



**THE ALLIANCE**

FOR CHILD PROTECTION IN HUMANITARIAN ACTION



CHILD PROTECTION IN HUMANITARIAN ACTION (CHPA)

# 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.

This competency framework was developed by Fiamma Rupp and members of the Alliance. This framework is based on the Child Protection in Emergencies Competency Framework (2010), which was developed by Hanna-Tina Fischer for Save the Children UK on behalf of the former Child Protection Working Group. This revision was made possible through the financial contribution of the Bureau of Population, Refugees, and Migration within the United States Department of State.

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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?<sup>1</sup>

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.<sup>2</sup>

**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

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<sup>1</sup> 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.

<sup>2</sup> 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,<sup>3</sup> 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.<sup>4</sup> 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**.

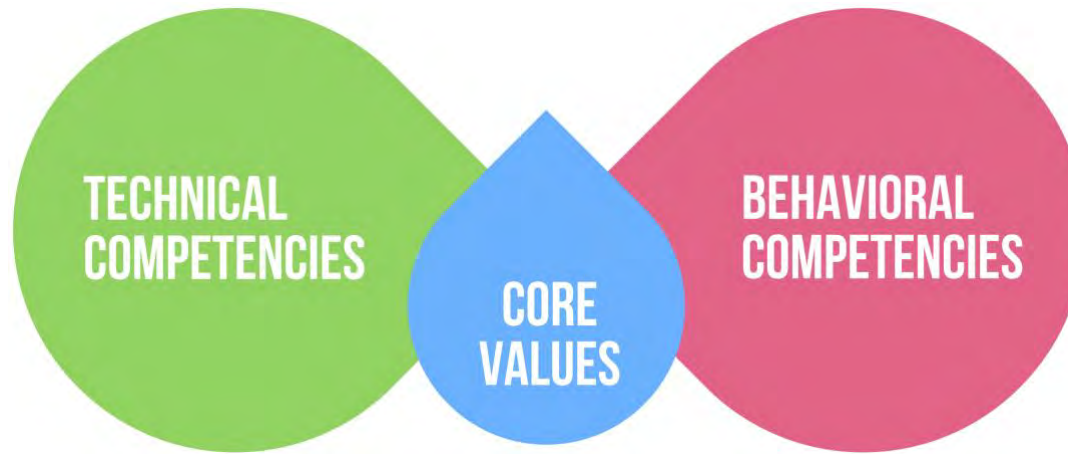
The **core values** of a competency framework are often represented within the individual competencies. **Limited behaviours** can also be included. They define unconstructive behaviour that needs to be changed.

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<sup>3</sup> Oxford English Dictionary

<sup>4</sup> Goleman (2000)





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

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

## 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 Framework<sup>5</sup>

| Competencies                                | Behavioural Indicator - Level 1   | Behavioural Indicator - Level 2   | Behavioural Indicator – Level 3  |
|---|---|---|--|
| <b>Competency Domain: Achieving Results</b> |   |   |  |
| 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 |

<sup>5</sup> 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  |
|---|--|--|--|
| <b>Competency Domain: Developing and Maintaining Collaborative Relationships</b>        |  |  |  |
| 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                           |
| <b>Competency Domain: Developing and Maintaining Collaborative Relationships, cont.</b> |  |  |  |
| 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  |
|--|--|--|--|
| <b>Competency Domain: Operating Safely and Securely at all Times</b> |  |  |  |
| 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                                    |
| <b>Competency Domain: Operating Safely and Securely at all Times</b> |  |  |  |
| 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   |
|---|--|--|---|
| <b>Competency Domain: Operating Safely and Securely at all Times, cont.</b> |  |  |   |
| 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  |
|--|---|--|--|
| <b>Competency Domain: Managing in High-pressured and Changing Environments</b> |   |  |  |
| 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   |
|---|---|--|---|
| <b>Competency Domain: Demonstrating Leadership</b>  |   |  |   |
| 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 Framework<sup>6</sup>

| Competencies   | Behavioural Indicator - Level 1  | Behavioural Indicator - Level 2  | Behavioural Indicator – Level 3  |
|--|--|--|--|
| <b>Competency Domain: Principles, Approaches, and Humanitarian Standards</b> |  |  |  |
| 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  |

<sup>6</sup> 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   |
|---|---|---|---|
| <b>Competency Domain: Principles, Approaches, and Humanitarian Standards, cont.</b> |   |   |   |
| 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   |
|--|---|---|---|
| <b>Competency Domain: Standards to Ensure a Quality Response</b> |   |   |   |
| 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   |
|---|---|---|---|
| <b>Competency Domain: Standards to Ensure a Quality Response, cont.</b> |   |   |   |
| 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  |
|---|---|--|--|
| <b>Competency Domain: Standards to Ensure a Quality Response, cont.</b> |   |  |  |
| 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  |
|---|--|--|--|
| <b>Competency Domain: Standards to Ensure a Quality Response, cont.</b> |  |  |  |
| 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   |
|---|--|--|---|
| <b>Competency Domain: Standards to Ensure a Quality Response, cont.</b> |  |  |   |
| 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  |
|---|--|---|--|
| <b>Competency Domain: Standards on Child Protection Risks</b> |  |   |  |
| 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   |
|--|--|--|---|
| <b>Competency Domain: Standards on Child Protection Risks, cont.</b> |  |  |   |
| 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 |



