

Child Protection in Emergencies (CPIE) Competency Framework

Inter-agency Initiative of the Child Protection Working Group

2010

Child Protection in Emergencies (CPIE) Competency Framework

Contents

Overview: Child Protection in Emergencies competency framework	3
Background.....	3
Purpose.....	1
Components	4
Contents	4
Overview of the three competency groups	5
List of Competencies	7
Applying the CPIE competency framework	9
Recruitment.....	9
Learning and Development	10
Performance management	10
Child protection in Emergency Competencies.....	12
1. Core Child Protection Competencies	12
2. Core Humanitarian Competencies	16
3. Competencies for Child Protection Programming in Emergencies.....	23
References for the competency framework.....	31

Overview: Child Protection in Emergencies competency framework

Background

The development of the Child Protection in Emergencies (CPIE) competency framework (the competencies) is an initiative of the Child Protection Working Group (CPWG). The CPWG is one of the sub-working groups of the Global Protection Cluster (GPC) and takes responsibility for coordinating the Child Protection Area of Responsibility. The CPWG is responsible for ensuring a more predictable, accountable and effective child protection response in emergency situations, through leading global-level standard and policy-setting, capacity building and the development of tools.

There have been a number of initiatives to build capacity in child protection in emergencies¹. Whilst these have contributed to increased capacity of child protection staff across the sector, there remains a need for broader, inter-agency capacity building efforts using a standardised set of core competencies to develop and maintain a highly skilled child protection workforce.

In January 2008, a subgroup of the CPWG², established a steering group to take forward the development of an interagency capacity building initiative. The development of this interagency child protection competency framework is the first step of this process, using as the point of departure the

Purpose

The purpose of the competencies is to provide a set of standards to facilitate staff recruitment, performance management and professional development with the aim of protecting children in emergencies. The interagency nature of these competencies and their common application is also intended to enable the development and coordination of sector wide capacity building efforts.

The competencies are designed to be:

- Primarily for child protection workers in humanitarian contexts, but they also have some relevance to practitioners in development settings, for example in support of emergency preparedness measures
- Relevant to different professional levels
- Usable for all child protection-focused organisations and mandates
- Sufficiently flexible to be used as a recruitment, learning and development and performance management tool
- Concise, logical and easy to use
- Transferable globally across people, countries and cultures

The framework, therefore, aims to be inclusive of priorities, approaches and structures of different organisations carrying out child protection interventions in emergency situations.

recently drafted inter-agency definition³ of Child Protection in Emergencies: “the prevention and response to abuse, neglect, exploitation and violence against children in emergencies”.

¹ For example, the Inter-Agency CD-Rom on Child Protection in Emergencies, the Child Protection Trainee Scheme and the Action for the Rights of Children (ARC) training tools.

² Members of the Blended Learning Group include UNICEF, Save the Children, UNHCR, World Vision, Terres des Hommes.

³ Save the Children Sweden on behalf of the Child Protection Working Group, 2010. *Briefing Note: Child Protection in Emergencies*. Geneva.

Components

Competency is defined as:

The **experience, skills and behaviours** required to perform effectively in a given job, role or situation. Competencies are what a person has or can acquire, i.e. a characteristic, attitude, skill, aspect of one's self-image, or body of knowledge and behaviour which s/he uses.^{iv}

A **competency framework** refers to a group of competencies that collectively identify the experience, skills, knowledge and behaviours necessary for effective performance in a particular area of work. Each competency group is divided into different areas of focus with individual competencies. Each individual **competency** has behavioural indicators that indicate whether or not a competence is being displayed.

Behavioural indicators provide examples or illustrations of how an individual would show that they possess the required experience, skills and behaviour in the competency. They are not exhaustive. Behavioural indicators are often disaggregated across three performance **levels** which are cumulative, meaning the behaviours in a lower level are understood to be included in the higher level.

The three levels do not, however, correlate one-to-one with job titles or positions since:

- Different roles require different levels of competence in different areas. All senior level staff, for example, will not be required to exhibit Level 3 behaviour in all areas of competence. Rather their position may call for Level 3 in some areas, and Level 2 in others.
- Different organisations use different job titles. Using a number for each level instead of job a title/position makes the framework more easily applicable to different agencies.

Contents

Considering the inter-agency definition stated above, the following aspects of the definition are particularly important for the Child Protection in emergencies competency framework:

1. Child Protection in emergencies is a distinct but integral part of the broader child protection sector;
2. There are key agreed approaches to child protection programming which include, for example, using a rights-based approach, and strengthening child protection systems;
3. There are core programmatic areas for Child Protection in emergency responses which relate to specific threats and risks that children face in emergencies

In order to reflect this, the CPIE competency framework is divided into the following three competency groups which build upon one another:

- **Core Child Protection competencies**
- **Core Humanitarian competencies**
- **Competencies for Child Protection Programming in Emergencies**

Core Child Protection competencies are required by child protection professionals

Core Humanitarian competencies are required by all professionals in humanitarian contexts including those who address child protection concerns

Competencies for CP Programming in Emergencies are required for specific child protection responses in emergencies and build on the core child protection and humanitarian competencies



⁴ Interagency Working Group (IWG) on Emergency Capacity Building, 2006. *Humanitarian Competencies Study*. Emergency Capacity Building Project, Staff Capacity Initiative.

Overview of the three competency groups

Core Child Protection Competencies

The core child protection competencies outline the specialist skills, behaviours and knowledge areas necessary for child protection workers to perform regardless of the specific child protection program and context. The core child protection competencies include two areas of focus:

1. Foundations in Child Protection
2. Principles and Approaches to Child Protection programming

'Foundations in Child Protection' outlines competencies required to be able to identify and understand children's protection concerns. 'Principles and Approaches to Child Protection Programming' highlights the competencies required to develop programmatic responses to these concerns.

Core Humanitarian Competencies

The core humanitarian competencies highlight the underpinning abilities necessary for humanitarian workers to carry out their roles effectively. These competencies were identified through a study conducted by RedR UK and Tufts University in 2009 and 2010 for the Enhancing Learning and Research for Humanitarian Assistance (ELRHA) network. The study surveyed over 1400 individuals to identify core competencies for humanitarian workers⁵.

The results are 21 individual competencies which fall under the following four areas of focus:

1. Managing yourself
2. Working with others
3. Achieving results
4. Managing resources

Competencies for Child Protection Programming in Emergencies

This competency group builds on the previous two groups, outlining the additional skills, behaviours and knowledge required to perform effectively in emergency child protection responses.

Seven areas of focus are highlighted in this group:

1. Coordination of child protection responses in emergencies
2. Prevention and response to the separation of children from their families
3. Prevention and response to exploitation and gender-based violence (GBV)
4. Provision of psychosocial support
5. Prevention and response to the recruitment and use of children by armed forces or groups
6. Protection from Landmines and unexploded ordnances (UXO)
7. Monitoring and Reporting grave violations and serious child protection concerns

The first area, 'Coordination of child protection responses in emergencies', applies to all of the subsequent six areas of focus. Coordination is a critical aspect of all child protection responses, particularly in emergency situations, and therefore applies to all areas regardless.

⁵ RedR and Tufts University, 2010. *Professionalising the Humanitarian Sector: A Scoping Study*, ELRHA.

