agency standards, guidelines, technical support, resources, and coordination groups to manage programmes	Integrates inter-agency standards, resources, procedures, research findings, and peer support into child protection programming	Assembles and trains a diverse, skilled, high-quality team that achieves goals by leveraging their combined perspectives
	Establishes or populates monitoring mechanisms to provide timely data on programme activities	Includes CP coordination groups in inter-agency meetings and the design of CP documents, strategies, and procedures	Develops, implements, and monitors plans for preparedness, risk reduction, response, early recovery, and reconstruction
	Documents and files client outcome/satisfaction analyses as part of CP and case management programmes	Designs, implements, and promotes a safe and confidential system to monitor, assess, and respond to client outcomes and needs	Establishes and implements a systematic, safe, inter-agency monitoring framework to assess and respond to client outcomes/treatments

⁵ Competency levels are cumulative. A Level 3 behavioural indicator assumes that Levels 1 and 2 have already been achieved and demonstrated.

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Developing and Maintaining Collaborative Relationships			
Working with others	Incorporates the perspectives/experiences of affected populations, stakeholders, and team members in support activities	Challenges decisions and behaviour that breach relevant codes of conduct	Sets and models organisational core values and standards for professionalism, ethicality, and teamwork
	Communicates with colleagues, partners, stakeholders, and affected populations with empathy, respect, inclusion, and integrity	Recognises the contributions of others through formal and informal reward processes	Supports, recognises, and rewards staff members' ethical and professional performance/development
	Communicates transparently with colleagues, partners, stakeholders, and affected populations at all times	Makes decisions based on the views gathered through proactive, respectful, and culturally sensitive consultations with others	Creates an open, transparent, respectful, and positive work environment where people feel safe to constructively share their opinions
	Acknowledges the good work of others	Monitors the wellbeing of others and helps them deal with challenging circumstances	Implements ethical, adaptable, easy-to-use organisational systems and processes that support the welfare of others
Competency Domain: Developing and Maintaining Collaborative Relationships, cont.			
Developing and maintaining collaborations and partnerships	Participates in relevant CPHA and sector coordination groups/meetings	Builds rapport, strategic partnerships, and effective networks with colleagues, partners, stakeholders, and affected populations	Facilitates sustainable partnerships, collaborations, and contracts that foster timely, effective, and easy programme implementation
	Collaborates with CPHA and other-sector actors on resource sharing, optimisation, needs assessments, and programming	Mediates and resolves conflict between individuals and CPHA partners with respect, compassion, and efficacy	Engages high-level CPHA partners, other-sector actors, and stakeholders in strategic and cross-sectoral partnerships and collaborations
	Identifies and mediates disagreements and tensions between individuals, CPHA partners, and/or organisations	Monitors the wellbeing of others and helps others cope with and find solutions to challenging circumstances	Supports others to solve conflicts positively and sustainably to improve the work environment, professional development, and overall results

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Operating Safely and Securely at all Times			
Managing safety and security of self and others	Minimises risk by observing safety measures, using critical judgement, and including community members in programming	Uses assessments on risks, vulnerabilities, needs, and (un)intended consequences to assist and protect affected populations	Facilitates the development and implementation of responsible contingency plans and exit strategies
	Identifies, communicates, and mitigates risks and threats in collaboration with teams, partners, and stakeholders	Identifies the organisation’s role in wider CP coordination mechanisms/groups	Monitors risks for staff, partners, stakeholders, and community members and ensures staff observe organisational and cultural protocols
	Delivering results while applying principles of do no harm and the best interest of the child, their caregivers, and communities	Collaborates with communities, CPHA partners, stakeholders, and authorities to strengthen local child protection systems	Ensures humanitarian responses strengthen local capacity, resilience, protection, and preparation without increasing risk
			Handles crises appropriately, taking correct action and providing direction and support to team members
Competency Domain: Operating Safely and Securely at all Times			
Working with children	Signs and adheres to the organisation’s code of conduct and child safeguarding and protection policies	Uses inter-agency standards/principles to develop, implement, and monitor safeguarding/CP policies/codes of conduct	Supports HR to use inter-agency standards and guidance to develop, implement, and monitor safeguarding/CP policies and codes of conduct
	Treats all children with respect regardless of race, colour, gender, sexual orientation, language, religion, disability, or other status	Maintains ethical and professional service relationships that support the wellbeing and dignity of children and their families	Informs staff of and ensures their adherence to the organisation’s safeguarding standards, code of conduct, and behavioural values
	Responds safely and ethically to child protection incidents that (s)he may hear about or witness in the field	Responds safely and ethically to child protection incidents that (s)he may hear about or witness in the field	Establishes and implements clear, safe, ethical, transparent, and contextualised procedures for responding to known/suspected CP incidents
	Applies inter-agency principles of child protection and general protection mainstreaming	Implements child protection and general protection mainstreaming principles across sectors	Ensures adherence to general and CP mainstreaming principles in own and other emergency sectors’ responses when possible

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Operating Safely and Securely at all Times, cont.			
Working with children, cont.	Documents referral pathways and contact details for specialist medical, legal, psychosocial, and protection services for children	Updates and shares referral pathways/contact details for medical, legal, psychosocial, and protection services with children/families	Maintains and distributes up-to-date referral pathways/contact details for specialist medical, legal, psychosocial, and protection services
	Endeavours to obtain consent from a child’s parent or guardian prior to their participation in project activities	Ensures all parental consent documents and procedures are up-to-date	Obtains and documents parental consent prior to child’s participation; where not possible, implements stated operating procedures
	Informs children about their rights to confidentiality, participation, expression of concerns, and incident reporting	Establishes safe, ethical, confidential, and accessible monitoring/communication channels for inclusive, collaborative CP programming	Promotes and facilitates regular training for current and new staff on issues around child participation, safeguarding, reporting, etc.
	Complies with local, national, and international child protection laws	Influences national directives, CP laws, child acts, and other relevant legislation to ensure a clear, safe legal environment for children	Collaborates with relevant stakeholders to strengthen national and international child protection systems and laws
	Implements inter-agency standards and guidelines on child safeguarding in emergencies	Uses relevant inter-agency standards and guides to develop, implement, and monitor child safeguarding in CP programming	Incorporates inter-agency safeguarding standards and guidance throughout child protection programming
	Communicates with children and their families with gentleness, sensitivity, respect, clarity, transparency, honesty, and inclusion	Communicates with partners, communities, and children with respect to cultural, political, religious, and social norms and traditions	Ensures communications with children, families, and communities are appropriate, respectful, ethical, transparent, and non-violent
	Uses inter-agency guidance/standards to mitigate emergencies' impact on the protection of children/adolescents with disabilities	Adheres to inter-agency standards and guidance when implementing disability-appropriate and integrated CP programmes	Supports organisations to design, implement, and monitor guidance-driven, disability-appropriate, integrated CP programmes
	Develops child programmes with respect to children’s developmental stages/needs and up-to-date research/literature	Implements CP emergency programme responses in a safe and informed fashion, with respect to children’s development and needs	Ensures all staff understand and implement safe CP emergency programme responses based on current literature and research

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Managing in High-pressured and Changing Environments			
Adapting and coping	Pursues goals and objectives with flexibility and uses input from partners, stakeholders, affected populations, and re-assessments	Helps others to recognise and manage stress	Promotes and models personal wellbeing and self-care among the team, including prioritising workloads
	Identifies, communicates, and mitigates the limitations, vulnerabilities, stresses, and their related impacts on themselves/others	Copes with stress and promotes a positive team spirit during uncertainty and pressure	Creates a positive, transparent work environment and gives feedback and technical support to meet goals/objectives
	Adapts positively, calmly, and empathetically to changing situations and constraints	Uses a positive, compassionate, team-oriented approach to support performance and results in stressful and volatile situations	Leverages staff’s strengths and weaknesses to maintain a balanced, safe, supportive team where everyone performs at their best
Maintaining professionalism	Responds to stress, conflict, and challenges with positivity, respect, constructiveness, tolerance, and focus on the overall objectives	Sets and monitors deadlines, goals, and expectations with local authorities, partners, stakeholders, and affected populations	Supports others to carry out their roles and responsibilities in a positive and safe manner
	Maintains ethical and professional behaviour in accordance with relevant codes of conduct and international humanitarian standards	Takes time to learn from experience and feedback and applies lessons to new situations	
	Plans, prioritises, and performs tasks under pressure with competence, integrity, responsibility, ethicality, and fairness	Reaches consensus on workable solutions with CPHA team, partners, stakeholders, and affected populations	

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Demonstrating Leadership			
Demonstrating self-awareness and critical judgement	Faces rapid, unpredictable change and varying cultural contexts with flexibility and focus on the best interest of the child and population	Identifies and leverages the complementary skills, strengths, and knowledge of self and others to build team effectiveness	Promotes a positive, open, and respectful work environment by engaging team members with openness, empathy, integrity, and clarity
	Communicates ideas and expectations with clarity, transparency, empathy, and integrity	Consults relevant CPHA partners, stakeholders, and affected populations to adapt plans and respond to emerging situations	Accepts responsibility for team successes and failures and respectfully addresses challenges internally before seeking external solutions
	Identifies personal strengths and limitations and their impacts on others	Improves performance through informed, calculated risks and handles (un)intended results with transparency	
	Invites and incorporates feedback to improve performance		
	Identifies and addresses personal strengths, weaknesses, limits, and needs to promote personal and interpersonal wellbeing		
	Exercises personal judgment and analysis in challenging situations in the absence of specific guidance		
Motivating and influencing others	Gains the commitments of others with persuasiveness, fairness, and transparency	Provides others with regular, constructive, informal, and formal feedback and recognition	Mentors team members
	Identifies CPHA partners, stakeholders, authorities, and community members that can influence decisions and sustainable results	Uses effective and technically sound negotiation to present options/possibilities and to motivate and influence others	Delegates decision-making clearly and supports staff in making firm and ethical decisions
	Uses active listening to encourage team collaboration and positively influences others to deliver sustainable CPHA results	Uses a collaborative approach to gain support for implementing and strengthening sustainable CPHA programmes and systems	Uses the competency framework to evaluate staff's performance, support professional development, and grow their potential

