

CPHA Competency Framework



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

Contents

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

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Child Protection in Humanitarian Action Competency Framework

About the CPHA Competency Framework

What is the purpose of the CPHA Competency Framework?

The purpose of the Child Protection in Humanitarian Action (CPHA) Competency Framework is to contribute to improved child protection outcomes in humanitarian settings by providing an inter-agency set of technical and behavioural competencies required by CPHA practitioners.

The Child Protection in Humanitarian Action Competency Framework builds on the Minimum Standards for Child Protection in Humanitarian Action (CPMS) to articulate a set of recognised competencies for child protection in humanitarian action practitioners. It broadly describes expected standards of performance across a number of competency domains that can be applied to different roles within the sector.

It is a sector-wide guidance to advance the accountability, effectiveness and predictability of child protection prevention, preparedness, response and recovery programming for affected populations.

How can the CPHA Competency Framework be used?

Individuals who work in the CPHA sector, or who aspire to do so, can use the framework to:

- Reflect on their own capacities in order to identify strengths and areas for development.
- Identify future career and development aspirations.

Organisations who employ child protection staff and/or volunteers can use the framework to:

- Map CPHA capacity in order to identify strengths, gaps and priority areas for recruitment or development.
- Inform planning and organisational design.
- Recruit competent staff, through the development of competency-based job descriptions and selection processes.
- Conduct performance management that is structured and aligned to an agreed set of standards.
- Identify continued professional development steps for staff and teams.

Coordination groups can use the framework to:

- Assess capacity strengths and gaps across a response.
- Define priority areas for capacity strengthening, and inform capacity strengthening plans.

Training and learning providers can use the framework to:

- Conduct targeted learning needs assessments.
- Inform the design of learning programmes and products to support CPHA practitioners at all levels.

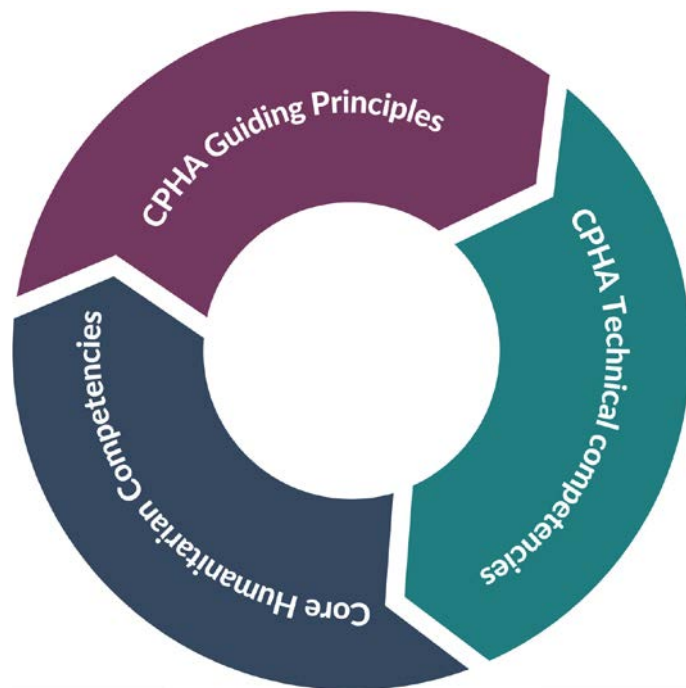
How is the CPHA Competency Framework structured?

Effective CPHA practitioners are expected to demonstrate competence in three main areas:

CPHA guiding principles competence

Technical CPHA competence

Core Humanitarian competence



The CPHA Competency Framework therefore comprises three main sections:

CPHA Guiding Principles competencies

- which describe expected behaviours that should be employed to role model the guiding principles that are essential to fully implementing child protection in humanitarian action programming.

Technical CPHA competencies - which describe the technical knowledge, skills and attitudes that CPHA practitioners need to demonstrate to be effective in their roles.

Core humanitarian competencies for child protection - which describe the core behaviours that child protection practitioners need to demonstrate to operate effectively in humanitarian settings. These are adapted from the [Core Humanitarian Competency Framework](#) and identify child protection specific behaviours.

The CPHA competency framework groups competencies into competency domains, and sub-divides competencies into indicative behaviours. Definitions of these terms can be found in the box below.

A competency domain is a set of related competencies around a common area or thematic focus.

A competency is a measurable set of knowledge, skills or attributes required to effectively perform a task.

A behavioural indicator describes what effective performance looks like and provides an observable means of demonstrating competence at a given level.

How is the CPHA Competency Framework structured?

For each competency, behavioural indicators are provided at three levels.

Level 1 describes individuals predominantly involved in the implementation of child protection in humanitarian action activities, or those with limited experience in the relevant competency domain

Level 2 describes individuals predominantly involved management of child protection in humanitarian action activities, or those with some experience in the relevant competency domain

Level 3 describes those predominantly involved in leading child protection in humanitarian action programmes and strategic thinking, or individuals with significant experience in the relevant competency domain.

The behavioural indicators that are listed with each competency are indicative only and are not intended to be exhaustive. It may be appropriate to adapt these to be more specific to the implementation context.

For some technical areas of work, more detailed competency frameworks exist. If applicable to your role or programming, we recommend to use this framework in conjunction with the competencies identified in the CAAFAG Programme Development Toolkit (page 115-123), the Caseworker Competency Framework available in the Child Protection Case Management Training Package, and the [EQUIP - Ensuring Quality in Psychological Support competencies](#).

It is important to note that given the breadth of the CPHA sector, no individual practitioner would be expected to demonstrate every technical competence listed in the framework. While all practitioners should demonstrate core humanitarian competence and competence in role modelling the guiding principles for CPHA, relevant technical competency domains and competencies should be identified based on role and context, and/or professional development priorities. With experience and career progression, as colleagues take on posts with increasing responsibility, they will be expected to begin to demonstrate behaviours at level 2 and level 3 in addition to the level 1 behaviours, but only for the technical competency domains that are relevant to their area of work.

To keep the competencies and indicators as brief as possible, the CPHA Competency Framework has made use of acronyms. [See page 22 for a full list.](#)

CHILD PROTECTION IN HUMANITARIAN ACTION COMPETENCY FRAMEWORK

GUIDING PRINCIPLES

APPLYING THE GUIDING PRINCIPLES FOR CPHA

- Promoting children's survival and development
- Promoting non-discrimination and inclusion of all children in humanitarian programming
- Promoting ethical, safe and meaningful child participation in humanitarian programming
- Prioritising the best interests of the child in all actions and decisions affecting children
- Enhancing children's safety, dignity and rights and avoid exposing them to further harm
- Ensuring children's access to impartial assistance according to need and without discrimination
- Assisting children to recover from the physical and psychological effects of violence, coercion or deliberate deprivation
- Helping children to claim their rights
- Strengthening child protection systems
- Strengthening children's resilience in humanitarian action

CORE HUMANITARIAN COMPETENCIES

UNDERSTANDING CONTEXTS & APPLYING PRINCIPLES

- Understanding the humanitarian context
- Applying humanitarian standards and principles

ACHIEVING RESULTS

- Ensuring programme quality and impact

MANAGING COLLABORATIVE RELATIONSHIPS

- Working with others
- Developing and maintaining collaborations and partnerships
- Working with children

OPERATING SAFELY AND SECURELY AT ALL TIMES

- Managing safety and security of self and others

MANAGING IN HIGH-PRESSURED AND CHANGING ENVIRONMENTS

- Adapting and coping
- Maintaining professionalism

DEMONSTRATING LEADERSHIP

- Demonstrating self-awareness and critical judgement
- Motivating and influencing others



TECHNICAL COMPETENCIES

ENSURING A QUALITY RESPONSE

- Coordinating a quality CPHA response
- Implementing CPHA human resources strategies
- Implementing CPHA communication and advocacy strategies
- Managing programme cycle
- Managing information
- Monitoring child protection

PREVENTING AND RESPONDING TO CHILD PROTECTION RISKS

- **Preventing and responding to:**
 - dangers and injuries risks
 - physical and emotional maltreatment risks
 - sexual and gender-based violence (SGBV) risks
 - psychosocial distress and promoting mental health
 - children associated with armed forces and armed groups (CAAFAG)
 - child labour risks
 - risks of unaccompanied and separated children (UASC) programmes