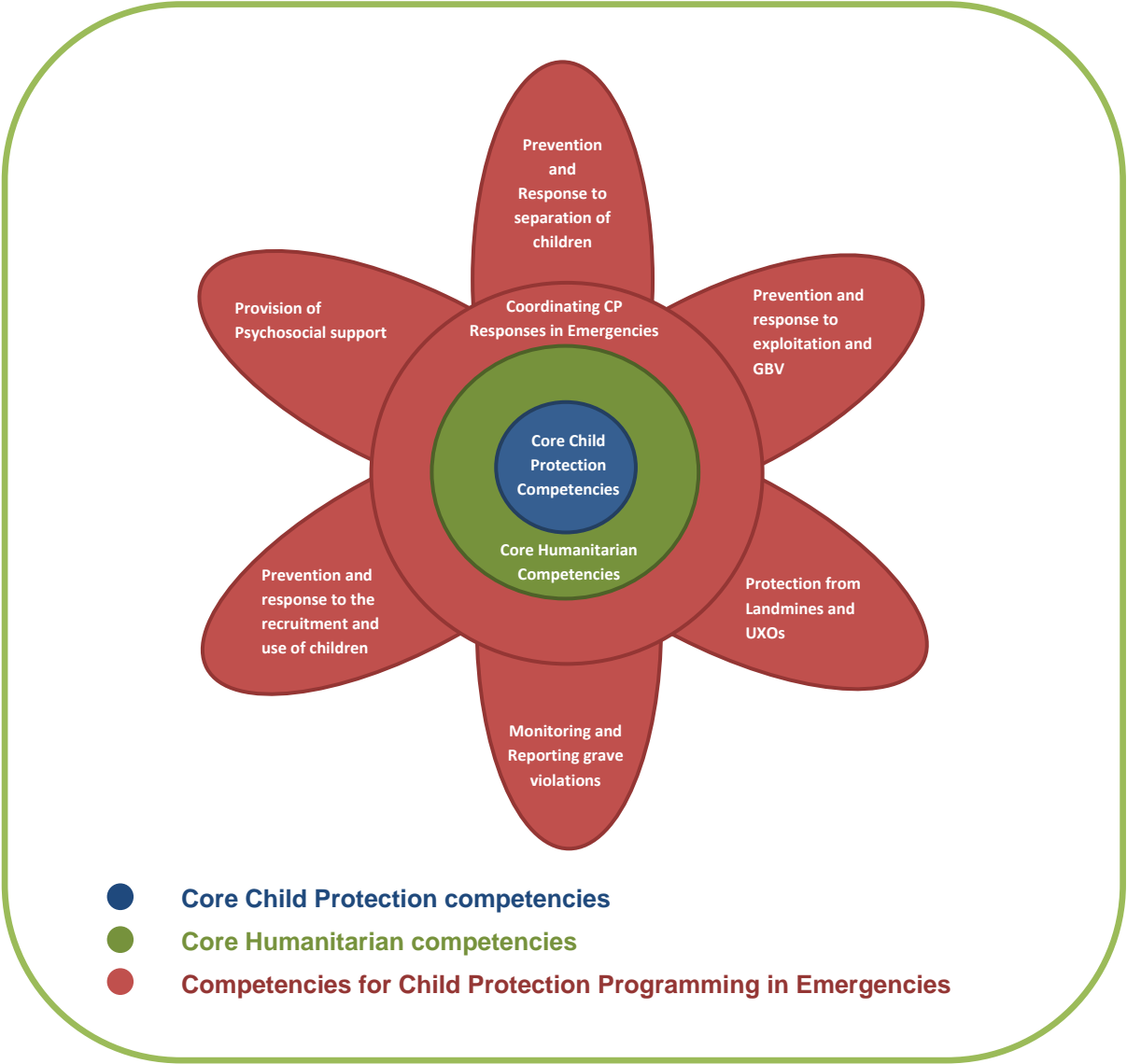
The remaining six areas represent separate programming areas in child protection in emergencies. Although there may at times be overlap in programme design, for purposes of clarity each area has been outlined separately.

List of Competencies

Domain	Area of focus	Competency
Core Child Protection competencies	Foundations in Child Protection	<ul style="list-style-type: none"> Understanding Protection concerns for Children Ethical sensitivity Empathy
	Principles and Approaches to Child Protection programming	<ul style="list-style-type: none"> Understanding Child Protection programming Using a rights-based approach in Child Protection Using community-based approaches in Child Protection Strengthening child protection systems Promoting children's participation and agency Capacity building on Child Protection Advocating on issues of Child Protection
Core Humanitarian competencies	Managing yourself	<ul style="list-style-type: none"> Resilience Integrity Time management Self awareness Continuous learning
	Working with others	<ul style="list-style-type: none"> Teamwork Cultural sensitivity Accountability Communication Building Trust Leadership
	Achieving results	<ul style="list-style-type: none"> Assessing needs Managing projects Problem solving Decision making Risk management Promoting humanitarian principles
	Using resources	<ul style="list-style-type: none"> Negotiating Managing finances Using technology Managing partnerships
Competencies for Child Protection Programming in Emergencies	Coordination of child protection responses in emergencies	<ul style="list-style-type: none"> Understanding Humanitarian Reform Understanding the Child Protection Area of Responsibility Conducting Child Protection rapid assessments / situation analyses Strategic planning with child protection actors Consensus building amongst child protection actors
	Prevention and response to the separation of children from their families	<ul style="list-style-type: none"> Understanding family separation Preventing and responding to separation
	Prevention and response to exploitation and gender-based violence (GBV)	<ul style="list-style-type: none"> Understanding GBV and exploitation in emergencies Preventing and responding to GBV and exploitation
	Provision of psychosocial support	<ul style="list-style-type: none"> Understanding psychosocial wellbeing Metal Health and Psychosocial support programming for children

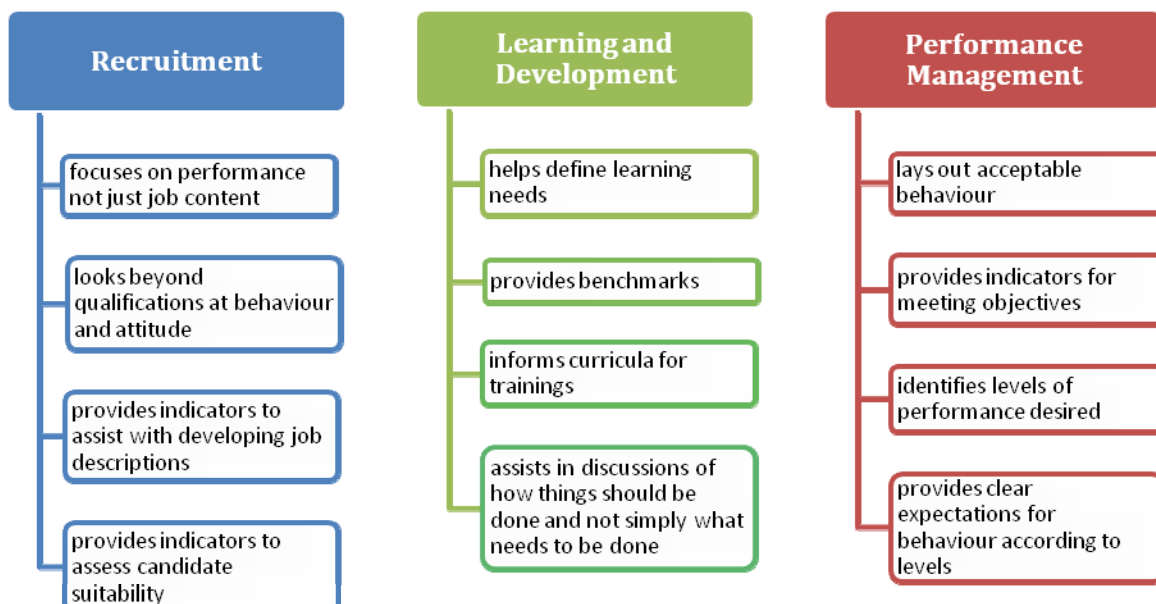
Prevention and response to the recruitment and use of children by armed forces or armed groups	Understanding child recruitment and issues related to CAAFAG Preventing child recruitment Reintegration programming for CAAFAG
Protection from landmines and unexploded ordinances (UXO)	Understanding issues related to landmines and UXO Programming in line with International Mine Action Standards and guidelines
Monitoring and reporting on grave violations against children and serious child protection concerns	Understanding and applying the legal frameworks of SC Resolutions 1612, 1882 and 1888 Information management Linking monitoring and reporting with programmatic responses

The diagram below provides an illustration of how the competencies within the three competency groups build upon one another:



Applying the CPIE competency framework

The competency framework relates to recruitment, learning and development and performance management in the following ways:



Recruitment

The competencies can be used to assist with developing job descriptions and the recruitment process.

Profiles for positions can be developed by identifying which competencies are required and setting the necessary levels of skill required for each. The competencies provide a palette from which to specify the most relevant competencies for a given job or role.

Job-based competency profiles can be developed as follows⁶:

Job title: (e.g. Child Protection Officer)		
Areas of focus	Competency	Level required (1-3)
(e.g. Foundation in Child Protection)	(e.g. Understanding protection concerns for Children)	(e.g. 2)
	(e.g. Ethical sensitivity)	(e.g. 2)
	(e.g. Empathy)	(e.g. 2)
(e.g. Principles and Approaches to Child Protection Programming)	(e.g. Understanding Child Protection programming)	(e.g. 1 or 2)
	(e.g. Using a rights-based approach in Child Protection)	(e.g. 1 or 2)

⁶ People in Aid, 2007. *Behaviours which lead to effective performance in Humanitarian Response*, Emergency Capacity Building Project.