Child Protection in Humanitarian Action (CPHA) Technical Competency Framework⁶

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Principles, Approaches, and Humanitarian Standards			
Understanding the humanitarian context	Identifies characteristics/phases of CPHA and humanitarian response (preparedness, contingency planning, DRR, and recovery)	Incorporates aspects of the political and cultural contexts and underlying causes of the humanitarian crisis in CPHA programming	Commits the organisation to gender equality, diversity, and inclusion
	Identifies the differences, similarities, and collaborative options between humanitarian response and development programmes	Incorporates the needs, skills, capacities and experience of the affected population into the CPHA response	Identifies all aspects of CP coordination mechanisms/groups, including the responsibilities of lead agencies
	Identifies the partnership principles of humanitarian situations and CPHA response, including gender, diversity, and inclusion	Incorporates partnership, gender, diversity, and inclusion principles into CPHA programming	Uses response evaluations and global priorities to assess the results/ (un)intended consequences of humanitarian programming
	Identifies key aspects of the transformative agenda, CPHA coordination systems, and humanitarian funding mechanisms	Identifies and targets relevant sources of funding when writing proposals for CPHA programmes	Collaborates with the Humanitarian Coordinator to ensure CPHA is well-represented
	Identifies the roles and responsibilities of different emergency actors, including government departments	Advocates for the legal basis of CPHA work	Collaborates with CPHA partners, affected populations, stakeholders, local government authorities, the military, and police

⁶ Competency levels are cumulative. A Level 3 behavioural indicator assumes that Levels 1 and 2 have already been achieved and demonstrated.

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Principles, Approaches, and Humanitarian Standards, cont.			
Applying humanitarian and CPHA principles and standards	Employs personal and organisational safeguards to 'do no harm'	Aligns all aspects of CPHA programming to organisation-endorsed humanitarian frameworks, standards, principles, and codes	Supports CP coordination groups in aligning the organisation's CPHA response to relevant standards, laws, and resolutions
	Employs strategies to prevent or reduce the risks of physical and psychological harm to themselves, children, and the community	Exhibits all core values when implementing CPHA programmes and interacting with the affected population, partners, and others	Bases the CPHA response on lessons learned, informed decision-making, and cross-sectoral cooperation
	Assists the affected population in claiming their rights, accessing assistance and remedies, and recovering from abuse	Incorporates CPHA coordination and do no harm principles into all stages of programme cycle management	Trains team and organisation on human rights, international humanitarian law, and relevant treaties
	Identifies and supports existing structures/capacities that strengthen child protection systems and protect children and families	Observes humanitarian principles and standards when in positions of power and/or authority	Reflects the organisation's perspective, approach, and mandate in disaster coordination and interagency collaborations
	Employs strategies to strengthen children's resilience in humanitarian action	Identifies how cash transfer programming relates to humanitarian frameworks and can support each phase of humanitarian response	Ensures that staff behaviour complies with humanitarian standards and principles
	Leverages the roles of different humanitarian actors when interacting with affected populations, CPHA partners, and stakeholders	Implements cash transfer programming with respect to prior assessment, market analysis, and relevant frameworks and guidance	Ensures that all CP programmes build on existing capacities, resources, and structures to address evolving CP risks and needs

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Standards to Ensure a Quality Response			
Coordinating a quality CPHA response	Identifies the purpose and mandate of the global, national, and regional coordination mechanisms/groups and CPHA guidance	Identifies appropriate funding sources (e.g. humanitarian funding mechanisms; government agencies; public/private actors)	Engages with donors to assure adequate funding for a quality CPHA response
	Accesses support and guidance from global/regional resources, online materials, coordination/technical groups, and peers	Leads and coordinates all levels of CPHA and development actors to ensure a harmonised, timely, tailored, and effective CPHA response	Engages in participatory, transparent collaboration and coordination with existing coordination mechanisms/groups
	Supports humanitarian organisations to participate in CP coordination mechanisms/groups and technical/sectoral working groups	Coordinates and implements harmonised ToRs/work plans so CP coordination groups can address key CPHA concerns and gaps	Collaborates with other CP coordination mechanisms/groups to mainstream child protection across the emergency response
	Analyses and identifies existing CPHA capacity, resource restraints, potential collaborations, and/or funding to supply gaps	Solicits timely input from CPHA actors on information management, monitoring, and assessment systems/missions to meet gaps	Advocates for CP needs with humanitarian actors and the broader emergency agenda to address gaps
	Supports CPHA actors to engage in collaborative humanitarian needs overviews and response planning	Trains CPHA actors/stakeholders on CPHA issues and strategies to strengthen capacity, quality response, and local CP systems	Uses knowledge of CPHA response, actors, stakeholders, and other sectors to strengthen collaborations and mainstream CP
	Represents the CP sector in relevant CP coordination mechanisms/groups and interagency meetings	Facilitates/promotes transparent information sharing among CPHA actors, sectors, stakeholders, and affected populations	Fosters diversity and inclusion at all levels of CPHA response and coordination, including tools and guidance documents

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Standards to Ensure a Quality Response, cont.			
Coordinating a quality CPHA response, cont.	Validates and incorporates cultural differences/opinions when interacting with affected populations and humanitarian actors	Represents the interests of child protection in strategic advisory groups and CP coordination mechanisms/groups	Engages with all CPHA-related actors according to their unique roles, mandates, and ways of working
	Identifies existing local CP systems, information management databases, and other child protection networks	Facilitates merging and/or harmonising of CP systems/databases to avoid duplication and assessment/monitoring fatigue	Ensures that CPHA IMS work with existing CP systems/ databases and observe confidentiality, safety, and do no harm
	Adjusts communication style and working methodology when engaging with military and police	Communicates effectively with military and police, especially in tense situations and volatile contexts	Engages effectively with military senior command and police to promote child-friendly treatment in their daily operations
	Resolves disagreements with tact, diplomacy, and consensus-building	Coordinates with CPHA actors on immediate and longer-term response plans that address identified issues and gaps	Trains staff from CPHA agencies, government, UN departments, and affected populations on working with people in uniform
	Gathers and verifies information from CPHA partners/donors on activity costs, expertise, and programme components/results	Compares and documents CPHA partners' costs of activities and programme components for response planning/funding	Maintains current overviews of CPHA partner capacity, resources, costs, and performance for analysis, funding, and deployment actions

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Standards to Ensure a Quality Response, cont.			
Engaging with the UN's missions	Identifies the various sections and mandates of multidimensional peacekeeping, stabilisation, assistance, and political missions	Supports UN missions to observe CP principles and standards, facilitate collaboration, and manage resources appropriately	Establishes and distributes clear standards, guidance, rationale, responsibilities, and SOPs for CPHA staff on engaging with UN missions
	Identifies the role of UN DPKO in implementing and mainstreaming resolutions and DPKO policies on children affected by armed conflict	Helps UN missions to strengthen government policies/laws/processes on communication, systems, and child-related institutions	Engages and collaborates with relevant leaders of UN missions to identify and address issues of concern
	Integrates a child-centred perspective into civilian protection strategies	Coordinates with UN missions on emergency response, recovery, stability, and peace-building activities	Engages the UN CT, integrated office, or CP coordination mechanisms/groups to influence UN strategies that relate to child protection

Implementing CPHA HR strategies	Manages resources transparently, effectively, efficiently, ethically, and for their intended purpose	Ensures emergency response staff/volunteers serve children, caregivers, and communities with empathy, respect, diversity, and inclusion	Uses analyses of existing capacities, potential for growth, and resource restraints to develop transparent and ethical staff contract plans
	Identifies the organisation's funding sources, resources, structure, and staff policies/opportunities	Manages team budget forecasts, L&D activities, staff contracts, performance management, and evaluations effectively and transparently	Communicates fairly and transparently on staff contracts, procedures, team structure, professional development, and evaluations
	Stores HR documents on the organisation's official knowledge management database	Manages and updates staff HR files, requirements, and contract procedures in a timely and transparent fashion	Ensures HR knowledge management and filing systems are up-to-date, functional, and transparent to all staff
	Identifies and maps the context's existing human resources and the best ways to support, use, and develop them during the response	Identifies and supplies expertise by basing job profiles on the CPHA competency framework and providing capacity building/training	Ensures talent and succession plans for CPHA positions document, store, and transfer organisational and professional knowledge
	Maintains an up-to-date pool of standby staff and rapid-deployment mechanisms to ensure the most appropriate and efficient response	Develops, implements, and monitors partner/organisation-wide safeguarding, CP policies, and conduct codes based on current guidance	Hires staff with respect to principles of gender equity, diversity, and inclusion
	Promotes staff wellbeing by supporting a healthy work environment, sufficient rest and recuperation, and access to MHPSS		Develops CPHA human resource strategies, policies, and processes to support staff's technical competence and child safeguarding

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Standards to Ensure a Quality Response, cont.			
Implementing CPHA communication and advocacy strategies	Conducts regular reviews of local/national communication and media strategies, policies, and practices around CPHA issues	Coordinates with CPHA partners/stakeholders on communication, advocacy, and media strategies that respect gender equity <i>and</i> local norms/culture	Implements a culturally sensitive CP communication/advocacy strategy that values girls' and boys' dignity/best interests/safety
	Builds the capacity of CP leaders and actors (including journalists and community members) to communicate on CP issues	Coordinates with experts to provide stakeholders with multi-lingual, organisation-centred, CPHA-focused communication/advocacy/media material	Influences national communication, advocacy, and media policies/practices to ensure all children are safe, protected, and included
	Ensures written/spoken messages use simple, understandable, culturally-appropriate terms and are translated into local languages	Communicates CPHA principles/technical standards to partners, government agencies, authorities, affected population, and media	Promotes the publication of research, analyses, and policy recommendations to influence CP laws, policies, and practice
	Receives written informed consent from children, caregivers, and guardians before using their images, recordings, or quotes	Ensures the safety of children and CPHA actors who testify or give evidence to the media	Monitors stories and images for accuracy and cultural sensitivity

