THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

WORKING ACROSS SECTORS
FOR CHILDREN'S PROTECTION

WORKING ACROSS SECTORS

Child Protection Competency Framework for Camp Coordination and Camp Management Actors

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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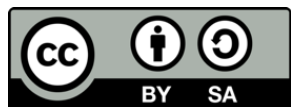
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INTRODUCTION

Background to the working across sectors child protection competency frameworks

Children are disproportionately affected by humanitarian crises[1]. They are a distinct group from adults, with unique needs and capacities that vary by age, gender, ability, legal status, and other individual characteristics. The centrality of children and their protection in humanitarian action is a shared responsibility of all humanitarian sectors, actors, staff and volunteers.

Advancing children's protection and well-being across all sectors of humanitarian action requires strengthened competencies both within the Child Protection Sector and across all other humanitarian sectors. Child Protection actors need the skills to engage outwardly and work more closely with other sectors. Meanwhile, actors from all other humanitarian sectors need the skills to contribute to the collective goal of meeting the needs of children most at risk.

The competencies required by Child Protection actors are outlined in the *Child Protection in Humanitarian Action (CPHA) Competency Framework*[2].

For actors in the Camp Coordination and Camp Management (CCCM), Food Security and Health sectors, the competencies required have been defined in three companion competency frameworks:

- *The Child Protection Competency Framework for CCCM Actors,*
- *The Child Protection Competency Framework for Food Security Actors,*
- *The Child Protection Competency Framework for Health Actors.*

These competency frameworks complement the *CPHA Competency Framework*, and are intended to support humanitarians in these sectors to understand the specific behaviours relevant to their roles that will strengthen the protection, well-being and safety of children. To build on cross-sectoral expertise, these companion frameworks, and the guidance which accompanies them, have been developed through a collaborative, inter-agency process, including review of more than 50 documents, and consultation and review by approximately 20 actors from various sectors.

The overall goal of the Child Protection competency frameworks for Child Protection actors and actors in other humanitarian sectors is to ensure that all humanitarian actors work together to realise their collective responsibility to protect children affected by crisis.

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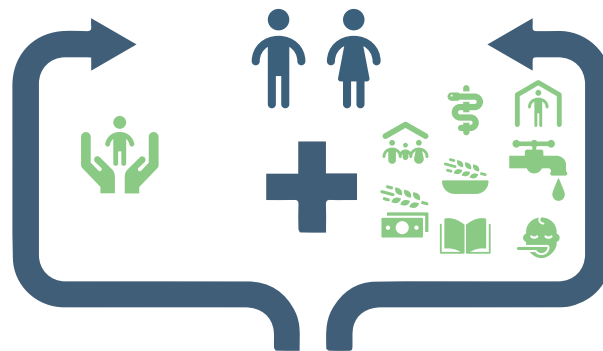
1 https://www.eeas.europa.eu/delegations/un-new-york/children-crisis-spotlight-underfunded-humanitarian-emergencies_en?s=63

2 *Child Protection in Humanitarian Action Competency Framework*, The Alliance for Child Protection in Humanitarian Action, 2023

Introduction to the Child Protection Competency Framework for CCCM Actors

The purpose of the *Child Protection Competency Framework for CCCM Actors* is to ensure that children's protection and well-being are prioritised within the CCCM sector and in collaboration with Child Protection actors. The intention is that the competencies complement existing commitments within the sector. The behaviours in the competency framework acknowledge existing positive efforts by CCCM actors to prioritise the protection, well-being and safety of children, as well as highlighting additional ways to strengthen this in day to day activities.

The *Child Protection Competency Framework for CCCM Actors* outlines the skills and abilities that CCCM actors need in order to provide humanitarian assistance to children in a way that contributes to their safety and well-being and that mitigates the risk of harm that children might face as a result of the humanitarian crisis or as a result of humanitarian interventions. To demonstrate the competencies outlined in the framework, CCCM actors are not required to have Child Protection expertise. However, it is acknowledged that there may be occasions when CCCM actors will require additional support or guidance. This is explicitly acknowledged in the final competency: Collaborating with and seeking support from Child Protection actors when needed. In addition, further resources and guidance to support demonstration of the competencies and acquisition of underlying knowledge is provided in Annex 2.

The purpose of the *Child Protection Competency Framework for CCCM actors* is to contribute to ensuring that children's protection, well-being and safety are prioritised within CCCM interventions and programmes, and within multi-sector and integrated programmes, by providing a standardised, inter-agency set of competencies required by all CCCM actors.

The structure of the competency framework

The *Child Protection Competency Framework for CCCM Actors* comprises two main sections:

- **Values and beliefs**
  The values and beliefs describe the core values and underlying beliefs we must all hold, in order to understand why children require our protection.
- **Competencies**
  The competencies describe what CCCM actors must be proficient in doing, in order to prioritise children's protection, well-being and safety. A description of each competency is provided, to support a broader understanding of what is meant.

The **values and beliefs** that we hold affect the ways in which we behave and the impact that we have on those around us. The values and beliefs outlined in the competency framework are considered to be fundamental to effectively supporting children in humanitarian settings. These values and beliefs assert a collective desire to work towards the best outcomes for children. For this reason, they apply to everyone, regardless of role, seniority, or context. One set of behaviours is provided for each value and belief, and these behaviours apply to all.

The **competencies** outlined in this framework are intended to support actors in the CCCM sector. Each competency is elaborated with indicative behaviours, which provide specific and practical examples of how the competency can be demonstrated on a day to day basis. For each competency, this includes:

- **Behaviours that apply to all CCCM actors**
  These behaviours apply to all individuals in the CCCM sector regardless of their role, function or level of seniority.