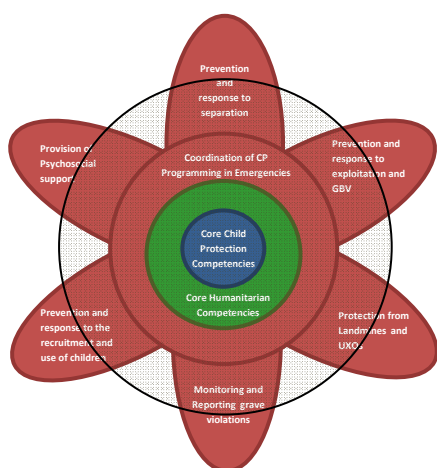
The competencies can also be used to assess the suitability of candidates for a specific position. Through the use of scenarios, for example, or questions that prompt a behavioural response, the candidate's answers can be compared with the behavioural indicators set for different levels.

Learning and Development

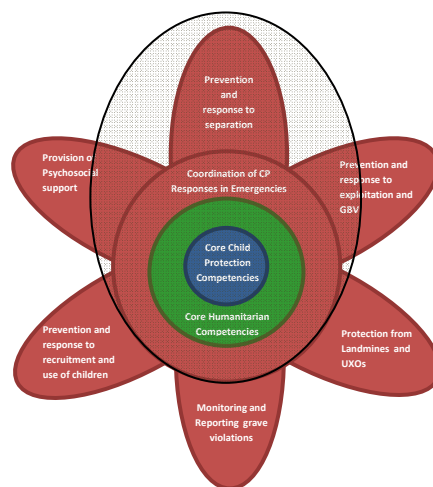
The competencies can be used to identify areas for personal and professional development. The identification of strengths and development needs can be done by reflecting upon whether the indicators at each respective level of competency are met or not. Tools for self-assessment which prompt an individual to reflect on their own behaviour can be designed from these competencies to support the development of learning and development plans.

The competencies can also contribute to learning and development by informing training curricula. Trainings can be tailored around specific competencies or groups of competencies with the aim of raising performance and skill levels.

As CP professionals gain more experience and confidence in their ability, they should be able to integrate the knowledge, skills and behaviours associated with the groups of competencies to a greater extent and more consistently.



If a Child Protection professional experiences different situations and programmatic responses in both emergency and developmental contexts, this expertise will grow with time across the core areas as well as the areas of specialisation relating to different programming.



Alternatively, Child Protection professionals may focus the development of their skills and knowledge in one main area of specialisation, integrating the groups of competencies in that particular area and becoming more and more specialised.

Performance management

The competency framework can also be applied in performance management. The competencies identified for effective performance in a specific role should serve as the basis for discussions with supervisors. The discussion should consider the level of individual performance vis-a-vis the behavioural indicators. Areas for improvement can be identified and built into the individual's learning and development plan.

In order to assess performance, a 4-level Likert scale such as the one below⁷ can be used to assess the degree to which behavioural indicators are reflected in performance for each competency. The behaviours required according to level are reviewed and compared with performance, identifying which of the options below best applies:

0. Does not display the behaviours that would support this competency

⁷ UN OCHA, *Humanitarian Coordinators Competencies*. Geneva.

1. Displays a practical understanding of the behaviours for this competency but does not demonstrate these regularly
2. Displays the behaviours for this competency regularly in a confident manner
3. Displays inspiration for this competency by role modelling the behaviour for others in a highly competent manner

Child protection in Emergency Competencies

1. Core Child Protection Competencies

Areas of focus	Competencies	Behaviours – Level 1	Behaviours – Level 2	Behaviours – Level 3
Foundations in Child Protection	Understanding Protection concerns for Children	Understands what constitutes physical, emotional and sexual abuse	Has good knowledge of patterns, indicators and consequences of abuse, neglect, exploitation and violence	Has detailed knowledge of patterns, indicators and consequences of abuse, exploitation and violence
		Can give examples of exploitation, neglect and violence against children		
		Is aware of the impact of different types of abuse, exploitation, neglect and violence		
		Knows what to do if they have concerns about a child	Is able to present child protection concerns verbally and in writing, clearly identifying fact from opinion	Is able to make considered decisions about how to act to safeguard or promote children's welfare
		Recognises signs of abuse , exploitation and neglect	Has good understanding of core theories related to child care and protection	Has in-depth understanding of core theories related to child care and protection
		Has general understanding of core knowledge related to child care and protection (e.g. child development and the impact of separation and loss)		
	Ethical sensitivity	Understands that children have different capacities at different stages of development	Identifies factors which increase vulnerability and risk, and reduce resilience in different situations and during different stages of development	Is able to work with children and their families in a range of complex situations addressing issues such as resilience and recovery
		Identifies root causes of child protection issues and how these are exacerbated in certain situations (e.g. emergencies)		
		Understands the policies and procedures that govern confidentiality and the sharing of information to protect children	Implements measures to ensure that confidential information and sensitive documents are kept safely by team	Designs measures for the team to ensure confidentiality procedures upheld
		Signals concerns about breaches of confidentiality encountered	Ensures breaches of confidentiality are addressed with immediate effect	Takes responsibility for ensuring safeguarding mechanisms are regularly adapted to address gaps highlighted
Empathy	Understands that many factors influence perceptions including age, culture, gender, education etc.	Able to explore multiple perspectives on situations and identify ethical issues from diverse standpoints	Shows critical awareness about the range of ethical issues and consequences that exist for different courses of action	
	Is aware of how own attitudes and beliefs influence professional involvement with work	Is able to demonstrate how own prejudices can be overcome to work professionally	Supports team members to address and resolve conflicts between personal and professional interests	
	Is able to read and identify the feelings of self and others	Expands sense of concern for oneself to others, responding in a way that is in line with their emotional and physical state	Ensures that appropriate solutions for children are identified with regards to the context, child's development, gender etc	

Areas of focus	Competencies	Behaviours – Level 1	Behaviours – Level 2	Behaviours – Level 3
Principles and Approaches to Child Protection programming	Understanding Child Protection programming	Has completed secondary school or has equivalent experience	Has university degree or equivalent experience in Social work, the Social Sciences or relevant discipline	Has advanced university degree or equivalent experience in Social Work, the Social Sciences or relevant discipline
		Has gained initial work experience in a field related to child protection	Has worked in the Child Protection sector with government, NGOs or INGOs	Has significant experience of working in the Child Protection sector
		Has basic understanding of the main principles and approaches to child protection programming	Has good knowledge of the principles and approaches to child protection programming	Promotes and speaks with authority about the principles and approaches to child protection programming
		Understands that child protection is a sector in its own right and can identify links with other sectors	Understands how child protection services fit within the wider social services / welfare provisions	Is able to develop, measure and audit child protection services and service provision in different contexts
		Understands the basic roles and responsibilities of agencies involved with safeguarding children	Demonstrates in-depth knowledge of the roles and responsibilities of key partner agencies in safeguarding children	Works effectively and collaboratively with other agencies to pursue common goals in child protection
		Is aware of key global resources on best practice in child protection	Keeps abreast of recent global developments and trends in the sector	Liaises with key resource persons globally for support and advice when necessary
		Is aware of lessons learned in own child protection programme	Captures learning from interventions to inform lessons learned	Feeds lessons learned into global discussions on best practice
	Using a rights-based approach in Child Protection	Has basic knowledge of national and international legal frameworks and conventions relating to child care and protection including the UN Convention on the Rights of the Child (UN CRC)	Has good working knowledge of national and international legal frameworks and conventions related to child care and protection including the UN CRC	Has expert knowledge of national and international legal frameworks and conventions related to child care and protection including the UN CRC
		Understands the difference between child rights and needs	Identifies gaps in legislation and accountability where duty bearers are not upholding the rights of children	Leads or supports multi-stakeholder consultations to agree ways to address gaps identified in upholding children's rights
		Demonstrates an understanding of the different clusters of child rights, especially children's right to protection		
		Is aware of legal frameworks that apply to emergencies including International Humanitarian Law (IHL)	Understands specific legal standards and policies which provide special measures of protection for children in emergencies	Applies relevant legal standards to the context, highlighting gaps in their application to key duty bearers
	Using community-based approaches in Child Protection	Understands key elements of community-based care and protection mechanisms	Understands the operational implications of each of the four basic approaches to community engagement	Strengthens the linkage between national policies and structures and community based care and protection mechanisms
		Understands the concept of community mobilisation and the aims of the specific approach that is being used	Considers community mobilisation to be a key programming component with community ownership a clear goal	Ensures that a community mobilisation approach appropriate to the context has been adopted, taking into account the respective strengths and limitations of the approaches to community engagement