DEVELOPING ADEQUATE CHILD PROTECTION STRATEGIES

- **Developing:**
 - socio-ecological approach to child protection programming
 - group activities for child wellbeing
 - strategies to strengthen family and caregiving environments
 - community-level approaches
 - strategies for case management
 - strategies for alternative care
 - strategies to promote and uphold justice for child

WORKING ACROSS SECTORS

- **Working with:**
 - food security
 - livelihoods
 - education
 - health
 - nutrition
 - water, sanitation and hygiene (WASH)
 - shelter and settlement
 - camp management

0. Guiding Principles for CPHA

Competency domain: 0. APPLYING THE GUIDING PRINCIPLES FOR CPHA

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
0.01 Promoting children's survival and development	Identifies children's developmental stages and is able to adapt communication accordingly.	Uses socio-ecological and developmental lenses and communicates accordingly.	Strengthens the capacity of others to identify children's developmental stages and adapt their communication accordingly.
0.02 Promoting non-discrimination and inclusion of all children in humanitarian programming	Identifies when children are denied their rights, discriminated against or excluded from humanitarian programming.	Identifies and monitors existing and new patterns of discrimination, power and exclusion, and addresses these in the design and implementation of prevention and response programming.	Advocates for children from all backgrounds to access available services.
0.03 Promoting ethical, safe and meaningful child participation in humanitarian programming	Facilitates developmentally-appropriate participation, with full consideration of potential risks.	Holds oneself accountable to children and follows up with those involved in participatory processes.	Strengthens the capacity of others on ethical, safe and meaningful child participation, including the importance of confidentiality and informed consent/ assent of children.
	Ensures the informed consent/assent of children and their parents/caregivers is gathered whenever relevant.	Informs children about what they can expect regarding confidentiality, participation, expression of concerns and incident reporting.	Advocates with others to ensure children's right to participation and confidentiality are respected.
	Supports the establishment of child-friendly accountability mechanisms.	Establishes child-friendly accountability mechanisms in cooperation with a variety of humanitarian actors.	Strengthens the capacity of others to set up and run child-friendly accountability mechanisms.
0.04 Prioritising the best interests of the child in all actions and decisions affecting children	Uses agreed-upon procedural safeguards to support the best interests principle when making decisions for individual children.	Promotes and advises others on agreed-upon procedural safeguards to support the best interests principle when making decisions for individual children.	Supports state actors to ensure the best interest of the child is included within national legal frameworks, processes and mechanisms.

0. Guiding Principles for CPHA

Competency domain: 0. APPLYING THE GUIDING PRINCIPLES FOR CPHA

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
0.05 Enhancing children's safety, dignity and rights and avoiding exposing them to further harm	Follows and promotes child safeguarding protocols and PSEA protocols, that have accessible procedures and mechanisms for reporting and addressing suspected violations.	Takes steps to ensure child protection mainstreaming, including child safeguarding, and PSEA protocols are considered and implemented across humanitarian programmes in their own organisation.	Advocates to ensure child protection mainstreaming, including child safeguarding and PSEA, is considered across humanitarian programming and adequately funded in inter-agency fora.
	Complies with data protection standards and guarantees confidentiality for and informed consent/ assent of children.	Conducts systematic monitoring of interventions to ensure that children, including those with disabilities, are not exposed to additional risks or harm.	Strengthens the capacity of others on child protection mainstreaming, including the importance of confidentiality and informed consent/assent of children.
0.06 Ensuring children's access to impartial assistance according to need and without discrimination	Adheres to humanitarian principles and guiding principles set out in CPMS in all aspects of their CPHA programming.	Identifies and addresses any barriers to assistance for children, including refugees, internally displaced, migrants, stateless children and those with disabilities.	Supports governmental and non-governmental partners to adhere to humanitarian and guiding principles set out in CPMS in all aspects of programming.
0.07 Assisting children to recover from the physical and psychological effects of violence, coercion or deliberate deprivation	Provides immediate support to children harmed by violations and safely and effectively makes referrals to additional services as appropriate.	Identifies and supports existing positive coping mechanisms at all levels of the child's socio-ecology.	Strengthens the capacity of others to identify and respond to the needs of children harmed by violations and to strengthen protective factors.
0.08 Helping children to claim their rights	Informs children about, and helps children to understand and claim their rights.	Supports parents and caregivers to claim children's rights on their behalf.	Advocates for the full respect of children's rights and the compliance with international law that supports a stronger protective environment.

0. Guiding Principles for CPHA

Competency domain: 0. APPLYING THE GUIDING PRINCIPLES FOR CPHA

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
0.09 Strengthening child protection systems	Identifies strengths and gaps in existing child protection systems.	Collaborates with communities, CPHA partners, stakeholders and authorities to strengthen local CP systems.	Advocates within inter-agency fora to ensure a response is conceived looking at possibilities to strengthen the existing child protection system.
	Recognises government social protection programmes.	Liaises with government actors to connect social protection programmes and CPHA prevention and response programming,	Collaborates with government actors to design social protection programmes with prevention and response objectives.
	Identifies government child protection prevention programming or the absence thereof.	Coordinates with government actors on child protection prevention programming.	Fundraises for child protection prevention programming in coordination with government actors.
0.10 Strengthening children's resilience in humanitarian action	Identifies risk and protective factors and supports programmes to strengthen positive relations between children, families and communities.	Designs and implements programmes that actively strengthen protective factors, mitigate risks, and prevent harm from occurring.	Advocates with other sectors to integrate resilience strengthening activities for children to prevent harm from occurring.

I. Technical Competencies for CPHA

Competency domain: 1. ENSURING A QUALITY RESPONSE

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
1.1 Coordinating a quality CPHA response	Participates in coordination with actors in the CPHA coordination mechanism and other inter-agency bodies.	Assumes an active role within CPHA coordination mechanism and other inter-agency bodies.	Leads the coordination of CPHA efforts within CPHA coordination mechanism and other inter-agency bodies.
	Identifies key CP actors and supports their effective participation in the CP coordination mechanism with the involvement of the government where appropriate.	Builds and maintains strategic relationships with community-based, local/national governments and organisations as well as INGOs, UN agencies and donors for effective and well-coordinated CP response.	Supports team members in establishing strategic relationships with community-based, local/national governments and organisations as well as INGOs, UN agencies and donors for effective and well-coordinated CP response.
	Recognises the unique roles, mandates, and ways of working of the members of CP coordination groups and relevant actors.	Engages with all CPHA-related actors according to their unique roles, mandates and ways of working.	Fosters diversity and inclusion at all levels of CPHA response and coordination, including tools and guidance documents.
	Identifies the role of UN peacekeeping operations and political missions in the protection of children.	Supports coordination with the UN missions to observe CP principles and standards, facilitate collaboration, and manage resources appropriately.	Establishes and promotes clear guidance, rationale, responsibilities and standard operating procedures (SOPs) for CPHA actors on engaging with UN missions
	Cooperates with UN missions to strengthen government policies, laws and processes on communication, systems and child-related institutions.	Builds and maintains strategic relationships with relevant leaders of UN missions to identify CP issues of concern.	Engages with UN missions to influence UN strategies that relate to CP.
1.2 Implementing CPHA human resources strategies	Identifies available human resources and supports recruitment and induction processes.	Defines human resource requirements in line with the CPHA Competency Framework and conducts transparent, fair recruitment processes.	Ensures required human resources are in place and conducts talent and succession planning to ensure smooth transitions and knowledge management.
	Manages human resources, including volunteers, transparently and in line with organisational standards.	Supports other team members in managing human resources, including volunteers, transparently and in line with organisational standards.	Strengthens capacity of team members to manage human resources, including volunteers, transparently and in line with organisational standards.
	Identifies challenges to staff well-being and proposes positive coping mechanisms and strategies for a healthy work-life balance.	Promotes staff well-being by supporting a healthy work environment, sufficient rest and recuperation and access to MHPSS.	Develops CPHA HR strategies, policies and processes to support staff's professional development and promote well-being.

