

CHILD PROTECTION
IN HUMANITARIAN ACTION (CPHA)

COMPETENCY FRAMEWORK



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

Competency framework overview

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. In 2018, the Learning & Development Working Group (LDWG) of the Alliance for Child Protection in Humanitarian Action (the Alliance) began revising the 2010 competency framework. The process included a comprehensive desk review of 93 sources and interviews with 53 key informants. Interviewees included human resources (HR) experts and child protection (CP) practitioners from international and national non-governmental organisations (NGOs), UN agencies, universities and the private sector and spanned 26 countries across Africa, Asia, Europe, Latin America and the Middle East. A report reviewed findings and provided recommendations. Ahead of the launch of the 2019 revised version of the Minimum Standards for Child Protection in Humanitarian Action, a provisional version of the competency framework was released. This period before the CPMS launch provided a window of opportunity to test the updated competency framework, allowing for better tailoring to the needs of practitioners. 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.

PURPOSE

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

The framework is intended to inform staff recruitment, learning and professional development, performance management, planning and organisational design. It is a sector-wide guidance to advance the accountability, effectiveness and predictability of CP preparedness, response and recovery programming for affected populations.

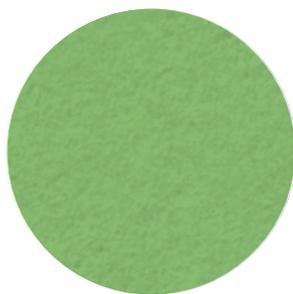
The framework is primarily intended for use by CP and HR practitioners in humanitarian contexts. However, it is also relevant at global level or in development settings in support of planning and emergency preparedness. It is best used in conjunction with the [Core Humanitarian Competency Framework](#) (CHCF), where applicable the [Competency Framework for Child Protection Coordinators and Information Management Officers](#) and the [EiE Competency Framework](#). It is transferable across people, countries and cultures and can be a valuable tool for entry-, mid- and senior-level professional development.

The CPHA competency framework is to be considered a live document. The L&D Working Group aims to revise the whole document one year from its launch. For this reason we kindly request that you provide feedback on your experience using the framework. Please consider the following questions in your feedback:

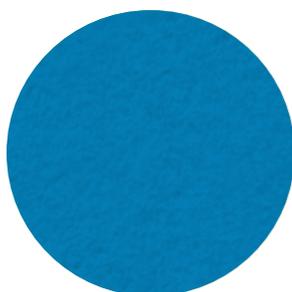
- For what purposes have you used the CPHA competency framework?
- Which parts of the framework were most relevant to your work?
- In using the framework, what worked well?
- Likewise, what was challenging about using the framework?
- Any overall feedback on content, terminology, language or layout?

You can submit your feedback in an email directly to learning@alliancecpha.org

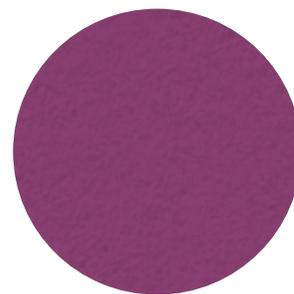
COMPETENCY FRAMEWORK STRUCTURE



**Technical
Competencies**



Core Values



**Core Humanitarian
Competency Domains**

The CPHA competency framework is composed of core values and technical competencies structured around the Minimum Standard for Child Protection in Humanitarian Action and builds on core humanitarian competencies. The focus of the competency framework is primarily on technical competencies. For organisations seeking additional guidance on core values and humanitarian competencies, it is recommended to refer to the Core Humanitarian Competency Framework and to Annexe I which provides some suggestions on how to adapt technical competencies for child protection in humanitarian action practitioners. The table below shows, however, the interconnectedness of the various domains.

¹ A guide to the Core Humanitarian Competency Framework, CHS, 2017

² As the CPHA competency framework includes guiding principles amongst the technical competencies, “Understanding humanitarian contexts and applying humanitarian principles and standard” is not covered in the adaptation of the Core Humanitarian Competency Framework. Both frameworks are however to be read in conjunction.

Technical Competencies

Technical Competency Domains

- Understanding the humanitarian context
- Applying humanitarian and CPHA principles and standards
- Working with children
- Coordinating a quality CPHA response
- Engaging with the UN Missions
- Implementing CPHA HR strategies
- Implementing CPHA communication and advocacy strategies
- Managing Programme Cycle
- Managing Information
- Monitoring Child Protection
- Preventing and responding to dangers and injuries risks
- Preventing and responding to physical and emotional maltreatment risks
- Preventing and responding to sexual and gender-based violence (SGBV) risks
- Preventing and responding to psychosocial distress and promoting mental health
- Preventing and responding to risks of children associated with armed forces and groups (CAAFAG)
- Preventing and responding to child labour risks
- Preventing and responding to risks of unaccompanied and separated children (UASC)
- Developing a socio-ecological approach to CP programming
- Developing group activities for child well-being
- Developing strategies to strengthen family and caregiver environments
- Developing community-level approaches
- Developing strategies for case management
- Developing strategies for alternative care
- Developing strategies to promote and uphold justice for children
- Integrating CPHA and food security
- Integrating CPHA and livelihoods
- Integrating CPHA and education
- Integrating CPHA and health
- Integrating CPHA and nutrition
- Integrating CPHA and WASH
- Integrating CPHA and shelter and settlement
- Integrating CPHA and camp management

Core Values

**Empathy
Integrity
Diversity
& Inclusion
Accountability**
are employed in
all competencies

Core Humanitarian Competency Domains

Achieving Results

Ensuring programme quality and impact

Managing Collaborative Relationships

Working with others
Developing and maintaining collaboration and partnership

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

Core Humanitarian Competencies

Core values can be described as: fundamental values that should be employed and role modelled by all CPHA practitioners.

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

A competency domain is a set of related competencies around a common area or thematic focus. The CPHA competency domains are defined across the principles and the four pillars of the Child Protection in Humanitarian Action Minimum Standards:

- Principles
- Standards to ensure a quality CP response
- Standards on CP risks
- Standards to develop adequate strategies
- Standards to work across sectors

Core humanitarian competency domains are the overarching sets of behaviour that drive performance in the humanitarian sector¹. These are:

- Understanding humanitarian contexts, and applying humanitarian principles and standards²
- Achieving results
- Developing and maintaining collaborative relationships
- Operating safely and securely at all times
- Managing in pressured and changing environment
- Demonstrating leadership

Behavioural indicators for each competency are listed at three levels. Behavioural indicators are designed to show what effective performance looks like and provide examples of how you can demonstrate the competency at that level.