		Forms professional relationships with a range of individuals, groups and communities	Assesses the strengths and needs of individuals and groups using a variety of information gathering techniques	Plans and implements interventions with and/or on behalf of a range of individuals, groups, and communities based on theory and using their strengths and needs
		Supports community members to express their views, individual and collective strengths, needs and perspectives	Uses a dialogue-oriented, culturally sensitive approach to support the work of community-based groups	Designs strategies together with community groups to build upon resilience, strengths and local resources to address gaps and challenges, assisting communities in meeting their responsibilities
		Identifies mechanisms within a community that play a role in protecting children	Analyses community-level mechanisms to highlight strengths to be supported and practices to be addressed that are harmful to children	
		Displays awareness of power imbalances that exist in communities and limitations in terms of the issues that they can take on		
	Strengthening child protection systems	Is able to differentiate between different aspects and components of a child protection system	Advocates for the scale up of, access to and quality of care and protection systems recognising its inter-agency and inter-departmental nature	Seeks to achieve consensus with other actors on adopting a systems building approach using complementarity as an organising principle
		Understands the basic structure of child protection services at the national and local levels	Identifies gaps in the national and local level child protection structures and how to address these, including through national level reform	Obtains commitment by stakeholders and duty-bearers to adopt innovative strategies to strengthen aspects of child protection systems, including legal reform
	Promoting children's participation and agency in Child Protection programming	Addresses children in a friendly manner that shows respect, and ensures the timing and environment are conducive to effective communication	Demonstrates good knowledge of how children communicate through language and behaviour (verbal and non-verbal means) and how different forms of behaviour can be interpreted	Demonstrates the range of skills, behaviours and attitudes required to communicate effectively with children of different ages, abilities and backgrounds in different contexts (communicating with children competencies)
		Uses language at an appropriate level of clarity and friendliness when communicating with children		
		Identifies important aspects to consider in children's meaningful participation including age-appropriateness. Is aware of the dangers of tokenism and manipulation	Demonstrates knowledge of models of genuine participation and basic methodologies and tools to facilitate children's participation and involvement	Ensures the implementation of practice standards for children's participation on behalf of team and other agencies where possible
		Understands the barriers and challenges affecting children's participation, including possible security and protection risks, and perceptions of it in different contexts	Designs steps to remove obstacles and address barriers to children's participation	Builds on existing cultural attitudes, practices, traditions and other forms of cultural expression to enable children's participation
		Understands and is able to describe / share the benefits of children's participation in decisions that affect them	Develops and supports ongoing processes, mechanisms and fora for children to voice their concerns and participate in decisions affecting them	Advocates with children for children's representational space in decision-making processes, including child protection forums at local, district and national level
	Capacity	Seeks opportunities for regular updating and building of own in capacity on child protection	Supports planning and carrying out basic trainings on child protection with partners and community members	Builds capacity of team using up-to-date training guides and tools, adapted to match the context and audiences

	building on Child Protection			Organises and facilitates inter-agency capacity building initiatives on child protection related issues
				Works with actors to develop a capacity building strategy that meets the needs of key national and local stakeholders
		Has basic knowledge of participatory training methodologies	Demonstrates good facilitation skills including voice projection, presence, confidence	Has experience of effectively delivering training to high level audiences
		Supports capacity building initiatives on child protection and child protection in emergencies where possible	Identifies and promotes possibilities for child protection in emergencies capacity building initiatives in emergency contexts and surge capacity support	Is familiar with current global initiatives to build professional capacity in child protection in emergencies as well as resources for surge capacity in child protection in emergencies
	Advocating on issues of Child Protection	Speaks up for him/herself to ensure fair treatment and that his/her perspective is heard	Is quick to identify and grasp opportunities to speak out about protection concerns on behalf of children, tailoring the messages to suit the audience	Is able to approach, engage with and inform / influence decision makers on child protection related issues in both formal and informal settings
		Expresses differences in opinion in a sensitive and controlled manner, illustrating tact when dealing with others	Persuades others with verbal and/or written material	Is able to combine logic and emotion to develop complex arguments on the spot, inspiring and motivating others
				Uses complex and multi-layered influencing strategies to negotiate changes and support for child protection
Is able to identify basic advocacy messages in child protection for different target audiences		Is able to research and reflect upon positions on policy and practice issues held by different groups	Has strong understanding of the different policy positions of humanitarian and political entities and draws strategic conclusions to inform advocacy	
	Demonstrates critical understanding of how current social developments can influence policy and practice in child care and protection			

2. Core Humanitarian Competencies

Areas of focus	Competencies	Behaviours – Level 1	Behaviours – Level 2	Behaviours – Level 3
Managing yourself	Resilience	Identifies symptoms of stress and takes steps to reduce stress	Draws on previous experience and support mechanisms to reduce the impact of stress on self and others	Creates a working environment that aims to minimise pressure and stress
		Remains optimistic and persistent, even under adversity		
		Copes well under pressure, particularly in difficult environments	Acts as a role model for others and displays courage under difficult circumstances	Recognises the limitations of staff and takes action to limit their exposure to harm when needed
		Identifies and makes use of personal support mechanisms	Helps others to identify personal support mechanisms	Influence organisational policy to support self-care in agencies
		Recovers quickly from setbacks	Able to see the bigger picture and helps others to do the same	
	Integrity	Works within a framework of clearly understood humanitarian values and ethics	Takes prompt action in cases of unethical behaviour	Stands by decisions and holds others to account when necessary
		Does not abuse one's own power or position	Ensures team members do not abuse their power or position	Identifies where individuals or the organisation is straying from agency goals and challenge them to uphold ethics
		Resists undue political pressure in decision making	Supports staff in maintaining ethical stances	Makes time in team for ethical enquiry and reflection
		Shows consistency between expressed principles and behaviour	Ensures transparency is at the heart of programme development and implementation	Ensures that principles, values and ethics are embedded in policy
		Acts without consideration of personal gain	Ensures programmes are acting with integrity and recognises the impact of not doing so	Ensures and promotes transparency in decision making structures and processes
	Time management	Sets priorities, goals and work plans to achieve maximum effectiveness	Establishes priorities according to team and project goals	Assesses appropriate time allocation against objectives
		Develops or uses systems to organise and plan workload	Ensures ratio between staff time allocation and resources are appropriate	Makes strategic decisions with regard to time and resources
		Strives to meet targets and deadlines	Assists others in organising and managing their workloads	Reacts quickly to change and reallocates time and resources accordingly
		Keeps clear, detailed records of activities	Sets good practice for the team in terms of time keeping	
		Monitors own progress against objectives and targets		

	Self awareness	Recognises the impact of one's own actions in different contexts	Recognises and adjusts own management style to bring out the best in people	Uses a range of leadership styles appropriate to different people and situations	
		Takes responsibility for own actions			
		Acknowledges personal limitations and gaps in knowledge or skill	Helps others to see the impact of their actions and behaviour		Leads in such a way as to be a positive role model to others
		Admits mistakes	Shows humility in day to day actions		Rewards and promotes self-reflection across teams
	Recognises personal security threats and takes steps to minimise risk	Promotes self-knowledge amongst staff for increased safety and security	Ensures organisation is reflecting on image and the impact it can have on staff safety		
	Continuous learning	Listens to and invites feedback on own performance from others	Gives both positive and negative feedback sensitively	Promotes continuous learning as an integral part of organisational performance	
		Is open to new ideas and different perspectives	Employs reflective learning within the team where lessons are captured and integrated into future projects	Monitors information gathering to ensure knowledge is effectively & efficiently captured	
		Takes steps to increase knowledge and learn new skills	Actively seeks learning opportunities for self and team	Creates organisational systems for capturing learning and ensuring lessons learnt are fed back	
Reviews and reflects on experience in order to learn		Inspire others with the excitement of learning to learn and develop			