I. Technical Competencies for CPHA

Competency domain: 1. ENSURING A QUALITY RESPONSE

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
1.2 Implementing CPHA human resources strategies	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 way.	Ensures HR knowledge management and filing systems are up to date, functional and transparent to all staff.
	Follows organisational staff policies.	Ensures team members follow organisational policies and provides performance management and evaluation and capacity strengthening opportunities.	Engages in the development of organisational policies and takes responsibility for rolling these out fairly and transparently in the child protection team.
1.3 Implementing CPHA communication and advocacy strategies	Reviews local and national communication and media strategies, policies and practices around CPHA issues.	Implements a culturally sensitive CP communication and advocacy strategy that values children's dignity, best interests and safety.	Coordinates with CPHA stakeholders on communication, advocacy and media strategies that value children's dignity, best interests and safety.
	Contributes to internal communication and advocacy policies and processes to ensure all messages support children's protection.	Coordinates with experts to provide stakeholders with targeted communication, advocacy and media material, including in local languages, to ensure all messages support children's protection.	Influences multi-sectoral and multi-agency national communication, advocacy, and media policies and practices to ensure all children are safe, protected and included.
	Presents children's contributions, ideas, life stories and quotes accurately.	Supports and mentors children to express their own opinions through communication and advocacy methods and channels that have been assessed as child-friendly.	Advocates for child participation in communication and advocacy channels that have been assessed as child-friendly at inter-agency level.
	Ensures the safety of children and CPHA actors before using their images, recordings, or quotes.	Monitors stories and images for accuracy, cultural sensitivity and safeguarding of children and adults.	Advocates with stakeholders to ensure stories and images are accurate, culturally sensitive and ensure safeguarding of children and adults.

I. Technical Competencies for CPHA

Competency domain: 1. ENSURING A QUALITY RESPONSE

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
1.4 Managing programme cycle	Stores HR documents on the organisation's official knowledge management database.	Involves children, families, communities and duty bearers in mappings and studies when possible.	Supports inter-agency efforts to review secondary data to identify child protection risks, their root causes and gaps in existing information.
	Designs programmes based on situation analysis and identified needs.	Prioritises life-saving actions in the early response phase, while maintaining links to sustainable, community-level and preventative approaches.	Plans and implements actions that create complementarity between community-, national- and international-level organisations so that the humanitarian response strengthens the existing child protection systems and fosters prevention of violence, abuse, exploitation and neglect.
	Monitors programme quality, outputs, outcomes and, where possible, impact.	Monitors changes in the CP situation and adjusts programme implementation accordingly.	Prevents, identifies and mitigates unintended negative consequences of programme interventions throughout implementation.
	Shares findings and learning from assessments, monitoring, feedback and accountability mechanisms with all stakeholders, including children and families.	Engages in joint learning initiatives and evaluations of CP programmes.	Uses learning to adjust programmes and inform the design of future interventions.
1.5 Managing information	Demonstrates knowledge on confidentiality procedures and ethical data collection protocols.	Implements data protection policies, user-friendly digital systems and ethical data collection protocols.	Promotes accurate collection of data, including reporting back to the affected population involved in the data collection process.
	Uses methods that avoid 'double counting' when compiling data.	Compares and triangulates information with relevant stakeholders and previously reported data before using it.	Consolidates, analyses and shares population-level information, and gives feedback to those who have provided information.
	Participates in assessment analysis to identify CP concerns, gaps and possible solutions.	Works with CPHA partners and stakeholders to establish baselines based on up-to-date, context-specific CP data.	Uses up-to-date information including conflict and gap analyses to guide decision-making in prevention and response planning
	Feeds information into an inter-agency data collection system in line with set procedures and policies.	Establishes harmonised IM tools and databases (online and offline).	Works with partners, stakeholders and affected populations to align inter-agency IM tools and procedures with national laws, policies and systems.

I. Technical Competencies for CPHA

Competency domain: 1. ENSURING A QUALITY RESPONSE

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
1.6 Monitoring child protection	Engages in inter-agency CPHA coordination mechanisms to establish indicators, monitoring processes, roles and responsibilities.	Supports others to use monitoring templates, information sharing processes, and reporting schedules effectively, appropriately and in good time.	Establishes and implements an analysis plan for the CP monitoring system in cooperation with coordination mechanisms.
	Prioritises the best interests of the child and the informed consent/assent of children and/or caregivers when collecting information.	Ensures that CPHA data is collected, used, stored and shared in line with confidentiality, 'do no harm', and the best interests of children, families and communities.	Advocates to ensure CPHA data is collected, used, stored and shared in line with confidentiality, do no harm and the best interests of children, families and communities within all response sectors.
	Puts in place protocols for staff who are monitoring CP concerns to identify and refer children and families who are at risk of, or who have survived, abuse, neglect, exploitation or violence.	Ensures identified protection risks, vulnerabilities and relevant trends are regularly shared with humanitarian actors.	Advocates for identified protection risks, vulnerabilities and relevant trends to be used for the development of prevention and response strategies, programmes and advocacy actions.

Competency domain: 2. PREVENTING AND RESPONDING TO CHILD PROTECTION RISKS

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
2.1 Preventing and responding to dangers and injuries risks	Assesses, identifies and analyses existing and possible physical dangers to children in cooperation with children and communities.	Designs CPHA programmes to protect children from physical harm, injury and disability, and responds to the needs of injured children.	Includes CP risks, dangers and injuries in preparedness, contingency and response planning.
	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.	Advocates to ensure other sectors take into consideration protecting children from physical harm, injuries and disability.
	Involves children and youth in mapping and assessing risks and spreading messages on the physical safety of children.	Includes children in community-level disaster risk reduction processes.	Promotes the active participation of children in defining dangers and injuries prevention and response strategies.
	Identifies the physical, psychological and socio-economic impacts of landmines, improvised explosive devices, ERW and unexploded ordnance.	Provides technical support and learning opportunities for other stakeholders on developing and implementing mine risk education (MRE) and other preventive responses.	Integrates MRE strategies, plans and advocacy into broader protection/mine action sectors and encourages parties to ratify relevant treaties.

I. Technical Competencies for CPHA

Competency domain: 2. PREVENTING AND RESPONDING TO CHILD PROTECTION RISKS

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
2.2 Preventing and responding to physical and emotional maltreatment risks	Maps and analyses the most common forms and cases of emotional and physical violence to inform CPHA prevention and response programming.	Collaborates with children and adults to identify local views and responses to different forms of violence and nonviolent alternatives and solutions.	Contributes to coordination mechanisms' efforts to tackle different forms of violence through advocacy, policies and legislation.
	Maps effective child-friendly providers of response services and identifies gaps.	Ensures the provision of age- and gender-sensitive multi-sectoral care for children and families who have been subjected to emotional and physical violence.	Develops strategies to help response services manage emotional and physical violence cases in a non-discriminatory and non-stigmatising way.
	Involves children, families, community members and CPHA actors in awareness messaging about emotional and physical violence prevention and response.	Trains parents, key members of communities and teachers in locally identified strategies to prevent common forms of violence.	Coordinates awareness raising campaigns about emotional and physical violence prevention and response with a variety of stakeholders.
2.3 Preventing and responding to sexual and gender-based violence (SGBV) risks	Implements programmes, adapting as appropriate to meet evolving needs of SGBV survivors.	Consults the affected population to design and implement prevention and response activities to SGBV.	Analyses context, needs and capacities in order to design innovative and adequate GBV programming for the specific context.
	Routinely handles sensitive GBV information appropriately, including safe storage of case information.	Supports other team members in handling sensitive GBV Information appropriately including safe storage of case information.	Advocates and educates others on correct usage of GBV data including in inter-agency coordination mechanisms.
	Promotes appropriate mainstreaming of GBV into multi-sectoral assessments and assessments conducted by other (non-GBV) clusters/sectors.	Engages actors from key sectors to ensure that multi-sectoral services are available and accessible for GBV survivors.	Supports GBV, CP and other sector actors to identify appropriate risk reduction and prevention actions and to develop appropriate plans.
	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.