- **Behaviours for those in roles with direct contact with children**
  These behaviours apply to anyone who has any direct contact with children including those who have frequent and regular contact with children as well as those whose contact with children is less regular. This may include site management staff and volunteers. The behaviours will also apply to other staff who may not be based in displacement sites, or have frontline roles, but who come into contact with children periodically, for example when conducting monitoring visits to displacement sites.

- **Behaviours for those in roles that involve managing or designing programmes**
  These behaviours apply to those who design, manage or oversee the implementation of projects and programmes and the teams who implement them. This includes people who have responsibility for ensuring that relevant policies are implemented, procedures are followed and requirements are met. Job titles and responsibilities vary between organisations, but this might apply to roles such as Site Managers, Programme or Project Managers or CCCM Advisors. Depending on their specific circumstances, people involved in camp coordination might find the behaviours in this category are relevant for them.

- **Behaviours for those in roles that involve strategic decisions or defining policies**
  These behaviours apply to people who work at strategic level and have influence or control over strategic and policy level decisions. This can include people working at organisational, cross-organisational or sectoral level and may include roles such as CCCM Programme or Project Managers or CCCM Cluster Coordinators as well as roles where CCCM is one component of a broader portfolio such as Country Director or Head of Office. People working in camp administration may find the behaviours in this category are relevant for them.

The competency framework has been developed for use in a wide range of contexts. The competencies are intended to be universal but the accompanying behaviours are indicative, and not exhaustive. Some behaviours may not apply in all contexts. Likewise, in some contexts it may be important to demonstrate additional behaviours not included in the framework depending on the role or context. Using the framework therefore requires contextualisation.

Indicative behaviours

Values and beliefs

Competencies

Affect the ways in which we behave and the impact that we have on those around us.

Are intended to support actors in the CCCM sector.

Each competency is elaborated with indicative behaviours

Behaviours that apply to all CCCM actors

Behaviours for those in roles with direct contact with children

Behaviours for those in roles that involve managing or designing programmes

Behaviours for those in roles that involve strategic decisions or defining policies

Using the competency framework

The competency framework can contribute to improved outcomes for children and improved CCCM outcomes by ensuring that CCCM programmes and actors consider and cater to the needs of children in humanitarian emergencies.

The *Child Protection Competency Framework for CCCM Actors* is a behavioural competency framework. This means that it is primarily concerned with the ways in which people operate or undertake their day-to-day tasks. It is not intended to replace any existing competency frameworks that are being used but rather to supplement these. For example:

- Site management staff who are responsible for managing arrivals of families at a displacement site can demonstrate that they are able to talk and listen to children sensitively, appropriately and with kindness (competency 1) by actively listening to what children with families or unaccompanied children might have to say as they arrive at the displacement site and ensuring that they are not interrupting children as they speak or judging them.
- A CCCM Programme Manager can demonstrate that staff are able to be safe persons (competency 2) by ensuring that they have adopted policies and measures to safeguard children, that these policies are widely circulated and understood, and that there is a culture in which people value and respect principles of safeguarding.

The competency framework is a tool which can be used by individuals, organisations and managers, CCCM coordination groups and training and learning providers.

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

- Reflect on their own beliefs and competencies in relation to children's protection, well-being and safety, to identify strengths and areas for development,
- Identify specific behaviours they can demonstrate, based on their role, which will improve outcomes for children.

Organisations and managers who employ CCCM staff and/or volunteers, can use the framework to:

- Supplement existing competency frameworks to ensure behaviours to support Child Protection outcomes are integrated into HR and learning and development processes,
- Map existing capacity to prioritise children's protection, well-being and safety, to identify strengths, gaps and priority areas for recruitment or development,
- Inform the design of programmes and policies,
- 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,
- Identify where further collaboration with Child Protection actors is needed.

CCCM Coordination groups can use the framework to:

- Assess the strengths and gaps of a response through a child protection lens,
- Define priority areas for capacity strengthening, and inform capacity strengthening plans,
- Communicate with and seek support of Child Protection actors to strengthen competencies, using a shared language from the framework.

Training and learning providers can use the framework to:

- Mainstream key behaviours for the protection, well-being and safety of children into CCCM learning activities at all levels,
- Conduct targeted learning needs assessments among CCCM actors.

A list of additional resources and guidance to support demonstration of the competencies, and the acquisition of underlying knowledge and skills, is provided in Annex 2 to this document.

CHILD PROTECTION COMPETENCY FRAMEWORK FOR CCCM ACTORS

Values and beliefs:

- Believing that children in all their diversity have distinct and additional needs, and specific protection risks and vulnerabilities in humanitarian settings
- Recognising children as rights holders to whom humanitarian principles apply
- Believing in the collective responsibility for children's safety, protection and well-being

Competencies:

- Talking and listening to children sensitively, appropriately and with kindness
- Being a safe person
- Recognising children experiencing or at risk of harm and making safe and appropriate referrals
- Mitigating risks to children's safety, protection and well-being
- Being accountable to children and ensuring their meaningful participation
- Collaborating with and seeking support from Child Protection actors when needed