Areas of focus	Competencies	Behaviours – Level 1	Behaviours – Level 2	Behaviours – Level 3
Working with others	Teamwork	Acknowledges and respects different working styles	Encourages and supports the team to work through its stages of development and perform well	Promotes cross-team working and learning from each other
		Supports other team members and seeks support for self when needed	Recognises and acts on team needs such as support and morale boosting	Personally inspires teams and get the best out of them
		Works alongside others to complement skills and knowledge	Encourages and harnesses diversity within the team to boost team effectiveness	Promotes diversity within teams so as to maximise team effectiveness
		Uses others to develop ideas and solutions	Encourages teams to think for themselves and resolve problems	Monitors team performance in relation to agency mission and goals
		Takes responsibility for personal actions within the team	Takes responsibility for individual and team performances	Shows accountability for team actions and performance
		Develops awareness of key actors and their roles in the humanitarian sector such as UN organisations, Red Cross/Red Crescent Societies and NGOs	Encourages input from other key actors in the humanitarian sector and develops relationships with a cross section of actors	Fosters collaboration and consultation across the sector and encourages team working with other senior managers in the sector
	Cultural sensitivity	Works effectively with people from all backgrounds	Manages cultural diversity in teams and make the most of differences	Monitors team health in relation to cultural sensitivity
		Avoids stereotypical responses by examining own behaviour and bias	Recognises and accommodates differing needs in teams due to culture	Integrates cultural awareness within learning and development approaches
		Acts in a non-discriminatory towards individuals or groups	Challenges discriminatory behaviour directly and sensitively	Promotes cultural sensitivity, equality and fairness at all levels in the organisation
		Treats all people with fairness, respect and dignity	Implements anti-discriminatory practices within agency including disciplinary procedures	Upholds the promotion of cross-cultural awareness and sensitivity across the organisation
		Shows an openness and interest in learning about cultures	Promotes interest in other cultures within teams	Ensures HR practices reflect cross-cultural needs
	Accountability	Operates in compliance with accountability principles (e.g.. Do No Harm) and Codes of Conduct (e.g. Red Cross/Red Crescent)	Builds accountability principles into programming	Analyses programme to ensure issues such as gender and human rights are addressed
		Shows respect for beneficiaries	Ensures staff are aware of and are able to promote accountability within their programmes	Holds staff accountable in ensuring accountability principles are being addressed
		Takes responsibilities for own actions and honours commitments	Mentors staff so that they understand humanitarian principles	Ensures regular training is made available to promote principles and codes within agency programmes
		Actively involves stakeholders and encourages participation	Ensures stakeholder participation is meaningful and not tokenistic	Ensures dialogue is maintained between programme makers and beneficiaries

		Ensures openness and transparency	Ensures staff are aware of the impact/harm of not implementing accountability principles	Supports agency to develop and maintain policies around accountability
	Communication	Expresses self verbally in a clear and coherent manner	Speaks clearly to both internal and external stakeholders	Speaks clearly and cogently for different audiences
		Listens actively to others, reflecting back what is said	Seeks practical ways to overcome barriers to communication	Encourages open communication within constraints of confidentiality
		Tailors tone, style and format to match the audience, particularly cross- culturally	Tackles difficult situations and resolves disputes between staff	Inspires others through communication
		Overcomes barriers due to language	Shows an interest in, and a willingness to learn, other languages	Takes steps to ensure language representation at meetings when appropriate such as interpreters
		Expresses self in writing clearly and cogently	Identifies performance issues, bringing them to the attention of the team members concerned	Writes to a high standard and is able to represent agency
	Building trust	Acts with honesty and integrity in all areas of work	Creates and maintains an environment in which others can talk and act without fear of repercussion	Cultivates productive working relationships across teams where trust can grow
		Is trusting and cooperative when working alongside others	Operates with transparency and has no hidden agenda	Creates and maintains a non-blame culture within organisation
		Shares information within the limits of confidentiality	Gives proper credit to others and promotes cross-team support	Recognises staff contributions publicly at staff meetings and/or newsletters
		Includes others in communications and social activities in order to build trust	Recognises the role of trust in team management and actively promotes it	Creates organisational opportunities for trust to grow in teams such as team building, away days and social events
		Seeks to keep commitments and not let people down	Empowers team members with responsibilities that convey trust	Displays ability to trust across various teams
	Leadership	Inputs to meetings and programme development	Serves as a role model for others to follow	Exemplifies personal drive and integrity
		Shows initiative in working methods	Anticipates and resolves conflicts	Steers and implements change organisationally
		Is proactive in responding to programme needs	Shows courage to take an unpopular stance when needed	Communicates with influence
		Channels energy and ideas towards resolving issues	Drives for change and improvement	Develops opportunities for the organisation and the sector
		Contributes to a collaborative working environment	Communicates a vision and motivates others towards it	Looks for future trends and issues, and assists agency to meet the challenges

Areas of focus	Competencies	Behaviours – Level 1	Behaviours – Level 2	Behaviours – Level 3
Achieving results	Assessing needs	Integrates stakeholder needs as an integral part of project planning	Implements stakeholder needs assessment results in programming	Shares information with other agencies and organisations to get the most accurate picture of needs
		Ensures appropriate level of beneficiary and partner participation in needs assessment	Ensures beneficiary and partner feedback is incorporated into programme planning	Promotes benefits of beneficiary participation and monitors its effectiveness
		Shows empathy and sensitivity with beneficiaries	Uses timely, cost-effective and ethical approaches for assessing needs	Promotes programming based on an accurate assessment of need
		Demonstrates accountability to beneficiaries	Utilises tried and tested assessment methodologies in the sector	Ensures latest assessment methodologies are being considered
	Managing projects	Understands basic principles of project management	Applies principles of project management to all projects	Promotes high standards of project management
		Contributes to funding applications	Prepares funding applications for trusts and grants	Confirms sources of funding are in line with agency strategy
		Collects information to feed into planning cycles	Analyses information to integrate into programming	Draws up strategic and business plans for longer term planning
		Collects data and prepares basic reports	Analyses data and adjusts and improves programmes as a result	Promotes optimal impact for all agency programmes
		Developing monitoring and evaluation methods and systems	Implements monitoring and evaluation in programme management	Ensures evaluations are a meaningful part of programming and play a role in knowledge management
		Takes steps to measure impact in programmes	Implements impact measurement into programme development and implementation	Fosters learning and reflection for optimal impact of programmes
	Problem solving	Deals with problems as they occur	Resolves problems while remaining calm	Engages in complex problem solving
		Examines difficult issues from different perspectives	Involves others in resolving issues to ensure buy-in	Actively uses techniques such as mediation to achieve solutions
		Supports others in solving problems	Analyses issues from a wide range of perspectives	Ensures appropriate ethical and moral standards are maintained in resolving problems
	Decision making	Makes decisions regarding own work load and area of responsibility	Makes tough decisions when necessary	Makes strategic decisions in the interest of agency goals
		Gathers relevant information before making decisions	Identifies the key issues in a complex situation and comes to the heart of the problem quickly	Sees the macro and long-term consequences of decisions

		Checks assumptions against facts	Considers the input of staff that is needed and acts appropriately	Ensures proper time and space is given for consultation around decisions being considered
		Considers the impact of decisions of others' work or team goals	Communicates decisions to team members and explains potential changes to procedures	Communicates decisions and ensures they are incorporated into policies and processes
	Risk management	Follows security guidelines, plans, and standard operation procedures	Identifies and scans environment to determine security risks within an agency	Ensures agency and their staff are compliant with security management operating procedures
		Applies the principles of personal safety in humanitarian contexts	Implements security management strategies within programmes	Analyses threats to agency and staff and make adjustments to operating procedures
		Ensures personal behaviours does not impact on personal or organisational security	Responds to and manages security incidents	Engages in contingency planning and managing operational continuity
		Carries out responsibilities and follows instructions (e.g. completing a personal risk assessment and fill in travel plans)	Ensures compliance with legal, regulatory, ethical and social requirements in humanitarian settings	Ensures agency is up to date with risk register
		Inputs into security planning and reviews		
	Promoting humanitarian principles	Ensures that programming goals and activities uphold the basic principles of IHL, Refugee Law, Guiding Principles on IDPs, Rights of the Child and Human Rights conventions	Acts upon the specific responsibilities of the international community, the national governments, UN bodies and peace keeping forces	Negotiates with third parties to help them fulfil their protection obligations
		Applies the principles of protection programming	Designs and implements programmes to promote and offer protection and gender specific protection	Innovates protection strategies and programming that are context specific
		Incorporates gender, age and disability needs into programming	Supports team members to implement gender, age and disability issues into programming	Works with third parties to ensure women's and other populations such as children, the disabled and elderly people's issues are upheld