I. Technical Competencies for CPHA

Competency domain: 2. PREVENTING AND RESPONDING TO CHILD PROTECTION RISKS

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
2.4 Preventing and responding to psychosocial distress and promoting mental health¹	Identifies and maps existing local and national services and capacities for mental health and psychosocial support (MHPSS).	Participates in MHPSS and protection coordination forums to promote coordination among actors.	Coordinates MHPSS actors in various sectors to identify service gaps and overlaps.
	Supports coordinated, efficient MHPSS prevention and response services in line with international standards.	Designs socio-ecological programmes to strengthen delivery of MHPSS prevention and response services in line with international standards.	Strengthens capacity of CPHA practitioners and other stakeholders on MHPSS in line with international standards.
	Conducts community sensitisation to raise awareness of mental health and psychosocial well-being.	Raises awareness of mental health and psychosocial well-being and addresses stigma and discrimination.	Advocates for MHPSS as a life-saving intervention that deserves strengthening and funding.
	Supports children and caregivers who have mental health conditions and/or show signs of serious distress to access specialised services.	Strengthens staff competencies on referral mechanisms for children and caregivers who have mental health conditions and/or who show signs of serious distress to access specialised services.	Collaborates with formal and informal local, national and international actors to establish referral mechanisms that provide access to a continuum of care across the range of MHPSS services.
¹ Also consult competencies within EQUIP - Ensuring Quality in Psychological Support			
2.5 Preventing and responding to risks of children associated with armed forces and armed groups (CAAFAG)²	Identifies the key actors, national and international guidance, and relevant legal frameworks on children and armed conflict.	Facilitates information sharing and programming between UN Missions, national and sub-national groups on CPHA, CAAFAG and MRM.	Represents and supports the organisation to participate in relevant CAAFAG coordination mechanisms including MRM country task force where appropriate.
	Raises CPHA and cross-sectoral actors' awareness at the community level of key international standards, instruments, and roles and responsibilities related to CAAFAG.	Provides technical and capacity strengthening support to CPHA and cross-sectoral actors working on CAAFAG.	Advocates with national actors for improved laws, policies and systems to ensure the respect of the rights of CAAFAG.
	Identifies risk and protective factors, for joining armed forces and groups as well as resulting consequences.	Implements the Children in Armed Conflict Accountability Framework in partnership with relevant stakeholders.	Innovates strategies for strengthening community-based approaches to prevent recruitment, facilitate release and promote reintegration
	Observes confidentiality, Do No Harm and the Best Interests of the Child when managing CAAFAG data.	Collects, stores and uses data on grave violations against children in armed conflict according to MRM information-management requirements.	Provides technical guidance and capacity strengthening on child rights monitoring to partners and stakeholders via legal frameworks and international standards and protocols.
² If relevant consult in conjunction with the competencies within the CAAFAG Programme Development Toolkit (page 115-123)			

I. Technical Competencies for CPHA

Competency domain: 2. PREVENTING AND RESPONDING TO CHILD PROTECTION RISKS

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
2.6 Preventing and responding to child labour risks	Identifies the differences between the 'worst forms of child labour', 'child labour' and acceptable forms of work for children.	Ensures mechanisms exist to ensure children are protected from worst forms of child labour, particularly those related to or made worse by crisis.	Provides analysis on response and and preventative measures for the 'worst forms of child labour' and 'child labour'.
	Identifies the national and international legal framework for child labour, including actors, standards, legislation, and mechanisms.	Strengthens inter-sectoral coordination on issues related to child labour.	Supports government authorities with roles impacting child labour to participate in humanitarian coordination of CP activities.
	Estimates the prevalence of child labour and the worst forms of child labour (numbers, hours, types) and conducts safe participatory research with children.	Supports CP and cross-sectoral partners and stakeholders to integrate child labour prevention and response throughout core programme strategies.	Evaluates and integrates child labour in inter-agency assessments, IM, and situation- and response-monitoring structures.
	Conducts desk reviews and situation analysis to determine the causes, risks, extent, patterns and impacts of child labour and its worst forms.	Monitors humanitarian response activities to ensure no children under legal working age are engaged in economic recovery activities.	Secures a child labour in emergency response with appropriate capacity, legitimacy and multi-sectoral prevention and response interventions.
2.7 Preventing and responding to risks of unaccompanied and separated children (UASC)	Identifies the causes, vulnerabilities and impacts of family separation.	Mitigates the risk of separation through community- and national-level prevention and preparedness activities.	Collaborates with government and other stakeholders to contextualise and harmonise all prevention of separation activities.
	Identifies the inter-agency guidance and legal frameworks related to UASC as well as formal and informal tracing mechanisms.	Implements an appropriate and tailored family tracing, verification, reunification and reintegration UASC programme for the child's best interest.	Strengthens local capacity to identify, verify, reunify and reintegrate UASC in accordance with inter-agency guidelines and best practice.
	Uses UASC case management and information systems with confidentiality, informed consent and in the best interests of the child.	Works with CPHA UASC partners and stakeholders to follow standardised data protection protocols and procedures.	Supports inter-agency and country SOPs that share information, refer to services, clarify roles and responsibilities, and advance UASC reunification.
	Identifies the conventions and standards that provide benchmarks for working with children on the move.	Develops and follows harmonised inter-agency standards so that children on the move have quality care and monitoring.	Supports the organisation and stakeholders to provide children on the move with standardised support services.

I. Technical Competencies for CPHA

Competency domain: 3. DEVELOPING ADEQUATE CHILD PROTECTION STRATEGIES

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
3.1 Developing a socio-ecological approach to child protection programming	Identifies how organisational CP policies and procedures, family and community dynamics, networks and norms impact children.	Strengthens capacity of CP partners to carry out socio-ecological analyses of the context and stakeholders before designing, implementing and monitoring CP programmes.	Ensures that a socio-ecological approach to CP programming is adopted across the CP sector and by relevant partners.
	Identifies possible partners for relevant CP and cross-sectoral service delivery at child, family, community and society level.	Strengthens the establishment of up-to-date referral pathways at child, family, community and society level.	Advocates for the establishment of and access to up-to-date referral pathways at child, family, community and society level.
	Maps and analyses the capacity, influence and gaps of formal and informal civil and CP mechanisms and systems to address risk and abuse.	Strengthens civil society actors and management systems to cooperate on identifying and responding to CP risks.	Engages society actors and organisations to collaborate, coordinate and harmonise CPHA-related policies, laws, capacity, prevention and response strategies.
	Sensitises CP partners and beneficiaries on the importance of birth registration.	Engages with national and international CP stakeholders to establish a functioning national birth registration system.	Advocates for a national birth registration system that helps children access related benefits and social protection mechanisms.
3.2 Developing group activities for child well-being	Engages children in identifying and exploring their skills, support systems, perspectives, needs and risks to set up group activities appropriately.	Promotes CP group activities that create a predictable and stimulating environment for children to be safe, learn, express themselves, make connections and feel supported.	Ensures that CP group activities provide a sense of normalcy and are carried out based on relevant inter-agency guidelines.
	Identifies, supports and strengthens existing spaces, services and activities before developing additional group activities.	Designs group activities based on needs and protection risk assessment, and advocates for inclusive, ethical and accessible group activities that strengthen children's resilience.	Supports an inter-agency definition among CP stakeholders of what constitutes culturally-, gender- and age-sensitive group activities.

I. Technical Competencies for CPHA

Competency domain: 3. DEVELOPING ADEQUATE CHILD PROTECTION STRATEGIES

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
3.3 Developing strategies to strengthen family and caregiving environments	Supports significant people in the child's life to identify their own resources, including personal skills and social support systems.	Strengthens children and families' resilience and empowerment by capitalising on their strengths and resources in all aspects of the programme cycle.	Ensures that child and family participation, as well as a strength and resource-based approach, is included in the planning and design of family strengthening interventions and across other programmes.
	Maps existing multi-sectoral, formal and informal, local, national and international services that support families and caregivers.	Plans a comprehensive family-strengthening prevention and response programme based on mapping results.	Advocates for contextualised and coordinated family strengthening interventions that bolster the quality of national social protection programmes at inter-agency level.
	Identifies how family, community and social norms and networks impact children's coping capacity, resilience and well-being.	Includes findings on how family, community and social norms and networks impact children's coping capacity, resilience and well-being into CP planning and programming.	Supports contextualised, regional, national and sub-national coordination frameworks to support families and caregivers.
	Uses inter-agency guidelines and resources to support families' and caregivers' skills in positive parenting.	Supports families, communities and care networks to make decisions, solve problems and identify positive coping strategies.	Trains multi-sectoral actors to appropriately identify and refer caregivers who need support.
3.4 Developing community-level approaches	Maps and assesses existing formal and informal community-level CP mechanisms and service providers.	Supports and expands formal and informal community support and referral systems using culturally-sensitive approaches and principles.	Supports the organisation and partners to include key elements of community-driven interventions in community-level CP programming
	Engages communities throughout project cycle management to ensure interventions are contextualised and community-owned.	Ensures that community-level CP mechanisms are collaborative, community-driven, sustainable and built on existing local and national structures and capacities.	Collaborates with key CPHA, cross-sectoral and national actors and stakeholders to promote community-driven and sustainable community-level CP mechanisms.
	Identifies and assesses how culture, politics, socio-economics, traditions, norms and customs impact community functioning and what implications they have on the protective environment of children.	Leverages knowledge of culture, politics, socio-economics, traditions, norms and customs to mobilise youth engagement in community-level CP mechanisms.	Supports community-level CP mechanisms in developing strategies that promote gender sensitivity and inclusion.