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|  | 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  |
|--|--|---|--|
| <b>Competency Domain: Standards on child protection risks, cont.</b> |  |   |  |
| 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   |
|--|---|---|---|
| <b>Competency Domain: Standards on Child Protection Risks, cont.</b>                             |   |   |   |
| 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   |
|--|---|---|---|
| <b>Competency Domain: Standards on Child Protection Risks, cont.</b> |   |   |   |
| 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  |
|--|---|--|--|
| <b>Competency Domain: Standards on Child Protection Risks, cont.</b> |   |  |  |
| 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 |

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|  | 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  |
|--|--|---|--|
| <b>Competency Domain: Standards on Child Protection Risks, cont.</b> |  |   |  |
| 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  |
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| <b>Competency Domain: Standards on Child Protection Risks, cont.</b> |   |   |  |
| 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   |
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| <b>Competency Domain: Standards to Develop Adequate Child Protection Strategies</b> |  |  |   |
| 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  |
|--|---|--|--|
| <b>Competency Domain: Standards to Develop Adequate Child Protection Strategies, cont.</b> |   |  |  |
| 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  |
|--|---|---|--|
| <b>Competency Domain: Standards to Develop Adequate Child Protection Strategies, cont.</b> |   |   |  |
| 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  |
|--|--|---|--|
| <b>Competency Domain: Standards to Develop Adequate Child Protection Strategies, cont.</b> |  |   |  |
| 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   |
|---|---|---|---|
| <b>Competency Domain: Integrated Approaches and Standards</b> |   |   |   |
| 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   |
|--|---|--|---|
| <b>Competency Domain: Integrated Approaches and Standards, cont.</b> |   |  |   |
| 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  |
|--|--|--|--|
| <b>Competency Domain: Integrated Approaches and Standards, cont.</b> |  |  |  |
| 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  |
|--|---|---|--|
| <b>Competency Domain: Integrated Approaches and Standards, cont.</b> |   |   |  |
| 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   |
|--|--|--|---|
| <b>Competency Domain: Integrated Approaches and Standards, cont.</b> |  |  |   |
| 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  |
|--|---|--|--|
| <b>Competency Domain: Integrated Approaches and Standards, cont.</b> |   |  |  |
| 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   |
|--|---|---|---|
| <b>Competency Domain: Integrated Approaches and Standards, cont.</b> |   |   |   |
| 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   |
|--|---|--|---|
| <b>Competency Domain: Integrated Approaches and Standards, cont.</b> |   |  |   |
| 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)<sup>7</sup>

| 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   |
|---|---|--|---|
| <b>Competency Domain: Understanding humanitarian contexts, and applying humanitarian principles and standards</b> |   |  |   |
| 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"> <li>• Does not acknowledge cultural or political context in discussions</li> <li>• Does not consider beneficiaries when developing solutions</li> <li>• Appears unclear about own and organisation's responsibilities</li> </ul> |
|   | 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"> <li>• Considers donor requirements above beneficiary or organisational priorities</li> </ul>   |
|   | Includes the needs, skills, capacities and experiences of affected people in response activities  |  |   |
| <b>Competency Domain: Applying humanitarian standards and principles</b>  |   |  |   |
| 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"> <li>• Refuses to participate in coordinated mechanisms</li> <li>• Does not value gender equality, diversity and inclusion</li> <li>• Compromises humanitarian principles and standards</li> </ul>                                |
|   | 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                            |   |