Areas of focus	Competencies	Behaviours – Level 1	Behaviours – Level 2	Behaviours – Level 3
Using resources	Negotiating	Applies the principles of negotiation and aims for 'win-win' outcome	Manages and resolves relationship issues within and outside of team	Builds consensus at high level for benefit of all parties
		Adapts style to take account of cultural differences regarding negotiation	Seeks to reach constructive solutions while maintaining positive working relationships	Identifies where fair approaches are being utilised to resolve issues
		Presents or proposes alternative ways of doing things to others	Builds consensus among parties	Models solution-focussed approaches to further the agency's mission
	Managing finances	Applies budgetary principles	Prepares programme budgets	Maintains an overview of multiple budgets from multiple sources
		Acts within the limits of authority	Maintains management accounts and adjust budgets as needed	Analyses budgets and forecasts surplus and shortfalls
		Seeks and uses information on financial funding requirements	Produces timely and clear financial reports for funders and donors	Ensures timely decision making with regard to financial shortfalls
		Maintains financial information and records	Manages budgets and ensures adherence to budgets	Takes overall responsibility for meeting budgets and donor requirements
			Shows integrity, fairness and consistency in financial decision-making	
	Using technology	Applies Basic computer skills such as Word, Excel and PowerPoint, www	Applies Intermediate computer skills	Applies Advanced computer skills
		Uses technology to maximise both effectiveness and efficiency	Operates basic radio equipment for use in the field	Ensures that the organisation has a strategy for its use of technology
		Familiarises self with field based technology (e.g. radio, GPRS, Thurayas)	Selects and employs appropriate technologies in humanitarian programmes	Ensure contingency plans for when technology fails
		Shares knowledge and expertise with other members of the team	Takes steps to minimise environmental damage through use of technology	Ensure that resources and support are provided across organisation to enable colleagues to make the best use of the available technology
		Experiments with new technologies and recognises potential benefits for the sector	Seeks and makes use of specialist tools/resources to assist in programming	Keeps abreast of new developments and technologies in the sector
	Managing partnerships	Applies the concepts of partnership working	Builds partnerships to deliver programme and increase impact	Allows for experimentation and trial of new ideas with partners
		Supports implementation of partnership programmes	Responds and acts on challenges of remote management	Promotes innovation and creativity in partnership work
		Communicates key information with partner members	Involves and values partners in all aspects of programming	Encourages partner feedback in ways of working

3. Competencies for Child Protection Programming in Emergencies

Areas of focus	Competencies	Behaviours – Level 1	Behaviours – Level 2	Behaviours – Level 3
Coordination of Child Protection responses in emergencies	Understanding Humanitarian Reform	Demonstrates basic commitment to coordinate in order to strengthen the overall impact of the humanitarian response	Has good understanding of the humanitarian reform objectives and how these impact on humanitarian responses	Reflects on recent response evaluations and globally identified priorities, demonstrating an excellent understanding of the factors that impact on humanitarian assistance and the reform process
		Understands the key aspects of the cluster approach		Has in-depth knowledge of the cluster system including the responsibilities of lead agencies
		Understands the key aspects of the humanitarian coordination system	Understands the humanitarian coordination system well including the role of Humanitarian Coordinators	Develops a good working relationship with the Humanitarian Coordinator ensuring Child Protection is well-represented
		Is familiar with the Principles of Partnership	Promotes the Principles of Partnership	Reflects on Principles of Partnership, highlighting areas to improve practice
		Understands the roles and responsibilities of different actors working in emergencies including government departments	Understands that different approaches are required when working with different actors	Displays strong understanding of ways of working with different actors, including the military, government departments, etc.
		Understands the basics of humanitarian funding mechanisms including the purpose of the Central Emergency Response Fund (CERF)	Has good understanding of the different humanitarian funding mechanisms including the Consolidated Appeals Process, FLASH Appeal and how these are complemented by the CERF	Has experience of drafting proposals for, or receiving funding through the Consolidated Appeals Process, Flash Appeal and/or the CERF
	Understanding the Child Protection Area of Responsibility	Understands the purpose and mandate of the Protection Cluster (PC) and the Child Protection sub-cluster	Understands the ways in which child protection and humanitarian protection can and should work with the wider humanitarian community	Ensures close liaison with other sub-clusters, in particular GBV and MHPSS, as well as the PC Coordinator and works to mainstream CP into other clusters
				Speaks to broader protection and humanitarian issues and influences this broader agenda when necessary to meet child protection needs
		Actively engages in coordination with actors in the Child Protection sub-cluster where available or other working group	Assumes a specific supportive role within the Child Protection sub-cluster such as leading a sub-group, and maintains regular structured communication with actors involved at different levels	Has experience of leading or (co-)chairing a forum such as a CP working group, demonstrating the ability to provide leadership on technical areas in CP
				Systematically and effectively builds networks of contacts outside beyond those in the CP sub-cluster and PC cluster
		Builds and maintains positive, listening relationships with partners and potential	Creates an environment in which cultural differences and opinions are valued and	Builds and maintains partnerships on the basis of transparent communication,

		partners	appreciated	respect and trust
		Reflects upon and promotes positions on issues related to child protection adopted by the Child Protection sub-cluster	Expresses arguments of relevance to the Child Protection sub-cluster in a clear and straightforward manner	Speaks on behalf of the CP sub-cluster with authority, conviction and integrity, projecting personal credibility and expertise in child protection
	Conducting Child Protection Rapid Assessments / Situation Analysis	Is aware of inter-agency assessment tools and contributes to planning a rapid child protection assessment or child rights situational analysis	Designs and plans a rapid child protection assessment or situational analysis process based on internationally agreed inter-agency tools	Organises and supervises an inter-agency assessment or situational analysis to map priority child protection gaps and identify key resources and assets
		Demonstrates ability to apply basic information gathering techniques and document information despite constraints		
		Independently carries out focus group discussions and key informant interviews and records findings as agreed		
		Contributes towards the analysis of assessment findings, arriving at rationale judgements from the available information	Demonstrates ability to collate a mixture of qualitative and quantitative data and extract priority issues related to child protection within the constraints of an emergency	Ensures high quality documentation of the assessment findings and recommendations, verifying the analysis done and conclusions drawn
		Identifies child protection concerns and gaps during assessment process and makes suggestions for addressing these		
	Strategic planning with child protection actors	Identifies priority child protection concerns and related gaps that need to be and can be addressed in the context	Actively inputs into the development of an immediate and longer term response plan for child protection addressing the findings of the rapid assessment	Drafts an immediate and longer term response plan with CP actors to address the issues and gaps highlighted in the CP rapid assessment
			Analyses existing capacities and identifies resource restraints	Agrees with other actors on the roles, responsibilities, scope and nature of planned actions based on requirements
	Consensus building amongst child protection actors	Seeks support for decision making where necessary, identifying levels of urgency	Identifies which decisions need to be supported by the Child Protection sub-cluster and which can be taken forward on an individual agency level	Leads group decision-making processes in an inclusive manner
				When necessary, makes decisions on behalf of the interagency group quickly, balancing decisiveness with consultation
		Seeks support to address disagreements and differences in opinion between actors	Uses tact and diplomacy to manage disagreements	Models diplomacy, negotiation, problem-solving and conflict resolution skills
		Adapts ways of working to ensure inputs from those who are quieter, less confident or who have a different outlook		