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Standards to Ensure a Quality Response, cont.			
Generating evidence	Uses CPHA/humanitarian policies, good practices, and information management tools to collect, use, store, and share data	Works with CPHA partners, stakeholders, and the affected population to use up-to-date, harmonised information management tools	Collects, uses, stores, and shares CPHA data in line with confidentiality, do no harm, and the best interest of children/families/communities
	Works with partners, stakeholders, and affected populations to align inter-agency tools and procedures with national laws/policies/systems	Supports and engages in joint humanitarian and CPHA assessments to avoid agency-specific assessments wherever possible	Establishes harmonised information management tools and databases (online and offline)
	Uses inter-agency assessment tools to support/perform (joint) rapid child protection assessments or child rights situational analyses	Works with CPHA partners and stakeholders to identify the most recent, context-specific CP data and to establish a baseline for key CP concerns	Produces and uses up-to-date information to guide decision-making, response planning, conflict and gap analyses, and CPHA strategies
	Supports CPHA partners to develop CPHA monitoring systems with relevant, harmonised indicators for each CPHA risk and strategy	Trains data collectors on the skills required to properly interact with children and communities (e.g. interviewing skills, child-friendly techniques)	Ensures regular and correct collection and use of data by CPHA partners
	Aligns CPHA monitoring systems with those of partners and government ministries	Trains all CP staff on good practice for basic, appropriate, respectful, efficient, and secure information management	Aligns CPHA indicators with national, regional, and global information management reporting systems, ensuring data informs CPHA response
	Participates in assessment analysis to identify child protection concerns, gaps, and possible solutions	Participates in existing information management task forces and other inter-agency information management, monitoring, and assessment groups	Ensures that national CPHA coordination groups undertake annual coordination performance monitoring to inform workplans
	Engages in interagency CPHA coordination mechanisms to establish indicators, monitoring processes, and organizations'/actors' roles	Ensures that objective, timely CP information is ethically collected and systematically integrated into prevention and response activities	Establishes effective data collection and IMS despite contextual constraints of incomplete, irregular data and volatile security/access
	Identifies and supports CPHA partners that can monitor and report on the six grave violations against children in conflict settings	Supports the existence, transparency, visibility, and accessibility of complete, harmonised referral systems for CPHA actors/the affected population	Uses situation and response monitoring data collection mechanisms to provide regular data for decision-making and an effective response

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Standards on Child Protection Risks			
Preventing and managing dangers and injuries	Assesses, identifies, and analyses existing and possible physical dangers to children	Uses community-based awareness and public education campaigns to advocate for reduced risk in formal and non-formal education	Designs CPHA programmes to protect children from physical harm, injury, and disability and to respond to all the needs of injured children
	Supports child safety through safe community spaces, child and youth recreation areas, and clear case management and referral procedures	Trains community members, brigades, and rescue groups on emergency water safety, physical and psychological first aid, and dangers	Includes children in community-level disaster risk reduction processes
	Collaborates with CPHA and cross-sectoral partners to collect, analyse, and leverage information on dangerous sites and situations	Involves children and youth in mapping and assessing risks and spreading messages on the physical safety of children	Includes child protection risks, dangers, and injuries in contingency and response planning
Preventing and managing physical violence	Maps and analyses the most common forms and cases of physical violence to inform CPHA programming, decision-making, and response	Collaborates with children/adults to identify local views and responses to different forms of violence and non-violent alternatives/solutions	Supports the organisation to protect children from physical violence and to facilitate access to proper services/case management systems
	Maps effective child-friendly providers of response services and identifies gaps	Increases multidisciplinary teams' capacity to use sex- and age-appropriate strategies to prevent and respond to physical violence	Develops strategies to help response services manage physical violence cases in a non-discriminatory and non-stigmatising fashion
	Involves children, families, community members, and CPHA actors in awareness messaging about physical violence and prevention/support services	Trains parents, key members of communities, and teachers in locally-identified strategies to prevent common forms of violence	Provides age- and gender-sensitive multisectoral care for children and families who have been subjected to physical violence

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Standards on Child Protection Risks, cont.			
Preventing and managing sexual and gender-based violence (SGBV)	Strengthens national systems and local capacity to prevent, mitigate, and respond to SGBV in emergencies	Partners with communities to end SGBV, promote inclusion for all genders/groups, and change views of violence/aggressor profiles	Supports the organisation to protect children from SGBV and to provide survivors with age-appropriate information/response
	Facilitates the safe, harmonised collection, storage, management, and sharing/use of quality SGBV data by all CPHA and GBV actors	Raises awareness of SGBV and of the fact that both girls and boys, women and men can be survivors and/or perpetrators of SGBV	Supports positive social/gender norms and behavioural change through organisation's preparedness, prevention, and response
	Facilitates SGBV survivors' access to quality, life-saving health care, and MHPSS (clinical management of rape, safe healing spaces)	Facilitates national/international CPHA and SGBV actors' collaboration and engagement in the legal and justice sectors	Provides non-stigmatizing multi-sectoral information, livelihood support, dignity kits, and services that prevent/respond to SGBV

	Uses interagency and coordination meetings as an entry point for mainstreaming SGBV awareness-raising, prevention, and mitigation	Promotes quality, gender-sensitive, ethical, and safe pre-emergency humanitarian assessments to identify and protect groups at-risk of SGBV	Supports organisational processes and resources for rapidly deploying skilled, committed SGBV programme staff in crises
	Identifies key inter-agency, international, and national actors, policies, resolutions, regulations, laws and standards about SGBV	Identifies main issues for SGBV advocacy such as resource gaps, enforcement of standards, and codes of conduct	Works with CPHA, GBV, health, and other cross-sectoral partners to develop advocacy plans for SGBV prevention and response

Competencies	Behavioural indicator - Level 1	Behavioural indicator - Level 2	Behavioural indicator – Level 3
Competency Domain: Standards on child protection risks, cont.			
Preventing and managing mental and psychosocial distress	Identifies and maps existing local, national, and international services and capacities for mental health and psychosocial support	Participates in MHPSS and protection coordination forums to promote coordination among actors	Coordinates MHPSS actors in various sectors to identify service gaps/overlap and align responses with humanitarian/SGBV guidance
	Supports coordinated, efficient MHPSS emergency responses by strengthening intersectoral and MHPSS coordination groups	Builds capacity of CPHA workers and cross-sectoral partners in MHPSS skills, standards, and guidance for proper MHPSS prevention/response	Coordinates organisational programmes to strengthen all stakeholders' resilience/coping mechanisms and delivery of MHPSS services
	Uses MHPSS and social/legal protection systems to identify, prevent, monitor, and respond to risks/threats to mental and psychosocial health	Develops, adapts, or strengthens culturally-aware inter-agency strategies, indicators, assessments, and tools for M&E and results sharing	Identifies/recruits ethical staff/volunteers who respect local culture, follow codes of conduct, and provide proper, safe MHPSS programmes
	Connects caregivers with MHPSS, CPHA and cross-sectoral services and staff/volunteers to improve care for themselves and their children	Builds and leverages local capacity for analyses; participatory community response plans; and culture/spirituality/religion in MHPSS activities	Supports organisation to develop/ strengthen community plans that protect and support early childhood development in emergencies
	Conducts regular assessments of the accessibility and quality of mental health care	Collaborates with local, indigenous, and traditional health systems to merge psychological and social considerations into general health care	Trains CPHA/cross-sectoral staff/volunteers/ service providers on basic, focused, non-specialised, and specialised services
	Implements strategies to reduce discrimination and stigma of people with mental illness and/or mental disability	Strengthens access to safe and supportive education where children and caregivers can receive MHPSS information, support, or referrals	Integrates MHPSS considerations, services, information, and referral systems into cross-and other-sectoral emergency programmes

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Standards on Child Protection Risks, cont.			
Preventing and managing risks to children associated with armed forces and armed groups (CAAFAG)	Identifies push and pull factors for joining armed groups and forces as well as resulting consequences	Implements the Children in Armed Conflict Accountability Framework in partnership with relevant stakeholders	Supports the organisation to collaborate with CPHA and cross-sectoral actors on proper and sustainable CAAFAG, DDR, and MRM programming/advocacy
	Identifies all the key actors, guidance, resolutions, protocols, mechanisms, and reports on children/armed conflict	Provides technical and capacity-building support to CPHA and cross-sectoral actors working on DDR	Innovates strategies for strengthening community-based approaches to support CAAFAG (e.g. DDR, service delivery, preventing [re-]recruitment)
	Identifies all CPHA and cross-sectoral stakeholders that can monitor, report, and refer CAAFAG children to services	Raises awareness of CPHA and cross-sectoral actors on key international standards, instruments, and roles and responsibilities related to CAAFAG	Negotiates with different parties for children's release from armed forces/groups and secures commitments to cease recruiting and using children
	Identifies push and pull factors for children and their families to join armed groups and forces	Coordinates with UN mission departments and other actors on collaborative, coherent, and harmonised CAAFAG and MRM programming	Advocates with national actors for improved laws/policies/systems to prevent, monitor, and respond to CAAFAG, grave violations, and child detention
	Identifies how the mandates of UN missions/agencies and other CPHA partners/stakeholders are like/different	Facilitates joint information sharing/programming between organisational, national, and sub-national groups in CPHA, MRM, child justice, and coordination	Supports the organisation to participate in the MRM country task force and action plan activities
	Observes confidentiality, 'do no harm', and 'the best interest of the child' when managing CAAFAG data	Provides technical guidance/capacity building on child rights monitoring to partners/stakeholders via legal frameworks/international standards/protocols	Engages effectively with actors from governments, UN missions, and the military on complementary CAAFAG programmes, advocacy, and policy
	Identifies and triggers appropriate response mechanisms for grave violations against children	Develops integrated inter-agency action plans and related strategies for MRM, CAAFAG, and DDR communication/advocacy/media/implementation	Collects, stores, and uses data on grave violations against children in armed conflict according to MRM information management requirements
	Identifies the physical, psychological, and socio-economic impacts of landmines, IEDs, ERWs, and UXO	Provides technical support and capacity building to partners and NGOs on developing and implementing MRE and other preventive responses	Integrates MRE strategies, plans, and advocacy into broader protection/mine action sectors and encourages parties to ratify relevant treaties, etc.