Values and beliefs for all actors

Values and beliefs	Description	Behaviours for all actors
Believing that children in all their diversity have distinct and additional needs, and specific protection risks and vulnerabilities in humanitarian settings	Understanding who is a child and recognising that, as a result of their age, developmental stage, and physical size, children have distinct and additional needs and vulnerabilities which humanitarian food security actors must take into account. Recognising that children are diverse, and that this diversity affects their experiences, abilities, vulnerabilities and needs in humanitarian settings, where the context and physical environment will also present certain risks. Humanitarians must recognise that children's needs and risks vary based upon a range of individual identities, including their gender, displacement status, and disability status.	• Acknowledge that, under international law, a child is any person under the age of eighteen • Recognise that children face risk as a direct result of being children and as a result of a wide range of diverse characteristics including their gender, their disability status and their displacement status • Acknowledge the risks and vulnerabilities facing children in humanitarian settings that are shaped by their identity and by contextual and environmental factors • Treat children as individuals with distinct and additional needs resulting directly from their age and developmental stage
Recognising children as rights holders to whom humanitarian principles apply	Believing that children are individuals who have rights under international and national law. Understanding and acknowledging that humanitarian principles apply to all people without discrimination - including children. Understanding that, in all actions and decision-making concerning children as individuals or as groups, the principle of the best interests of the child should be applied.	• Acknowledge that children are individuals with rights and take steps to understand the rights children have • Treat children in accordance with these rights and support them to claim their own rights • Take steps to understand the rights children have and treat children in accordance with these rights • Apply humanitarian principles to children regardless of their age, gender or other identity factors • Consider the best interests of the child in all decisions that affect them
Believing in the collective responsibility for children's safety, protection and well-being	Understanding the potential impact that humanitarians and humanitarian action can have on the safety, protection and well-being of children. Accepting that everyone working in humanitarian crises, regardless of their sector, technical specialisation or role or role, shares in a collective responsibility to protect children. The actions and services provided, and the policies that inform them, can contribute to the general well-being of the children and their families.	• Acknowledge the collective responsibility of all humanitarians, including oneself, in ensuring the safety, protection and well-being of children affected by crisis • Consider the impact of your own actions on children's safety, protection and well-being • Hold oneself, and others, to account for protecting children and their well-being

Competencies for CCCM actors

Competency: Talking and listening to children sensitively, appropriately and with kindness			
Description: Being able to actively listen to children without judgement and be attentive to what they say and don't say. Being able to respond and communicate with children in ways that are appropriate for their age and level of understanding and which are sensitive to their needs and circumstances and which build trust and rapport. Demonstrating kindness and empathy in interactions with children and treating them with dignity by recognising that they have important things to say. For people in roles without direct contact with children, this means creating enabling environments and organisational cultures in which talking and listening to children with sensitivity and kindness is valued, fostered and supported with appropriate guidance.			
For all of those working in the CCCM sector, it is important to:	For those in roles that involve having direct contact with children, it is important to:	For those in roles that involve managing or designing programmes, it is important to:	For those in roles that involve strategic decisions or defining policies, it is important to:
• Recognise that children have important things to say • Acknowledge that the manner of engaging with children and their families has a direct and significant impact on outcomes for children	• Engage with children with kindness and empathy • Actively listen to children as they speak without interruption or judgement • Be attentive to what children say and to their non-verbal cues • Respond to children in ways that are appropriate to their age and level of understanding	• Work with child protection actors and service providers, in consultation with children, to ensure child-friendly messages about accessing programmes and displacement site services are developed and shared • Ensure staff, volunteers and partners have the skills needed to communicate with children and are familiar with the principles of Psychological First Aid with kindness and empathy • Ensure staff, volunteers, partners and site committee members understand basic concepts of how children's age and level of development affects their reactions to situations and how they communicate by actively facilitating access to information and training	• Ensure guidance is available on the development of child-friendly messaging about accessing programmes and displacement site services • Incorporate skills for communicating with children and psychological first aid into mandatory training • Lead by example and promote values and beliefs that underpin a culture of valuing and respecting children and treating them and their opinions with sensitivity, respect, dignity and kindness

Competency: Being a safe person

Description: Being a person whom children can trust: to work in their best interests; to seek to minimise the effects of power inequalities; to avoid harming children through action or inaction; and to take action to protect them from harm from others. Behaving at all times in ways which directly contribute to the safety of children and avoiding actions which directly and indirectly contribute to the harm of children. Actively contributing to an environment in which direct or indirect harm to children is not tolerated and creating a culture which is safe for children.

For all of those working in the CCCM sector, it is important to:	For those in roles that involve having direct contact with children, it is important to:	For those in roles that involve managing or designing programmes, it is important to:	For those in roles that involve strategic decisions or defining policies, it is important to:
• Recognise that both action and inaction have the potential to cause harm to children • Be attentive to one's own power in different situations, and its potential effects on others and ensure to use power responsibly • Recognise the risk of indirect harm to children where well-intended interventions have unforeseen and negative impacts on children • Ensure one's actions cause no direct or indirect harm to children • Challenge any harmful or inappropriate behaviours or beliefs towards children • Report any concerns or complaints regarding risk or harm to a child's safety, protection or well-being following appropriate protocols	• Adhere to all expectations of behaviour towards children as detailed in relevant codes of conduct, child safeguarding and Prevention of Sexual Exploitation and Abuse policies and guidelines • Be truthful, treat children with respect and and maintain their dignity at all times • Take immediate action to protect a child in an unsafe situation in line with organisational safeguarding protocols	• Ensure all staff, volunteers and partners are aware of and understand expectations of them regarding their behaviour towards children and have signed a code of conduct • Establish and implement systems for reporting concerns and complaints • Address all concerns and complaints appropriately and in a timely manner to prevent any further potential harm	• Ensure a code of conduct, which explicitly outlines appropriate ways of behaving with children, is in place and signed by all staff, volunteers and partners • Ensure robust child safeguarding and Prevention of Sexual Exploitation and Abuse policies are in place and disseminated amongst CCCM staff, volunteers and partners • Ensure policies on reporting and handling concerns and complaints are in place and being implemented • Create a culture of compliance with codes of conduct, child safeguarding and Prevention of Sexual Exploitation and Abuse policies by leading by example and challenging inappropriate or harmful beliefs or behaviours • Act quickly and in line with agreed policies, in the event of breaches of required standards of behaviour