I. Technical Competencies for CPHA

Competency domain: 3. DEVELOPING ADEQUATE CHILD PROTECTION STRATEGIES

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
3.5 Developing strategies for case management³ ³ If relevant consult in conjunction with the Caseworker Competency Framework available in the Child Protection Case Management Training Package	Recognises protection concerns for children, identifies risk and protective factors, demonstrates understanding of the case management process, and shows knowledge of international and national legal frameworks.	Uses core communication techniques for supporting children, coordinates case management systematically, adheres to confidentiality protocols, and makes decisions in the best interest of the child.	Supports government, civil society agencies, community-based networks and academic/training institutions to enhance the CP case management knowledge and skills of the case management workforce.
	Implements safe, ethical, and inclusive case management services according to inter-agency guidelines.	Scales up safe, ethical and inclusive case management services according to inter-agency guidelines to ensure more children have access to critical protective services.	Sustains safe, ethical, and inclusive case management services according to inter-agency guidelines by advocating for investment in case management systems at national level.
	Maps service providers and develops robust referral pathways for children and their caregivers to gain access to support.	Ensures timely revision and dissemination of service directories and referral pathways to all CPHA actors and conducts relevant training.	Sustains safe, ethical, and inclusive case management services according to inter-agency guidelines by advocating for investment in case management systems at national level.
	Incorporates the perspectives of the child and key individuals in the child's life as a part of the case management process, including assessments, 'best interests' decisions, and case planning.	Ensures a child-centred, age-appropriate case management response is provided that gives children the space to freely express their views and fully participate in the process.	Advocates to ensure that children meaningfully participate in the case management process, and ensures a child-centred, age-appropriate case management response is provided.
3.6 Developing strategies for alternative care	Maps existing formal and informal alternative care arrangements in the best interests of the child.	Adapts and contextualises inclusive, non-discriminatory and appropriate alternative care arrangements to the context.	Strengthens existing alternative care systems focusing on family- and community-based care and engaging in flexible contingency planning.
	Identifies and raises awareness of relevant local, national and international laws, policies, treaties and guidelines on alternative care.	Supports and strengthens capacity of local actors to plan, oversee, manage and implement alternative care according to inter-agency guidelines and minimum standards.	Promotes use of a socio-ecological approach to assessments and the identification of interim and long-term care options aligning with the child's best interest, national legislation and policies.
	Promotes family unity and ensures that families at risk receive adequate access to basic services and social protection to prevent separation.	Plans, designs and implements monitoring, feedback and reporting mechanisms, including follow-up visits, to support all stakeholders to monitor children's protection and well-being.	Applies an analytical approach to evaluating alternative care options based on the principles of necessity and suitability, communities' caring traditions and the national legal framework.

I. Technical Competencies for CPHA

Competency domain: 3. DEVELOPING ADEQUATE CHILD PROTECTION STRATEGIES

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
3.7 Developing strategies to promote and uphold justice for children	Identifies the legal framework, risks, vulnerabilities, causes and impact that affect children in contact with the law.	Ensures that children who come into contact with the justice system are treated in line with international standards.	Advocates for the adoption of international standards in the treatment of children in contact with the law.
	Recognises juvenile justice approaches which allow children to be accountable to society without being formally processed as a criminal.	Strengthens capacity of service providers on the rights and best interest of children in contact with the law and of justice actors on age-appropriate ways of communicating with children.	Establishes monitoring mechanisms aimed at identifying and correcting patterns of child rights violations within the justice system.
	Identifies, advocates and responds to the most urgent basic needs of children in contact with the law.	Promotes the adoption of community-level alternatives to detention, which seek to restore children's well-being and reintegration.	Advocates for the release of children from illegal detention and inappropriate facilities in favour of community-based solutions.

Competency domain: 4. WORKING ACROSS SECTORS

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
4.1 Working with food security	Identifies the key approaches and interventions used by food security actors and recognises how these affect children in the community .	Facilitates joint, coordinated and/or complementary CPHA, Food Security programming.	Advocates for humanitarian strategies and resources to be mobilised for integrated CPHA and food security programming.
	Raises awareness on the results of CP assessments and the linkages between food insecurity and child protection risks in the local context with food security actors.	Works with food security actors to identify the risks, gaps and unintended results of interventions to promote safe, equitable, adequate and protective food assistance for children.	Advocates for CP needs and risks to be included in the assessment, design, implementation and monitoring and evaluation of food security programmes.
	Safely identifies and refers relevant households to food security actors and accepts referrals of cases from food security actors.	Works with food security actors to jointly develop targeting and selection criteria, and referral pathways, for CP and food security programmes to ensure the most vulnerable children are reached.	Conducts and promotes joint CPHA-food security capacity strengthening initiatives.

I. Technical Competencies for CPHA

Competency domain: 4. WORKING ACROSS SECTORS			
Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
4.1 Working with food security	Collaborates with food security actors on community engagement and awareness raising in order to include CP considerations in key messages and reach households with vulnerable children	Supports CPHA and food security actors to collaborate on developing community mobilisation and awareness raising approaches with the participation of children.	Advocates for child-friendly feedback mechanisms and children's meaningful participation and consultation in food security programmes.
4.2 Working with livelihoods	Identifies the key approaches and interventions used by livelihoods actors and recognises how these affect children in the community.	Facilitates joint, coordinated and/ or complementary CPHA and livelihoods programming	Advocates for humanitarian strategies and resources to be mobilised for integrated CPHA and livelihoods programming.
	Raises awareness on the results on CP assessments and the linkages between lack of livelihoods and child protection risks in the local context with livelihoods actors.	Works with livelihoods actors to identify and mitigate child protection risks in livelihoods programmes, including the risk of child labour.	Advocates for CP needs and risks to be included in the assessment, design, implementation, monitoring and evaluation of livelihood programmes, including for relevant guidelines that inform livelihood programs for working age children.
	Safely identifies and refers relevant households to livelihoods actors and accepts referrals of cases from livelihoods actors.	Works with livelihoods actors to jointly develop targeting and selection criteria, and referral pathways, for CP and food security programmes to ensure the most vulnerable children are reached.	Conducts and promotes joint CPHA-livelihoods capacity strengthening initiatives.
	Collaborates with livelihoods staff on community engagement and awareness raising with the participation of children.	Supports CPHA and livelihoods actors to collaborate on community engagement and awareness raising promoting children's participation.	Advocates for child-friendly feedback mechanisms and children's meaningful participation and consultation in livelihoods programmes.
4.3 Working with education	Identifies tools, standards and potential for integrated education-CP programming.	Facilitates joint, coordinated and/ or complementary CPHA and EiE programming, including mental health and psychosocial distress concerns.	Advocates for humanitarian strategies and resources to be mobilised for integrated CPHA and Education programming, including a focus on MHPSS.
	Raises awareness on the results of CP assessments and their implications for education with communities and education actors.	Works with education actors to identify and mitigate child protection risks in education programmes.	Advocates for CP needs and risks to be included in the assessment, design, implementation, monitoring and evaluation of EiE programmes.
	Safely identifies and refers relevant children to education actors and accepts referrals of cases from education actors.	Works with Education actors to jointly develop targeting and selection criteria, and referral pathways, for CP and education programmes to ensure the most vulnerable children are reached.	Conducts and promotes joint CPHA-EiE capacity strengthening initiatives.