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Standards on Child Protection Risks, cont.			
Preventing and managing child labour	Identifies the differences between the 'worst forms of child labour', 'child labour', and 'children in productive activities'	Facilitates coordination between humanitarian workers and national stakeholders engaged in child labour prevention and response	Ensures children are protected from the worst forms of child labour, particularly those related to or made worse by the crisis
	Identifies the national/international legal framework for child labour (actors, standards, legislation, mechanisms, etc.)	Strengthens inter-sectoral coordination on issues related to child labour (education, gender-based violence, early recovery, livelihoods, etc.)	Supports government authorities with roles impacting child labour to participate in CPHA coordination and preparedness activities
	Conducts desk reviews and analyses to determine the causes, risks, extent, patterns, and impacts of child labour	Monitors humanitarian response activities to ensure children of legal working age can perform safe, appropriate economic recovery activities	Bases child labour in emergency response on the causes/impact of the CP risk, the response's legitimacy, and group capacity
	Determines whether child labour is a priority child protection risk	Evaluates child labour in inter-agency assessments, information management, and situation and response monitoring structures	Supports CPHA and cross-sectoral partners/ stakeholders to mainstream child labour throughout core CP programme strategies

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Standards on Child Protection Risks, cont.			
Preventing and managing unaccompanied and separated children (UASC)	Identifies the inter-agency guidance and legal frameworks related to UASC (human rights, humanitarian and criminal law, CPMS)	Mitigates the risk of separation through community- and national-level prevention and preparedness activities (birth registration, evacuation processes)	Prevents and responds to family separation and protects and cares for UASC according to their specific needs and best interests
	Identifies the causes, vulnerabilities, and impacts family separation (non-emergency separation, mixed migration, etc.)	Collaborates with government and local organisations to coordinate, contextualise, and harmonise all UASC response systems and activities	Ensures that UASC programme planning includes resource management, tracing, case management, documentation, and training
	Uses UASC case management/ information systems with confidentiality and informed consent and in the best interest of the child	Maps local and national capacity and gaps to assess separation risks and vulnerabilities, to identify potential partners, and to organise assessments	Provides rationale, reasonable expectations, and reduction of hidden/abandoned children in family tracing/reunification programmes
	Works with CPHA UASC partners and stakeholders to follow standardised data protection protocols and procedures	Uses consistent criteria to identify UASC, trace families, contextualise inter-agency UASC guidance, and care for children awaiting reunification	Uses best practices when identifying, assessing, selecting, and monitoring long-term/permanent/alternative care for UASC
	Identifies and leverages informal, traditional, formal, and organisation-led family tracing methods, good practices, and mechanisms	Implements an appropriate and tailored family tracing, verification, reunification, and reintegration UASC programme for the child's best interest	Supports inter-agency/country SOPs that share information, refer to services, clarify roles and responsibilities, advance UASC reunification

	Identifies the nine fundamental principles for children on the move from the ISS Practical Guide on Children on the Move	Adheres to the nine fundamental principles for children on the move from the ISS Practical Guide on Children on the Move	Builds local capacity to identify, verify, reunify, and reintegrate UASC in accord with inter-agency guidelines and best practice
	Identifies the process and approach of transnational care, collaboration, and the building blocks of protect, integrate, and future	Conducts multi-disciplinary assessments/evaluations with a best interest determination and sustainable solution process for children on the move	Develops and follows harmonised inter-agency standards so children on the move have quality transitional care and monitoring
	Identifies the conventions and standards that provide the important benchmarks for working with children on the move	Implements the eight interdependent steps of managing emergency contexts with children on the move	Supports the organisation and stakeholders to provide children on the move with unified care, safety, stable relationships, and hope

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Standards on Child Protection Risks, cont.			
Promoting justice for children	Identifies the legal framework, risks, vulnerabilities, causes, and results that affect children in contact with the law	Supports child-friendly legal and military actors and processes, police stations, detention facilities, rehabilitation centres, diversion systems, etc.	Ensures that all children who come into contact with the justice system are treated in line with international standards
	Builds the capacity of all actors who regularly engage with children or child protection issues	Establishes information management/ monitoring systems to document, identify, and assess trends/ attitudes as to children in contact with the law	Promotes and advocates for gender equality in formal/informal leadership over the judiciary, military, police, government, etc.
	Supports coherent protection, response, child rights, and advocacy activities in collaboration with all stakeholders	Establishes/strengthens a team of human rights, psychosocial, medical, and legal front-line workers to monitor and respond to identified cases	Advocates for the release of children from illegal detention and inappropriate facilities in favour of community-based solutions

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Standards on Child Protection Risks, cont.			
Preventing and managing stigmatisation and discrimination	Uses quality data to identify stigmatised, discriminated, and excluded groups of children and causes/results of exclusion	Builds the capacity of CPHA actors, cross-sectoral partners, specialised service providers, and other stakeholders working with marginalised groups	Ensures that all children in humanitarian settings can access inclusive, safe, dignified, contextualised services and protection
	Maps and assesses the capacity/gaps of national/local services to protect excluded, stigmatised, and discriminated children	Develops and strengthens referral mechanisms between CPHA organisations and service providers to efficiently meet children's specific needs	Supports community-based child and youth groups/initiatives to incorporate excluded, stigmatized, and discriminated children
	Uses awareness-raising to support an inclusive environment	Supports stigmatised, discriminated, and excluded children by ensuring their physical security and preventing/responding to violations	Supports the organisation, CPHA actors, and cross-sectoral partners to create inclusive, rights-based programming and institutions
	Involves representatives from stigmatised, discriminated, and excluded populations in programme design and M&E	Uses a participatory assessment process to identify the causes, results, and possible solutions to stigmatisation, discrimination, and exclusion	Advocates with stakeholders at all levels for policies to protect excluded children's rights and ensure reasonable accommodations

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Standards to Develop Adequate Child Protection Strategies			
Managing CP strategies for individuals	Identifies the factors involved in effective case management (including policies, principles, standards, stakeholders, etc.)	Coordinates all case management actors to ensure appropriate processes, confidentiality, accountability, and the best interest of the child	Identifies children with urgent protection needs and provides an effective, ethical, coordinated, child-friendly response
	Promotes non-discrimination by providing services with regard to the wishes, rights, and needs of the child and the family	Builds children/families' resilience and empowerment by capitalising on their strengths and resources in all aspects of programme cycle	Strengthens CP systems' safeguarding policies, access to assistance, protection mechanisms, rights-fulfilment, and resilience
	Identifies how organisational policies/procedures, family/community dynamics, networks, and norms impact children	Engages children in determining their own best interests by identifying and exploring their skills, support systems, perspectives, needs, and risks	Implements case safe, ethical, empathetic, and inclusive management services according to inter-agency guidelines
	Identifies the levels and supporting standards/guidelines of the behavioural competencies for working with children	Conducts tailored, participatory, child-centred case management that features timely, organised, proficient case reviews, revisions, and conferences	Advocates for a national birth registration system that helps children access related benefits and social protection mechanisms

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Standards to Develop Adequate Child Protection Strategies, cont.			
Managing CP strategies for families, caregivers, and close relations	Identifies how awareness and economic strengthening support and empower families in CPHA preparedness/response	Supports significant people in the child’s life to identify their own resources, including personal skills and social support systems	Develops contextualised care responses to increase the coverage/quality of social protection and families’ care capacities
	Identifies how family, community, and social norms/networks impact children's coping capacity, resilience, and well-being	Incorporates the perspectives of significant people in the child’s life in case management procedures, including assessments and best interest decisions	Supports contextualised, regional, national and sub-national coordination frameworks like a UASC technical working group
	Uses inter-agency guidelines/resources to support families’ and caregivers’ skills in positive parenting and non-violence	Supports families, communities, and care networks to make decisions, solve problems, and identify positive coping strategies in emergencies	Makes the (alternative) care of children a political and financial priority
	Maps and analyses cultural/social norms and family structures/dynamics to engage in locally appropriate child/family building	Prepares families/communities for reunification through sensitisation, information sharing, family mediation, case management, and follow-up	Includes affected children and populations in programme design, implementation, monitoring, feedback, and evaluation

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Standards to Develop Adequate Child Protection Strategies, cont.			
Managing CP strategies for communities	Maps, assesses, and builds upon existing formal and informal community mechanisms and service providers	Support local volunteers and community members to assess existing supports, develop and implement response plans, and support child survivors	Ensures that children are protected from abuse, violence, exploitation and neglect by community-based mechanisms and processes
	Engages communities in assessing and problem-solving the all the potential consequences of external CPHA intervention	Collaborates with key CPHA, cross-sectoral, and national actors/stakeholders to perform their roles and responsibilities in the CBCPM cycle of action	Ensures that CBCPMs are collaborative, community-driven, sustainable, and built on existing local/national structures/capacities
	Involves relevant agencies in case management wherever appropriate	Supports and expands formal and informal support and referral systems using culturally-sensitive approaches and principles	Supports the organisation and partners to include key elements of community-driven interventions in CBCPM programming
	Identifies assesses how culture, politics, socio-economics, traditions, norms, and customs impact community functioning	Mobilises and strengthens appropriate peer-to-peer response and monitoring and youth engagement in CBCPMs and concerns	Develops CBCPM strategies that promote gender sensitivity and inclusion for target groups and the community