Given the broad spectrum of CPHA as a sector, no role is required to demonstrate technical competencies in all domains. 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 competency domains that are relevant to their area of work.

Level 1 describes individuals who are rather new to the relevant competency domain.

Level 2 describes individuals with some experience from a few assignments across different CPHA contexts in the relevant competency domain.

Level 3 describes individuals who are experts in the relevant competency domain and can train others on this.

The knowledge areas and skills that are listed with each competency are indicative only and are not intended to be exhaustive. These may also be adapted to be more specific to the implementation context.

I. CORE VALUES	1. Empathy
	2. Integrity
	3. Diversity and Inclusion
	4. Accountability

II. TECHNICAL COMPETENCY DOMAINS	TECHNICAL COMPETENCIES	
1. Principles, approaches and humanitarian standards	<ol style="list-style-type: none"> 1. Understanding the humanitarian context 2. Applying humanitarian and CPHA principles and standards 3. Working with children 	
2. Ensuring a quality response	<ol style="list-style-type: none"> 1. Coordinating a quality CPHA response 2. Engaging with the UN missions 3. Implementing CPHA HR strategies 4. Implementing CPHA communication and advocacy strategies 5. Managing programme cycle 6. Managing information 7. Monitoring child protection 	
3. Preventing and responding to CP risks	<ol style="list-style-type: none"> 1. Preventing and responding to dangers and injuries risks 2. Preventing and responding to physical and emotional maltreatment risks 3. Preventing and responding to sexual and gender-based violence (SGBV) risks 4. Preventing and responding to psychosocial distress and promoting mental health 5. Preventing and responding to risks of children associated with armed forces and groups (CAAFAG) 6. Preventing and responding to child labour risks 7. Preventing and responding to risks of unaccompanied and separated children (UASC) 	
4. Developing adequate CP strategies	<ol style="list-style-type: none"> 1. Developing a socio-ecological approach to CP programming 2. Developing group activities for child wellbeing 3. Developing strategies to strengthen family and caregiving environments 	<ol style="list-style-type: none"> 4. Developing community-level approaches 5. Developing strategies for case management 6. Developing strategies for alternative care 7. Developing strategies to promote and uphold justice for children
5. Working across sectors	<ol style="list-style-type: none"> 1. Integrating CPHA and food security 2. Integrating CPHA and livelihoods 3. Integrating CPHA and education 4. Integrating CPHA and health 	<ol style="list-style-type: none"> 5. Integrating CPHA and nutrition 6. Integrating CPHA and WASH 7. Integrating CPHA and shelter and settlement 8. Integrating CPHA and camp management

I. Child Protection in Humanitarian Action (CPHA) core values

CORE VALUE	INDICATORS
1. Empathy	Identifies the feelings of self and others
	Shows concern for others by responding to them according to their emotional and physical states and needs
	Puts her/himself in another person's shoes
	Listens actively and with an open mind to what another communicates in words, tone, body language, and omission
	Acknowledges and values other people's perspectives and differences
2. Integrity	Maintains high ethical standards
	Takes clear ethical stands
	Addresses untrustworthy or dishonest behaviour with timeliness and respect
	Makes decision based on ethical standards
	Exerts power and authority with humility and respect
	Conducts and fosters transparent team communications and CPHA programming
	Embeds principles, values, and ethics into policy and CPHA programming
3. Diversity and inclusion	Treats all people with dignity and respect
	Shows respect and sensitivity towards gender, cultural and religious differences
	Challenges own/others' prejudices, biases, preferences, styles and intolerance
	Encourages diversity and inclusion
4. Accountability	Promotes the set-up of child friendly feedback mechanisms
	Welcomes, accepts and manages all received complaints in a timely manner
	Uses funds and resources in line with donor rules and communicates deviances in a timely manner

II. Child Protection in Humanitarian Action (CPHA) technical competency framework

Competency domain: 1. PRINCIPLES, APPROACHES, AND HUMANITARIAN STANDARDS

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
1.1 Understanding the humanitarian context	Identifies characteristics and phases of CPHA and humanitarian response	Incorporates aspects of the political and cultural contexts and underlying causes of the humanitarian crisis in CPHA programming	Analyses evolution of crisis and their cyclical nature to inform CPHA programming
	Identifies the differences, similarities, complementarity and collaborative options between humanitarian response and development programmes	Builds linkages between humanitarian action and long-term development frameworks (“nexus approach”) to meet humanitarian needs and simultaneously reduce risks and vulnerabilities	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 mandate	Collaborates with and influences national and international CPHA partners, affected populations and government authorities to establish and uphold CPHA systems and principles
1.2 Applying humanitarian and CPHA principles and standards	Identifies the relevance of humanitarian and CPMS guiding principles in CPHA programming	Ensure adherence of all aspects of CPHA programming to humanitarian principles and guiding principles set out in Minimum Standards for Child Protection in Humanitarian Action	Advocates for Minimum Standards for CPHA and humanitarian principles to guide humanitarian strategies at inter-agency level
	Explains the relevance of humanitarian and CPMS guiding principles to governmental and non-governmental partners	Supports governmental and non-governmental partners to adhere to humanitarian and guiding principles set out in Minimum Standards for CPHA in all aspects of programming	Trains governmental and non-governmental partners on guiding principles set in Minimum Standards for Child Protection in Humanitarian Action

continued

Competency domain: 1. PRINCIPLES, APPROACHES, AND HUMANITARIAN STANDARDS

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
1.3 Working with children	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 with respect regardless of race, colour, gender, sexual orientation, language, religion, disability or other status	Maintains ethical and professional service relationships that support the wellbeing and dignity of children and their families	Informs staff of and ensures their adherence to the organisation's safeguarding standards, code of conduct and behavioural values
	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