Areas of focus	Competencies	Behaviours – Level 1	Behaviours – Level 2	Behaviours – Level 3
Prevention and response to the separation of children from their families	Understanding separation	Understands the link between separation and vulnerability	Carries out capacity building on key issues related to separated children and their support	Organises and facilitates inter-agency capacity building initiatives on working with separated children in emergencies
		Demonstrates understanding of the different situations of separation		
		Understands preserving family unity as a key principle for working with separated children	Demonstrates familiarity in using the Inter-agency Guidelines for Separated and Unaccompanied Children	
	Preventing and responding to separation	Identifies the main and potential future reasons for both primary and secondary family separation in emergencies	Designs prevention interventions targeting the areas of separation at groups at risk	Promotes inter-agency and inter-sectoral prevention of separation activities
		Identifies and registers separated and unaccompanied children, knowing where is best to do so	Ensures children identified are appropriately registered	Oversees the identification and registration of separated children ensuring information is collected and stored securely, and methods of identification and registration are capturing the most vulnerable children
		Identifies the main local mechanisms for family tracing	Designs and implements an emergency family tracing intervention	Innovates family tracing and reunification strategies that suit the context
		Understands the roles and responsibilities of different actors working with children	Coordinates with other relevant agencies to ensure quality and coverage of various elements of a family tracing and reunification programme	Holds consultations with national authorities and co-ordinates with members of the Working Group on Separated and Unaccompanied Children
		Understands the necessity and benefits of using case management processes and tools	Develops a case management system that suits the requirements of the program	Ensures that the case management system used reflects best practice
			Ensures data protection protocols and procedures are agreed on and understood	
			Is familiar with using the Inter-agency CP Information Management System (IMS)	
		Is aware of debates and policy on institutional care and alternatives	Liaises with local and national authorities responsible for alternative care	Develops an overview of systems of traditional and formal care that existed prior to the emergency and their current levels of functioning
		Identifies current and possible interim care options for separated children in the local context	Support the identification and development of interim care options for separated children in need of interim care, prioritising community-based alternatives	Establishes effective working relationships with governmental authorities responsible for family preservation and alternative care
			Ensures potential risks to children in interim care placements have been considered and mitigated against	Ensures a system for monitoring placements for children is developed and followed

Areas of focus	Competencies	Behaviours – Level 1	Behaviours – Level 2	Behaviours – Level 3
Prevention and response to exploitation and gender-based violence (GBV)	Understanding GBV and exploitation	Understands concepts of gender inequality and discrimination and how they can be exacerbated in emergencies	Provides technical support to and builds capacity of actors on GBV and exploitation in emergencies	Organises and facilitates inter-agency capacity building initiatives on GBV and exploitation in emergencies
		Understands basic steps required to address GBV in emergency situations	Is familiar with the IASC Guidelines on GBV in Emergency Settings	Develops plan with other actors to ensure implementation of the IASC action sheets
		Understands the impact GBV has on adults and children including the unique vulnerabilities of girls and boys	Understands the specific needs of child and adult survivors of GBV	Promotes gender and age specific referral and support for survivors of GBV
		Understands what constitutes exploitation in different contexts and what forms of exploitation exist including child trafficking and abuse by humanitarian workers	Understands cultural and socio-political factors that deter and inhibit efforts to prevent and respond to the exploitation of children	Designs interventions to prevent and respond to particular forms of exploitation that are sensitive to the local context
	Preventing and responding to GBV and exploitation	Demonstrates knowledge of IASC Guidelines and tools, Sphere Standards and international / national legislation related to GBV and/or exploitation	Applies IASC Guidelines, Sphere Standards and international/national legislation to own work and that of team	Ensures IASC Guidelines, Sphere Standards are disseminated at inter-agency level and international instruments / national laws are understood
		Understands the roles and responsibilities of different actors with regards to prevention and response to GBV	Works in close collaboration with actors involved with prevention and response to GBV, including communities	Establishes or supports multi-sectoral coordination mechanisms for GBV at national and local levels
		Identifies and signals gaps in assistance for GBV survivors of all ages	Establishes the nature and extent of sexual violence and exploitation and the services available in the given context	Strategically plans multi-sectoral inter-agency interventions based on resources and gaps, ensuring they are in line with IASC Guidelines and complement the activities of other actors
			Designs and initiates interventions to prevent and respond to GBV	
		Understands how community-based interventions can prevent and respond to GBV	Develops community-based interventions to prevent and respond to GBV	Promotes community-based interventions to prevent and respond to GBV to wider audience
		Respects the wishes, rights and dignity of the survivor	Supports the development of age and gender appropriate referral mechanisms for survivors	Facilitates the rapid roll out of GBV Standard Operating Procedures (SOPs) and other related policies and standards
		Ensures timely and appropriate referrals of survivors to support services		
		Understands the guiding principles and challenges related to reporting related to GBV	Demonstrates understanding of the Security Council Resolutions relating to GBV (SCR 1320, 1820, 1888 and 1889)	Establishes or supports mechanisms to monitor, report, and seek redress for GBV and other human rights violations
		Highlights GBV related areas of concern for advocacy	Identifies main issues for advocacy on GBV relating to resource gaps, enforcement of standards, conduct codes	Develops advocacy plan to address main GBV concerns together with other actors

Areas of focus	Competencies	Behaviours – Level 1	Behaviours – Level 2	Behaviours – Level 3
Provision of psychosocial support	Understanding psychosocial wellbeing	Understands common reactions to emergency situations and is able to identify capabilities as well as basic signs and symptoms of distress in children and adults	Builds capacity of team and other actors on psychosocial support for children in emergencies	Organises and facilitates inter-agency capacity building initiatives on mental health and psychosocial support in emergencies
		Is familiar with the basic layers in the mental health and psychosocial intervention pyramid as outlined in the IASC MHPSS guidelines		
	Mental Health and Psychosocial Support programming for children	Understands the roles and mandates of other actors working in the mental health and psychosocial field	Actively participates in MHPSS and protection coordination forums, promoting coordination amongst actors	Promotes coordination amongst mental health psychosocial actors in various sectors including protection, health and education, ensuring responses are in line with IASC MHPSS Guidelines and advocates for duplication and gaps in service provision to be identified and addressed
		Supports identifying and mapping available resources and capacities	Ensures interventions are gender and age appropriate and build on available resources and capacities	Monitors interventions to ensure they adhere to quality standards and complement the work of other actors
		Identifies and can build upon basic family and community support mechanisms	Facilitates community self-help and social support that include those most at risk	Designs and oversees program activities promoting resilience and supporting the psychosocial wellbeing of children and their families in line with the IASC MHPSS Guidelines
		Understands the importance of providing support for children through family and community		
		Supports activities for children that facilitate their emotional and cognitive development	Develops contextual messages about positive coping methods for children and their caregivers	
		Provides basic messages on psychosocial issues to community members and other actors		
		Understands the difference between normal and severe distress in children and can identify available services for severely distressed children and adults	Sets up referrals for specialised services and works with other agencies to ensure required services exist	Coordinates within the child protection sub-cluster and with other relevant clusters to develop referral mechanisms between different layers of MHPSS supports to be developed

Areas of focus	Competencies	Behaviours – Level 1	Behaviours – Level 2	Behaviours – Level 3
Prevention and response to the recruitment and use of children by armed groups or armed forces	Understanding child recruitment and issues facing CAAFAG	Understands push / pull factors for children and their families to join armed groups	Provides technical support to and builds capacity of actors working on disarmament, demobilisation and reintegration (DDR) with CAAFAG	Organises and facilitates inter-agency capacity building initiatives on working with CAAFAG
		Understands the consequences of child recruitment into armed groups		
		Understands the key components of child DDR		
		Demonstrates basic knowledge of international standards and protocols relating to CAAFAG	Ensures awareness of key international standards and instruments relating to CAAFAG with wider audience (e.g. Paris Principles, Optional Protocol)	Ensures implementation of mechanisms to monitor and report on the recruitment and use of children in armed conflict developed based on key international standards
	Preventing child recruitment	Understands the roles and responsibilities of different actors in working with CAAFAG	Actively participates in inter-agency coordination fora with actors working on issues related to CAAFAG or protection	Promotes coordination amongst actors working with CAAFAG ensuring responses are in line with standards and best practice
		Supports community-based awareness raising on prevention of recruitment and re-recruitment	Designs community- based awareness raising initiatives to prevent recruitment and monitor re-recruitment	Innovates contextual strategies for strengthening community-based approaches to support CAAFAG in the DDR process including in the prevention of (re-) recruitment
		Contributes to development of advocacy messages around prevention of recruitment and optional protocols	Develops advocacy strategy for parties to conflict to ratify, implement and monitor the optional protocol	Seeks commitments from different parties to refrain from recruiting and using children and negotiates their release
	Reintegration programming for CAAFAG	Contributes to the established family tracing and reunification process and supports actors engaged with it	Designs family tracing and reunification interventions where necessary	Promotes the development of inter-agency strategies for family tracing and reunification as well as the provision of alternative care options for demobilised children in need of interim care
		Contributes to the arranging of suitable interim care options for children who are demobilised	Designs suitable interventions to support children in need of interim care during demobilisation and the family tracing process	
		Informs programming by suggesting activities that could contribute towards reintegration in the local context	Designs and implements interventions to support the reintegration of demobilised children into their communities	Ensures reintegration programmes are in line with best practice and lessons learned from other contexts