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Standards to Develop Adequate Child Protection Strategies, cont.			
Managing CP strategies for societies	Maps and analyses the capacity, influence, and gaps of formal and informal civil and CP mechanisms/systems to address risk/abuse	Strengthens civil society actors and management systems to cooperate on identifying and responding to child protection risks	Engages society actors/organisations to collaborate, coordinate, and harmonise CPHA-related policies, laws, capacity, and response
	Maps the case management capacity and gaps of CPHA actors and cross-sectoral partners	Coordinates with other actors to strengthen the overall impact and professionalism of child protection efforts	Ensures the effective care of children in the development and humanitarian spheres according to inter-agency standards/guidelines
	Conducts analyses of the initial situation, the conflict, and stakeholders before designing/ implementing/monitoring CP programmes	Communicates clearly with colleagues, government departments, CP partners, and stakeholders on the context, societal changes, and programme results	Makes the (alternative) care of children a political and financial priority

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Integrated Approaches and Standards			
Integrating CPHA and economic recovery	Identifies and implements the CPMS's basic standards, mechanisms, tools, and research on economic recovery	Bases decisions on cash transfer-CPHA programming on in-depth risk and opportunity assessments, cash transfer guidance, and current integrated research	Ensures that CP concerns are included in the assessment, design, monitoring, and evaluation of economic recovery programmes
	Shares the results of CP assessments and their implications for economic recovery with communities/economic recovery actors	Conducts joint training for economic recovery/CPHA personnel on cash transfer programming and the laws and policies governing work for/with children	Ensures that working-age children and their caregivers have access to adequate livelihood-strengthening support

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Integrated Approaches and Standards, cont.			
Integrating CPHA and education	Identifies tools, standards, and potential for integrated education-CP collaboration, joint emergency programming, and assessment	Conducts and promotes joint CPHA-education training, assessment, planning, prevention, preparedness, response, and recovery actions	Ensures that CP concerns are included in the assessment, design, monitoring, and evaluation of education programmes
	Facilitates joint, coordinated, and/or complementary CPHA, EiE, and MHPSS programming in child-focused settings	Initiates collaborations on MRM, CAAFAG, and reintegration with CPHA and EiE actors, the Ministry of Education, Social Affairs, and other stakeholders	Ensures that all children can access safe, high-quality, child-friendly, flexible, protective, and relevant learning opportunities/environments
	Shares the results of CP assessments and their implications for education with communities and education actors	Establishes referral and monitoring systems so education staff can efficiently monitor CP risks in schools and refer children with protection needs	Ensures joint training of CPHA and EiE staff (or cross-training in each other's specialisations)

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Integrated Approaches and Standards, cont.			
Integrating CPHA and health	Identifies the relevant guidelines, principles, and standards that inform joint CP-health collaboration, programming, and assessment	Conducts and promotes joint CPHA-health training, assessment, planning, prevention, preparedness, response, and recovery actions	Ensures child protection concerns are included in the assessment, design, monitoring, and evaluation of health programs
	Shares the results of CP assessments and their implications for health with communities and health actors	Establishes referral and monitoring systems so that health facility staff can efficiently monitor CP risks in hospitals and refer children with protection needs	Ensures that all children have access to quality, protective health services that are appropriate to their age and developmental needs
	Collaborates with health workers to generate common understandings of formal and informal health services	Ensures CP projects include safe, dignified, and confidential systems for identifying and referring cases of illness/injury to appropriate health services	Supports coordination, collaboration, and rapid referrals between/among social welfare, injury surveillance, and health systems

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Integrated Approaches and Standards, cont.			
Integrating CPHA and nutrition	Identifies the relevant guidelines, principles, and standards that inform joint CP-nutrition collaboration, programming, and assessment	Conducts and promotes joint CPHA-nutrition training, assessment, planning, prevention, preparedness, response, and recovery actions	Ensures that child protection concerns are included in the assessment, design, monitoring, and evaluation of nutrition programmes
	Shares the results of CP assessments and their implications for nutrition with communities and nutrition actors	Establishes referral/monitoring systems so that nutrition staff can efficiently monitor CP risks and refer children with protection needs	Ensures that children of all ages, their caregivers, and pregnant/breastfeeding women and girls, can access quality, safe, and appropriate nutrition services/food
	Collaborates with nutrition staff on advocacy and messaging to address household food consumption and decision-making concerns	Supports nutrition in emergencies staff to connect motherless babies with wet nurses or appropriate replacement feeding	Supports CPHA and nutrition in emergencies actors to collaborate on community mobilisation, prevention messages, and fixed or mobile child-mother centres

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Integrated Approaches and Standards, cont.			
Integrating CPHA and water, health, and sanitation (WASH)	Identifies the relevant guidelines, principles, and standards that inform CP-WASH collaboration, programming, and assessment	Conducts and promotes joint CPHA-WASH training, response, assessment, planning, prevention, preparedness, and recovery activities	Includes child protection concerns in the assessment, design, monitoring, and evaluation of WASH programmes
	Shares the results of CP assessments and their implications for WASH with communities and WASH actors	Establishes referral and monitoring systems so WASH staff can efficiently monitor CP risks and refer children with protection needs	Ensures that all children have equal access to appropriate WASH services that minimise risks of physical and sexual violence
	Ensures spaces that serve children are safe, appropriate, accessible, child-centric, and have potable water and hygiene facilities	Supports parents and communities in ensuring water collection does not interfere with children’s education or physical health/safety	Ensures that the safety and dignity of affected populations, including all children, is included as a sub-objective of WASH interventions

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Integrated Approaches and Standards, cont.			
Integrating CPHA and shelter	Identifies the relevant guidelines, principles, and standards that inform CP-shelter collaboration, programming, and assessment	Conducts and promotes joint CPHA-shelter training, response, assessment, planning, prevention, preparedness, and recovery activities	Ensures that CP concerns are included in the assessment, design, monitoring, and evaluation of shelter programmes
	Shares the results of CP assessments and their implications for shelter with communities and shelter actors	Establishes referral and monitoring systems so shelter staff can efficiently monitor CP risks and refer children with protection needs	Ensures that all children/caregivers have appropriate shelter that supports privacy, dignity, basic needs, and long-term solutions
	Promotes child protection mainstreaming and family unity in shelter assistance	Fosters collaboration between CPHA and shelter partners to provide MHPSS to affected populations in non-displaced disaster shelters and other settings	Ensures that the safety and dignity of affected populations, including all children, is included as a sub-objective of shelter interventions

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Integrated Approaches and Standards, cont.			
Integrating CPHA and camp coordination and camp management (CCCM)	Identifies the relevant guidelines, principles, and standards that inform CP-CCCM collaboration, programming, and assessment	Conducts and promotes joint CPHA-CCCM training, response, assessment, planning, prevention, preparedness, and recovery activities	Ensures that CP concerns are included in the assessment, design, monitoring, and evaluation of shelter programmes
	Shares the results of CP assessments and their implications for CCCM with communities and CCCM actors	Establishes referral and monitoring systems so CCCM facility staff can efficiently monitor CP risks and refer children with protection needs	Ensures camp management structures, referrals, services, and resources promote children’s safety and well-being in the camps
	Ensures camps have a children’s focal point and secure spaces for UASCs, child-headed households, and other vulnerable groups	Fosters collaboration between CPHA and CCCM partners to mainstream safe, confidential, non-stigmatising, and inclusive MHPSS support in camps	Ensures that the safety and dignity of affected populations, including all children, is included as a sub-objective of CCCM interventions

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator – Level 3
Competency Domain: Integrated Approaches and Standards, cont.			
Integrating CPHA and food security	Identifies the relevant guidelines, principles, and standards that inform CP-food security collaboration, programming, and assessment	Conducts and promotes joint CPHA-food security training, response, assessment, planning, prevention, preparedness, and recovery activities	Ensures that CP concerns are included in the assessment, design, monitoring, and evaluation of food security programmes
	Shares the results of CP assessments and their implications for food security with communities and food security actors	Establishes referral and monitoring systems so food security staff can efficiently monitor CP risks and refer children with protection needs	Ensures the safety and dignity of affected populations, including children, is included as a sub-objective of food security interventions
	Works with food security actors to assess potential causes of a food emergency and create community early warning systems	Ensures CP and MHPSS are mainstreamed into centres that treat mothers, pregnant women, girls, and children for nutritional deficiencies and concerns	Identifies the risks, gaps, and unintended results of interventions to promote safe, equitable, adequate, and protective food aid

Annexes

Annex 1: Core Humanitarian Competency Framework (CHCF)⁷

Competencies	Core behaviours for all staff in humanitarian response, informed by skills and knowledge	Additional behaviours for managers in humanitarian response, informed by skills and knowledge	Limiting behaviours
Competency Domain: Understanding humanitarian contexts, and applying humanitarian principles and standards			
Understanding the humanitarian context	Demonstrates understanding of the phases of humanitarian response, including preparedness, disaster risk reduction, response and recovery	Assesses and analyses key issues and develops actions to respond to them	<ul style="list-style-type: none"> • Does not acknowledge cultural or political context in discussions • Does not consider beneficiaries when developing solutions • Appears unclear about own and organisation's responsibilities
	Applies understanding of the political and cultural context	Commits organisation to gender equality, diversity and inclusion	
	Demonstrates understanding of gender equality, diversity and inclusion		<ul style="list-style-type: none"> • Considers donor requirements above beneficiary or organisational priorities
	Includes the needs, skills, capacities and experiences of affected people in response activities		
Competency Domain: Applying humanitarian standards and principles			
Understanding the humanitarian context, cont.	Upholds organisation's commitments to humanitarian frameworks, standards, principles and codes in programme goals, activities and staff behaviour	Participates in developing a contextualised organisational response	<ul style="list-style-type: none"> • Refuses to participate in coordinated mechanisms • Does not value gender equality, diversity and inclusion • Compromises humanitarian principles and standards
	Uses power responsibly, in line with accountability principles and standards	Respects international humanitarian law and relevant treaties	
	Demonstrates understanding of own, organisation's and others' roles within the humanitarian system	Applies the organisation's perspective and approach to disaster coordination and interagency cooperation	
	Demonstrates understanding of coordination mechanisms	Ensures staff's behaviour complies with humanitarian standards and principles	

⁷ Structure adapted from: CHS Alliance (2017). [A Guide to the Core Humanitarian Competency Framework: Supporting Humanitarians to work effectively](#). Core Humanitarian Competency Framework, Annex 1 and 2.