I. Technical Competencies for CPHA

Competency domain: 4. WORKING ACROSS SECTORS			
Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
4.3 Working with education	Collaborates with education staff on community engagement and awareness raising with the participation of children.	Supports CPHA and education actors to collaborate on community engagement and awareness raising promoting children's participation	Advocates for child-friendly feedback mechanisms and children's meaningful participation and consultation in education programmes.
4.4 Working with Health	Identifies the relevant guidelines, principles and standards that inform joint CP-health collaboration, programming and assessment.	Facilitates joint, coordinated and/ or complementary CPHA and Health programming, including mental health and psychosocial distress.	Advocates for humanitarian strategies and resources to be mobilised for integrated CPHA and Nutrition programming.
	Raises awareness on the results of CP assessments and their implications for health with communities and health actors.	Works with Nutrition actors to identify and mitigate child protection risks in Nutrition programs.	Advocates for CP needs and risks to be included in the assessment, design, implementation, monitoring and evaluation of nutrition programmes.
	Safely identifies and refers relevant children to health actors and accepts referrals of cases from health actors.	Ensures CP projects include safe, dignified and confidential systems to identify and refer cases that may require nutrition support.	Conducts and promotes joint CPHA and Nutrition capacity strengthening initiatives.
	Collaborates with nutrition staff on community engagement and awareness raising with the participation of children.	Supports CPHA and nutrition actors to collaborate on community engagement and awareness raising promoting children's participation.	Advocates for child-friendly feedback mechanisms and children's meaningful participation and consultation in nutrition programmes.
4.5 Working with nutrition	Identifies the relevant guidelines, principles and standards that inform joint CP-nutrition collaboration, programming and assessment.	Facilitates joint, coordinated and/ or complementary CPHA-Nutrition programming.	Advocates for humanitarian strategies and resources to be mobilised for integrated CPHA and Nutrition programming.
	Raises awareness on the results of CP assessments and their implications for nutrition with communities and nutrition actors.	Works with Nutrition actors to identify and mitigate child protection risks in Nutrition programs.	Advocates for CP needs and risks to be included in the assessment, design, implementation, monitoring and evaluation of nutrition programmes.
	Safely identifies and refers relevant children to nutrition actors and accepts referrals of cases from nutrition actors.	Ensures CP projects include safe, dignified and confidential systems to identify and refer cases that may require nutrition support.	Conducts and promotes joint CPHA and Nutrition capacity strengthening initiatives
	Collaborates with nutrition staff on community engagement and awareness raising with the participation of children.	Supports CPHA and nutrition actors to collaborate on community engagement and awareness raising promoting children's participation	Advocates for child-friendly feedback mechanisms and children's meaningful participation and consultation in nutrition programmes.

I. Technical Competencies for CPHA

Competency domain: 4. WORKING ACROSS SECTORS

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
4.6 Working with water, sanitation and hygiene (WASH)	Identifies the relevant guidelines, principles and standards that inform CP-WASH collaboration, programming and assessment.	Facilitates joint, coordinated and/ or complementary CPHA and WASH programming	Advocates for humanitarian strategies and resources to be mobilised for integrated CPHA and WASH programming.
	Raises awareness of the results of CP assessments and their implications for WASH with communities and WASH actors.	Works with WASH actors to identify and mitigate child protection risks in WASH programmes.	Advocates for CP needs and risks to be included in the assessment, design, implementation, monitoring and evaluation of WASH programmes.
	Safely identifies and refers relevant children to WASH actors and accepts referrals of cases from WASH actors	Cooperates with WASH actors to ensure that spaces that serve children have potable water and child-friendly hygiene facilities.	Conducts and promotes joint CPHA and WASH capacity strengthening initiatives.
	Collaborates with WASH staff on community engagement and awareness raising with the participation of children.	Supports CPHA and WASH actors to collaborate on community engagement and awareness raising promoting children's participation.	Advocates for child-friendly feedback mechanisms and children's meaningful participation and consultation in WASH programmes.
4.7 Working with shelter and settlement	Identifies the relevant guidelines, principles and standards that inform CP-Shelter and Settlement collaboration, programming and assessment.	Facilitates joint, coordinated and/ or complementary CPHA-Shelter and Settlement programming.	Advocates for humanitarian strategies and resources to be mobilised for integrated CPHA-Shelter and Settlement programming.
	Raises awareness on the results of CP assessments and their implications for Shelter and Settlement with communities and shelter and settlement actors.	Works with Shelter and Settlement actors to identify and mitigate child protection risks in Shelter and Settlement programmes.	Advocates for CP needs and risks to be included in the assessment, design, implementation, monitoring and evaluation of Shelter and Settlement programmes.
	Safely identifies and refers relevant households to Shelter and Settlement actors and accepts referrals of cases from Shelter and Settlement actors.	Cooperates with Shelter and Settlement actors to ensure that spaces that serve children are safe, appropriate, and accessible.	Conducts and promotes joint CPHA and Shelter and Settlement capacity strengthening initiatives.
	Collaborates with Shelter and Settlement actors on community engagement and awareness raising with the participation of children.	Supports CPHA and Shelter and Settlement actors to collaborate on community engagement and awareness raising promoting children's participation.	Advocates for child-friendly feedback mechanisms and children's meaningful participation and consultation in Shelter and Settlement programmes.

I. Technical Competencies for CPHA

4.8 Working with camp management	Identifies the relevant guidelines, principles and standards that inform CP – Camp Management, collaboration, programming and assessment.	Facilitates joint, coordinated and/ or complementary CPHA and Camp Management programming.	Advocates for humanitarian strategies and resources to be mobilised for integrated CPHA and Camp Management programming.
	Raises awareness on the results of CP assessments and their implications for camp management with communities and camp management actors.	Works with Camp Management actors to identify and mitigate child protection risks in Camp Management programmes.	Advocates for CP needs and risks to be included in the assessment, design, implementation, monitoring and evaluation of Camp Management programmes.
	Safely identifies and refers relevant children to CCCM actors and accepts referrals of cases from CCCM actors.	Fosters collaboration between CPHA and camp management partners to mainstream safe, confidential, non-stigmatising and inclusive MHPSS support in camps.	Conducts and promotes joint CPHA and Camp Management capacity strengthening initiatives.
	Collaborates with Camp Management staff on community engagement and awareness raising with the participation of children.	Supports CPHA and Camp Management actors to collaborate on community engagement and awareness raising promoting children's participation.	Advocates for child-friendly feedback mechanisms and children's meaningful participation and consultation in camp management programmes.

II. Core Humanitarian Competencies for CPHA

Competency domain: 5. UNDERSTANDING HUMANITARIAN CONTEXTS & APPLYING HUMANITARIAN PRINCIPLES & STANDARDS

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
5.1 Understanding the humanitarian context	Identifies characteristics and phases of CPHA and humanitarian response.	Considers aspects of the political and cultural context in CPHA programming.	Analyses evolution of crises and their cyclical nature to inform CPHA programming.
	Identifies the differences, similarities, complementarity and collaborative options between CPHA programming and development programmes.	Builds linkages between CPHA programming and long-term development frameworks.	Collaborates and advocates with relevant stakeholders to connect CPHA responses with long-term development frameworks.
	Identifies the roles and mandate of different humanitarian actors, including government departments.	Engages with national and international CPHA partners, affected populations and government authorities in accordance with their roles and mandates.	Collaborates with and influences national and international CPHA partners, affected populations and government authorities to establish and uphold CPHA systems and principles.
5.2 Applying humanitarian standards and principles	Identifies the relevance of Minimum Standards for CPHA and CP guiding principles and explains this to governmental and non-governmental partners.	Ensures adherence of all aspects of CPHA programming to Minimum Standards for CPHA and CP guiding principles and supports partners to do this.	Advocates for Minimum Standards for CPHA and CP guiding principles to guide humanitarian strategies at inter-agency level, and strengthens the capacity of
	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 CP programming.	Collaborates with a variety of stakeholders for inter-agency standards, resources, procedures and research findings to be considered in designing CP strategies and programmes.

Competency domain: 6. ACHIEVING RESULTS

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
6.1 Ensuring programme quality and impact	Observes ethical standards when using or sharing resources and information with CPHA actors, affected populations and others.	Promotes resource sharing and ethical standards when using or sharing resources and information with CPHA actors, affected populations and others.	Commissions assessments and evaluations, and uses analyses to promote evidence-based CPHA programming.
	Establishes and populates monitoring mechanisms to provide timely data on programme activities.	Verifies that monitoring mechanisms are appropriately populated and uses relevant information to inform programming.	Documents lessons learned, shares them with teams and partners, and applies them to future projects.