Competency: Recognising children experiencing or at risk of harm and making safe and appropriate referrals

Description: Being able to recognise signs of abuse and risk to children's safety, protection and well-being. Being able to respond appropriately to disclosures of harm against children, including disclosures from children. Being aware of where and how to refer child protection concerns to child protection or other services for their support, protection and well-being. For people who are in programmatic or decision-making roles, this means creating an enabling environment to support those in direct contact with children to identify children who are experiencing harm or who are at risk of harm. It requires making connections with other actors to facilitate referrals and establish cross-organisational collaboration.

For all of those working in the CCCM sector, it is important to:	For those in roles that involve having direct contact with children, it is important to:	For those in roles that involve managing or designing programmes, it is important to:	For those in roles that involve strategic decisions or defining policies, it is important to:
• Recognise signs of abuse and risk to children's safety, protection and well-being • Recognise the important role CCCM actors play in ensuring children have access to the specialised services and support they need to maintain their safety, protection and well-being	• Recognise signs of abuse and risk to children's safety, protection and well-being • Listen to children's concerns and respond appropriately to disclosures from children and concerning children • Refer children to child protection or other specialised services for their support, protection and well-being using the appropriate child protection service mapping and referral pathways if they are in place. If they are not in place, or are sub-optimal, work with child protection actors and local services to support their development and advocate for best practice.	• Collaborate with Child Protection actors to contribute to the mapping of relevant services and identification of referral pathways for children who are experiencing or at risk of harm • Work with Child Protection actors to ensure the establishment of protocols based on existing referral pathways, to ensure staff, volunteers and partners make referrals of children in a way that is appropriate, safe and ethical, minimising retraumatization of affected children and adhering to confidentiality principles • Ensure all staff, volunteers and partners in direct contact with children are able to identify signs of abuse and risk, have psychological first aid skills, have access to relevant service mapping and are aware of how to make appropriate referrals • Ensure CCCM programmes monitor children's access and include indicators to assess that referrals to and from Child Protection actors are functional	• Ensure psychological first aid into mandatory training for CCCM staff, volunteers and partners in direct contact with children and those in programmatic roles • Develop and maintain strong cross-organisational and cross-sectoral working relationships to facilitate referral of children who are experiencing harm or who are at risk of harm • Create a culture in which staff, volunteers, partners and service users are empowered to raise concerns and complaints

Competency: Mitigating risks to children's safety, protection and well-being

Description: Taking active steps to understand the risks to children's safety, protection and well-being that are present, including risks inherent in the environment (whether natural or human-made), and risks that programming, policy making or strategic decision making might inadvertently exacerbate or cause, drawing on the support of Child Protection actors when required. Building on this understanding of risk to incorporate actions into their work to mitigate them and strengthen children's meaningful access to services. Identify and address barriers to accessing services faced by children and their families, including child-headed households, children with disabilities, refugee and internally displaced children, and married girls.

For all of those working in the CCCM sector, it is important to:	For those in roles that involve having direct contact with children, it is important to:	For those in roles that involve managing or designing programmes, it is important to:	For those in roles that involve strategic decisions or defining policies, it is important to:
• Recognise that humanitarian staff, programmes and policies can create or exacerbate risks to children, directly and indirectly, even if they intend to support and protect them • Working together with children, identify risks that children may face in displacement site settings including risks which might arise from the environment and context, as well as any which might arise as a result of the interventions or activities of CCCM actors or service providers operating within the displacement site • Working together with children, identify additional barriers they and their families face in accessing services and ways to ensure activities are child-friendly	• Take steps to inform oneself of pre-identified risks to children's safety, protection and well-being and to the types of additional risks which might arise in displacement sites • Implement risk mitigation plans, in collaboration and coordination with all service providers accessing the displacement site(s), and follow advice from managers and Child Protection actors to reduce the risks of harm to children • Be alert to risks to children in all interactions with them and in programming interventions or services which may directly or indirectly impact their safety, protection or well-being	• Assess potential risks to children's safety, protection and well-being during programme design in cooperation with children, with support of Child Protection actors if needed • Identify and plan measures to mitigate risks to children's safety, protection and well-being, in cooperation with children and collaboration with services providers and Child Protection actors as relevant • Work together with children and, when needed, Child Protection actors, to conduct safety audits of displacement site infrastructure and services to identify risks and risk mitigation measures for children • Ensure that risk mitigation action plans are developed in response to identified risks.	• Ensure that risks to children's safety, protection and well-being are explicitly incorporated into displacement site safety audits and all relevant organisational processes for risk assessment, monitoring and mitigation • Establish policies and systems and create guidelines which support the safe and meaningful inclusion of children in safety audits and risk assessment, monitoring and mitigation processes • Ensure that analysis of identified risks to children across programmes are incorporated into organisational learning and improvement processes