Competencies	Core behaviours for all staff in humanitarian response, informed by skills and knowledge	Additional behaviours for managers in humanitarian response, informed by skills and knowledge	Limiting behaviours
Competency Domain: Ensuring programme quality and impact			
Achieving results	Demonstrates understanding of project cycle management	Sets and follows work standards and operating procedures	<ul style="list-style-type: none"> • Cannot adapt to changing plans or decisions, negatively impacting project outcomes • Fails to focus on outcomes and deliver results • Gives up easily when faced with challenges • Does not meet deadlines, regardless of the situation and resources • Misuses resources or commits fraud • Displays unhelpful or negative behaviour when facing challenges • Demonstrates poor communication skills • Resists innovations and technology • Does not learn about or apply technology and innovation to work • Does not adapt to others' cultures and needs • Fails to fulfil commitments to crisis-affected people
	Participates in designing and implementing effective projects and programmes	Clarifies team roles and responsibilities to maximise impact	
	Delivers timely and appropriate results using available resources	Collaborates with stakeholders to avoid duplication and maximise resources	
		Provides regular feedback and information to improve results	
		Documents lessons learned and applies them to future projects	
		Promotes responsible use of innovation and technology to deliver results	

Competencies	Core behaviours for all staff in humanitarian response, informed by skills and knowledge	Additional behaviours for managers in humanitarian response, informed by skills and knowledge	Limiting behaviours
Competency Domain: Working accountably			
Achieving results, cont.	Answers to crisis-affected people for actions and decisions	Establishes meaningful processes through which crisis-affected people can participate in the response and share their expectations and concerns	Same as above
	Collects, analyses and disseminates information and feedback from crisis-affected people and other stakeholders without creating expectations	Ensures efficient and transparent use of resources in accordance with internal control mechanisms	
Competency Domain: Making decisions			
Achieving results, cont.	Demonstrates flexibility in situations of rapid change and varying cultural contexts, always informed by a focus on crisis-affected people		Same as above
	Demonstrates understanding of when to act and when to involve others		
	Considers the wider impact of decisions in order to achieve results		
	Includes planning and delegation in decision-making		

Competencies	Core behaviours for all staff in humanitarian response, informed by skills and knowledge	Additional behaviours for managers in humanitarian response, informed by skills and knowledge	Limiting behaviours
Competency Domain: Developing and maintaining collaborative relationships			
Listening and creating dialogue	Listens to the perspectives and experiences of crisis-affected people, stakeholders and team members	Includes feedback from crisis-affected people, partners and other stakeholders in programme design, implementation and learning	
	Creates and maintains dialogue with crisis-affected people and other stakeholders		
Working with others	Contributes positively in the team to achieve programme objectives	Establishes clear objectives with teams and individuals	
	Displays empathy, respect and compassion towards crisis-affected people	Monitors work progress and individual performance	<ul style="list-style-type: none"> • Ignores people or ideas that do not fit with own views
	Uses suitable channels and technologies to communicate regularly, responsibly and consistently	Agrees upon long-distance work schemes with partners and staff	<ul style="list-style-type: none"> • Makes poor decisions and inappropriate compromises to please others • Communicates in unclear, disrespectful or inappropriate language, format or media • Misses opportunities to develop and sustain new relationships or partnerships • Uses an unhelpful or unprofessional approach with stakeholders
	Participates in networks to access and contribute to good practice	Builds trust with communities and stakeholders	
	Challenges decisions and behaviour which breach the International Red Cross and Red Crescent and NGOs'/ individual agencies' Codes of Conduct	Fosters collaborative, transparent and accountable relationships with partners to create and implement agreements	
		Uses negotiation and conflict resolution skills to support positive outcomes	<ul style="list-style-type: none"> • Does not adapt responses to stakeholders' different needs • Cannot relate to people from different backgrounds • * Does not respect the needs of individuals with different perspectives

Competencies	Core behaviours for all staff in humanitarian response, informed by skills and knowledge	Additional behaviours for managers in humanitarian response, informed by skills and knowledge	Limiting behaviours
Competency Domain: Operating safely and securely at all times			
Minimising risk to crisis-affected people, partners and stakeholders	Pays attention to the safety of crisis-affected people and other key stakeholders	Undertakes effective risk assessments with crisis-affected people and partners	<ul style="list-style-type: none"> • Presents ideas or opportunities that put self or others at risk • Misunderstands or disregards security protocols, leading to personal or organisational risk • * Demonstrates a casual attitude to risk
	Identifies, communicates and mitigates risks and threats to self and organisation	Demonstrates understanding of wider UN/NGO security coordination and the organisation's role in those mechanisms	
	Seeks to do no harm and to minimise risks for partners and crisis-affected people	Prioritises and invests in safety and security	
		Develops contingency plans and implements a responsible exit strategy	<ul style="list-style-type: none"> • Shows disinterest in the context and complacency
Managing personal safety and security	Builds and sustains acceptance for work in line with humanitarian principles and standards	Monitors security risks and ensures organisational protocols are understood and consistently followed by staff	<ul style="list-style-type: none"> • Displays offensive attitudes to crisis-affected people and local authorities
	Recognises different vulnerabilities, reduces vulnerability by complying with safety and security protocols set by organisation, and adapts them to local context	Takes appropriate action and provides direction and support to team members in the event of a crisis	
	Champions the importance of safety and keeps the safety of colleagues and team members in mind at all times		

Competencies	Core behaviours for all staff in humanitarian response, informed by skills and knowledge	Additional behaviours for managers in humanitarian response, informed by skills and knowledge	Limiting behaviours
Competency Domain: Managing in a pressured and changing environment			
Adapting and coping	Remains focused on objectives and goals in a rapidly changing environment	Helps others recognise and manage stress by modelling self-care and prioritising workload	<ul style="list-style-type: none"> • Shows considerable stress without acting to reduce or manage it • Behaves unprofessionally, violates the code of conduct and damages the organisation's reputation • Resists adapting behaviours and actions to changing situations and environment • Demonstrates a poor work/life balance and loss of perspective
	Adapts calmly to changing situations and constraints	Promotes well-being and a duty-of-care culture	
	Recognises personal stress and takes steps to reduce it		
	Remains constructive and positive in difficult, stressful and challenging environments		
Maintaining professionalism	Takes responsibility for own work and its impact on others	Sets realistic deadlines and goals	<ul style="list-style-type: none"> • Does not realise the impact change has on oneself and others
	Plans, prioritises and performs tasks well under pressure	Enables others to carry out their roles and responsibilities	
	Behaves ethically and professionally in accordance with relevant codes of conduct	Monitors commitments and actions transparently	
	Demonstrates personal integrity by using power responsibly and fairly	Learns from experience and feedback and applies lessons learnt to new situations	
	Shows awareness of internal and external influences that affect performance		

Competencies	Core behaviours for all staff in humanitarian response, informed by skills and knowledge	Additional behaviours for managers in humanitarian response, informed by skills and knowledge	Limiting behaviours
Competency Domain: Demonstrating leadership			
Self-awareness	Realises the impact of their strengths and limitations on others		<ul style="list-style-type: none"> • Resists or delays making necessary decisions • Does not delegate to skilled team members • Harms team members' confidence • Identifies problems without seeking solutions
	Demonstrates understanding of how individuals' complementary skills build team effectiveness		
	Seeks and uses feedback to improve performance		
Motivating and influencing others	Promotes humanitarian values	Describes and demonstrates the values, core purpose and principles of humanitarian work	<ul style="list-style-type: none"> • Communicates in an unclear, hopeless manner • Sees consultation as time-consuming and irrelevant
	Inspires confidence in others	Provides regular and ongoing informal and formal feedback	
	Advocates for organisational beliefs and values	Recognises the contribution of others	<ul style="list-style-type: none"> • Blames others for one's own failings
	Encourages team collaboration through active listening	Adapts leadership style to time frame and changing situation	<ul style="list-style-type: none"> • Ignores or dismisses expertise, knowledge or information that contradicts own point of view • Avoids addressing performance issues
	Influences others to meet programme goals		
	Analyses and acts in challenging situations in the absence of specific guidance	Considers both the broad strategic perspective and the details of a situation	<ul style="list-style-type: none"> • Tolerates behaviour which harms others' development, performance and morale
	Demonstrates initiative by suggesting creative improvements and ways of working	Acts decisively and adapts plans to emerging situations and changing environments	<ul style="list-style-type: none"> • * Communicates the organisation's strategy and direction vaguely or inconsistently
	Demonstrates tenacity to achieve results	Takes informed and calculated risks to improve performance	<ul style="list-style-type: none"> • Uses influence in a way that compromises professional integrity
		<ul style="list-style-type: none"> • Struggles to make tough decisions • Discourages others from speaking openly 	

Annex 2: Desk Review

Child Protection in Emergencies/ Child Protection					
Framework Name	Date	Author	Country	Competency type/ name	# of levels
Child Protection in Emergencies (CPIE)	2010	Child Protection Working Group, Hanna-Tina Fischer		(a) technical, (b) functional/ managerial; (1) Core child protection; (2) core humanitarian; (3) Child protection programming in Emergencies	3 - not specified
Leadership Competency Framework	2011	The National Child Welfare Workforce Institute	USA	(a) functional/ managerial	4 - (1) Executive; (2) Manager; (3) Supervisor; (4) Case Worker
Core Competency Framework for the Protection of Children	2011	NHS Education for Scotland	Scotland	(a) technical	4 - (1) practitioner recognises and reports situations where there might be a need for protection; (2) practitioner contributes to protecting people (children) at risk; (3) practitioner implements aspects of a protection plan and reviews its effectiveness; (4) practitioner develops and leads on the implementation of an overall protection plan
Child Protection Workers - Competencies & Professional Practice Portfolio, Draft 3	2012	TdH Albania			
Caring for Child Survivors of Sexual Abuse - Guidelines for health and psychosocial service providers in humanitarian settings*	2012	International Rescue Committee (IRC); UNICEF		(a) core child sexual abuse knowledge competencies; (b) core child-friendly attitude competencies; (c) core skills; (d) guiding principles	competency areas
Safeguarding Children, Young People, Adults at Risk - Workforce Development Strategy 2013-2015	2012	Solihull Local Safeguarding Children Board (LSCB)	UK	(a) technical	