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
	Supports humanitarian organisations and relevant institutions to participate in CP coordination mechanisms and technical or sectoral working groups, with the involvement of the government where appropriate	Identifies key CP actors and supports their effective participation in the CP coordination mechanism and response	Builds and maintains strategic membership of community-based, local/national governments and organisations as well as INGOs, UN agencies and donors for effective and well-coordinated CP response
	Recognises unique roles, mandates, and ways of working of the members of the 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
	Adjusts communication style to match the audience, particularly cross-culturally	Communicates effectively with different actors and stakeholders, particularly cross-culturally	Demonstrates political and cultural insight in communicating with humanitarian actors and relevant stakeholders
	Demonstrates awareness of problem-solving techniques and consensus building in inter-agency environment	Applies problem-solving strategies to manage differences of opinion and approaches within the coordination sphere	Uses objective reasoning and consensus building to approach potential disagreements and conflict of interests
2.2 Engaging with the UN missions	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 distributes clear standards, guidance, rationale, responsibilities and standard operating procedures (SOPs) for CPHA actors on engaging with UN missions
	Facilitates the role of UN DPKO in implementing and mainstreaming resolutions and DPKO policies on children affected by armed conflict	Helps UN missions to strengthen government policies, laws and processes on communication, systems and child-related institutions	Engages and collaborates with relevant leaders of UN missions to identify and CP issues of concern
	Exhibits knowledge of the UN missions' mandates and roles on emergency response, recovery, stability, and peace-building activities	Identifies key areas for the coordination and collaboration with the UN missions	Engages the UN CT or CP coordination mechanisms/ groups to influence UN strategies that relate to CP

continued

Competency domain: 2. ENSURING A QUALITY RESPONSE

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
2.3 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 fashion	Ensures HR knowledge management and filing systems are up to date, functional and transparent to all staff
	Identifies and maps the context's existing human resources and the best ways to support, use and develop them during the response	Identifies and supplies expertise by basing job profiles on the CPHA competency framework and providing capacity building and training	Ensures talent and succession plans for CPHA positions are on time and information is documented and stored, and that organisational and professional knowledge is transferred
	Manages human resources transparently, effectively, efficiently, ethically, and for their intended purpose	Hires staff with respect to principles of gender equity, diversity and inclusion	Maintains an up-to-date pool of standby staff and rapid-deployment mechanisms to ensure the most appropriate and efficient response
	Identifies gaps and challenges to staff wellbeing and proposes different ways to adapt positive coping mechanisms and strategies for a healthy work-life balance	Promotes staff wellbeing 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 technical competence development, child safeguarding and promoting wellbeing
	Identifies the organisation's funding sources, resources, structure, and staff policies and opportunities	Manages team budget forecasts, learning and development activities, staff contracts, performance management and evaluations effectively, transparently and in a time-sensitive fashion	Promotes and communicates on staff contracts, wellbeing, procedures, team structure, professional development and evaluations fairly and transparently
2.4 Implementing CPHA communication and advocacy strategies	Conducts regular reviews of 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 interest and safety	Coordinates with CPHA stakeholders on communication, advocacy and media strategies that respect gender equity and local norms and culture
	Implements, updates and coordinates internal, multisectoral and multiagency communication and advocacy policies and processes to ensure all messages support children's protection	Coordinates with experts to provide stakeholders with multi-lingual targeted communication, advocacy and media material, including in local languages	Influences 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
	Seeks and receives written informed consent from children, caregivers and guardians before using their images, recordings, or quotes	Ensures the safety of children and CPHA actors who testify or give evidence to the media	Monitors stories and images for accuracy, cultural sensitivity and safeguarding of children and adults

continued

Competency domain: 2. ENSURING A QUALITY RESPONSE

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
2.5 Managing programme cycle	Contributes to inter-agency efforts to review, update or conduct mappings and studies	Involves children, families, communities and duty bearers in mappings and studies when possible	Supports inter-agency efforts to review secondary data to identify immediate 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 approaches	Plans and implements action that create complementarity between community-, national- and international-level organisations so that the humanitarian response strengthens, and does not undermine, existing structures and systems
	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, evaluations of CP programmes and other areas of humanitarian response that may affect children	Uses learning to adjust programmes and inform the design of future interventions
2.6 Managing information	Demonstrates knowledge on confidentiality procedures, ethical data collection protocols and 'do no harm' principle	Implements data protection policies, user-friendly digital systems and terms for use	Ensures regular and correct collection of data by CPHA partners, including reporting back to affected population involved in the data collection process
	Knows 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 identify the most recent, context-specific CP data and to establish a baseline for agreed-upon CP priorities	Uses up-to-date information to guide decision-making, response planning, conflict and gap analyses, and CPHA strategies
	Feeds information into inter-agency data collection system in line with set procedures and policies	Works with partners, stakeholders and affected populations to align inter-agency IM tools and procedures with national laws, policies and systems	Establishes harmonised IM tools and databases (online and offline)

continued

Competency domain: 2. ENSURING A QUALITY RESPONSE

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
2.7 Monitoring child protection	Engages in inter-agency CPHA coordination mechanisms to establish indicators, monitoring processes, roles and responsibilities	Establishes effective, timely and appropriate information sharing, referral processes, reporting schedules and templates for CP monitoring that avoid duplication and minimise reporting burdens	Establishes and implements an analysis plan for the CP monitoring system
	Disaggregates all data about children by sex/gender, age and disability at a minimum	Prioritises the best interests of the child and the informed consent/assent of children and/or caregivers when collecting information	Provides staff who monitor CP concerns with psychosocial support to mitigate the effects of secondary trauma
	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 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	Ensures identified protection risks, vulnerabilities and relevant trends are regularly shared with humanitarian actors and feed into the development of strategies, programmes and advocacy actions