Competency: Mitigating risks to children's safety, protection and well-being			
• Ensure assistance and services are child-friendly and accessible to children and that specific risks to children have been taken into account when providing services for children, particularly if they are unaccompanied	• Adapt activities, interventions and interactions with children as needed to reduce any unforeseen risks • Alert others to new and emerging risks to children in a timely manner if these are identified	• Ensure all staff, volunteers, partners and service providers in direct contact with children, and those who are involved in programmes, are aware of potential risks to children and the necessary actions to mitigate these risks as outlined in risk mitigation plans, as well as how to flag new and emerging risks • In collaboration with Child Protection actors, monitor risks to children and identify and take additional actions to reduce risks, updating the risk assessment as needed	• Participate in cross-sectoral initiatives to prevent harm to children, such as joint monitoring and reporting mechanisms for child protection and Prevention of Sexual Exploitation and Abuse

Competency: Being accountable to children and ensuring their meaningful participation			
Description: Recognising children as agents of change in their own and their communities' lives. Being accountable to children by seeking out and valuing their ideas, opinions and feedback; providing safe and meaningful ways for children to provide these inputs, and by communicating effectively with children on matters that impact them. Actively taking steps to strengthen the participation of children in decision-making that affects their lives ensuring that child participation efforts are inclusive and avoid replicating any existing social or cultural biases which may exclude, for example, girls, children with disabilities, children from minority groups with diverse gender identities and sexual orientations. Ensuring that child participation activities are always done in ways that are safe and ethical for children and in line with the principles of do no harm and the best interests of the child.			
For all of those working in the CCCM sector, it is important to:	For those in roles that involve having direct contact with children, it is important to:	For those in roles that involve managing or designing programmes, it is important to:	For those in roles that involve strategic decisions or defining policies, it is important to:
• Recognise that children in all their diversity have valid and valuable opinions • Recognise that all children are entitled to participate in decisions that affect them	• Ensure that accountability processes are implemented in a way that is child-friendly, inclusive and accessible to children by drawing on available child protection guidance • Review safety and ethical considerations before deciding to implement child participation activities • Take actions to avoid any potential direct or indirect risks when implementing child participation activities in displacement sites • Ensure the informed consent/assent of children and their parents/caregivers is gathered whenever relevant	• Design and implement locally and culturally appropriate systems for being accountable to children with guidance from Child Protection actors if necessary • Advocate with partners and service providers to implement systems for being accountable to children • Incorporate opportunities for children in all their diversity to share their views into the design, monitoring and evaluation of programmes, displacement site infrastructure, services and durable solutions to ensure that these are accessible to children and their families • Ensure all monitoring data is disaggregated for sex, age and disability and includes different age groups of children	• Ensure policies, procedures or plans for accountability and participation explicitly include reference to the inclusion of children in all their diversity • In consultation with Child Protection actors, develop guidelines on accountability to children and how to ensure the safe, ethical, inclusive, appropriate and meaningful participation of children in displacement sites • Under the guidance of Child Protection actors, develop strategies to increase organisational capacity to safely, ethically and appropriately ensure the meaningful participation of children in all their diversity

Competency: Being accountable to children and ensuring their meaningful participation			

	• Use available tools and approaches to:
	   • Involve children in all their diversity in decision-making about displacement site infrastructure, services and durable solutions
	   • Obtain feedback from children about displacement site infrastructure, services and durable solutions
	   • Provide all children with information about things that impact them
		• Ensure CCCM staff, volunteers and partners have the skills to safely and appropriately facilitate children's meaningful participation and ensure that participation opportunities are inclusive to all
		• Ensure all CCCM staff, volunteers and partners in direct contact with children understand when and how to obtain informed consent / assent from children and their parents or caregivers
			• Create a culture of valuing the participation of children in all their diversity and recognising the importance of being accountable to all children

Competency: Collaborating with and seeking support from Child Protection actors when needed

Description: Being open to collaboration with Child Protection actors to strengthen children's protection and well-being in humanitarian responses, and demonstrating behaviours that support collaboration including transparency, trust and communication. Being able to recognise when specialist guidance or support from Child Protection actors is needed and being willing to seek and accept this help. Applying the belief that children's safety, protection and well-being is a collective responsibility of all humanitarians and working with others to ensure this responsibility is met. Coordinating actions with Child Protection and other actors to improve outcomes for children.

For all of those working in the CCCM sector, it is important to:	For those in roles that involve having direct contact with children, it is important to:	For those in roles that involve managing or designing programmes, it is important to:	For those in roles that involve strategic decisions or defining policies, it is important to:
• Recognise the value of collaboration and coordination between CCCM and Child Protection actors • Recognise the distinct contribution that CCCM and Child Protection actors can make, and that the value of collaboration is greater than the sum of its parts • Be willing to reflect on one's own strengths and limitations in preventing and responding to harm to children, and seek the support of Child Protection actors when needed • Recognise that collaboration between CCCM and Child Protection actors is essential for realising the collective responsibility for children's safety, protection and well-being	• Take steps to strengthen your ability to protect children and their well-being • Identify the need for and seek the support or guidance of Child Protection actors, to reduce risk of harm to children that may arise from CCCM activities • Collaborate with Child Protection actors to ensure that CCCM activities actively contribute to positive outcomes for children's safety, protection and well-being, and to capture any potential improvements to CCCM outcomes • Communicate openly and transparently, to build trust and foster strong working relationships with Child Protection actors	• Build strong relationships with Child Protection actors • Regularly share information on needs and planned responses with Child Protection actors • Proactively seek guidance and input from Child Protection actors to inform the design, implementation, monitoring and evaluation of displacement sites • Facilitate, encourage and support staff, volunteers and partners to work collaboratively with Child Protection actors and to seek support when required	• Create a culture of valuing and actively seeking out the contributions of Child Protection actors and ensuring they are included in actions to collaborate and coordinate with other actors • Create an evidence base, including documenting case studies and investing in research, to demonstrate the value of collaboration between CCCM and Child Protection actors • Build strategic links with Child Protection actors to prepare for and support collaboration

ANNEX 1: FREQUENTLY ASKED QUESTIONS ABOUT THE COMPETENCY FRAMEWORK

Do I need to demonstrate all of the values, beliefs, competencies and behaviours in the competency framework?