Areas of focus	Competencies	Behaviours – Level 1	Behaviours – Level 2	Behaviours – Level 3
Protection from Landmines and Unexploded Ordnances (UXO)	Understanding issues related to landmines and UXO	Understands the different physical, psychological and socio-economic impact of landmines and UXO on children, their families and communities	Provides technical support to and builds capacity of partners and NGOs on development and implementation of MRE and other preventive responses	Organises and facilitates training on MRE to partners and implementing NGOs
		Understands the linkages between IHL and the use of landmines or other indiscriminate weapons	Ensures awareness of key international legal instruments relating to Landmines, Cluster Munitions and Explosive Remnants of War (ERW)	Promotes adherence to principles and provisions of IHL related to landmines and other indiscriminate weapons.
	Programming in line with International Mine Action Standards and guidelines	Is familiar with and makes use of International Mine Action Standards for Mine Risk Education (IMAS/MRE)	Promotes the use of international or national standards and guidelines among partners for development and implementation of MRE or other mine action response interventions	Ensures a mechanism for coordination of activities and technical feedback among implementing partners
		Develops and implements Mine/UXO risk education and/or other prevention activities taking into consideration established standards and best practices	Identifies mechanisms and networks through which MRE interventions can be delivered	Integrate MRE with other child protection and education activities as appropriate
		Understand roles and responsibilities for mine action within UN and the IASC and coordinates response accordingly	Establishes coordination mechanism for MRE within the broader mine action sector	Ensure strategies and plans for MRE are integrated within broader protection and mine action sectors
		Provides technical advice to implementing partners on the development and implementation of MRE or other preventive activities	Ensures that MRE messages, materials and methodologies used by partners are technically sound and developed through appropriate process	Ensures a system for monitoring and feedback on implementation of MRE activities exists with regular reporting and feedback provided
		Identifies a mechanism for collecting information/data on casualties related to landmines/UXO and threats to communities	Builds capacity of partners in collecting and analyzing data on casualties related to landmines/UXO accidents	Ensures data and information is analyzed, disseminated and required changes in program activities made
		Contributes to development of advocacy messages around the use of landmines or other indiscriminate weapons and implementation of legal instruments	Develops advocacy strategy for parties to conflict to sign/ratify/accede to Mine Ban Treaty, Convention on Cluster Munitions or Geneva Deed of Commitment and their implementation	Seeks commitments from different parties to refrain from using landmines and other indiscriminate weapons with negative humanitarian effects

Areas of focus	Competencies	Behaviours – Level 1	Behaviours – Level 2	Behaviours – Level 3
Monitoring and reporting grave violations and serious child protection concerns	Understanding and applying the legal frameworks of SC Resolutions 1612, 1882, and 1888	Understands the particular vulnerabilities of children and the consequences for children and their families of grave violations against children	Identifies context specifications and implements the MRM accordingly and in line with legal and technical standards	Ensures the implementation of the MRM according to legal and technical standards
		Understands the functioning of the Monitoring and Reporting Mechanism at field and / or global level	Provides technical support and builds capacity of actors working on the implementation of the MRM	Promotes coordination between the members of the MRM Country Task Forces to ensure standardised responses
		Understands the roles and responsibilities of the different MRM actors at the local and global level	Is able to engage in close collaboration with partner organizations and members of the UN the Country Task Forces	Engages in discussions with high level officials where the MRM is implemented to advocate for children's rights
		Understands and identifies the response mechanisms to trigger in a particular context for addressing grave violations against children	Is able to advocate and negotiate with state and non-state actors in different contexts for children's rights in situations of armed conflict	Seeks commitments from different parties to engage in the signing of Action Plans to halt violations against children in situations of armed conflict.
		Demonstrates knowledge of international standards and protocols relating to child rights monitoring	Provides technical guidance to the MRM Country Task Force on child rights monitoring according to the established legal international standards and protocols and MRM operational guidance	Ensures that monitoring of grave violations is developed within legal international standards and protocols
		Understands and utilizes the existing data collection tools or systems according to the technical standards of the MRM	Provides technical support on data collection protocols and tools utilized are in line with the technical and legal standards of the MRM	Ensures that data related to grave violations against children in situations of armed conflict is collected according to the technical and legal standards of the MRM
	Information management (data collection, management and reporting)	Understands the specific Information Management tools and formats that exist to present information on grave violations	Provides technical support in managing information gathered according to the methodological and legal standards	Ensures that the team respects the information management requirements on data security and confidentiality
		Contributes with inputs to different existing reporting requirements (Global Horizontal Note, UNSG reports and others)	Engages and collaborates effectively in coordination between members of task force for the development of reports	Ensures the presentation of reports is in line with standards and within the established reporting periods
	Linking monitoring and reporting to programmatic responses	Understands the links between the monitoring and reporting process and the programmatic response to grave violations against children's rights	Actively participates in inter-agency coordination fora with actors working on programming issues related to grave violations against children's rights	Promotes coordination amongst actors working on monitoring and reporting ensuring responses are in line with standards and best practice
		Contributes to development of advocacy messages around prevention of grave violations against children in situations of armed conflict	Develops advocacy strategy to engage parties to the conflict to halt grave violations against children in situations of armed conflict	Seeks commitments from different parties to halt grave violations against children in situations of armed conflict (e.g. by signing MRM Action Plans)

References for the competency framework

The Inter-agency CPIE competency framework draws on the child protection competencies of different organisations, and where unavailable, job descriptions and programme documents.

The following were reviewed in the drafting of this framework:

Organisation	Reference Documents
United Nations Children's Fund (UNICEF)	UNICEF Competencies: Child Protection, 2009 Core Commitments for Children in Humanitarian Action, 2010 (draft)
World Vision International (WV)	Competencies for staff who work with children WV Emergency CP Job Descriptions
Save the Children Alliance	Child Protection in Emergencies Competencies, 2009
Save the Children UK (SCUK)	Child Protection Capability Framework, 2007 Child Protection in Emergencies Standard Operating Procedures, 2009
Terre des Hommes (TdH)	Child Protection: Manual for intervention in humanitarian crisis, 2008 TdH Emergency Protection Job Descriptions
United Nations High Commissioner for Refugees (UNHCR)	UNHCR's Strategy and Activities regarding Refugee Children, 2005 UNHCR Handbook for the Protection of Women and Girls, 2008
International Rescue Committee (IRC)	IRC Emergency Child Protection Job Descriptions
Childfund International	Child protection in Emergencies: Program Approach, 2009

Other documents consulted include:

Argyll and Bute Council, *A Competency Framework for Child Protection*, Kilmory. Available from: <http://www.argyll-bute.gov.uk/content/socialworkservices/abcpc/cpcpublications/competencyframework>

Leicestershire County and Rutland National Health Service (NHS), 2009. *Competency Guidelines for Safeguarding Children*, Available from: <http://www.lcr.nhs.uk/Library/Version1NP095CompetencyGuidelinesforSafeguardingChildrenOctober2009pdf.pdf>

Interagency Working Group (IWG) on Emergency Capacity Building, 2006. *Humanitarian Competencies Study*. Emergency Capacity Building Project, Staff Capacity Initiative. Available from: [http://reliefweb.int/rw/lib.nsf/db900sid/AMMF-6TVHNZ/\\$file/ECBApr2006.pdf?openelement](http://reliefweb.int/rw/lib.nsf/db900sid/AMMF-6TVHNZ/$file/ECBApr2006.pdf?openelement)

People in Aid, 2007. *Behaviours which lead to effective performance in Humanitarian Response*, Emergency Capacity Building Project. Available from: [http://www.reliefweb.int/rw/lib.nsf/db900sid/ASAZ-7GTGQB/\\$file/pia_Jun2007.pdf?openelement](http://www.reliefweb.int/rw/lib.nsf/db900sid/ASAZ-7GTGQB/$file/pia_Jun2007.pdf?openelement)

Scottish Executive, 2006. *Key Capabilities in Child Care and Protection*, Crown: Edinburgh. Available from: <http://www.scotland.gov.uk/Resource/Doc/160522/0043657.pdf>

United Nations Office for the Coordination of Humanitarian Affairs (UN OCHA), *Humanitarian Coordinators Competencies*. Available from: <http://www.humanitarianreform.org/humanitarianreform/Portals/1/H%20Coordinators/HC%20COMPETENCIES%20VERY%20FINAL.pdf>

Wessells, M., 2009. *What are we learning about protecting children in the community?* Save the Children UK on behalf of Inter-agency Reference Group.