Competency domain: 3. PREVENTING AND RESPONDING CHILD PROTECTION RISKS

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
3.1 Preventing and responding to dangers and injuries risks	Assesses, identifies and analyses existing and possible physical dangers to children	Uses community-based awareness and public education campaigns to advocate for reduced risk in formal and non-formal education	Designs CPHA programmes to protect children from physical harm, injury and disability, and responds to the needs of injured children
	Supports child safety through safe community spaces, child and youth recreation areas, and clear case-management and referral procedures	Trains community members, brigades and rescue groups on emergency water safety, physical and psychological first aid, and dangers	Includes children in community-level disaster risk reduction processes
	Collaborates with CPHA and cross-sectoral partners to collect, analyse and leverage information on dangerous sites and situations	Involves children and youth in mapping and assessing risks and spreading messages on the physical safety of children	Includes CP risks, dangers and injuries in contingency and response planning
	Identifies the physical, psychological and socio-economic impacts of landmines, improvised explosive devices, ERW and unexploded ordnance	Provides technical support and capacity building to partners and NGOs 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, etc

continued

Competency domain: 3. PREVENTING AND MANAGING CHILD PROTECTION RISKS

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
3.2 Preventing and responding to physical and emotional maltreatment risks	Collaborates with children and adults to identify local views and responses to different forms of violence and non-violent alternatives and solutions	Maps and analyses the most common forms and cases of emotional and physical violence to inform CPHA programming, decision-making and response	Supports the organisation to protect children from emotional and physical violence to facilitate access to proper services and case management systems
	Maps effective child-friendly providers of response services and identifies gaps	Increases multidisciplinary teams' capacity to use sex- and age-appropriate strategies to prevent and respond to emotional and physical violence	Develops strategies to help response services manage emotional and physical violence cases in a non-discriminatory and non-stigmatising fashion
	Involves children, families, community members and CPHA actors in awareness messaging about emotional and physical violence and prevention and support services	Trains parents, key members of communities and teachers in locally identified strategies to prevent common forms of violence	Ensures the provision of age- and gender-sensitive multisectoral care for children and families who have been subjected to emotional and physical violence
3.3 Preventing and responding to sexual and gender-based violence (SGBV) risks	Supports the organisation to protect children from SGBV and to provide survivors with age-appropriate information and response	Partners with communities to end SGBV, promotes inclusion for all genders and groups, and changes views of violence and aggressor profiles	Strengthens national systems and local capacity to prevent, mitigate and respond to SGBV in emergencies
	Facilitates the safe, harmonised collection, storage, management, sharing and use of quality SGBV data by all CPHA and GBV actors	Raises awareness of SGBV and of the fact that both girls and boys, women and men can be survivors and/ or perpetrators of SGBV	Supports positive social and gender norms and behavioural change through the organisation's SGBV preparedness, prevention and response
	Facilitates SGBV survivors' access to quality, life-saving health care, MHPSS and safe healing spaces	Provides non-stigmatising multi-sectoral information, livelihood support, dignity kits, and services that prevent and respond to SGBV to affected populations	Facilitates CPHA and SGBV actors' collaboration and engagement in the legal and justice sectors to protect survivors' rights and support access to justice
	Uses inter-agency and coordination meetings as an entry point for mainstreaming SGBV awareness-raising, prevention and mitigation	Promotes quality, gender-sensitive, ethical and safe pre-emergency humanitarian assessments to identify and protect groups at-risk of SGBV	Supports organisational processes and resources for rapidly deploying skilled, committed SGBV programme staff in crises
	Identifies key inter-agency, international and national actors, policies, resolutions, regulations, laws and standards about SGBV	Identifies main issues for SGBV advocacy such as resource gaps, enforcement of standards and codes of conduct	Works with CPHA, GBV, health and other cross-sectoral partners to develop advocacy plans for SGBV prevention and response

continued

Competency domain: 3. PREVENTING AND MANAGING CHILD PROTECTION RISKS

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
3.4 Preventing and responding to psychosocial distress and promoting mental health	Identifies and maps existing local, national and international 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 overlap and align responses with humanitarian and SGBV guidance
	Supports coordinated, efficient MHPSS emergency response by strengthening inter-sectoral and MHPSS coordination groups	Builds capacity of CPHA workers and cross-sectoral partners in MHPSS skills, standards and guidance for proper MHPSS prevention and response	Designs socio-ecological programmes to strengthen all stakeholders' resilience, coping mechanisms and delivery of MHPSS services
	Uses MHPSS, social and legal protection systems to identify, prevent, monitor and respond to risks and threats to mental and psychosocial health	Develops, adapts, or strengthens culturally aware MHPSS inter-agency strategies, indicators, assessments and tools for monitoring and evaluation and results sharing	Builds and leverages local capacity for analyses, participatory community response plans, and culture, spirituality and religion in MHPSS activities
	Conducts regular assessments of the accessibility and quality of mental health care	Collaborates with local, indigenous and traditional health systems to merge psychological and social considerations into general health care	Trains CPHA, cross-sectoral staff, volunteers and service providers on basic, focused, non-specialised and specialised MHPSS services
	Implements strategies to reduce discrimination and stigma of people with mental illness and/or mental disability	Strengthens access to safe and supportive education where children and caregivers can receive MHPSS information, support, or referrals	Integrates MHPSS considerations, services, information and referral systems into cross- and other-sectoral emergency programmes
3.5 Preventing and responding to risks of children associated with armed forces and groups (CAAFAG)	Identifies all the key actors, national and international guidance, resolutions, protocols, mechanisms and reports on children and armed conflict	Coordinates with UN mission departments and other actors on collaborative, coherent and harmonised CAAFAG and monitoring and reporting mechanism (MRM) programming	Supports the organisation to collaborate with CPHA and cross-sectoral actors on appropriate and sustainable CAAFAG DDR, and MRM programming and advocacy
	Raises awareness of CPHA and cross-sectoral actors at the community level on key international standards, instruments, and roles and responsibilities related to CAAFAG to prevent child recruitment	Provides technical and capacity-building support to CPHA and cross-sectoral actors working on DDR	Advocates with national actors for improved laws, policies and systems to prevent, monitor and respond to CAAFAG, and child detention
	Identifies the different and complementary mandates of UN missions, agencies and other CPHA partners and stakeholders	Facilitates joint information sharing and programming between organisational, national and sub-national groups in CPHA, MRM, child justice and coordination	Represents and supports the organisation to participate in the MRM country task force and action plan activities
	Identifies push and pull 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 support CAAFAG
	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 building on child rights monitoring to partners and stakeholders via legal frameworks and international standards and protocols