Each individual in the CCCM sector is expected to demonstrate the values and beliefs and associated behaviours that are outlined in the competency framework. These are considered to be universal and, as such, apply to all actors.

In addition, each individual CCCM actor is expected to demonstrate all of the competencies. As with the values and beliefs, these are also considered to be universal. However, the specific behaviours required to embody these competencies will depend on your individual role and responsibilities. You should aim to demonstrate the behaviours that apply to all actors and, in addition, behaviours from whichever category or categories best describes your role.

It is important to remember that the behaviours that are described within each category are indicative. This means that some of the behaviours may not be applicable to your role, organisation or context and the list is not intended to be used as a checklist. The behaviours can be adapted to your specific context.

Why are these competencies my responsibility as a CCCM actor?

The centrality of children and their protection in humanitarian action[3] is a shared responsibility, to ensure the entire humanitarian system is actively and consciously engaged in realising broader child rights as well as children's rights to protection in each step of humanitarian action. While child protection mainstreaming is an essential component, a whole-of-system focus is required to achieve children's protection and well-being. Every single person contributing to and working as part of the humanitarian system has a role to play.

Advancing children's protection and well-being across all sectors of humanitarian action requires strengthened competencies both within Child Protection and across sectors. Child Protection actors need the skills to engage outwardly with actors in other sectors. Actors from all sectors need the skills to contribute to the collective goal of mitigating the risks to children's safety, protection and well-being and meeting the needs of children most at risk.

What do Child Protection actors do, if these behaviours are for CCCM actors?

Child Protection practitioners play a critical role in developing and implementing lifesaving and life-sustaining child protection interventions in humanitarian settings, for example interventions to prevent and respond to children at risk of recruitment by armed groups or family separation. They should collaborate with other humanitarian actors to provide technical support and assistance, for example by integrating child protection considerations in multi-sectoral needs assessments, mainstreaming child protection considerations in

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[3] The Alliance for Child Protection in Humanitarian Action, The Centrality of Children and their Protection in Humanitarian Action - An Introduction (2023). https://reliefweb.int/report/world/centrality-children-and-their-protection-humanitarian-action-introduction

other sectoral programmes, and conducting child protection monitoring at critical locations, such as food distribution points, etc.

Actors in other sectors, including CCCM, should systematically consider the capacities, needs, and vulnerabilities of children in their programming. Furthermore, all programming should contribute to the protection and well-being of children, and this can be supported through working with Child Protection actors. This includes systemically prioritising children's safety and well-being and the avoidance of harm; ensuring equitable access to services; safely identifying and referring children with protection concerns; adapting services to meet the needs of children; and implementing safe and meaningful channels for child participation and child friendly accountability mechanisms. Cross sectoral collaboration should collectively address identified child protection risks factors. This can prevent harm to children and reduce the need for remedial interventions, which might never fully reverse the long-term impacts of harm.

The specific behaviours expected of Child Protection actors are detailed in the Child Protection in Humanitarian Action (CPHA) Competency Framework. This includes a technical competency on Working with CCCM, that outlines what Child Protection actors need to do in order to work and collaborate effectively with CCCM for improved outcomes.

How do these competencies complement existing commitments in the CCCM sector?

The competency framework was developed in a process involving a desk review of relevant sectoral documents and consultation with sector experts and was designed to complement existing commitments in the CCCM sector.

The competencies are designed to enable the implementation of the key actions that are outlined in standard 28 of the *Child Protection Minimum Standards, The Alliance for CPHA (2019)* which were developed in collaboration between CCCM and Child Protection experts and take into account identified child protection risks within the context of displacement sites.

In addition, the competency framework is informed by the minimum standards and essential concepts for CCCM as outlined in the *Minimum Standards for Camp Management, SPHERE (2021)*. The values and beliefs and competencies in the competency framework align with and provide concrete guidance on ways of behaving which are in alignment with and are fundamental to aspects of several of the minimum standards. For example:

- **Standard 1.3: Site management agency and team capacity** which reinforces the need for the management team of the site to know about child protection needs relates to the competency: mitigating risks to children's safety, protection and well-being.

- **Standard 2.2: Information sharing with communities** which includes references to various levels of literacy and different sources of information, with specific reference to children in displacement sites relates to the competency: talking and listening to children sensitively, appropriately and with kindness.

- **Standard 2.3: Feedback and complaints** which notes the need to ensure feedback and complaints mechanisms are available in appropriate languages and formats, and accessible for all relates to the competency: being accountable to children and ensuring their meaningful participation.

- **Standard 2.4: Governance mechanisms and structures** which captures the need to ensure governance structures are representative of the population and include women, youth, children and minority groups relates to the competency: being accountable to children and ensuring their meaningful participation.