<sup>7</sup> 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   |
|---|--|---|---|
| <b>Competency Domain: Ensuring programme quality and impact</b> |  |   |   |
| Achieving results   | Demonstrates understanding of project cycle management                                   | Sets and follows work standards and operating procedures  | <ul style="list-style-type: none"> <li>• Cannot adapt to changing plans or decisions, negatively impacting project outcomes</li> <li>• Fails to focus on outcomes and deliver results</li> <li>• Gives up easily when faced with challenges</li> <li>• Does not meet deadlines, regardless of the situation and resources</li> <li>• Misuses resources or commits fraud</li> <li>• Displays unhelpful or negative behaviour when facing challenges</li> <li>• Demonstrates poor communication skills</li> <li>• Resists innovations and technology</li> <li>• Does not learn about or apply technology and innovation to work</li> <li>• Does not adapt to others' cultures and needs</li> <li>• Fails to fulfil commitments to crisis-affected people</li> </ul> |
|   | 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<br><br>Documents lessons learned and applies them to future projects<br><br>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 |
|---|---|---|---------------------|
| <b>Competency Domain: Working accountably</b> |   |   |                     |
| 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   |                     |
| <b>Competency Domain: Making decisions</b>    |   |   |                     |
| 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  |
|--|---|---|--|
| <b>Competency Domain: Developing and maintaining collaborative relationships</b> |   |   |  |
| 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"> <li>• Ignores people or ideas that do not fit with own views</li> </ul>   |
|  | 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"> <li>• Makes poor decisions and inappropriate compromises to please others</li> <li>• Communicates in unclear, disrespectful or inappropriate language, format or media</li> </ul>   |
|  | Participates in networks to access and contribute to good practice  | Builds trust with communities and stakeholders  | <ul style="list-style-type: none"> <li>• Misses opportunities to develop and sustain new relationships or partnerships</li> </ul>  |
|  | 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               | <ul style="list-style-type: none"> <li>• Uses an unhelpful or unprofessional approach with stakeholders</li> </ul>   |
|  |   | Uses negotiation and conflict resolution skills to support positive outcomes  | <ul style="list-style-type: none"> <li>• Does not adapt responses to stakeholders' different needs</li> <li>• Cannot relate to people from different backgrounds</li> <li>• * Does not respect the needs of individuals with different perspectives</li> </ul> |

| 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  |
|--|---|--|--|
| <b>Competency Domain: Operating safely and securely at all times</b> |   |  |  |
| 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"> <li>• Presents ideas or opportunities that put self or others at risk</li> <li>• Misunderstands or disregards security protocols, leading to personal or organisational risk</li> <li>• * Demonstrates a casual attitude to risk</li> </ul> |
|  | 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  |  |
| 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"> <li>• Displays offensive attitudes to crisis-affected people and local authorities</li> </ul>   |
|  | 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  |
|--|--|---|--|
| <b>Competency Domain: Managing in a pressured and changing environment</b> |  |   |  |
| 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"> <li>• Shows considerable stress without acting to reduce or manage it</li> <li>• Behaves unprofessionally, violates the code of conduct and damages the organisation's reputation</li> <li>• Resists adapting behaviours and actions to changing situations and environment</li> <li>• Demonstrates a poor work/life balance and loss of perspective</li> </ul> |
|  | 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"> <li>• Does not realise the impact change has on oneself and others</li> </ul>   |
|  | 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  |
|--|--|--|--|
| <b>Competency Domain: Demonstrating leadership</b> |  |  |  |
| Self-awareness                                     | Realises the impact of their strengths and limitations on others                             |  | <ul style="list-style-type: none"> <li>• Resists or delays making necessary decisions</li> <li>• Does not delegate to skilled team members</li> <li>• Harms team members' confidence</li> <li>• Identifies problems without seeking solutions</li> </ul> |
|  | 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"> <li>• Communicates in an unclear, hopeless manner</li> <li>• Sees consultation as time-consuming and irrelevant</li> </ul>  |
|  | 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"> <li>• Blames others for one's own failings</li> </ul>   |
|  | Encourages team collaboration through active listening                                       | Adapts leadership style to time frame and changing situation   | <ul style="list-style-type: none"> <li>• Ignores or dismisses expertise, knowledge or information that contradicts own point of view</li> <li>• Avoids addressing performance issues</li> </ul>  |
|  | 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"> <li>• Tolerates behaviour which harms others' development, performance and morale</li> </ul>  |
|  | 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"> <li>• * Communicates the organisation's strategy and direction vaguely or inconsistently</li> </ul>   |
|  | Demonstrates tenacity to achieve results   | Takes informed and calculated risks to improve performance   | <ul style="list-style-type: none"> <li>• Uses influence in a way that compromises professional integrity</li> </ul>  |
|  |  | <ul style="list-style-type: none"> <li>• Struggles to make tough decisions</li> <li>• Discourages others from speaking openly</li> </ul> |  |

## 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;<br>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.<br>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<br>AND 6 domains - (1) Understanding people's experiences of family violence, sexual violence and violence within whānau; (2) Upholding the dignity, values |

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|  |  |  |  |  | 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 |  |

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| 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 |

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|                   |      |     |     |  | 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) |

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| 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     |         |  |                   |



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| 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)  |         |   |  |

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| 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;<br>(b) specific contact workforce competences, knowledge and skills;<br>(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   |          |   |  |

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| 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,   |           |  |                    |

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| 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                       |     |   |   |

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|--|------|---|--|--|--|
| 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   |  |  |  |

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| 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*, <a href="https://toolkit.ineesite.org/toolkit/">https://toolkit.ineesite.org/toolkit/</a>              | 2018        | International Network for Education in Emergencies (INEE)                                 |  |  |  |

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| 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  |  |  |  |
| <b>Additional Guidance: Integrating the CHCF and other competency frameworks</b>                              | 2018 | Fereday, E.; Core Humanitarian Competency Framework   |  |  |  |
| <b>Total number of sources: 93</b>  |      |   |  |  |  |

\*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

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



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