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.
The Alliance Brand Guide promotes consistency in format and style, ensuring that Alliance products are easily recognisable.
Vision

The Alliance envisions a world in which children are protected from abuse, neglect, exploitation and violence in humanitarian settings.

• Field-based
• Child-centred
• Family- and community-driven
The Alliance’s logo should be used in all outputs. The preferred option is colour on white (or other if necessary) background. The inverted logo can be used when the contrast of a document’s background is insufficient to clearly distinguish the logo. The Alliance’s name should be in Helvetica Neue in RGB 65 / 94 / 120.

Only the Alliance logo is to be placed on the cover. Donor logos can be placed on the acknowledgment page if required by the donor. On Alliance websites, donors should be acknowledged on the footer of the front page. If your donor requires otherwise, please contact the Alliance coordinators to discuss.
Where an array of different colours is required (e.g. in maps, reporting templates), please use the following:

<table>
<thead>
<tr>
<th>Colour Code</th>
<th>RGB 33/47/80</th>
<th>49/61/96</th>
<th>66/84/103</th>
<th>103/126/147</th>
<th>141/158/174</th>
<th>178/191/201</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colour Code</td>
<td>RGB 76/90/45</td>
<td>113/150/94</td>
<td>141/170/125</td>
<td>170/197/151</td>
<td>199/214/177</td>
<td>237/214/203</td>
</tr>
<tr>
<td>Colour Code</td>
<td>RGB 86/96/144</td>
<td>236/191/218</td>
<td>304/216/228</td>
<td>304/216/228</td>
<td>304/216/228</td>
<td>155/266/232</td>
</tr>
</tbody>
</table>
Text formatting

Headings and main body text should be within the Helvetica Neue or Calibri font family. If a complementary font is required, then Garamond can be used.

Capitalize the first, last and all other words in the work’s title except articles (a, an, the), conjunctions (and, or, but), and prepositions (at, in, to, etc.).

Use black text colour (RGB 0 / 0 / 0) for the main body of the text within documents.

Use blue colour for headings (RGB 65 / 94 / 120). A hierarchy of font sizes and styles (bold and italicised) should be used to differentiate between headings, subheadings, and sub-subheadings. Avoid using underlining for emphasis as this generally suggests hyperlinks, especially on webpages. The first word of the heading should be capitalised, but not the subsequent words unless they are the name of an organisation or a title.

Paragraphs of text should begin left-justified, without indent, and the body of the text should be justified left to right. Text in boxes can be either left-justified or not, whichever is deemed most user-friendly by the editorial team.

If the document is long, then it is advisable to use numbers for headings and subheadings, e.g. Section 1.0, Section 1.2, Section 1.2.1, and so forth.
Formatting tables

Table layout needs to be logical and easy for readers to understand. Data in a table that would require only two or fewer columns and rows should be presented in the text. More complex data is better presented in tabular format. In order for quantitative data to be presented clearly and efficiently, it must be arranged logically: data to be compared must be presented next to one another (before/after, young/old, male/female, etc.), and statistical information (means, standard deviations, N values) must be presented in separate parts of the table.

Each table must have a clear and concise title placed above the table. When appropriate, you may use the title to explain an abbreviation parenthetically. Because tables supplement the text, refer in the text to all tables used and explain what the reader should look for when using the table.

Table headings should be presented in centre-justified, while information in the table should be left-justified. (Numbers can be right- or centre-justified, whichever is deemed more user-friendly by the editorial team.)

Sample table

<table>
<thead>
<tr>
<th>Headings</th>
<th>Headings</th>
<th>Headings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>Text</td>
<td>123</td>
</tr>
</tbody>
</table>
Page numbers

Page numbers should always be used. These should be placed at the bottom of the page on the outer side of the document, away from the spine or binding.

Photo credits

Where possible, credit details should be noted below each photograph. Include the name of the photographer and the year in which the photograph was taken. Alternatively, a list of credits can be put in the acknowledgments section.

References and citation

References and citations should follow the American Psychological Association (APA) format. For references at the end of texts, the general format is:
Author last name, Initials. (Year). Title of work: Subtitle (Edition). City of publication, State: Publisher.

In-text citations should follow the following format:
(Author's last name, Year).

For texts without a named author, the title should be used in place of the author. In-text citations can use the first main word of the title.

Footnotes are to be used for (a) content that is relevant and important but not included in the main text and (b) copyright footnotes that show you have authorization when quoting text over 500 words or other material requiring permission.

Suggested citation

Provide a suggested citation for the document on the copyright page. Follow the American Psychological Association (APA) format.
E.g. Title of work (Year). The Alliance for Child Protection in Humanitarian Action.

The Alliance publications are to be associated with the Alliance, not with individual authors. Authors and/or editors may be named in the acknowledgments. Authors and/or editors should not be included on covers or title pages or in suggested citations.

Spelling

American or British spelling can be used, but not both within one document.

Abbreviations and acronyms

Words or titles that occur only once or twice in the text should not be abbreviated.

Where the Alliance for Child Protection in Humanitarian Action is referred to many times in a document, a short form may be used: “The Alliance”.

Acronyms are written entirely with capital letters. They should be used sparingly and only when the information is repeated more than once or twice in the document. The full information should be given the first time it is mentioned, followed by the acronym in parentheses. The acronym can then be used with subsequent references. Full stops are not needed in the acronyms or abbreviations, ex. WFP (correct) versus W.F.P. (incorrect). Acronyms from languages other than the language of the document should be used only if their meaning is entirely clear.

Numbers

In general, numbers under 10 should be expressed in words, e.g. “eight” rather than “8”. Numbers 10 and above should normally be expressed in figures. All numbers should be spelled out when they begin a sentence.
5.0
https://www.facebook.com/Alliance.Child_PROtection/

http://twitter.com/CPIE_Global

https://www.alliancecpha.org
Communication Skills for Supervisors

COMMUNICATION TIPS FOR SUPERVISORS:

Listen before asking questions.
Pay attention to your and the caseworker’s verbal and non-verbal communication. (For example, body postures, tone of voice, words and facial expressions.)

Help caseworkers become comfortable with uncertainty.
(For example, you can say “Case work is one of the most rewarding – and one of the most complex – jobs one can do. It is ok not to know what to do; we are here now to try to figure that out together”)

Avoid beginning a question with “why” as this can be interpreted as a form of questioning and can trigger a sense of resistance. Instead of saying “Why did you do this?” try to understand the rationale behind the caseworker’s decision or action by saying something like, “Tell me more about your strategy for decision when you did this.”

1. Summarize your understanding of what the caseworker has told you to limit miscommunication. For instance, say “What I hear you saying is...” or “Let me make sure I get this right... were you saying that...?”