- **Standard 3.2: An appropriate environment** which highlights the need to consult all stakeholders for site planning and site improvements, including most at-risk groups to make sure the site plan reflects and addresses their needs relates to the competencies: being accountable to children and ensuring their meaningful participation and talking and listening to children sensitively, appropriately and with kindness.

- **Standard 4.2: Site service assessment, monitoring and reporting** which captures the need for Site Management to have an overview of the site population (including how different age groups, sexes and population groups are affected), their needs and the agencies providing services relates to the competency: mitigating risks to children's safety, protection and well-being and the belief: believing that children in all their diversity have distinct and additional needs, and specific protection risks and vulnerabilities in humanitarian settings.

- **Standard 4.3: Referral pathways** which refers to the role the Site Management team plays in making referrals to specialised workers, including Child Protection colleagues, and the need to have updated referral pathways and teams trained at site level relates to the competency: identifying children experiencing or at risk of harm and making safe and appropriate referrals.

- **Standard 5.3: Unplanned closures** which explicitly references the need to maintain access to child protection services during closure or relocation relates to the beliefs: recognising children as rights holders to whom humanitarian principles apply and believing in the collective responsibility for children's safety, protection and well-being.

How can I use the competency framework in practice?

The competency framework can be used to define performance expectations, assess competencies and strengthen performance in role. How this is done will depend on the capacity in which the framework is being used: by an individual, organisation, coordination group, or training and learning provider.

	Defining performance expectations	Assessing competencies	Strengthening performance in role
Individuals	Familiarise yourself with the competencies and identify behaviours relevant to your own role	Self-assess your own current level of competence with a supervisor's support if appropriate	Identify what more you can do to demonstrate the competencies and engage in learning opportunities to strengthen your own competencies

	Defining performance expectations	Assessing competencies	Strengthening performance in role
Organisations and Managers	Incorporate the required competencies into role requirements for CCCM roles, for example, by adding them to job descriptions	Assess required competencies as part of recruitment processes, for example, in interviews and selection processes, as well as in performance management processes, for example, in annual performance appraisals	Provide opportunities to strengthen competencies based on role requirements
CCCM coordination groups	Articulate the importance of adopting the competencies and express support for their adoption	Assess understanding and implementation of the required competencies across the response with the support of Child Protection actors if required	Collaborate with Child Protection groups to facilitate access to opportunities to strengthen CCCM actors' child protection competencies
Training and learning providers	Incorporate the competencies into learning opportunities offered to CCCM practitioners	Conduct learning needs assessment against the competencies	Develop learning opportunities to strengthen CCCM practitioners' ability to demonstrate the required behaviours

How can I assess my own or someone else's level of competency?

Competencies describe how someone performs in their role. This means that assessing competencies requires gathering evidence of how effectively someone performs their role. The behaviours provided in the competency framework give examples of the kinds of actions that a competent person will take in their day to day work. They are therefore a useful tool for assessing competence in these areas.

To assess Child Protection competence of CCCM actors, consider to what extent the behaviours are demonstrated. This can be done through self-reflection if you are assessing your own competence, or through observation and interrogation, for example, in a competency-based interview or assessment, if you are assessing the competencies of others. Assessment of competence should be based on evidence of how people behave, and the extent to which this is in line with the indicative behaviours listed in the framework.

An example of a self-assessment matrix can be found in Annex 3 and some examples of questions that can be used in a competency-based interview or assessment can be found in Annex 4.

ANNEX 2: ADDITIONAL GUIDANCE TO SUPPORT APPLICATION OF THE COMPETENCY FRAMEWORK

The following self-paced learning resources and guidance materials can support individuals in the acquisition of underlying knowledge needed to demonstrate each of the values and beliefs and competencies.

Values and beliefs:
- Believing that children in all their diversity have distinct and additional needs, and specific protection risks and vulnerabilities in humanitarian settings
  - CPMS e-course module - Principle 1, Children's Survival and Development

- Recognising children as rights holders to whom humanitarian principles apply
  - Child Rights and why they matter, UNICEF online course

- Believing in the collective responsibility for children's safety, protection and well-being
  - The Centrality of Children and their Protection in Humanitarian Action – An Introduction

Competencies:
- Talking and listening to children sensitively, appropriately and with kindness
  - PFA for Children, HLA online course
  - Promoting Children's Development and Wellbeing e-module
  - Communicating with Children during Infectious Disease Outbreaks - miniguide and e-course

- Being a safe person
  - Safeguarding e-module
  - Prevention of Sexual Exploitation and Abuse e-module

- Recognising children experiencing or at risk of harm and making safe and appropriate referrals
  - Recognising CP risks comic strip
  - Safe Recognition and Referrals for Child Protection Concerns: Rapid Guide for non-Child Protection actors

- Mitigating risks to children's safety, protection and well-being
  - Something on child friendly risk assessment / including children in RA

- Being accountable to children and ensuring their meaningful participation
    - Child Participation, Principles and Tools - UNICEF e-module
    - CPMS e-course module - Principle 2 - Children's Participation
    - Supporting Children's Participation, TdH online course
    - Putting Children at the Centre: A Practical Guide to Children's Participation
    - Guidelines for Children's Participation in Humanitarian Programming

- Collaborating with and seeking support from Child Protection actors when needed
    - Understanding what CP actors do in humanitarian settings illustration
    - What is Child Protection in Humanitarian Action video
    - CPMS e-course module - Standard 28 - CCCM and Child Protection

In addition, the Global CPAoR in collaboration with the Alliance for Child Protection in Humanitarian Action (CPHA) and Global Camp Coordination and Camp Management, Education, Food Security, Health and Nutrition Clusters has developed a workshop package to further the collaboration between Child Protection and other sectors for child well-being and protection in humanitarian settings.