II. Core Humanitarian Competencies for CPHA

Competency domain: 6. ACHIEVING RESULTS			
Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
6.1 Ensuring programme quality and impact	Clarifies roles and responsibilities within CPHA teams to maximise impact and encourage teamwork and information sharing.	Delegates decision-making power to staff in their respective realms to foster effective and timely programme management.	Promotes ethical staff contracts, low staff turnover, and adequate online organisational knowledge management and documentation.
	Establishes feedback and complaints mechanisms to promote accountability to affected populations including children.	Includes affected populations, children, stakeholders and partners in planning, implementing, evaluating and documenting programmes.	Advocates for affected populations, children, and partners to be consulted in planning, implementing, evaluating and documenting programmes.
Competency domain: 7. MANAGING COLLABORATIVE RELATIONSHIPS			
Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
7.1 Working with others	Incorporates the perspectives and experiences of children, affected populations, and other stakeholders in CP programming.	Builds trust and information flows with children, affected communities and other stakeholders.	Advocates for the perspectives and experiences of children, affected populations and other stakeholders to be considered in CPHA programming within CP networks.
	Respects relevant codes of conducts and monitors that colleagues do the same.	Challenges decisions and behaviour that breach relevant codes of conduct.	Sets and models organisational core values and standards for professionalism, ethicality and teamwork.
	Acknowledges the good work of others.	Recognises the contributions of others through formal and informal reward processes.	Supports, recognises and rewards staff members' ethical and professional performance and development.
	Communicates with colleagues, partners, stakeholders and affected populations with empathy, respect, transparency and integrity.	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.
	Recognises signs and symptoms of stress in others.	Monitors the well-being 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.

II. Core Humanitarian Competencies for CPHA

Competency domain: 7. MANAGING COLLABORATIVE RELATIONSHIPS			
Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
7.2 Developing and maintaining collaborations and partnerships	Collaborates with CPHA, other-sector actors and affected populations on needs assessment, resource sharing and optimisation, and programming.	Builds rapport and effective networks with CPHA and other sector actors, other stakeholders and affected populations.	Engages high-level CPHA partners, other-sector actors and stakeholders in strategic and cross-sectoral partnerships and collaborations.
	Identifies disagreements and tensions between individuals, CPHA partners and/or organisations and seeks support to address these.	Mediates and resolves conflict between individuals, CPHA partners and /or organisations with respect, compassion and efficacy.	Supports others to solve conflicts positively and sustainably to improve the work environment, professional development and overall results.
7.3 Working with children⁴	Signs and adheres to the organisation's code of conduct and child safeguarding and protection policies.	Uses inter-agency standards and principles to develop, implement and monitor safeguarding, CP policies and 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 as agents and with respect regardless of race, colour, gender, sexual orientation, language, religion, disability or other status.	Supports team members to treat all children as agents and with respect regardless of race, colour, gender, sexual orientation, language, religion, disability or other status.	Advocates with other humanitarian stakeholders on the importance of treating children as agents with respect, regardless of race, colour, gender, sexual orientation, language, religion, disability or other status.
	Endeavours to obtain consent from children's parents or guardians prior to their participation in project activities.	Ensures all parental consent documents and procedures are respected and up to date.	Advocates with other humanitarian actors on the appropriate use of parental consent prior to children's participation in project activities.
	Informs children about their rights to confidentiality, participation, expression of concerns and incident reporting.	Establishes safe, ethical, confidential and accessible monitoring and 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.
	Communicates with children and their families with gentleness, sensitivity, respect, clarity, transparency, honesty and inclusion, and with respect to cultural, political, religious and social norms and traditions.	Facilitates staff training on communicating appropriately with children and their families with respect to cultural, political, religious and social norms and traditions.	Advocates with other humanitarian stakeholders on the importance of communicating appropriately with children and families with respect to cultural, political, religious and social norms and traditions.

⁴ Also consult competencies within EQUIP - Ensuring Quality in Psychological Support

II. Core Humanitarian Competencies for CPHA

Competency domain: 8. OPERATING SAFELY AND SECURELY AT ALL TIMES

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
8.1 Managing safety and security of self and others	Minimises risk by observing safety measures, using critical judgement and including community members in programming.	Identifies, communicates and mitigates risks and threats in collaboration with teams, partners and other stakeholders.	Monitors risks for staff, partners, stakeholders and community members, and ensures that staff observe organisational and cultural protocols.
	Remains calm during a crisis and follows safety and security instructions accordingly.	Supports others to remain calm and follow instructions during a crisis.	Handles crises appropriately, taking correct action and providing direction and support to team members.

Competency domain: 9. MANAGING IN HIGH-PRESSURED AND CHANGING ENVIRONMENTS

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
9.1 Adapting and coping	Identifies, communicates and mitigates challenges and stresses, and their related impacts on themselves.	Copes with stress and promotes a positive team spirit during uncertainty and under pressure while helping others to recognise and manage stress.	Promotes and models personal well-being and self-care among the team, including prioritising workloads.
	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.
9.2 Maintaining professionalism	Maintains ethical and professional behaviour in accordance with relevant codes of conduct and international humanitarian standards.	Supports others to carry out their roles and responsibilities in a positive and safe manner in line with relevant codes of conduct and international humanitarian standards.	Promotes and models professionalism in accordance with relevant codes of conduct and international humanitarian standards
	Plans, prioritises and performs tasks under pressure with competence, integrity, responsibility, ethicality and fairness.	Supports others in prioritising and performing tasks under pressure with competence, integrity, responsibility, ethicality and fairness	Ensures relevant mechanisms and procedures to uphold professionalism are in place and adhered to by team members.

II. Core Humanitarian Competencies for CPHA

Competency domain: 10. DEMONSTRATING LEADERSHIP

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
10.1 Demonstrating self-awareness and critical judgement	Identifies personal strengths and limitations and their impacts on others.	Improves performance through informed, calculated risks and handles (un)intended results with transparency.	Recognises own strengths and weaknesses and fosters performance through the promotion of a strength-based team culture of complementarity.
	Invites and incorporates feedback to improve performance.	Seeks and gives constructive feedback from and to all team members, CP partners and affected populations to improve CP programming.	Promotes a culture of open and constructive (horizontal and vertical) feedback among all team members.
	Exercises personal judgement and analysis in challenging situations in the absence of specific guidance	Faces rapid, unpredictable change and varying cultural contexts with flexibility and focus on the best interest of the child and affected population.	Acts decisively and adapts plans quickly to respond to emerging situations and changing environments in line with CP guiding principles.
10.2 Motivating and influencing others	Provides others with regular, constructive, informal and formal feedback and recognition.	Mentors team members to support and strengthen capacity.	Uses the CPHA competency framework to evaluate staff's performance, support professional development, and grow their potential.
	Identifies CPHA partners, stakeholders, authorities and community members that can influence decisions	Presents possible options and negotiates with those who can influence decisions.	Gains the commitment of others with persuasiveness, fairness and transparency.
	Uses active listening to encourage team collaboration and positively influences others to ensure all children are safe, protected and included.	Uses a collaborative approach to gain support for implementing and strengthening CPHA programmes to ensure all children are safe, protected and included.	Influences CPHA agenda, policies and practices through effective advocacy to ensure all children are safe, protected and included.

Acronyms

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

CAAFAG	Children Associated with Armed Forces and Armed Groups	MHPSS	Mental Health and Psychosocial Support
CHCF	Core Humanitarian Competency Framework	MRE	Mine Risk Education
CP	Child Protection	MRM	Monitoring and Reporting Mechanism
CPHA	Child Protection in Humanitarian Action	NGO	Non-governmental Organisation
CPiE	Child Protection in Emergencies	PSEA	Protection from Sexual Exploitation and Abuse
CPIMS	Child Protection Information Management System	RCSI	Reduced Coping Strategy Index
CPMS	Minimum Standards for Child Protection in Humanitarian Action	SGBV	Sexual and Gender-based Violence
CPWG	Child Protection Working Group	SOP	Standard Operating Procedure
DDR	Demobilisation, Disarmament, Reintegration	ToR	Terms of Reference
DPKO	Department of Peacekeeping Operations	UASC	Unaccompanied and Separated Children
EiE	Education in Emergencies	UN	United Nations
ERW	Explosive Remnants of War	WASH	Water, Sanitation and Hygiene
GBV	Gender-based Violence		
HR	Human Resources		
IM	Information Management		
ISS	International Social Service		
LDWG	Learning & Development Working Group of the Alliance for Child Protection in Humanitarian Action		

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 in humanitarian action (CPHA) actors to develop child protection capacity, measure individual and organisational performance, and help in the recruitment of an adequate workforce. From 2018-20, the Learning & Development Working Group (LDWG) of the Alliance for Child Protection in Humanitarian Action (the Alliance) revised the 2010 competency framework through a process of comprehensive desk review of 93 sources and interviews with 53 key informants. In 2023 the LDWG undertook a review of the uptake and use of the CPHA Competency Framework through key informant interviews with a range of practitioners who were and were not familiar with and using the framework. Changes to the structure and layout of the framework in this 2023 version are based on the feedback received during this consultation process. The three levels of the competency framework have been more clearly defined, and wording of competency indicators has been revised to better align with these levels. Core values have been replaced by a set of competencies related to the Guiding Principles for CPHA, thereby ensuring that this final version of the Alliance for Child Protection in Humanitarian Action Competency Framework fully aligns with the 2019 Minimum Standards for Child Protection in Humanitarian Action.