Para Professionals in the Social Service Workforce: Guiding Principles, Functions and Competencies	2015	Global Social Service Workforce	USA	(a) generic/core functions and competencies; (b) para professional practice competencies; (c) para professional training competencies	Para professional functional areas
Outline Common Competencies Trajectory	2016	War Child			
Competency Framework Psychosocial Support Delegates in Emergencies*	2016	Psychosocial Centre, International Federation of Red Cross and Red Crescent Societies		(a) technical PSS; (b) core and generic (functional/ managerial)	
Children's Workforce Core Competencies - Draft Framework	2016	Children's Action Plan Directorate	New Zealand	5 competencies: (1) A0 – Children’s workforce foundational tier; (2) A1 – Children’s workforce practitioner tier; (3) B – Children’s workforce advanced practitioner tier; (4) C – Children’s workforce management tier; (5) D - Children’s workforce leadership tier; 6 domains: (1) Be culturally competent; (2) Work collaboratively and share information; (3) Identify needs and respond to vulnerability; (4) Engage parents, family, whānau and caregivers; (5) Engage children; (6) Act in the best interests of children. competency descriptor: S (Skill), K (Knowledge), V (Value)	
Family Violence, Sexual Violence and Violence within Whānau: Workforce Capability Framework*	2017	New Zealand Government	New Zealand	(a) technical; (b) functional/ managerial	4 - (1) Legislative; (2) Organisational; (3) Workforce; (4) Practitioner AND 6 domains - (1) Understanding people's experiences of family violence, sexual violence and violence within whānau; (2) Upholding the dignity, values

					and beliefs of people and their diverse cultural identities; (3) Enabling disclosures and response to help seeking; (4) Using collective action to create safety for victims; (5) Using collective action to sustain safe behaviours of perpetrators; (6) Working as part of an integrated team. - clear distinction between competency and capability (capability defined as a higher, more integrated level of competency)
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Humanitarian Competencies, Standards & Principles					
Document name	Date	Author	Country	Competency type/ name	# of levels
ELRHA: Professionalising the Humanitarian Sector, A scoping study	2010	Enhancing learning & research for humanitarian assistance (ELRHA) - P. Walker Feinstein International Center & C. Russ, RedR UK		Humanitarian core competencies	areas of focus
EUPRHA HAQF: The Humanitarian Action Qualifications Framework: A quality assurance tool for the Humanitarian Sector	2010	EUPRHA Project by European Commission Lifelong Learning programme - B. L. Aardema, University of Groningen, Netherland, C. Churruca Muguruza, Universidad de Deusto, Spain.		Responsibility and autonomy (knowledge and skills)	5/8: One dimension is described at eight levels; the other five are described at five levels
Core Humanitarian Competencies Guide*	2011	Consortium of British Humanitarian Agencies (CBHA)	UK	(a) technical skills and knowledge; (b) behavioural competencies	

Minimum Standards for Child Protection in Humanitarian Action (CPMS)*	2012	CPWG			(1) 6 principles; (2) 26 standards
Humanitarian Principles	2012	OCHA			4 principles
Professional Standards for Protection Work	2013	ICRC		(a) standards; (b) principles	
World Vision Core Humanitarian Competencies	NS	World Vision		core humanitarian competencies	
Core Humanitarian Standard (CHS) Guidance Note and Indicators*	2015	CHS Alliance, The Sphere Project, Groupe URD		(a) standards; (b) quality criteria	9 commitments and quality criteria
Minimum Standards for Prevention and Response to Gender-Based Violence in Emergencies*	2015	UNFPA			18 minimum standards
The Sphere Handbook	2015	The Sphere Project			(1) Humanitarian Charter; (2) Minimum Standards in Humanitarian Response
A guide to the Core Humanitarian Competency Framework*	2017	CHS Alliance		(a) technical competencies; (b) functional competencies; (c) Core Humanitarian Competencies; (d) Leadership Competencies	
Professional Standards for Protection Work*	2018	ICRC		(a) standards; (b) principles	
The Humanitarian Action Qualifications Framework: A quality assurance tool for the Humanitarian Sector	2018	CHS Alliance			

General Competency Frameworks					
Framework name	Date	Author	Country	Competency type/ name	# of levels
UNICEF Competency Definitions*	NS	UNICEF		(a) core values; (b) competencies; (b) core; (c) functional; (d) knowledge and skills	
World Vision Core Humanitarian Competency Framework	NS	World Vision			
Save the Children Competency Framework	2014	Save the Children		(a) leading competencies; (b) thinking competencies; (c) engaging competencies; (d) values	3 levels: (1) skilled; (2) accomplished; (3) leading edge; (a) negative indicators; development ideas; link to organisational values
Core Competency Framework	2016	UNDP		core competencies	6 levels: (1) Support, Reliable Replication; (2) Execute & learn, perform defined tasks; (3) Apply & Adapt, Recognised contributor with demonstrated ability; (4) Originate, Peer regarded lead expert; (5) Integrate & Empower, Strategic Advisor; (6) Transformational visionary, recognised expert
Child Protection Workforce Strategy 2017- 2020 - Appendix 3: Child protection capability framework	2017	Victoria State Government, Health and Human Services	Australia	(a) core capabilities; (b) classification-specific capabilities; (c) personal qualities and attributes; (d) knowledge and skills	capabilities - 5 core elements: The capability framework comprises five core elements required in child protection practice and work: (1) domains of practice describing key areas of capability for child protection; (2) core capabilities outlining capabilities that all staff are expected to demonstrate consistently for CPP2 and CPP3–CPP6 levels (these are aligned to the domains of practice); (3) classification-specific capabilities outlining capabilities that CPP3–CPP6 practitioners demonstrate to the level expected of their CPP classification (these are aligned to the domains of

					practice); (4) personal qualities and attributes outlining the six personal qualities and attributes considered important for child protection practice; (5) knowledge and skills outlining the 10 knowledge and skills considered important for child protection practice.
IRC Success Model	2018	IRC	USA		4 components: (1) receptive, (2) resourceful, (3) resilient, (4) results-oriented

Other Sectors					
Framework name	Date	Author	Country	Competency type/ name	# of levels
Technical Competency Framework for Nutrition in Emergencies Practitioners	2013	Concern Worldwide; Emergency Nutrition Network; International Medical Corps; Save the Children, UK; University College London; Valid International; and World Vision International			3 behavioural levels
Core Competencies for GBV Program Managers and Coordinators in Humanitarian Settings	2014	Gender-based Violence area of responsibility Learning task team, Global Protection Cluster		(a) Core Competencies; (b) Professional Competencies; (c) Behavioural Competencies	
Core Competencies in adolescent health and development for primary care providers - including a tool to assess the adolescent health and	2015	World Health Organization (WHO)		(a) Foundation of adolescent health care competencies; (b) Situational clinical care competencies	3 domains in adolescent health care under which competencies fall; (1) Attitudes; (2) Knowledge; (3) Skills (ability to)

development component in pre-service education of health-care providers*					
The Cash Learning Partnership (CaLP) CTP Competence Framework*	NS	The Cash Learning Partnership (CaLP)		(1) Overarching Areas; (2) Competence Areas; (3) Essential Competence; (a) Operational delivery of CTP; (b) Technical programme design and quality; (c) Strategic planning and decision-making	
IFRC Livelihoods Resource Centre Learning and Technical Competency Framework for Livelihoods and Cash Transfer Programme	NS	IFRC		(1) Subject; (2) Technical competences; (a) Level 1: Entry (Remembering & Understanding); (b) Level 2: Generalist (Applying and analysing); (c) Level 3: Specialist (Evaluating); (d) Level 4: Expert (Creating)	

Standalone Child Protection Staff Profiles, ToRs, & Interview Guide					
Framework name	Date	Author	Country	Competency type/ name	# of levels
UNICEF Child Protection - Junior Level (P1-P2) Competency Based Interview Guide	2009	UNICEF		(a) functional competency	competency levels
UNICEF Child Protection - Mid Level (P3-P4) Competency Based Interview Guide	2009	UNICEF		(a) functional competency	competency levels
UNICEF Child Protection - Senior Level (P5+) Competency Based Interview Guide	2009	UNICEF		(a) functional competency	competency levels
Generic job description for Child Protection in Emergencies Project Manager	2015	Institut Bioforce		(a) technical; (b) functional; (c) inter disciplinary skills	
TORs: Massive Open Online Course (MOOC) targeting professionals	2017	ISS-SSI; IFRC			

working with children in the context of international migration					
Protection, Gender and Inclusion Delegate Job Description	2017	International Federation of Red Cross and Red Crescent Societies			

Other Related Documents					
Framework name	Date	Author	Country	Competency type/ name	# of levels
Using a Competency Model to Increase Frontline Supervisor Effectiveness in Child Welfare Agencies	2006	Hired for Good - Quality Human		(a) critical competencies for supervisors	
IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings*	2007	Interagency Standing Committee (IASC)			(a) common functions and domains; (b) core mental health psychosocial support domains; (c) social considerations in sectoral domains
The Paris Principles - The Principles and Guidelines on Children Associated with Armed Forces and Armed Groups	2007	UNICEF			
Public Health Guide in Emergencies	2008	John Hopkins Bloomberg School of Public Health, International Federation of Red Cross and Red Crescent Societies			
Professionalising the Humanitarian Sector - A scoping study	2010	Enhancing Learning & Research for Humanitarian Assistance (ELRHA)			