Modules in the package include:

- Child Protection Foundations,
- Child Well-Being,
- Child Protection Mainstreaming,
- Child Protection Integration,
- Child Participation,
- Child Safeguarding,
- Safe Recognition and Referrals for Child Protection Concerns (for non-CP actors).

More information about the package can be found on the Global CP AoR webpage Working Together with Other Sectors for Child Protection and Well-Being. If you are interested in organising training on any of these topics, you can contact the Child Protection Coordinator in your context. Alternatively, you can reach out to the Global CP AoR via the Help Desk.

ANNEX 3: SELF-ASSESSMENT MATRIX

The example self-assessment matrix is designed to help an individual to assess their own performance against the competencies. It can be used by an individual to inform their own reflection and self-development, or it can be used as the basis for a discussion with a supervisor, trusted colleague or mentor. Adaptations can be made to the matrix to suit need.

Key for scoring

1. **Not competent**: The person does not display any behaviours that indicate they are proficient in this competency. They do not demonstrate any aspect of this competency.

2. **Limited competence**: The person displays some of the applicable behaviours some of the time but is not consistent and may need support. They are able to demonstrate this competency with support and guidance.

3. **Acceptable level of competence:** The person displays most of the applicable competencies most of the time. They are able to demonstrate this competency without support but may need guidance on occasion.

4. **Good level of competence**: The person displays all of the applicable competencies in all relevant situations. They are able to demonstrate this competence without support or guidance.

5. **Highly competent:** The person displays all of the applicable behaviours at a very high level. They may exceed expectations and are able to guide and support others in this aspect.

An example has been provided to show how the matrix can be used.

Competency	Level of competence 1-5	Examples of when I have demonstrated this competency to date	Ways in which I could strengthen this competency	How will I know if I have achieved this/ How will I hold myself to account?
Talking and listening to children sensitively, appropriately and with kindness	*E.g. 3*	*E.g. I always make sure that I listen to all affected people, including children, when they speak to me*	*E.g. Sometimes when I am feeling stressed and in a hurry, I know that I might not always be as attentive as I should be. I will aim to listen with kindness more often*	*E.g. I will discuss this with a trusted colleague and ask them to help me to hold myself to account*
Being a safe person				
Recognising children experiencing or at risk of harm and making safe and appropriate referrals				
Mitigating risks to children's safety, protection and well-being				
Being accountable to children and ensuring their meaningful participation				
Collaborating with and seeking support from Child Protection actors when needed				

ANNEX 4: COMPETENCY-BASED QUESTIONS

In order to assess required competencies, competency-based questions can be used. These questions can be incorporated into existing processes and can be used:

- To assess someone's level of competence, for example as part of a recruitment or performance appraisal process,

- To encourage reflection as part of a professional development process.

The questions below are examples based on the competencies and can be adapted as needed. Additional questions can also be added if needed. These questions are designed to allow opportunities for the interviewee to reflect on their competence and provide concrete examples of when they have demonstrated the competency.

Competency	Examples of questions
Talking and listening to children sensitively, appropriately and with kindness	- Can you explain what talking and listening to children sensitively, appropriately and with kindness might look like in concrete terms in your role? - Can you give me an example of a time that you demonstrated this competency? - What did you learn from the situation you have described?
Being a safe person	- Can you describe any of the ways in which the behaviour or actions of someone in a role like yours could negatively impact children's safety, well-being or could directly or indirectly cause them harm? - Can you give me an example of any actions you have undertaken to ensure that you or those around you do not cause direct or indirect harm to children? - Are there any additional actions you think you could take to strengthen your competence in this area?
Recognising children experiencing or at risk of harm and making safe and appropriate referrals	- What are some of the signs of abuse and risk to children's safety, protection and well-being? - Can you give me an example of any actions you have undertaken which have positively contributed to ensuring children have access to the specialised services and support they need to maintain their safety, protection and well-being? - Is there anything you could have done differently in the situation you have described to increase your impact, or are there any other actions that you think you could undertake in the course of your work to further contribute to children's safety, protection and well-being?

Competency	Examples of questions
Mitigating risks to children's safety, protection and well-being	• What are the potential risks to children's safety, protection and well-being that might arise from any of the humanitarian programmes that you are involved with? • Can you give an example of a time when you have taken steps to avoid, mitigate or address any risks to children's safety, protection or well-being? • To what extent do you think the actions taken were effective? Is there any more that you could have done to avoid, mitigate or address the risks to children?
Being accountable to children and ensuring their meaningful participation	• Can you explain what diversity means to you in the context of 'working with children in all their diversity'? • Can you provide an example of a time when you have demonstrated that you value children's opinions or that you have encouraged children to participate? What was the outcome of the actions that you took? • What further steps or actions could you take to make the participation of children more meaningful in future?
Collaborating with and seeking support from Child Protection actors when needed	• Can you describe, in the context of your own work, some of the potential benefits of collaborating with or seeking support from Child Protection actors? • Can you give an example of a time that you have actively collaborated with or sought support from Child Protection Actors? What was the outcome of the situation you have described? • Is there anything that you or anyone else involved could have done differently to improve or further strengthen the outcome?

The Alliance for Child Protection in Humanitarian Action (the Alliance) sets standards and provides technical guidance to support humanitarian actors in preventing and responding to harm to children.

Find more information on the Alliance's work and join the network at

alliancecpha.org

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