Competency domain: 3. PREVENTING AND MANAGING CHILD PROTECTION RISKS

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
3.6 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	Provides analysis on and preventative measures for the 'worst forms of child labour' and 'child labour'	Ensures mechanisms exist to ensure children are protected from worst forms of child labour, particularly those related to or made worse by crisis
	Identifies the national and international legal framework for child labour (actors, standards, legislation, mechanisms, etc)	Strengthens inter-sectoral coordination on issues related to child labour (education, GBV, early recovery, livelihoods, etc)	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	Evaluates and integrates child labour in inter-agency assessments, IM, and situation- and response-monitoring structures	Supports CP and cross-sectoral partners and stakeholders to integrate child labour prevention and response throughout core programme strategies
	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
3.7 Preventing and responding to risks of unaccompanied and separated children (UASC)	Identifies the causes, vulnerabilities and impacts of family separation (non-emergency separation, mixed migration etc)	Mitigates the risk of separation through community- and national-level prevention and preparedness activities (i.e. birth registration, evacuation processes)	Ensures prevention and response to family separation and the protection and care for UASC according to their specific needs and best interests
	Identifies the inter-agency guidance and legal frameworks related to UASC (human rights, humanitarian and criminal law, CPMS, etc)	Collaborates with government and CP organisations to coordinate, contextualise and harmonise all UASC response systems and activities	Advocates for UASC programming to include resource management, tracing, case management, documentation and training
	Uses UASC case management and information systems with confidentiality, informed consent and in the best interests of the child	Maps local and national capacity and gaps to assess separation risks and vulnerabilities, to identify potential partners, and to organise assessments	Anticipates secondary risks associated with family tracing and reunification interventions
	Works with CPHA UASC partners and stakeholders to follow standardised data protection protocols and procedures	Uses consistent criteria to identify UASC, trace families, contextualise inter-agency UASC guidance, and care for children awaiting reunification	Uses best practices when identifying, assessing, selecting and monitoring long-term, permanent and alternative care for UASC
	Identifies and leverages informal, traditional, formal and organisation-led family tracing methods, good practices and mechanisms	Implements an appropriate and tailored family tracing, verification, reunification and reintegration UASC programme for the child's best interest	Supports inter-agency and country SOPs that share information, refer to services, clarify roles and responsibilities, and advance UASC reunification
	Identifies the nine fundamental principles for children on the move from the International Social Service (ISS) Practical Guide on Children on the Move	Adheres to the nine fundamental principles for children on the move from the ISS Practical Guide on Children on the Move	Builds local capacity to identify, verify, reunify and reintegrate UASC in accord with inter-agency guidelines and best practice

continued

3.7 Preventing and responding to risks of unaccompanied and separated children (UASC)	Identifies the process and approach of transnational care, collaboration	Conducts multi-disciplinary assessments and evaluations with a best-interest determination and sustainable solution process for children on the move	Develops and follows harmonised inter-agency standards so that children on the move have quality transitional care and monitoring
	Identifies the conventions and standards that provide benchmarks for working with children on the move	Implements the eight interdependent steps of managing emergency contexts with children on the move	Supports the organisation and stakeholders to provide children on the move with unified care, safety, stable relationships and hope

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
	Identifies how organisational CP policies and procedures, family and community dynamics, networks and norms impact children	Builds 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
	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 and response
	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
	Liaises with and establishes transparent and safe information flow on CP issues between relevant national and international CP stakeholders	Communicates clearly with colleagues, government departments, CP partners and stakeholders on the context, societal changes and programme results	Advocates with relevant government departments to provide an integrated, collaborative and socio-ecological approach to CP

continued

Competency Domain: 4. DEVELOPING ADEQUATE CHILD PROTECTION STRATEGIES

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
4.2 Developing group activities for child wellbeing	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 build children's resilience	Supports an inter-agency definition among CP stakeholders of what constitutes culturally, gender- and age-sensitive group activities
4.3 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	Builds 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 CP programmes
	Maps and assesses the quality of existing multisectoral, formal and informal, local, national and international services that support families and caregivers	Plans a comprehensive family-strengthening prevention and response programme	Advocates for contextualised and coordinated care responses to increase the coverage and quality of social protection and families' care capacities at inter-agency level
	Identifies how family, community and social norms and networks impact children's coping capacity, resilience and wellbeing	Includes findings on how family, community and social norms and networks impact children's coping capacity, resilience and wellbeing 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 multisectoral actors to appropriately identify and refer caregivers who need support
	Promotes non-discrimination by providing services with regard to the wishes, rights and needs of the child and the family	Maps and analyses cultural and social norms and family structures and dynamics to engage in locally appropriate child and family building	Ensures the effective care of children in the development and humanitarian spheres according to inter-agency standards and guidelines

continued

Competency Domain: 4. DEVELOPING ADEQUATE CHILD PROTECTION STRATEGIES

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
4.4 Developing community-level approaches	Maps, assesses and builds upon existing formal and informal community-level CP mechanisms and service providers	Supports local volunteers and community members to assess existing support systems and resources, develops and implements prevention and response plans, and supports child survivors	Ensures that children are protected from abuse, violence, exploitation and neglect by community-level CP mechanisms
	Engages communities throughout project cycle management to ensure interventions are contextualised and community-owned	Collaborates with key CPHA, cross-sectoral and national actors and stakeholders to perform their roles and responsibilities in the community-level CP mechanisms' cycle of action	Ensures that community-level CP mechanisms are collaborative, community-driven, sustainable and built on existing local and national structures and capacities
	Involves relevant agencies and community-level CP mechanisms in case management wherever appropriate	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
	Identifies and assesses how culture, politics, socio-economics, traditions, norms and customs impact community functioning and what implications they have in protective environment of children	Mobilises and strengthens appropriate peer-to-peer youth engagement in community-level CP mechanisms	Supports community-level CP mechanisms in developing strategies that promote gender sensitivity and inclusion
4.5 Developing strategies for case management	Recognises protection concerns for children, can identify risk and protective factors, understands the case management process, and has basic knowledge of international and national legal frameworks that promote the protection and care of children	Uses core communication techniques for supporting children to increase child resilience and wellbeing, has knowledge to coordinate case management systematically, adheres to confidentiality protocols, and makes decisions in the best interest of the child	Provides CP case management training to government, civil society agencies, community-based networks and academic/training institutions to enhance the knowledge and skills of the case management workforce
	Implements safe, ethical, empathetic and inclusive case management services according to inter-agency guideline	Scales up safe, ethical, empathetic and inclusive case management services according to inter-agency guidelines to ensure more children have access to critical protective services	Sustains safe, ethical, empathetic 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	Maps gaps in service provision across CPHA actors and cross-sectoral partners	Ensures timely revision and dissemination of service directories and referral pathways to all CPHA actors, advocates for missing services, and conducts training on mapping and referral tools
	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	Is able to make decisions in the best interests of a child throughout the case management process that meaningfully involve the child and key individuals in the child's life to ensure their safety, wellbeing and healthy development