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Annex I: Collaboration Across Child Protection and Education in Emergencies

Introduction

The Inter-Agency Network for Education in Emergencies (INEE) and The Alliance for Child Protection in Humanitarian Action (the Alliance) are global networks of actors working on education and child protection in emergencies/humanitarian settings.

Education in Emergencies (EiE) and Child Protection in Humanitarian Action (CPHA) actors work side by side to respond to the holistic needs of children and youth affected by emergencies, crises and forced displacement. Integrating child protection and education creates a mutually reinforcing cycle that can reduce children's vulnerability in emergencies and increase the positive impact of programmes on children's lives. A quality education increases children's and families' resilience in adversity, empowers children and promotes a protective environment.

An environment free from unchecked child abuse, neglect, violence or exploitation promotes participation in education. Integrating child protection and education programmes, policies and minimum standards maximises available resources to better address the multifaceted challenges and risks children face in humanitarian settings.

Both the INEE and the Alliance have developed competency frameworks for practitioners in each sector, related closely to the INEE Minimum Standards for Education in Emergencies, and the Minimum Standards for Child Protection in Humanitarian Action. This annex has been jointly developed to support collaboration between the two sectors by providing an easy way to identify areas of alignment.

Integrated programming requires practitioners to understand and demonstrate some of the key competencies of each sector. Managers should be aware of what integrated programming means for required competencies and how through cross-referencing the competencies they can support staff to deliver more collaborative approaches. In practical terms, this will include some technical skills (see Specific Competencies) but with an emphasis on the softer skills that support cross-sector collaboration and integration (see General Competencies).

On the following pages you will see how the different competency frameworks align in relation to **Specific competencies** and **General competencies**



Specific competencies

There are specific references to cross-sectoral working between EiE and CPHA, and the required technical competencies, in each competency framework that should be read and understood in conjunction with each other:

CPHA Competency Framework

Competency domain: 4. WORKING ACROSS SECTORS

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
4.3 Working with education	Identifies tools, standards and potential for integrated education-CP programming.	Facilitates joint, coordinated and/ or complementary CPHA and EiE programming, including mental health and psychosocial distress concerns.	Advocates for humanitarian strategies and resources to be mobilised for integrated CPHA and Education programming, including a focus on MHPSS.
	Raises awareness on the results of CP assessments and their implications for education with communities and education actors.	Works with education actors to identify and mitigate child protection risks in education programmes.	Advocates for CP needs and risks to be included in the assessment, design, implementation, monitoring and evaluation of EiE programmes.
	Safely identifies and refers relevant children to education actors and accepts referrals of cases from education actors.	Works with Education actors to jointly develop targeting and selection criteria, and referral pathways, for CP and education programmes to ensure the most vulnerable children are reached.	Conducts and promotes joint CPHA-EiE capacity strengthening initiatives.
	Collaborates with education staff on community engagement and awareness raising with the participation of children.	Supports CPHA and education actors to collaborate on community engagement and awareness raising promoting children's participation	Advocates for child-friendly feedback mechanisms and children's meaningful participation and consultation in education programmes.

INEE MS EiE Competency Framework

Code	Competency Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
Standard 2	Protection & Well-being				
Access.2.1	Protection	Protection risks identified and programme responses implemented to promote physical and emotional safety of learners accessing and attending education activities	Collaborates with Child Protection to identify protection risks facing learners attending education activities. Uses relevant referral pathways	Collaborates with Child Protection to apply strategies which seek to reduce protection risks facing children and improve learners' physical and emotional safety. Uses referral pathways for children who may need specialist care	Collaborates with Child Protection to evaluate and design strategies which reduce protection risks facing children and improve learners' physical and emotional safety. Validates that effective referral pathways are in place for children who may need specialist care
Access.2.2	Well-being	Psychosocial support and social-emotional learning programmes provided to promote well-being of learners	Explains the role of psychosocial support and social emotional learning programmes in promoting student well-being	Identifies and implements relevant psychosocial support and social emotional learning programmes which seek to promote student well-being	Designs and trains others on specialised psychosocial support and social emotional learning programmes which seek to promote student well-being

General competencies

Both frameworks also contain general competencies around quality, strategy and coordination that are relevant to the other sector, and can be reflected across both:

CPHA Competency Framework

Competency domain: 1. ENSURING A QUALITY RESPONSE

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
1.1 Coordinating a quality CPHA response	Participates in coordination with actors in the CPHA coordination mechanism and other inter-agency bodies.	Assumes an active role within CPHA coordination mechanism and other inter-agency bodies.	Leads the coordination of CPHA efforts within CPHA coordination mechanism and other inter-agency bodies.

Competency domain: 3. DEVELOPING ADEQUATE CHILD PROTECTION STRATEGIES

Competencies	Indicator Level 1	Indicator Level 2	Indicator Level 3
3.1 Developing a socio-ecological approach to child protection programming	Identifies how organisational CP policies and procedures, family and community dynamics, networks and norms impact children.	Strengthens capacity of CP partners to carry out socio-ecological analyses of the context and stakeholders before designing, implementing and monitoring CP programmes.	Ensures that a socio-ecological approach to CP programming is adopted across the CP sector and by relevant partners.
	Identifies possible partners for relevant CP and cross-sectoral service delivery at child, family, community and society level.	Strengthens the establishment of up-to-date referral pathways at child, family, community and society level.	Advocates for the establishment of and access to up-to-date referral pathways at child, family, community and society level.
	Maps and analyses the capacity, influence and gaps of formal and informal civil and CP mechanisms and systems to address risk and abuse.	Strengthens civil society actors and management systems to cooperate on identifying and responding to CP risks.	Engages society actors and organisations to collaborate, coordinate and harmonise CPHA-related policies, laws, capacity, prevention and response strategies.
	Sensitises CP partners and beneficiaries on the importance of birth registration.	Engages with national and international CP stakeholders to establish a functioning national birth registration system.	Advocates for a national birth registration system that helps children access related benefits and social protection mechanisms.
3.2 Developing group activities for child well-being	Engages children in identifying and exploring their skills, support systems, perspectives, needs and risks to set up group activities appropriately.	Promotes CP group activities that create a predictable and stimulating environment for children to be safe, learn, express themselves, make connections and feel supported.	Ensures that CP group activities provide a sense of normalcy and are carried out based on relevant inter-agency guidelines.
	Identifies, supports and strengthens existing spaces, services and activities before developing additional group activities.	Designs group activities based on needs and protection risk assessment, and advocates for inclusive, ethical and accessible group activities that strengthen children's resilience.	Supports an inter-agency definition among CP stakeholders of what constitutes culturally-, gender- and age-sensitive group activities.

General competencies

INEE MS EiE Competency Framework

Code	Competency Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
	Coordination				
FoundCoord 1.	Coordination Mechanisms	Comprehensive education responses coordinated with humanitarian and development actors	Describes IASC Cluster system and UNHCR refugee coordination model. Participates in Education Cluster or Working Group meetings	Participates in the development of response strategies led by the Education Cluster or Working Group, including the HRP, HNO, RRP processes	Leads relevant coordination mechanisms (e.g. Education Cluster or Working Group)
FoundCoord 2.	Cross-sectoral collaboration	Collaboration across sectors to ensure effective, efficient and integrated response	Describes cross-sectoral approaches and their relevance to EiE response	Participates in and coordinates with clusters and working groups relevant for EiE promote student well-being	Facilitates coordination across sectors for optimal humanitarian response