INEE Minimum Standards Handbook	2010	International Network for Education in Emergencies (INEE)			
Staff recruitment in United Nations system organizations: a comparative analysis and benchmarking framework – Institutional framework^	2012	Joint Inspection Unit Geneva			
A Framework for the Protection of Children	2012	UNHCR			
National Framework for Child Protection learning & development in Scotland 2012	2012	Scottish Government	Scotland	(a) general contact workforce competences, knowledge and skills; (b) specific contact workforce competences, knowledge and skills; (c) intensive contact workforce competences, knowledge and skills;	
What Cash Transfer Programming can do to protect children from violence, abuse and exploitation	2012	Save the Children, Women's Refugee Commission, The Cash Learning Partnership, Child Protection in Crisis Network for Research, Learning and Action			
Child Safeguarding in Cash Transfer Programming - A Practical Guide*	2012	Save the Children, Women's Refugee Commission, The Cash Learning Partnership, Child Protection in Crisis Network for Research, Learning and Action			
Best Practice for Engaging Community- Based Child Protection Mechanisms and Establishing	2013	Child Protection in Crisis Network for			

Synergies with the Education Sector: Learning from Protracted Refugee Settings in Uganda and Rwanda		Research, Learning & Action			
Practice Standards 2013	2013	Australian Association of Social Workers	Australia		practice standards
Save the Children's Child Protection Strategy 2013-2015 - Making the world a safe place for children	2013	Save the Children, Child Protection Initiative			
Disability Inclusion - Translating Policy into Practice in Humanitarian Action	2014	Women's Refugee Commission			
Gender-Based Violence Area of Responsibility Capacity Development Strategy 2015-2020	2014	Global Protection Cluster, GBV AoR			
Inter Agency Guidelines for Case Management & Child Protection - The role of case management in the protection of children: a guide for policy & programme managers and caseworkers*	2014	Global Protection Cluster, Child Protection, European Commission Humanitarian Aid, USAID			
Why Care Matters: The importance of adequate care for children and society	2014	Family for Every child			
Cash for protection - Cash transfer programs can promote child protection outcomes	2014	Hannah Thompson			
Protection Mainstreaming Training Package	2014	Global Protection Cluster			
Community-Based Child Protection Mechanisms - Global Synthesis Report of Plan International's Support to CBCPMS*	2015	Plan International Headquarters			
Therapist competence in global mental health: Development of the	2015	Kohrt, Jordans, Rai, Shrestha, Luitel,			

Enhancing Assessment of Common Therapeutic factors (ENACT) rating scale		Ramaiya, Singla, Patel, ELSEVIER, Behavior Research and Therapy Journal			
Child Protection in Emergencies Capacity Building Mapping & Market Analysis	2015	Save the Children; Linksbridge			
Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action - Reducing risk, promoting resilience and aiding recovery	2015	Global Protection Cluster, GBV AoR; IASC		(a) Core Child-Friendly Attitude Competency Areas;	
Competency-based Workforce Development - A Synthesis of Current Approaches^	2015	National Child Welfare Workforce Institute, Children's Bureau, University at Albany NY	USA	(a) knowledge, skills, and abilities (KSAs); (b) personal characteristics; (c) context knowledge and skills	(1) cognitive and behavioural skills; (2) knowledge; (3) self-concept; (4) traits; (5) motives
Children in Armed Conflict Accountability Framework - A Framework for Advancing Accountability for Serious Violations against Children in Armed Conflict	2015	Conflict Dynamics International			(1) Introduction to the CAC Accountability Framework; (2) Foundations of CAC accountability; (3) Definition and structure of CAC accountability; (4) Guidance for developing strategic approaches to CAC accountability
Adapting to learn, learning to adapt: Overview of and considerations for child protection systems strengthening in emergencies	2016	The Alliance for Child Protection in Humanitarian Action			
Child Protection Action Plan 2015-2020	2016	International Federation of Red Cross and Red Crescent Societies			

Joint Protection Mainstreaming Framework	2016	Caritas Australia, CAFOD, CRS, Trocaire		(1) Analysis; (2) Targeting and diversity of need; (3) Information sharing; (4) Community engagement; (5) Feedback & Complaints mechanisms; (6) Staff conduct; Mapping & Referral; (7) Coordination & Advocacy: (a) guiding questions; (b) indicators; (c) key actions	
Inter-agency toolkit: Supporting the protection needs of child laborers in emergencies*	2016	The Alliance, UNICEF, Plan International			
Protection Mainstreaming Toolkit – Field Testing Version	2017	Global Protection Cluster			
Child Protection in Emergencies Capacity Gap Analysis South East & East Asia	2017	Save the Children; IKEA Foundation			
South African Child Gauge	2017	University of Cape Town, Children's Institute			
Children on the Move - From protection towards a quality sustainable solution – A practical guide*	2017	International Social Services			
Field Handbook on Unaccompanied and Separated Children*	2017	The Alliance for Child Protection in Humanitarian Action - Inter-agency Working Group on Unaccompanied and Separated Children		(a) core humanitarian competencies; (b) core child protection competencies; (c) child protection programming in emergencies	
Key Considerations for Child Protection-focused Mobile Services Delivery	2017	CP AoR, Global Protection Cluster			

Child Protection in Emergencies Professional Development Programme	2017 - 2018	Save the Children		learning outcomes: (a) knowledge; (b) skills; (c) attitudes; (d) life-long learning	
Professional Capability Framework – Social Work Level Capabilities	2018	The British Association of Social Workers		Capabilities	
Child Protection Training Package - Asia Pacific Region, Draft	2018	World Vision			
TOOL 3 - Case Management Quality Assessment Framework, Case Management Competencies Self Evaluation (Workers) v.4*	2018	Case Management Task Force, Global Alliance for Child Protection in Humanitarian Settings		(a) values & ethics; (b) qualifications, knowledge; (c) communication & relationship skills; (d) case management procedures; (e) Record keeping & information management; (d) self-care and development; (e) working with the community	
TOOL 4 - Case Management Quality Assessment Framework, Case Management Competencies Self Evaluation (Supervisors) v.4	2018	Case Management Task Force, Global Alliance for Child Protection in Humanitarian Settings		(a) Competence 1 Understands the purpose of supervision;(b) Competence 2 Has the necessary skills and knowledge to act as a supervisor; (c) Competence 3 Able to set appropriate context for supervision; (d) Competence 4 Helps supervisees develop their practice; (e) Competence 5 Communication and interpersonal skills; (d) Competence 6	
TOOL 2 - Case Management Training Manual - Module G3 Exercise 2 - Supervised Practice Framework	2018	Case Management Task Force, The Alliance for Child Protection in Humanitarian Settings		(a) personal competency; (b) social competency; (c) methodological competencies; (d) technical competencies;	
CPiE Learning Outcome Matrix draft	2018	Save the Children			
INEE Toolkit*, https://toolkit.ineesite.org/toolkit/	2018	International Network for Education in Emergencies (INEE)			

Education in Emergencies Evidence for Action (3EA) - Measurement Consortium Frequently Asked Questions (FAQs)	2018	3EA MIDDLE EAST/NORTH AFRICA/TURKEY (MENAT); International Rescue Committee; NYU Global Ties for Children			
2nd Edition Structure CPMS (working version)	2018	The Alliance for Child Protection in Humanitarian Settings			
Child Protection in Emergencies Capacity Gap Analysis: Middle East and Eastern Europe	2018	Child Frontiers; Save the Children			
Emergency Capacity Building Project, Staff Capacity Initiative: Humanitarian Competencies Study	2006	Interagency Working Group (IWG) on Emergency Capacity Building			
Additional Guidance: Integrating the CHCF and other competency frameworks	2018	Fereday, E.; Core Humanitarian Competency Framework			
Total number of sources: 93					

*detailed description of competencies, frameworks, standards, practical examples and definitions

^explanation of competencies

NS = Not stated

Annex 3: Acronyms

To keep the competencies and indicators as brief as possible, the *CPHA Competency Framework* has made free use of acronyms. The following is a list of the acronyms used and their expansions.

CAAFAG Children Affected by Armed Forces and Armed Groups

Cambodia ACTs	Cambodia Against Child Trafficking Networks
CBCPM	Community-Based Child Protection Mechanisms
CCCM	Camp Coordination and Camp Management
CCPM	Cluster Coordination Performance Monitoring
CFSI	Community and Family Services International
CP	Child Protection
CP AoR	Child Protection Area of Responsibility
CPHA	Child Protection in Humanitarian Action
CPIE	Child Protection in Emergencies
CPIMS	Child Protection Information Management System
CPMS	Minimum Standards for Child Protection in Humanitarian Action
CPMS WG	Child Protection Minimum Standards Working Group
CPWG	Child Protection Working Group
DDR	Disarmament, Demobilisation, and Reintegration
DPKO	Department of Peacekeeping Operations
DRR	Disaster Risk Reduction
EiE	Education in Emergencies
ERW	Explosive Remnants of War
GBV	Gender-based Violence
GBV AoR	Gender-based Violence Area of Responsibility
HR	Human Resources
IED	Improvised Explosive Device

IFRC	International Federation of Red Cross and Red Crescent Societies
ILO	International Labour Organization
IMS	Information Management Systems
IRC	International Rescue Committee
ISS	International Social Service
L&D	Learning and Development
LDWG	Learning and Development Working Group of the Alliance for Child Protection in Humanitarian Action
M&E	Monitoring and Evaluationa
MHPSS	Mental Health and Psychosocial Support
MRE	Mine Risk Education
MRM	Monitoring and Reporting Mechanism
NGO	Non-governmental Organisation
SEDHURO	Socio-economic Development and Human Rights Organization
SGBV	Sexual and Gender-based Violence
SOP	Standard Operating Procedure
Tdh	Terre des hommes
ToR	Terms of Reference
UASC	Unaccompanied and Separated Children
UN	United Nations
UN CT	United Nations Country Team
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Fund
UXO	Unexploded Ordnance
WASH	Water, Sanitation, and Hygiene