continued

Competency Domain: 4. DEVELOPING ADEQUATE CHILD PROTECTION STRATEGIES

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
4.6 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 needs of the population and the nature of the emergency	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	Supports and builds capacity of local actors to plan, oversee, manage and implement alternative care according to inter-agency guidelines and minimum standards	Ensures 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	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	Plans, designs and implements follow-up visits, monitoring, feedback and reporting mechanisms by all stakeholders involved to monitor children's protection and wellbeing
4.7 Developing strategies to promote and uphold justice for children	Identifies justice for children policies, laws and strategies to protect children through formal and customary laws and interventions overcoming potential risks of justice systems	Strengthens the implementation and awareness of existing CP laws and facilitates the alignment of and links between customary and national legal systems and international laws	Advocates for and supports the development of new laws that criminalise abuse, neglect, exploitation and violence against children
	Builds capacity of service providers on the rights and best interest of children in contact with the law and justice actors on age-appropriate ways of communicating with children	Supports juvenile justice approaches which allow children to be accountable to society without being formally processed as a criminal	Supports states to create practical alternatives that can end the immigration detention of all children and to opt for detention only as a last resort, and the shortest period possible in appropriate facilities
	Communicates with children in age-appropriate ways at all stages of any judicial process	Strengthens collaboration between the justice and social welfare systems by mapping services and establishing joint referral systems	Advocates for the appropriate handling of children's cases during institutional processes and media coverage

continued

Competency Domain: 4. DEVELOPING ADEQUATE CHILD PROTECTION STRATEGIES

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
4.7 Developing strategies to promote and uphold justice for children	Identifies, advocates and responds to the most urgent basic needs of children in contact with the law (i.e. education, MHPSS services, family contact)	Promotes the adoption of community-level alternatives to detention, which seek to restore children’s wellbeing and reintegration	Establishes monitoring mechanisms aimed at identifying and correcting patterns of child rights violations within the justice system
	Identifies the legal framework, risks, vulnerabilities, causes and impact that affect children in contact with the law	Supports child-friendly legal and military actors and processes, police stations, detention facilities, rehabilitation centres, diversion systems, etc.	Ensures that children who come into contact with the justice system are treated in line with international standards
	Establishes IM and monitoring systems to document, identify and assess trends and attitudes of children in contact with the law	Advocates for the release of children from illegal detention and inappropriate facilities in favour of community-based solutions	Promotes and advocates for gender equality in formal and informal leadership roles within the justice system (i.e. judiciary, military, police, government, etc)

Competency Domain: 5. WORKING ACROSS SECTORS

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
5.1 Integrating CPHA and food security	Identifies the relevant guidelines, principles and standards that inform CP-food security collaboration, programming and assessment	Conducts and promotes joint CPHA-food security training, response, assessment, planning, prevention, preparedness and recovery activities	Ensures that CP concerns are included in the assessment, design, monitoring and evaluation of food security programmes
	Shares the results of CP assessments and their implications for food security with communities and relevant actors	Establishes referral and monitoring systems so food security staff can efficiently monitor CP risks and refer children with protection needs	Ensures that safety and dignity of affected populations is included as a sub-objective of food security interventions
	Works with food security actors to assess potential causes of a food emergency and creates community early-warning systems	Ensures adequate representation of children in child-friendly, accessible and confidential decision-making processes and community-based participation structures for food security activities	Works with food security actors to identify the risks, gaps and unintended results of interventions to promote safe, equitable, adequate and protective food aid
5.2 Integrating CPHA and livelihoods	Identifies the relevant guidelines, principles and standards that inform CP-Livelihood collaboration, programming and assessment	Conducts and promotes joint CPHA-Livelihoods training, response, assessment, planning, prevention, preparedness and recovery activities	Ensures that CP concerns are included in the assessment, design, monitoring and evaluation of livelihood programmes
	Shares the results on CP assessments and their implications for livelihood with communities and relevant actors	Establishes referral and monitoring systems so livelihood staff can efficiently monitor CP risks and refer children with protection needs	Ensures that safety and dignity of affected population is included as a sub-objective of livelihood interventions
	Provides information on livelihood support to children and caregivers in CP messaging	Identifies strengths and weaknesses of existing social protection services and mitigates any gaps, bottlenecks or barriers to children's access	Establishes joint prioritisation criteria for targeting children and households at risk and ensures child friendly CP messaging in livelihood interventions
5.3 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)

