ANNEX TO COMPETENCY FRAMEWORKS
Collaboration Across Child Protection and Education in Emergencies

1. 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 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 & 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 annexe has been 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).

2. Relevant & Related Competencies

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

INEE MS EiE Competency Framework

Competency Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
2.2.1 Protection	Protection risks identified and programme responses implemented to promote physical and emotional safety of learners accessing and attending education activities	Collaborate with Child Protection to identify protection risks facing learners attending education activities. Use relevant referral pathways	Collaborate with Child Protection to apply strategies which seek to reduce protection risks facing children and improve learners' physical and emotional safety. Use referral pathways for children who may need specialist care	Collaborate with Child Protection to evaluate and design strategies which reduce protection risks facing children and improve learners' physical and emotional safety. Validate that effective referral pathways are in place for children who may need specialist care
2.2.2 Well-being	Psychosocial support and social-emotional learning programmes provided to promote well-being of learners	Explain the role of psychosocial support and social emotional learning programmes in promoting student wellbeing	Identify and implement relevant psychosocial support and social emotional learning programmes which seek to promote student wellbeing	Design and train others on specialized psychosocial support and social emotional learning programmes which seek to promote student wellbeing

2.2. 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: 2. ENSURING A QUALITY RESPONSE			
Competencies	Indicator - Level 1	Indicator - Level 2	Indicator – Level 3
2:1 Coordinating a quality CPHA response	Engages in coordination with actors in the Child Protection in Humanitarian Action coordination mechanism or other working group	Assumes a specific supportive role within Child Protection in Humanitarian Action coordination mechanism	Leads the coordination of CPHA efforts for harmonised, timely, tailored, effective preparedness and response actions

Competency Domain: 4. DEVELOPING ADEQUATE CHILD PROTECTION STRATEGIES			
Competencies	Indicator - Level 1	Indicator - Level 2	Indicator – Level 3
4.1 Developing a socio-ecological approach to child protection programming	Identifies CP systems' safeguarding policies, access to assistance, protection mechanisms, rights-fulfilment, and resilience	Strengthens CP systems' safeguarding policies, access to assistance, protection mechanisms, rights-fulfilment, and resilience	Promotes the information flow about and adherence to CP systems' safeguarding policies, access to assistance, protection mechanisms, rights-fulfilment, and resilience
	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 child protection risks	Engages society actors and organisations to collaborate, coordinate, and harmonise CPHA-related policies, laws, capacity, and response
4.2 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, to learn, to express themselves, to make connections and to 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 building children's resilience	Supports an inter-agency definition among CP stakeholders of what constitutes culturally, gender-, and age-sensitive group activities

INEE MS EiE Competency Framework

Competency Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
1.2.1 Coordination mechanisms	Comprehensive education responses coordinated with humanitarian and development actors	Describe IASC Cluster system and UNHCR refugee coordination model. Participate in Education Cluster or Working Group meetings.	Participate in the development of response strategies lead by the Education Cluster or Working Group, including the HRP, HNO, RRP processes	Lead relevant coordination mechanisms (e.g. Education Cluster or Working Group)
1.2.2 Cross-sectoral collaboration	Collaboration across sectors to ensure effective, efficient and integrated response	Describe cross sectoral approaches and their relevance to EiE response	Participate in and coordinate with clusters and working groups relevant for EiE	Facilitate coordination across sectors for optimal humanitarian response