Competency Domain: 5. WORKING ACROSS SECTORS

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
5.4 Integrating CPHA and health	Identifies the relevant guidelines, principles and standards that inform joint CP-health collaboration, programming and assessment	Conducts and promotes joint CPHA-health training, assessment, planning, prevention, preparedness, response and recovery actions	Ensures CP concerns are included in the assessment, design, implementation, monitoring and evaluation of health programmes
	Shares the results of CP assessments and their implications for health with communities and health actors	Establishes referral and monitoring systems so that health facility staff can efficiently monitor CP risks in hospitals and refer children with protection needs	Ensures that all children have access to safe, protective health services that are appropriate to their age and developmental needs
	Collaborates with health workers to generate common understandings of formal and informal health services	Ensures CP projects include safe, dignified and confidential systems to identify and refer cases of illness and injury to appropriate health services	Supports coordination, collaboration and rapid referrals between and among social welfare, injury surveillance and health systems
5.5 Integrating CPHA and nutrition	Identifies the relevant guidelines, principles and standards that inform joint CP-nutrition collaboration, programming and assessment	Conducts and promotes joint CPHA-nutrition training, assessment, planning, prevention, preparedness, response and recovery actions	Ensures that CP concerns are included in the assessment, design, implementation, monitoring and evaluation of nutrition programmes
	Shares the results of CP assessments and their implications for nutrition with communities and nutrition actors	Establishes referral and monitoring systems so that nutrition staff can efficiently monitor CP risks and refer children with protection needs	Ensures that children of all ages, their caregivers, and pregnant, breastfeeding women and girls, can access, safe and protective nutrition services and food
	Collaborates with nutrition staff on advocacy and messaging to address household food consumption and decision-making concerns	Supports nutrition in emergencies staff to connect motherless babies with wet nurses or appropriate replacement feeding	Supports CPHA and nutrition-in-emergencies actors to collaborate on community mobilisation, prevention messages, and fixed or mobile child-mother centres
5.6 Integrating CPHA and water, sanitation and hygiene (WASH)	Identifies the relevant guidelines, principles and standards that inform CP-WASH collaboration, programming and assessment	Conducts and promotes joint CPHA-WASH training, response, assessment, planning, prevention, preparedness and recovery activities	Includes CP concerns in the assessment, design, implementation, monitoring and evaluation of WASH programmes
	Shares the results of CP assessments and their implications for WASH with communities and WASH actors	Establishes referral and monitoring systems so WASH staff can efficiently monitor CP risks and refer children with protection needs	Ensures that all children have equal access to safe WASH services that minimise risks of physical and sexual violence
	Ensures that spaces that serve children are safe, appropriate, accessible, child-centred, and have potable water and hygiene facilities	Supports parents and communities in ensuring water collection does not interfere with children's education or physical health and safety	Ensures that the safety and dignity of affected populations, including all children, is included as a sub-objective of WASH interventions

continued

Competency Domain: 5. WORKING ACROSS SECTORS

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
5.7 Integrating CPHA and shelter	Identifies the relevant guidelines, principles and standards that inform CP-shelter collaboration, programming and assessment	Conducts and promotes joint CPHA-shelter training, response, assessment, planning, prevention, preparedness and recovery activities	Ensures that CP concerns are included in the assessment, design, implementation, monitoring and evaluation of shelter programmes
	Shares the results of CP assessments and their implications for shelter with communities and shelter actors	Establishes referral and monitoring systems so shelter staff can efficiently monitor CP risks and refer children with protection needs	Ensures that all children and caregivers have access to safe shelter that supports privacy, dignity, basic needs and long-term solutions
	Promotes CP mainstreaming and family unity in shelter assistance	Fosters collaboration between CPHA and shelter partners to provide MHPSS to affected populations in both non-displaced disaster shelters and other settings	Ensures that the safety and dignity of affected populations, including all children, is included as a sub-objective of shelter interventions
5.8 Integrating CPHA and camp management	Identifies the relevant guidelines, principles and standards that inform CP-camp management, collaboration, programming and assessment	Conducts and promotes joint CPHA-camp-management training, response, assessment, planning, prevention, preparedness and recovery activities	Ensures that CP concerns are included in the assessment, design, planning, monitoring and evaluation of camp management
	Shares the results of CP assessments and their implications for camp management with communities and camp-management actors	Establishes referral and monitoring systems so camp-management facility staff can efficiently monitor CP risks and refer children with protection needs	Ensures that camp-management structures, referrals, services and resources promote children's safety and wellbeing in the camps
	Ensures that camps have a children's focal point and secure spaces for UASC, child-headed households and other vulnerable groups	Fosters collaboration between CPHA and camp-management partners to mainstream safe, confidential, non-stigmatising and inclusive MHPSS support in camps	Ensures that the safety and dignity of affected populations, including all children, is included as a sub-objective of camp-management interventions

Annexe I

**Adaptation of Core Humanitarian
Competency Framework
for Child Protection
in Humanitarian Action**

The Core Humanitarian Competencies Framework (CHCF) was developed by a diverse group of international humanitarian organisations in 2011. Its objective was to provide a common reference point on the core competencies that any humanitarian organisation would need to further strengthen professionalism among its employees for effective humanitarian response in any setting. The CHCF was revised in 2016 following extensive global consultation with stakeholders. There are six core competency domains or broad competencies recommended in the CHCF as essential in humanitarian work:

- Understanding humanitarian contexts and applying humanitarian standards and principles
- Achieving results
- Developing and maintaining collaborative relationships
- Operating safely and securely at all times
- Managing in a pressured and changing environment
- Demonstrating leadership

Each competency domain in the CHCF is further broken down into several specific core competencies. In the CPHA Competency Framework we have only covered the first one of the domains from the CHCF, “Understanding humanitarian contexts and applying humanitarian principles and standard” as guiding principles are an integral component of the Minimum Standards for Child Protection in Humanitarian Action. In the table below we suggest some adaptations of the other domains of the CHCF that could be useful for CPHA practitioners.

Technical Competencies

Technical Competency Domains

- Understanding the humanitarian context
- Applying humanitarian and CPHA principles and standards
- Working with children
- Coordinating a quality CPHA response
- Engaging with the UN Missions
- Implementing CPHA HR strategies
- Implementing CPHA communication and advocacy strategies
- Managing Programme Cycle
- Managing Information
- Monitoring Child Protection
- Preventing and responding to dangers and injuries risks
- Preventing and responding to physical and emotional maltreatment risks
- Preventing and responding to sexual and gender-based violence (SGBV) risks
- Preventing and responding to psychosocial distress and promoting mental health
- Preventing and responding to risks of children associated with armed forces and groups (CAAFAG)
- Preventing and responding to child labour risks
- Preventing and responding to risks of unaccompanied and separated children (UASC)
- Developing a socio-ecological approach to CP programming
- Developing group activities for child well-being
- Developing strategies to strengthen family and caregiver environments
- Developing community-level approaches
- Developing strategies for case management
- Developing strategies for alternative care
- Developing strategies to promote and uphold justice for children
- Integrating CPHA and food security
- Integrating CPHA and livelihoods
- Integrating CPHA and education
- Integrating CPHA and health
- Integrating CPHA and nutrition
- Integrating CPHA and WASH
- Integrating CPHA and shelter and settlement
- Integrating CPHA and camp management

Core Values

**Empathy
Integrity
Diversity
& Inclusion
Accountability**
are employed in
all competencies

Core Humanitarian Competency Domains

Achieving Results

Ensuring programme quality and impact

Managing Collaborative Relationships

Working with others
Developing and maintaining collaboration and partnership

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

Competency domain: 1. ACHIEVING RESULTS

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
1.1 Ensuring programme quality and impact	Observes ethical standards when using or sharing resources and information with CPHA actors, affected populations and others	Partners with other CPHA actors and sectors to promote cross-sectoral collaboration, resource sharing and optimisation	Commissions assessments and evaluations, and 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
	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	Includes affected populations, stakeholders and partners in planning, implementing, evaluating and documenting programmes	Advocates for affected populations, partners to be consulted in planning, implementing, evaluating and documenting programmes
	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	Advocates with a variety of stakeholders for inter-agency standards, resources, procedures and research finding to be considered in designing CP strategies and programmes
	Documents and files client outcome and satisfaction analyses as part of CP and case-management programmes	Designs, implements and promotes a safe and confidential system to monitor, assess and respond to client outcomes and needs	Establishes and implements a systematic, safe, inter-agency monitoring framework to assess and respond to client outcomes/ treatments

Competency domain: 2. MANAGING COLLABORATIVE RELATIONSHIPS

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
2.1 Working with others	Incorporates the perspectives and experiences of affected populations, stakeholders and team members in CP activities	Participates in CP networks to access and contribute to good practice, and shares information that is useful to partners	Builds trust and information flows with CPHA communities and stakeholders
	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
	Communicates with colleagues, partners, stakeholders and affected populations with empathy, respect and integrity	Recognises the contributions of others through formal and informal reward processes	Supports, recognises and rewards staff members' ethical and professional performance and development
	Communicates transparently with colleagues, partners, stakeholders and affected populations at all times	Makes decisions based on the views gathered through proactive, respectful and culturally sensitive consultations with others	Creates an open, transparent, respectful and positive work environment where people feel safe to constructively share their opinions
	Acknowledges the good work of others	Monitors the wellbeing of others and helps them deal with challenging circumstances	Implements ethical, adaptable, easy-to-use organisational systems and processes that support the welfare of others
2.2 Developing and maintaining collaborations and partnerships	Collaborates with CPHA and other-sector actors on resource sharing, optimisation, needs assessments and programming	Builds rapport, strategic partnerships and effective networks with colleagues, partners, 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 and CPHA partners with respect, compassion and efficacy	Supports others to solve conflicts positively and sustainably to improve the work environment, professional development and overall results

Competency domain: 3. OPERATING SAFELY AND SECURELY AT ALL TIMES

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
3.1 Managing safety and security of self and others	Identifies, communicates and mitigates risks and threats in collaboration with teams, partners and other stakeholders	Minimises risk by observing safety measures, using critical judgement and including community members in programming	Monitors risks for staff, partners, stakeholders and community members, and ensures that staff observe organisational and cultural protocols
	Ensures satisfactory results while applying principles of 'do no harm' and keeping the best interests of children, their caregivers and communities at heart	Collaborates with communities, CPHA partners, stakeholders and authorities to strengthen local CP systems	Ensures that humanitarian responses strengthen local capacity, resilience, protection and preparation without increasing risk
	Remains calm during a crisis and follows safety and security instructions accordingly	Supports others to remain calm during a crisis	Handles crises appropriately, taking correct action and providing direction and support to team members

Competency domain: 4. MANAGING IN HIGH-PRESSURED AND CHANGING ENVIRONMENTS

Competencies	Behavioural Indicator - Level 1	Behavioural Indicator - Level 2	Behavioural Indicator - Level 3
4.1 Adapting and coping	Identifies, communicates and mitigates the limitations, vulnerabilities, stresses, and their related impacts on themselves and others	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 wellbeing 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
4.2 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	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	Reaches consensus on workable solutions with CPHA team, partners, stakeholders and affected populations	Ensures relevant mechanisms and procedures to uphold professionalism are in place and adhered to by team members

Competency domain: 5. DEMONSTRATING LEADERSHIP

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
5.1 Demonstrating self-awareness and critical judgement, continued	Communicates ideas and expectations with clarity, transparency, empathy and integrity	Consults relevant CPHA partners, stakeholders and affected populations to adapt plans and respond to emerging situations	Accepts responsibility for team successes and failures and respectfully addresses challenges internally before seeking external solutions
	Identifies personal strengths and limitations and their impacts on others	Improves performance through informed, calculated risks and handles (un)intended results with transparency	Understands own strengths and weaknesses and fosters performance through the promotion of a strength-based and complementarity team culture
	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
	Identifies and addresses personal strengths, weaknesses, limits and needs to promote personal and interpersonal wellbeing	Notices team dynamics and needs and supports team wellbeing and performance accordingly	Models and promotes a positive, constructive and supportive team culture
	Exercises personal judgment 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

continued

Competency domain: 5. DEMONSTRATING LEADERSHIP

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
5.2 Motivating and influencing others	Provides others with regular, constructive, informal and formal feedback and recognition	Mentors team members	Uses the 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 and sustainable results	Uses effective and technically sound negotiation to present options and possibilities and to motivate and influence others	Gains the commitment of others with persuasiveness, fairness and transparency
	Uses active listening to encourage team collaboration and positively influences others to deliver sustainable CPHA results	Uses a collaborative approach to gain support for implementing and strengthening CPHA programmes and systems	Influences CPHA agenda, policies and practices through effective advocacy to ensure all children are safe, protected and included

Annexe II

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'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 annexe 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).

2. RELEVANT AND 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

Code	Competency Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
Standard 2	PROTECTION AND WELLBEING				
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	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	Identifies and implements relevant psychosocial support and social emotional learning programmes which seek to promote student wellbeing	Designs and trains others on specialised 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 CP 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 build 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

Code	Competency Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
COORDINATION					
FoundCoord.1.1	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.1.2	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	Facilitates coordination across sectors for optimal humanitarian response



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